



DEPARTMENT OF HISTORY

MA PUBLIC HISTORY

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

1.1 Welcome

Welcome to Royal Holloway, the Department of History, and the MA Public History. Royal Holloway, University of London is one of the UK's leading research-intensive universities, with six academic schools spanning the arts and humanities, social sciences and sciences.

The Department of History, part of the School of Humanities, is one of the most innovative, diverse, and well-recognised departments in the UK. Our faculty members carry out internationally significant research and regularly appear on television, radio and in the popular press. Many are also engaged in collaborative projects with national and community partners and make important contributions to policy development and national debates.

This MA, originally conceived and led by the late Professor Justin Champion, was the first of its kind in the UK and is now entering its sixteenth year. It offers a unique qualification for those wishing to go on to pursue a career in history, working in the heritage sector, in broadcasting, or in journalism. It is also the ideal foundation for those wishing to continue their research with a PhD in Public History (including our innovative PhD by Practice in Public History). Our unique combination of modules will equip you with the professional skills of historical interpretation and communication required to excel in public history, and with opportunities to meet and engage with leading practitioners in the field.

We attract applicants from across the world and places are highly sought after. Your enrolment on this course therefore means you have been carefully selected and we are confident that you have the proven abilities and the necessary ambition to flourish as a postgraduate student and to realise your potential as a public historian. To this end, we will ask you to keep abreast of developments in the field of public history and cognate disciplines; to become attuned to recognising the role history plays in current debates and the news; to apply the rigour of a historian in all that you produce; and to be regular and critical consumers of public history, wherever you encounter it, but particularly in those forums and media most relevant to the careers that interest you.

In addition to providing you with the intellectual foundation and skills to then build these careers, and unique opportunities to learn from and network with leading practitioners across a range of sectors, our MA also offers you support in the form of early career workshops and specialist workshops, which you are free to attend even up to three years after graduation. You are joining not just a single year cohort but a growing, diverse and exciting community of Royal Holloway public historians making a real difference in the world.

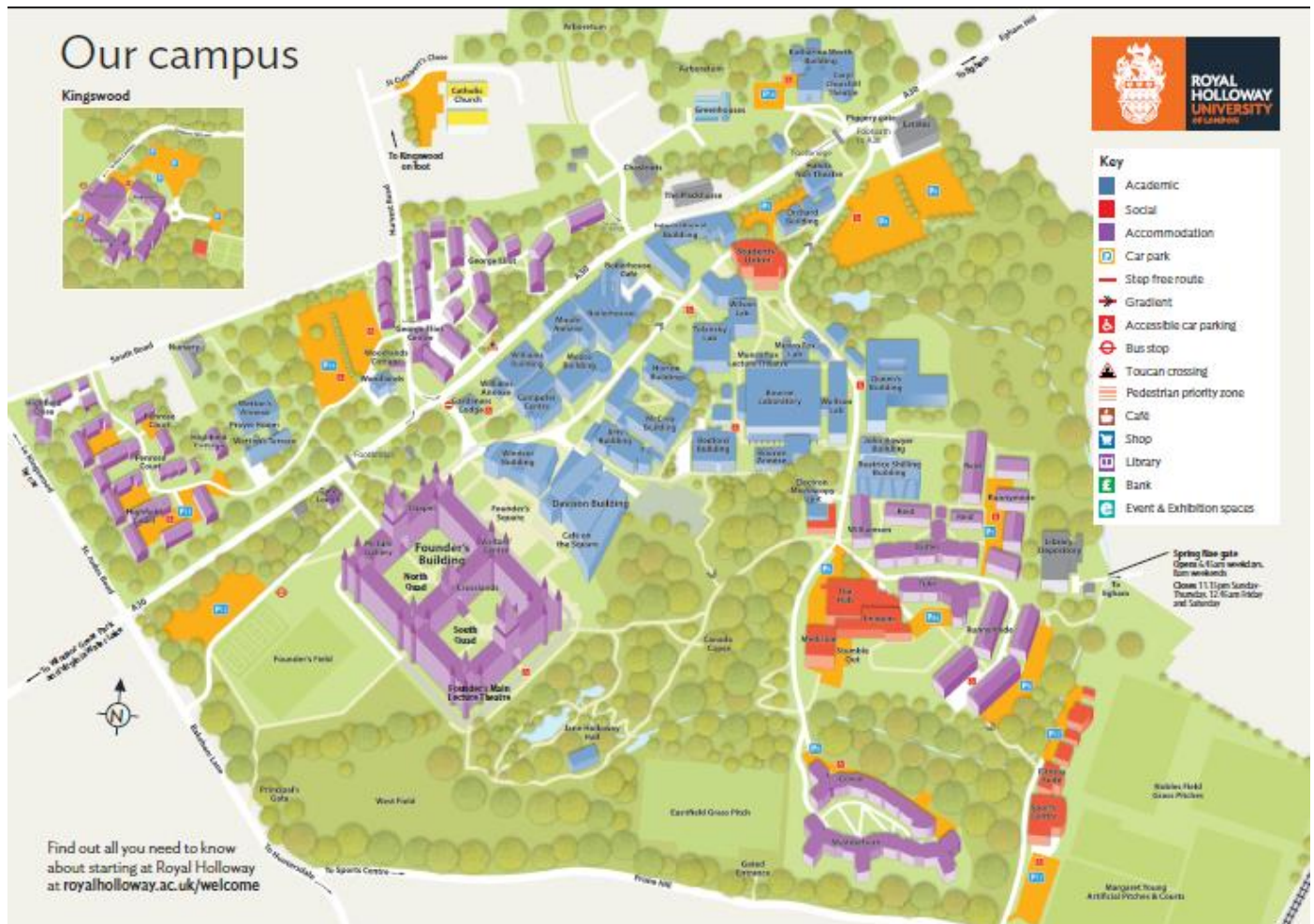
As you begin this next chapter in your studies, please remember that Amy, Edward and I are here to support you and will be available to meet in person or via MS Teams during our weekly feedback and consultation hours. You will also be assigned a Personal Tutor from among us for all your non-module specific questions. We look forward to meeting you and to what promises to be an exciting year.

Dr Matthew Smith
Director of the MA Public History

1.2 How to find us: the Department

The Department of History is located on the ground floor of the International Building. This can be found on the University Egham [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 the University. Find more information about the Parking Permit portal [here](#).

1.4 How to find us: the staff

CONTACT DETAILS

Executive Dean:	Professor Giuliana Pieri	IN146	g.pieri@rhul.ac.uk	
Head of Department:	Dr Robert Priest	IN036	robert.priest@rhul.ac.uk	
Academic Staff:	Dr Paris Chronakis	IN06A	paris.chronakis@rhul.ac.uk	
	Dr Edward Madigan	IN035	edward.madigan@rhul.ac.uk	
	Dr Nicola Phillips	IN003	n.j.phillips@rhul.ac.uk	
	Dr Matthew Smith	FW14	matthew.smith@rhul.ac.uk	
	Dr Amy Tooth Murphy	IN044	amy.toothmurphy@rhul.ac.uk	
School Manager:	Corrie Barker	IN147	Corrie.Barker@rhul.ac.uk	
Student & Programme Administration Manager:	Mrs Penelope Mullens	IN149	Penelope.Mullens@rhul.ac.uk	
Senior Student & Programme Administration Officer:	Mr Paul Gomm	IN149	Paul.Gomm@rhul.ac.uk	
School Office (help desk)	276882	IN 149	Humanities-school@rhul.ac.uk	
Disability & Neurodiversity	414621	FE153 (term-time)	disability@rhul.ac.uk	
Information Consultants:	Emma Burnett	443333	Bedford LB2	humanitieslibrarians@rhul.ac.uk

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

Historians at Royal Holloway have been at the forefront of research pushing the boundaries of our discipline and pioneering the study of such by now established fields as [women's history](#), the history of late antiquity, and Georgian Britain. There are more than 30 research active staff and over 100 PhD students, making us one of the strongest History departments in the UK for research. 85% of our overall research is judged as either 'world-leading' or 'internationally excellent' (REF, 2021). [Our staff](#) includes internationally renowned experts and rising stars in the fields of late antiquity, crusader histories, empires in the early modern Atlantic and the Middle East, late modern Europe and the Mediterranean, and race in modern America. We are exceptionally strong in [South and East Asia](#), [conflict and violence](#), and 19th century British history in all its gendered, material, and imperial dimensions. Ongoing staff research includes major funded project on [pets in British culture](#), [plants and minerals in Byzantine pharmacy](#), child abuse in the British Empire, law and emotions in the British Atlantic world, Armenian and Yezidi women genocide survivors, and [letter exchange and empire-building in China](#). Several staff members are also involved in [Storytrails](#), Royal Holloway's major undertaking in humanities-informed virtual reality. Our public historians are also leading a major new AHRC-supported project with the AQA exam board and seven museum and archive partners to collaboratively research and co-

produce educational resources that support the more inclusive teaching of British political history at GCSE. For more information, check our [staff profiles](#) and [research centres](#).

MA Public History team	Field of study	Summary of interests
Dr Paris Chronakis	Modern European	The Mediterranean Sea; Modern Greece; the Holocaust; Jews; empires; diasporas; refugees; nationalism; urban cultures.
Dr Edward Madigan	Modern British and Ireland	Cultural, military and religious history of war; British and Irish memory of the First World War; public history.
Dr Nicola Phillips	Eighteenth Century British	British gender, social, criminal and civil justice history, 1660-1830; women's history; public history.
Dr Matthew Smith	Public History	Rights and representation; heritage and museum studies; public history.
Dr Amy Tooth Murphy	Modern British; history of sexuality	Oral history; queer history, with particular emphasis on twentieth century Britain; memory and culture; gender history

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 International Building, room IN149. Opening hours are 9am to 5pm term time. The Helpdesk is staffed throughout these opening hours. You can call in person during opening hours, ring 01784 276882 or email humanities-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.

The History Department offers students a range of different kinds of practical and personal support, including your Personal Tutor, alongside University Wellbeing services, and the School of Humanities office staff. There are scheduled slots each term when you are expected to meet with your Personal Tutor, 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.

2.2 Personal Tutors

Each student is assigned to a Personal Tutor. Personal Tutors variously advertise on their office door, email signatures and in course introductions in Moodle the times when they are available to see students in weekly Consultation and Feedback hours. If in doubt, please email your Personal Tutor to arrange a time to meet. Arrangements may also be made by them, or by you, to meet at other times.

Your Personal Tutor is normally available to see you at the beginning of each term. Your Personal Tutor is available to offer you advice and feedback about your work and are also willing to discuss personal difficulties, but they understand that you may prefer to take such matters to the University 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 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.

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 Communication

3.1 Email

The primary means of communication between the Department, your module convenors and you will be email. It is essential that you check your emails regularly for urgent and essential updates and information.

When emailing your module convenors please do so during working hours or, if you are drafting an email outside these hours, please schedule it to be sent the following day at 9am. Please note that you need to be logged into Outlook for scheduled emails to be sent.

Please also remember that it is courteous to acknowledge when a member of staff, or anyone else you might email in a professional capacity during your studies, has answered your question.

3.2 Post

Any post addressed to you in History department is delivered to the student pigeonholes in the International Building Foyer. It is comparatively rare for students to receive important information by post: by and large you should be reading your emails regularly instead, as that is by far the most common way for important information to be given to you. Please do not use the department to receive personal post.

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 and student representatives, your Personal Tutor, or the Head of Department.

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 giving your evaluation of the teaching you have received, the effectiveness of library provision and the overall quality of the module. It is University policy that such module evaluations are completed by all students. These are anonymous and your co-operation 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 Term dates and the academic calendar

Term dates for 2024-2025 are scheduled as follows:

Autumn Term: Monday 23 September to Friday 13 December 2024

Spring Term: Monday 13 January to Friday 4 April 2025

Summer Term: Monday 5 May to Friday 13 June 2025

Teaching commences in week two of the academic calendar, the week commencing 30 September 2024, after Welcome Week.

Please note that even though the Summer Term and formal teaching ends on Friday 13 June 2025, students are expected to be working on their Final Project in the summer months.

4.2 Study weeks

Study weeks in 2024-2025 are scheduled as follows:

Monday 4 November to Friday 8 November 2024

Monday 24 February to Friday 28 February 2025

Study Weeks are weeks that do not normally have scheduled teaching (although they can also be used as a space to make up any teaching lost earlier in the term to staff illness). They are an opportunity for you to consolidate what you have learnt, work on your coursework assignments, and do preparatory reading for the second half of the term.

5 Degree structure

Students take modules to the value of 180 credits. 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 Module information

The MA Public History has six compulsory modules, including the online module **SS1001 Academic Integrity** which will guide you through preparing your assignments using the best academic standards. You will need to successfully complete this short module, and you can have as many attempts as you like before the deadline to pass it.

HS5460 Pathways to the Past: Public History in Theory and Practice (30 credits)

Convenors: Dr Madigan and Dr Smith

Overview: This module introduces students to ideas about, and approaches to, public history in Britain and the wider world. The seminars provide a weekly forum for students to learn about and discuss the rich variety of ways in which historians engage public interest in the past. The module also addresses some core themes and debates about the varied forms that public history assumes; it will enable students to engage with the key intellectual debates in public history, to explore the history of public institutions and to understand that the representation of 'the past' has often been contested and exploited for political, commercial and community ends.

The module also introduces students to a range of themes and practical matters relevant to the presentation of history and the past to contemporary 'publics', including the interpretation of history in public and communal spaces and the management of heritage sites. Students will acquire a repertoire of skills and approaches (combined with the development of advanced skills in the researching and writing of history) to enable them to convey ideas about the past to the public in an engaging and innovative fashion. These include knowledge about ethical matters, as well as awareness of a range of issues related to working with local communities, evaluation, exhibition planning and development, and education techniques for working in informal public spaces. The successful communication of ideas about the past, as well as what to avoid when communicating, are key, overarching themes of the module.

Teaching: Two-hour seminar-based sessions at our London campus every Friday afternoon in Term 1 and 2. The format will include short lectures, group work, guest speakers and visits to public history sites. Full details are available on Moodle.

Assessment: An illustrated blog of 1,000 words (20%) and a 5,000-word essay (80%) (deadlines are listed in Moodle). Please note that unassessed practical exercises will also be incorporated into weekly seminars.

Introductory Reading:

- Thomas Cauvin, *Public History: A Textbook of Practice* (Routledge, 2022)
- Gerard Corsane, *Heritage, Museums and Galleries: An Introductory Reader* (Routledge, 2004)
- Jerome De Groot, *Consuming History: Historians and Heritage in Contemporary Popular Culture* (Routledge, 2009)
- Ludmilla Jordanova, *History in Practice* (Hodder Arnold, 2006)
- Hilda Kean, and Paul Martin (eds), *The Public History Reader* (Routledge, 2013)
- John Tosh, *Why History Matters* (Palgrave Macmillan, 2008)

HS5461 Communicating History: Radio, Podcasts and Social Media (30 credits)

Convenors: Dr Tooth Murphy and Dr Smith

Overview: This module seeks to introduce students to the various broadcast forums and media in which history is communicated to the public. In particular, it equips students with a practical skillset to enable them to produce podcasts that are informative and accurate, but also entertaining and engaging, while also teaching them to review and critique how these technologies are being used. Over the module students will learn how to devise, research, record, structure, edit and present podcasts to professional standard. No previous knowledge or expertise of recording or editing is required. Importantly, the very transferable skills students acquire on this course can be used to create a wide range of other aural and audio projects. Students will also spend time setting up social media channels and consider how to produce and tailor content to each platform, consider what "voice" and content is appropriate, and how they might be able to use these channels to communicate history.

Teaching: Two-hour seminar-based sessions at our Egham campus every Wednesday in Term 2. The first five weeks include an introductory seminar followed by practitioner-led case studies and practical exercises exploring exhibition design and visual storytelling, public history on film and television, history-making on YouTube, and podcasting. The final five weeks, after Study Week, focus on the art and skills of podcasting

and are taught in smaller groups.

Assessment: a 1,000-word critical review of a podcast/radio programme (25%) and a 30-minute podcast/radio programme accompanied by a 2,000-word critical reflection (75%). Deadlines are listed on Moodle. Please note that unassessed practical exercises will often be incorporated into weekly seminars.

Introductory Reading:

- Ian M. Cook, *Scholarly Podcasting: Why, What, How?* (2023).
- Martin Spinelli and Lance Dann, *Podcasting: The Audio Media Revolution* (Bloomsbury, 2019)
- Simon Schama, 'Television and the trouble with history'. In Cannadine, David, (ed.), *History and the media* (2004), p. 20-33.
- J. de Groot, *Consuming History. Historians and heritage in contemporary popular culture* (2009).
- J. Champion, 'Seeing the Past: Simon Schama's "A History of Britain" and Public History'. *History Workshop Journal*, 56 (2003), p. 153-74.
- Michelle Arrow 'I want to be a TV historian when I grow up!' On Being a Rewind Historian'. *Public History Review*, 12, (2006), p. 80-91.
- Susan Porter Benson, Stephen Brier, Roy Rosenzweig (Eds.) *Presenting the Past: Essays on History and the Public* (Critical Perspectives on the Past) (Temple University Press 1986).

HS5462 'Nothing about us without us': the Power of Oral History (30 credits)

Convenor: Dr Tooth Murphy

Overview: This module aims to introduce students to the theory and practice of oral history in the wider context of public history. Throughout the module we will examine the challenges and opportunities of employing oral history in a range of public history settings, including museums, the web, film and television, and community histories. Beginning with an exploration of the development of oral history as a rigorous academic field with strong grassroots and community-led foundations, we will go on to discover the ways in which oral history and public history have developed together as potentially radical ways in which to 'do' history. The module aims to provide students with the skills necessary to conduct and record an audio oral history interview to current research, publication, presentation, and archive standards. Each student will undertake an oral history interview as part of a class project, with the completed interviews being deposited in an archive, where they will be made accessible to future researchers.

Teaching: Two-hour seminar-based sessions at our Egham campus every Tuesday in Term 2.

Assessment: 2,500-word 'funding application' (50%) and a 2,500-word critical analysis of an oral history interview (with accompanying interview and forms) (50%). Deadlines are listed on Moodle. Please note that unassessed practical exercises will often be incorporated into weekly seminars.

Introductory Reading:

- Lynn Abrams, *Oral History Theory* (Routledge, 2010).
- Paula Hamilton and Linda Shopes (eds), *Oral History and Public Memories* (Temple UP, 2008).
- Robert Perks and Alistair Thomson (eds), *The Oral History Reader* (Routledge, 2006).
- Donald A. Ritchie, *Doing Oral History: A Practical Guide* (OUP, 2003).
- Donald A. Ritchie (ed), *The Oral History Handbook* (OUP: 2010).
- Anna Sheftel and Stacey Zembrzycki (eds), *Oral History Off the Record: Toward an Ethnography of Practice* (Palgrave Macmillan, 2013).

HS5455 The Historian's Toolkit: Researching and Conceptualising the Past (30 credits)

Convenor: Dr Chronakis

Overview: This module introduces students to the research skills, concepts and resources they need as historians at postgraduate level. Understanding the range, scope and depth of physical and digital archives and museums, the use of documents, recordings, artefacts and images as well as how to critically interpret them is critical for constructing a convincing historical narrative. These skills are essential and transferrable, whether you are writing a dissertation, or setting up a portfolio of research skills to market to future employers. The module also interrogates history's ambivalent position between art and social science, and asks how historical concepts and historical research practices intersect with methods of communicating the past to an academic and wider audience. Indeed, learning how to communicate your findings effectively in written, digital and oral formats to both academic and public audiences is vital in a globalized and increasingly digital world.

Students will interpret a variety of evidence including manuscript and printed texts and material culture; engage theoretically and conceptually with history as both a process and discipline; and put different historical methods and concepts into practice, including through digital mediums. Students are strongly encouraged to take an independent approach, and to bring their own findings and discoveries into the classroom for discussion each week. By the end of the module, students will be skilled and knowledgeable historical researchers, having engaged closely with important historical sources and theories across the term.

Teaching: One-hour lecture (1-2pm) followed by a one-hour seminar on Tuesdays in Term 1. Please see your timetable for your seminar group's time.

Assessment: This module's assessment consists of a 3,000-word literature review with a conceptual emphasis (50%) and a source analysis project with a skills emphasis (50%), reflecting its twin focus on these central pillars to historical research. Deadlines are listed in Moodle.

Introductory Reading:

- Geoff Eley, *A Crooked Line: From Cultural History to the History of Society* (University of Michigan Press, 2005)
- John Tosh, *The Pursuit of History* (6th Edition Routledge, 2015) [Recommended for students returning to education after a break and those who have not studied history as a first degree; but also, a useful reminder to dip into (especially chapters 4-7) even for those that have]
- Miriam Dobson and Benjamin Ziemann, *Reading Primary Sources: The Interpretation of Texts from Nineteenth and Twentieth Century History* (Routledge, 2008)
- Lynn Hunt, *Writing History in the Global Era* (Norton, 2014)
- [Sean Cunningham, 'Archive Skills and Tools for Historians'](#), on the Institute of Historical Research *Making History* blog
- Melissa Terras, Julianne Nyhan, Edward Vanhoutte (eds.), *Defining Digital Humanities: A Reader* (Ashgate, 2014)

HS5463 Final Project (60 credits)

Convenor: Dr Madigan

Overview: One of the more innovative elements of the MA in Public History course is that, in lieu of a conventional 'academic' thesis, all students are required to design and create a project through which they communicate with the public about the past in a meaningful and engaging fashion. The project can take the form of an exhibition, a teaching resource, a website, a podcast, a documentary, a play, or indeed any substantial output through which the author conveys ideas about the past to a wider public. This can focus on any historical period or theme, and, in previous years, students have truly excelled when engaging with the final project and produced some extraordinarily creative and professional pieces of work.

The general theme and medium of the project should be agreed with the Final Project Coordinator (Dr Madigan) in advance and while students may run the project by themselves, they are encouraged to consider

developing their output for, or in consultation with, an external partner or institution. The project will meet a particular need identified by the student and/or the external organization and will be produced to a professional standard. The submission will be accompanied by a 5,000-word written treatment – a Reflective Essay – explaining the project’s aims, methods, and research and offering a critique of the final product.

Students will be allocated a supervisor from among the departmental faculty with expertise relevant to the topic, or who is in some other way suitable. Please note that members of the academic staff are all active research scholars and therefore not continuously available throughout the summer months, so it is particularly important to arrange the topic and a work schedule with your supervisor before the end of May. There will be scheduled sessions in Terms 2 and 3 to discuss the Final Project, and a series of informal opportunities to discuss and develop ideas in Term 1. At the start of the summer term there will also be a one-day session (date to be advised) in which students will present their plans for the Final Project as a “pitch” to a panel of academics, accompanied by a poster presentation.

While most students produce their Final Project during the second half of the year, it is also normal for this to build on links with external partners forged from Term 1, and a practical plan of action consolidated during Term 2. HS5463 contributes a third of the overall grade for the MA Public History and provides students with the chance to showcase their historical knowledge, technical skills developed and capacity to communicate with a public audience: giving yourself enough time to produce something you – and the department – can be proud of is central to the degree.

Teaching: In addition to dedicated seminars as part of Pathways, students will receive expert feedback on their project proposals from a staff panel during a pitching session and will be assigned a final project supervisor in Term 3. Supervision meetings will provide students with guidance on refining their chosen theme, and on formulating research strategies and methods. Students are required to take responsibility for setting meetings with their supervisors.

5.2 Field trips

Field trips are an integral part of the MA Public History and feature prominently in HS5460 Pathways to the Past. These trips are advertised well in advance on Moodle and attendance is compulsory. If you are unable to attend or are delayed it is your responsibility to inform your module tutor by email as soon as possible. Please note that University is unable to reimburse travel expenses for field trips. In the majority of cases, however, field trips will be to central London locations which require no additional expense to that which students would incur in commuting in for their London campus-based seminars.

5.3 Practicals

In addition to being an academically rigorous course, the application of public history in practice is at the core of the MA. As such, students undertake a range of formative and summative practical assignments, including researching, scripting and producing a podcast, producing your own blog website and illustrated blog post, and conducting oral history interviews to archive standard.

This commitment to public history in practice culminates in the Final Project, in which students must design and produce a project that allows them to communicate with the public about the past in an innovative and meaningful fashion. A key benefit of engaging with these practical elements of the course is that you should have assembled a rich and appealing portfolio of public history projects by the time you have completed your degree.

5.4 Specialist equipment

As part of both HS5461 Communicating History: Radio, Podcasts and Social Media and HS5462: ‘Nothing About Us Without Us’: The Power of Oral History students will be given access to a range of professional-level audio recording equipment. When undertaking final project work, students can also arrange access to this equipment via the School Help Desk.

5.5 Preparing for your next steps

To help you prepare for entering the job market upon graduation, in term three and across the summer, we

offer a series of workshops, seminars and networking opportunities. These vary from year to year but typically include a workshop with a University Careers Consultant and member of the public history team to look at jobs available in sector, strategise for how you might apply for such roles, and a CV 'health-check'. Other events may include early career networking events or informal panels with alumni to share tips and advice on taking your next steps toward your chosen career. Alumni are welcome to join these sessions even up to three years after graduation.

If you would like to continue your journey at Royal Holloway, we are also happy to discuss opportunities to undertake PhDs in Public History, including our innovative PhDs by Practice. Much like your Final Project, with a PhD by Practice you produce a major practice-based output alongside a shorter thesis. The Department is also able to assist you in developing and applying for collaborative doctoral projects. These are PhDs undertaken in partnership with another organisation. Recent collaborative PhDs have included the Bishopsgate Institute, The London Archives, The National Archives, and the UK Parliamentary Archives.

5.6 Change of course

You may transfer to another course subject to the following conditions being met before the point of transfer:

- (a) you must satisfy the normal conditions for admission to the new course;
- (b) you must satisfy the requirements in respect of mandatory modules and progression specified for each stage of the new course up to the proposed point of entry;
- (c) the transfer must be approved by both the department(s) responsible for teaching the new course 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 course of study until their transfer request has been approved.

6 Facilities

6.1 The Library

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

We also highly recommend taking advantage of the wealth of libraries and archives available in London, including but not limited to the Bishopsgate Institute, British Library, the Women's Library (at the London School of Economics), Guildhall Library, the Institute of Historical Research, Senate House Library, the Wellcome Library and Wiener Library.

6.2 Royal Holloway College Archives

The College Archives at Royal Holloway house some of the earliest records relating to the history of higher education for women, in the form of the archives of Bedford College and Royal Holloway College.

Highlights from the collections include:

- Administrative and financial records relating to the governance of the Colleges from the time of their foundations

- Student registers and student and staff personal files
- Personal papers of eminent individuals in the history of the Colleges
- Records of student societies, including debating, drama and sport
- Reminiscences, correspondence, diaries and oral history memories of former students and staff, including a large collection of C18 and C19 letters
- Records relating to the design of the Colleges and the Royal Holloway Picture Gallery, including correspondence with artists
- Advertising records relating to Thomas Holloway's manufacture of pills and ointments, and material relating to the Holloway Sanatorium

6.3 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](#).

6.4 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, although this may be affected by the coronavirus pandemic. 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 essays and other forms of written coursework 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.

Cover sheets for your assignments can be downloaded from your module Moodle pages.

7.2 Submission of work

As noted above, **all work** for any module 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, but there may be some exceptions (for example in-class presentations). If you are unsure whether an assessment is assessed or formative, please check with the module tutor. **Please make sure that your name does not appear anywhere in your essay (including headers and footers).**

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 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.

7.3 Presentation of work

Please give margin of one inch and type text in either 1.5 or double spacing, preferably with text that has been 'justified' (i.e. extended) to both left and right margins. The main body of text should be produced in size 12, sans serif font. Number all pages consecutively, including notes and bibliography. Latin and non-English terms and phrases (but not full quotations) should be rendered in *italics*.

The Reflective Essay component of your Final Project is normally divided into chapters. Each chapter should start on a new page. Within chapters, you may use numbered or named sub-sections at your discretion and as appropriate. But they should be used sparingly and please ensure that you do not use them as an alternative to properly structuring the essay/dissertation. When you include chapters, please include a table of contents with page numbers.

The History Department uses the Modern Humanities Research Association (MHRA) referencing style. It is important that you use this referencing style correctly and consistently in all your submitted academic coursework. Please note that markers expect this of you and will pick up on errors or inadequate referencing. The MHRA provides a free downloadable pdf copy of the complete Style Guide. In addition, you can view an abbreviated quick version here: <http://www.mhra.org.uk/style/quick.html>

Footnotes should be in single line spacing, clearly demarcated from the main body of text, and numbered sequentially throughout each essay or chapter. Remember that all notes must be clear and internally consistent, for each of checking.

Images may be included if appropriate but try to use these as visual evidence rather than mere illustration. Please ensure that they are given appropriate and clear titles and numbers, and that the source of your image is indicated. Please note that such titles and referencing are included in your word count.

The Bibliography (not included in your word count) comes at the very end of your essay, after appendices. The sequence of citation is usually:

- (1) Primary Sources
 - a. Manuscript
 - b. Printed – e.g. newspapers
- (2) Secondary Authorities
 - a. Printed – books and articles
 - b. Unpublished – e.g. theses

It is worth taking time to ensure that all work is professionally presented. This indicates that you take your own work seriously. All MA examiners value professional presentation, and it is a quality upon which visiting examiners always place particular emphasis.

7.4 Penalties for over-length work

Word limits are not set to make students' lives unnecessarily difficult! They exist because of the importance of 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. 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 (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.

7.5 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.

Listed below are the assessments for which extensions cannot be granted (i.e. are exempt):

Small weekly reading responses
Essay plans to provide formative feedback
Individual oral presentations (formative)

7.6 Support and exam access arrangements for students requiring support

Some students at the University 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.

7.7 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.

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 University.

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