CeDAS – Centre for the Development of Academic Skills

CONTEMPORARY BRITAIN HANDBOOK

2022/2023

Disclaimer

This document was published in September 2022 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 College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

* Please note, the term 'department' is used to refer to 'departments', 'Centres and Schools'. Students on joint or combined degree programmes 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 College') is one of the UK's leading research-intensive universities, with six academic schools spanning the arts and humanities, social sciences and sciences.

A warm welcome in particular to the Centre for the Development of Academic Skills (CeDAS)! We are pleased you have decided to study with us, and we look forward to helping you achieve your full academic potential as a student in the UK over the coming months.

CeDAS unites a number of activities which includes the support of international students. As part of this role, CeDAS offers a range of taught courses and programmes to international students enrolled at Royal Holloway. Specifically, this includes:

- the teaching of tailor-made courses for visiting overseas students and providing support for visiting students whilst they are at Royal Holloway;
- the teaching of a Pre-Sessional English Language Programme for international students who have been offered a place to study at either undergraduate or postgraduate level at Royal Holloway;
- the teaching of academic English language support courses for both international students and native English-speaking students.

Some of you have joined us shortly after arriving in the UK for the first time, while others may have previous experience of studying in this country. Royal Holloway provides everyone with a wonderful opportunity to learn and to develop the necessary language and study skills for success as a student in the UK.

This Student Handbook contains comprehensive information, both about the Department and the College. Please make sure you keep this handbook safely for future reference.

We look forward to working with you and hope that you have an enjoyable and productive time whilst at Royal Holloway.

Silke Placzeck
Head of the Centre for the Development of Academic Skills (CeDAS)

1.2 How to find us: the Department

CeDAS is located in Founders West, first floor. This can be found on the College campus map as Founders Building – we are on the side next to Founders Field (not Founders Square).

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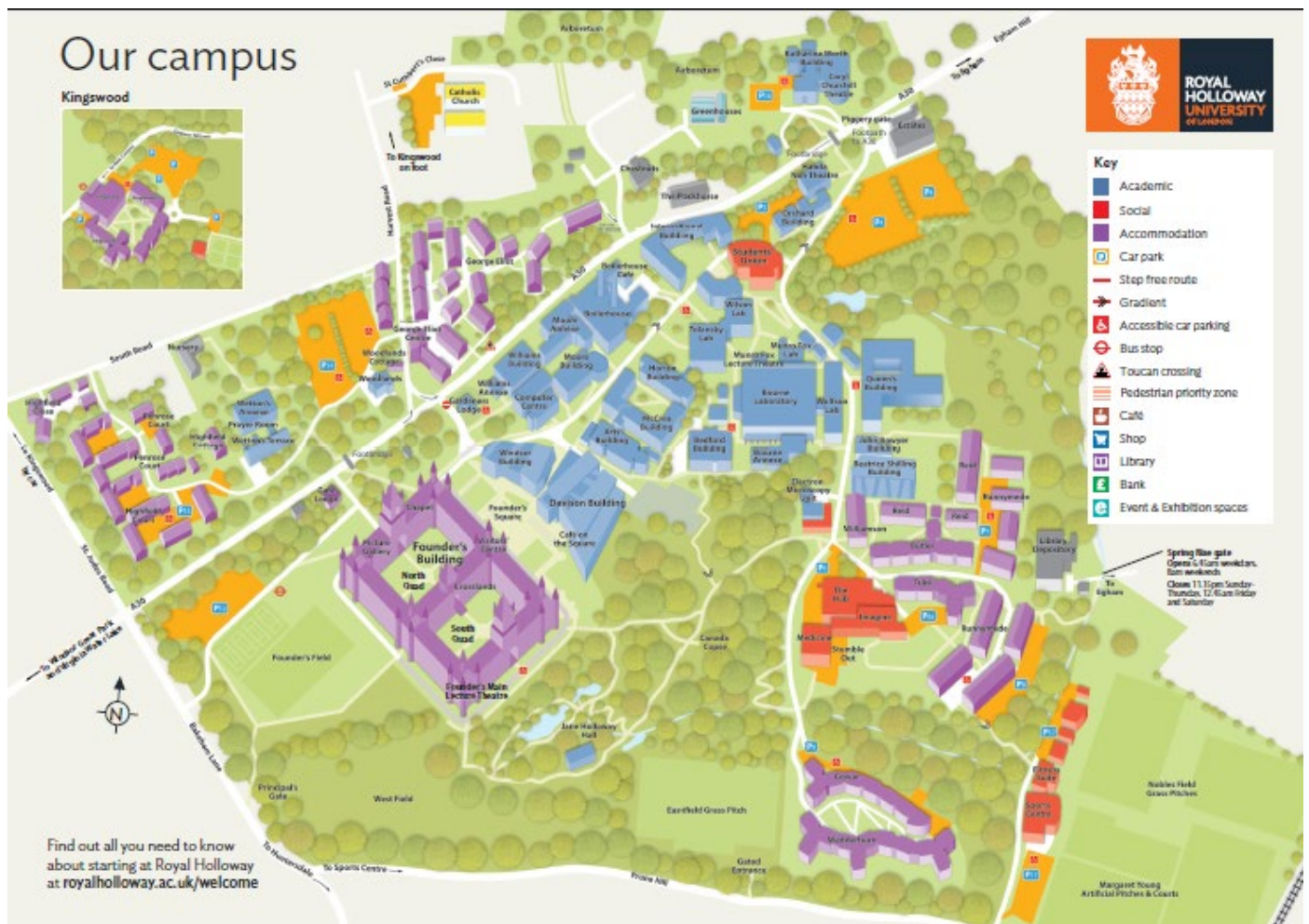
Please note, student parking is very limited and is not available if you live in Halls or within 1.5 miles of campus. If you do live more than 1.5 miles away or have a particular reason why you need to come to campus by car, you must apply for a parking permit. If you have a motorbike or scooter you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

1.4 How to find us: the staff

CONTACT DETAILS

Head of Department:

Name and Email	Room	Role
Silke PLACZECK S.Placzeck@rhul.ac.uk	FW131	Head of Department

Academic Staff:

Name and Email	Room	Role
Dr David CHANNON David.Channon@rhul.ac.uk	FW128	Teaching Fellow
Gerard CLOUGH G.Clough@rhul.ac.uk	FW125	Senior Teaching Fellow
Norlene CONWAY N.Conway@rhul.ac.uk	FW134	Senior Teaching Fellow
Marion ENGRAND-O'HARA M.E.Ohara@rhul.ac.uk	FW133	Teaching Fellow
Dr Jan KOSECKI Jan.Kosecki@rhul.ac.uk	FW129	Teaching Fellow
Pip LE HEN Phillipa.LeHen@rhul.ac.u	FW119	Teaching Fellow
Dr Zohreh MOGHIMI Zohreh.Moghimi@rhul.ac.uk	FW128	Teaching Fellow
Katie SHAW Katie.Shaw@rhul.ac.uk	FW130	Senior Teaching Fellow
Sophia STAVARAKAKIS Sophia.Stavrakakis@rhul.ac.uk	FW134	Senior Teaching Fellow
Dr Kinga ZACZEK Kinga.Zaczek@rhul.ac.uk	FW129	Teaching Fellow (Maths, Statistics & Numeracy)

Administrative Staff:

Name and Email	Room	Role
Nicky VALENTINE Nicky.Valentine@rhul.ac.uk	FW139	Administrative Officer
Alanah HARRINGTON Alanah.harrington@rhul.ac.uk	FW139	Administrative Officer

Sunny SANGHA Sandeep.Sangha@rhul.ac.uk	FW139	Administrative Officer
James GROGAN James.Grogan@rhul.ac.uk	FW139	Administrative Officer

1.5 How to find us: the Department office

The department office is located in FW139 on the first floor in Founders Building, West, which means the side which faces the Tennis Courts and playing field (not the side which faces Founders Square and the Library).

1.6 The Department: practical information

Please be aware that staff do sometimes work from home and therefore may not be present in the office every day. Therefore, you may wish to contact a specific member of staff from the list above, or use our departmental email CeDAS@rhul.ac.uk for queries.

2   Support and advice

2.1 Support within your Department

You may visit our administrative office in FW139 to speak to staff, if available. However, you may also phone +44 (0)1784 443368 or email CeDAS@rhul.ac.uk. Depending on your query, staff 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.

2.2 Support with your studies – CeDAS

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

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

To access CeDAS support, log into Moodle, go to **My Courses** and click **CeDAS Academic Skills**. Then follow the instructions to enrol to the CeDAS page for your school. For general enquiries, email cedas@rhul.ac.uk or visit the CeDAS office at Founders West 139 during office hours.

If you have any general questions about CeDAS' academic skills provision (1-1 bookings, workshops, Maths and Statistics sessions) you can phone 01784 443368 or email CeDAS@rhul.ac.uk .

If, as a visiting student, you have questions about any aspect of your time here and would like to speak to a staff member 1-1, the Senior Teaching Fellow for incoming visiting students in CeDAS is Sophia Stavrakakis, and she is available for 1-1 meetings both face to face or via MS Teams. Please see contact details above and see the visiting student Moodle page for more information about when these are and how to book.

For information on support within academic Schools and Departments, please see their Handbooks.

2.3 Support with your studies – the Library

Library Information Consultants are here to help you develop your research and referencing skills throughout your studies here at Royal Holloway. You can find your Information Consultant's contact details here. Please choose the relevant subject. See more information about the Library in Section 6.1 below.

2.4 Disability & Neurodiversity Support

The Disability & Neurodiversity team are here to support all students who have disclosed a disability, long standing medical condition, specific learning difficulty or mental health condition. Advisers will help co-ordinate the right support for you including liaising with your academic department, external providers or specialist support services. To access support you need to declare your disability and register with them. They can then work with you to implement appropriate support as soon as possible. You can contact them by email at disability@rhul.ac.uk . See more information in section 7.7 below about how this team supports assessments.

2.5 Wellbeing

The Student Wellbeing team within Student Advisory & Wellbeing are here to support all students with their general wellbeing. They are a friendly, approachable team who triage wellbeing queries and provide non-clinical advice and guidance to students. Advisers will help co-ordinate the right support for you or signpost / refer you to others within the department for longer term or more specialised support. You can also contact them if you are concerned about another student so the right person can reach out to offer support and guidance to them. You can contact the advisers by email at Wellbeing@rhul.ac.uk

3 Communication

3.1 Post

Should any post be addressed to you in CeDAS our administrative team will contact you to let you know how you can pick it up in person. At the end of term, any uncollected post will be destroyed.

3.2 Notice boards

The official student notice boards are on the walls in Founders West. However, any information relevant to students registered with CeDAS will be sent via email under the current circumstances.
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.

3.3 Personal Tutors/advice on studies

As visiting students you should be allocated a Personal Tutor in one or more of your departments. You may also be in contact with the Study Abroad Advisor in your departments with any concerns you have.
For Contemporary Britain modules, you are welcome to contact your class tutors at any time via email to ask questions or discuss concerns you have.
In all your contact with staff, please allow time for them to respond – they may have a number of queries. Also note that in the UK, staff are not expected to respond in the evenings or on weekends.
However, if you are unsure who to contact with any concerns about your studies, you can also contact Senior Teaching Fellow for incoming visiting students in CeDAS, Sophia.Stavrakakis@rhul.ac.uk . Sophia is available for 1-1 meetings face to face or via MS Teams. Please see the visiting student Moodle page for more information about when these are and how to book.

3.4 Questionnaires

The college and CeDAS value feedback received from our visiting students on any aspects of your time with us. This is collected in a number of ways. College questionnaires are circulated for each module you study on at the end of term/end of the academic year. We also ask that visiting students complete short surveys on their experience at Royal Holloway. All questionnaires/surveys are completed anonymously and data is used to inform how we adapt and improve both our academic modules and your overall experience at Royal Holloway. The information from the visiting student surveys is used in annual reporting and viewed by senior members of the college, so please do complete these.

4 Teaching

4.1 Study Weeks

In both autumn and spring terms, many modules have a 'Study Week' mid-term, in which students are expected to use their time to do reading and revision for their subject. Please check with the relevant Schools and your timetable to see if your modules have a Study Week.

4.2 Teaching formats

Your teaching within the 2022/23 academic year will should be almost entirely face-to-face and on campus, though there may be some digital elements and opportunities for some activities, such as 1-1s, to take place online.

4.3 Attendance and engagement

You are expected to attend your timetabled classes regularly and log on regularly to access materials and online content. Please see the [regulations on attendance](#) which explain why engagement is important, and also what happens if students fail to attend classes.

If you are studying on a Student Route/full year visa and have not met our engagement requirements, you will be issued with a formal warning as explained in the regulations. In addition, you may be called to a meeting with the Visa Records Officer to discuss your reasons for absence.

If it is found that you do not have valid reason or evidence for poor engagement, and are in breach of your visa conditions, the College is legally obliged to report this to UK Visa and Immigration.

Your visa will be curtailed (cancelled), ending your studies with the College and you'll be required to leave the UK.

If you do not respond to any warnings issued by the College or your engagement does not improve, you will also be reported to UK Visa and Immigration and your visa will be curtailed.

5 The Contemporary Britain modules

5.1 Overall aims

The modules aim to:

- give you an understanding of culture and society in the UK during the post-war period
- help you understand how arts and humanities subjects are studied at first year undergraduate level in a British university.

5.2 Content

Here are brief descriptions of the Contemporary Britain modules currently available:

CE1701 – Government & Citizenship (autumn term)
This module examines political parties in the UK, the relations between the four constituent countries (England, Scotland, Wales and Northern Ireland), and the issues relating to Scotland's devolution and independence. It also looks at the legacy of Margaret Thatcher and Tony Blair, and the complexities of UK's sovereignty, including relations with the EU and the possible consequences of Brexit.

CE1751 - Class, Power & Social Change in the Arts (normally autumn term but not running in 2022)

This module looks at the significant changes experienced in British culture since the Second World War, in particular those which led to a more individualistic culture, and which altered the traditional power relations between the social classes. Students can expect to study, amongst other things, the poetry of Philip Larkin and the depiction of social class and power relations in British film in the post-war era.

CE1702 – Society & Institutions (spring term)

In this module we look at how identity might be linked to equality, or a lack of, in Britain today. We examine key institutions such as the National Health Service and the state education system and finally look at the conflicts and challenges that British society has to face today, such as changing family structures and criminality.

CE1752 – Feminism & Multiculturalism (spring term)

The module focuses on two key themes, feminism and multiculturalism, and traces the way these discourses have shaped fresh understandings of what it means to be 'British'. Students will examine the work of key contemporary writers such as Caryl Churchill and Hanif Kureishi and will be encouraged to make connections between these works and contemporary theory on feminism, cultural studies and multiculturalism.

6   Facilities

6.1 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 Consultants for CeDAS are Emma Burnett and Vicky Falconer, whose details can be found here in libguides, along with details of all the information consultants covering specific subject areas. Information Consultants can be contacted for advice on referencing and researching, and can even offer 1-1 sessions to discuss queries.

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. 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.

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 Assessment structure

Assessment	Weighting
Weekly Study Tasks	10%
Essay	60%
Oral Presentation	30%

7.2 Submission of work, anonymous marking and candidate numbers

Study Tasks are submitted electronically via Moodle and marked electronically. The assessed essay, and the drafts, are submitted electronically to Turnitin via Moodle and then marked electronically. The oral presentation is delivered live in small groups (though during the pandemic we were able to accept recorded submissions uploaded to Panopto. Detailed instructions on how to submit assessed work in 2022/23 will be given to you well in advance for the deadlines.

All students are issued with a candidate number. Your candidate number can be accessed on the Study tab of the Student Portal. You should use it for the purpose of submitting the plan, draft and final version of your Assessed Essay and ensure you do not use your name or student ID number instead or as well.

Because the purpose of the candidate number is to ensure your work is marked anonymously, it is essential that you do not use your candidate number in conjunction with anything that can identify you, such as your name or Student Reference Number. All members of staff who are authorised to see your candidate number (and who will not be involved in the marking process) will already be able to look it up and so you should not have to give it to anyone. The Study Task and Oral presentation are not marked anonymously.

Academic staff, at their discretion, may be happy to discuss your work and any feedback you receive. However, if you wish to remain anonymous when discussing the assessed essay, or do not wish to speak directly to the tutor who marked your work, please seek advice from a tutor who is not marking your work, or seek out CeDAS' 1-1 writing consultations on Moodle (see details below).

To access CeDAS support, log into Moodle, go to **My Courses** and click **CeDAS Academic Skills**. Then follow the instructions to enrol to the CeDAS page for your school. For general enquiries, email cedas@rhul.ac.uk or visit the CeDAS office at Founders West 139 during office hours.

7.3 Policy on the return of marked student work and feedback

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

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

7.4 Penalties for over-length work

The discipline of academic writing, or indeed giving presentations or producing a podcast, is about preparing work to a specific brief. Word counts for written work are given with the expectation that all students show they can write to that brief. Being able to write a short, concise text is a different skill to writing a long dissertation. It is also important that students write to the same guidelines so that work can be marked fairly. If one student uses 1500 words where the upper limit word count was set at only 1000, or takes 15 minutes for a 10-minute presentation, that student may be giving themselves an unfair advantage by being able to include more details and ideas. Therefore, the following regulations are in place for the marking of over-length work.

Work which is longer than the stipulated length in the assessment brief will be marked in line with Section 13, paragraph (5) of the College's Undergraduate Regulations:

Section 13 (5)

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

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

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

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

7.5 Penalties for late submission of work

Work submitted after the published deadline will be penalised in line with Section 13, paragraph (4) of the College's Undergraduate Regulations.

Section 13 (4)

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

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

*eg. an awarded mark of 65% would be reduced to 55% and a mark of 42% would be reduced to 32%.

If you believe that you will be unable to submit coursework on time because of illness or other acceptable causes then you should apply for an extension to allow you to submit the work late without suffering a penalty. If you did not request an extension but then miss a deadline due to factors which have affected your ability to submit work on time, then you may submit a request for extenuating circumstances to be considered. Please note, however, that if you do so, you will have to provide convincing reasons as to why you had been unable to request an extension. See 7.6 and 7.7 below for more details on how to do this.

7.6 What to do if things go wrong – extensions to deadlines

If a situation arises which makes it difficult for you to complete your assessment on time, you may be able to apply for an extension. However, not all reasons are acceptable, so please refer to the Extensions Policy and guidance on the College's webpage about Applying for an Extension.

Please note: Contemporary Britain Study Tasks, because of their low weighting and seminar preparation aspect, are not available for extensions. A tutor may agree to mark a Study Task later, if a student is able to offer a reasonable cause as to why they could not submit on time. Late marking of Study Tasks will not be done on a regular basis though.

7.7 What to do if things go wrong – extenuating circumstances

'Extenuating circumstances' are situations beyond your control which might have a negative impact on your ability to take exams or complete your coursework.

Examples of extenuating circumstances might include (but are not limited to) illness, bereavement, a traumatic personal experience or disruptions in an examination venue.

You are responsible for informing the College if you experience extenuating circumstances that you think could have negatively affected your studies at any point during the academic year. To do this, you need to complete an online extenuating circumstances form, uploading any supporting evidence you might have (like a doctor's letter). Your School Office or the Students Union can help you complete this form.

Our Extenuating Circumstances – Guidance for Students includes detailed information on who you need to inform, what we consider to be acceptable extenuating circumstances, what you need to submit to us, the process for considering any extenuating circumstances and what options are available to the Assessment Board who review your results. If you're planning on submitting extenuating circumstances it's a good idea to read the guidance carefully. Please note students who leave in December will need to submit this information by a deadline in early January (TBC), and those leaving in summer will submit at a deadline in term 3 (TBC).

7.8 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 & Neurodiversity 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 Disability & Neurodiversity 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 & Neurodiversity can discuss this process with you when you register with them. Please see section 2.4 above for further guidance about registering with the Disability & Neurodiversity team. Please note that if reasonable adjustments, including exam access arrangements, have been put in place for you during the academic year, the Assessment Board will not make further allowance in relation to your disability or SpLD.

7.9 Academic misconduct - Plagiarism

The College regulations on academic misconduct (also known as assessment offences) can found on the Academic Misconduct section 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 a valid explanation for an offence.

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. You are expected to use the Harvard Method of referencing, regardless of which stream you are on.

CeDAS offers academic skills support, which includes courses and workshops on referencing skills. Further information can be found here at [CeDAS' pages on Moodle](#) – you should look at the support provided for the School/s in which you are registered.

7.10 Stepped Marking

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

For Contemporary Britain modules, your work is assessed on four 'criteria'. For example, for essay writing, you will be given a separate mark for 'task fulfilment & knowledge', 'critical engagement & research', 'fluency, cohesion & organisation' and finally, 'communication &

clarity'. Each mark in these criteria is 'stepped'. However, the final, overall mark for the essay is calculated as a mean average of those criteria, and therefore NOT stepped.

7.11 Progression and award requirements

As visiting students, you do not 'progress' within this institution, but you will be provided with grades in Royal Holloway's terms, which are percentage grades (see information in 7.12 below on results). If you need the grades achieved here in order to progress or graduate back at your home university, it is that institution's responsibility to convert these grades back into their system. We do not convert grades at Royal Holloway.

7.12 Examination results

The [Assessments and Results](#) webpage contains generic information about this topic, including 'instructions to candidates'. Information on the appeals process can be found [here](#). Please read this information carefully.

However, as a visiting student, please also note the following important information on release of results:

Visiting students taking Undergraduate modules:

For full-year and Terms 2&3 only students, the CeDAS Department Assessment Boards are expected to meet in late June 2023, with the final results to be confirmed after that by the School Boards.

For Term 1 only students, undergraduate module results will be approved in late January 2023.

Once marks have been approved and confirmed, they will be released on the Campus Connect Portal (dates TBC). A generic e-mail will be sent by Student Administration (to both RHUL and personal e-mail addresses) notifying students that the results are available and highlighting that if a student has failed a module they may be afforded a further opportunity to meet the requirements to pass the module.

Visiting students taking Postgraduate modules:

For full-year and Term 2&3 only students taking postgraduate modules, the Postgraduate Assessment Boards are expected to meet in Summer & Autumn 2023. This means that although most transcripts can be available in summer, some will not be available until late-November at the earliest.

For Term 1 only students, postgraduate module results can usually be approved earlier than this.

For more general information on this, please see the [Assessments and Results](#) website for details of how you will be issued with your results.

Transcripts:

Soon after the release of your results onto Campus Connect, an electronic transcript will be sent to your home institution, so they can process your results quickly. Once a paper copy has been produced, it will then be sent to the 'forwarding address' you put on Campus Connect. <u>For undergraduate results, these will normally be posted in late February 2023 for Term 1 only students, and late July 2023 for full-year and Terms 2&3 only students.</u>

Please note that if the address is overseas, the transcripts will be sent by standard Airmail.

Re-sits:

According to Undergraduate regulations section 11 paragraph 3, visiting students are entitled to re-sit opportunities:

'Where a Visiting Student gains an overall outcome of Fail in a module, the School Progression and Awards Board will normally offer the opportunity to resit or resubmit parts of the module assessment not passed on the first attempt. The Department Assessment Board may approve an alternative form of assessment for these students, in line with the requirements of Section 11 (3).'

For Contemporary Britain, it is possible to re-sit the Assessed Essay and/or the Oral Presentation, but not the Study Tasks. Please note that re-sit attempts mean the module mark will be capped at 40%, a bare pass (though if Extenuating Circumstances have been received and accepted the Assessment Board can sometimes offer an uncapped 'first sit' opportunity instead).

Note also that there is a cost attached to re-sitting modules (TBC for 2022-23 though in the past it has been around £90 per module). For detailed information about re-taking assessments, please see here.

8 Safety information

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

8.1 Code of practice on harassment for students

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

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