

History, Place and Community

Student Handbook
2024-25

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Welcome from the Dean

I would like to welcome you to the School of Advanced Study, whether you are joining us for the first time, or returning for further research. The School is a unique institution in UK Higher Education, serving as the hub for humanities research in Britain and uniting eight research institutes of international repute, seven of them with significant library resources. We believe that we offer an outstanding multidisciplinary environment for advanced learning and research in the humanities and social sciences, and we greatly value the contribution that all our students make to this environment.

We are glad that you have decided to bring your talents to the School and to participate in the vital and exciting enterprise of pursuing and disseminating knowledge. The purpose of this handbook is to give you full information about what is available, what to expect, how to get it, and what to do if problems arise. While your home institute will be responsible for most aspects of your studies, the School and its Registry play an overarching role in ensuring that you progress smoothly through your research, and that from the time of your registration to the awarding of your degree your academic and personal interests are safeguarded and promoted. We hope that you will find this handbook useful and that it will help to guarantee that your period of study at the School is as rewarding an experience as you, and we, would wish.

Professor Jo Fox

Dean and Pro-Vice Chancellor Research and Public Engagement

The School of Advanced Study

The School of Advanced Study is the UK's national centre for the support and promotion of research in the humanities. Located at the heart of the University of London in Bloomsbury, the School provides an unrivalled scholarly community in which to pursue postgraduate study and research. Students learn from leading specialists in their fields, hone their research skills in highly regarded training programmes, expand their knowledge through an extensive calendar of events, and become part of a worldwide network of humanities scholars. Funding opportunities include AHRC-sponsored London Arts and Humanities Partnership studentships, SAS studentships, and a number of subject-specific bursaries and awards.

Key Sources of Information

Other than this handbook, the following regulations, policies and procedures are also essential sources of reference which apply to your registration (or continuing registration) at the School:

Document	Location of Document
Information for Current SAS Students	https://www.sas.ac.uk/postgraduate-study/current-students
SAS Student Forms, Policies and Documents	https://www.sas.ac.uk/current-students/student-services/student-forms-policies-and-documents
University of London Statutes, Ordinances and Regulations	https://www.london.ac.uk/about/governance/statutes-ordinances
Quality Assurance Framework	https://www.sas.ac.uk/sites/default/files/QAF%202024-2025.pdf
University of London Student Complaints and Academic Appeals Procedure	https://london.ac.uk/currentstudents/complaints-and-appeals-procedure
University of London Ordinance 17: Code of Student Discipline	https://www.london.ac.uk/sites/default/files/Regulations/Ordinance-17-code-student-discipline.pdf
Intellectual Property Policy – Part E of the policy applies to students	https://london.ac.uk/sites/default/files/governance/intellectualpropertypolicy.pdf
Data Protection Policy	https://london.ac.uk/about-us/how-university-run/policies/data-protection
Fees Schedule	https://www.sas.ac.uk/postgraduate-study/fees-funding/tuition-fees
Admissions Policy	https://www.sas.ac.uk/sites/default/files/Admissions-Policy-SAS.pdf
Information Security Policy	https://www.london.ac.uk/sites/default/files/governance/ISP-001-information-security-policy.pdf
Acceptable Use Policy	https://www.london.ac.uk/sites/default/files/uploads/ISP-002-acceptable-use-policy.pdf
Research Ethics Policy and Procedures	https://www.sas.ac.uk/research-engagement/research-governance-policies/research-ethics-policies-guidance
Code of Good Practice in Research	https://www.london.ac.uk/research/code-good-practice-research-university-london

Terms and Conditions	https://www.sas.ac.uk/sites/default/files/SAS%20Student%20Terms%20and%20Conditions%202024-25.pdf
Safeguarding	https://www.london.ac.uk/sites/default/files/safeguarding-policy-uol.pdf
Open Access Policy	https://www.london.ac.uk/research/open-access-policy
Student Engagement Policy	https://www.sas.ac.uk/sites/default/files/Student-engagement-policy-Feb-2021.pdf
Lone Study Procedure for Students	https://www.sas.ac.uk/sites/default/files/Student-Lone-Study-Procedure-April-2022.pdf

2024/25 Term Dates

Term 1 (all courses)

Start date: 23 September 2024

End date: 6 December 2024

Reading week: 28 October-1 November 2024

Term 2 (all courses)

Start date: 13 January 2025

End date: 28 March 2025

Reading week: 17-21 February 2025

Term 3 (all courses)

Start date: 28 April 2025

End date: 4 July 2025

Christmas 2024/New Year 2025 closure

23 December 2024 - 1 January 2025 inclusive

Easter holiday

17 – 22 April 2025 inclusive

Bank holidays

5 May 2025 (Early May Bank Holiday)

26 May 2025 (Spring Bank Holiday)

25 August 2025 (Summer Bank Holiday)

Key Contacts for Students

Registry Office Location:

Stewart House, Second Floor, 32 Russell Square, London WC1B 5DN

Office hours:

Appointments are encouraged but we are also open for walk-ins: 10am to 4pm.

Team Contact Number:

+44 (0)207 862 8846

Key Email Contacts:

Taught degrees enquiries	taught.degrees@sas.ac.uk
Research degrees enquiries	research.degrees@sas.ac.uk
Admissions Enquiries	admissions@sas.ac.uk
Tuition fee and payment enquiries	sas.fees@sas.ac.uk
Study Online support	studyonline_support@sas.ac.uk

Registry and Doctoral Centre Staff

- Kalinda Hughes, Head of Registry Services
Email: kalinda.hughes@sas.ac.uk
Phone: +44 (0)20 7862 8873
- Katalin Koblos, Admissions Officer
Email: admissions@sas.ac.uk
Phone: +44 (0)20 7862 8661
- Shaneeka Petrie-Belmar, Registry and Student Services Officer
Email: taught.degrees@sas.ac.uk
Phone: +44 (0)20 7862 8126
- Daniel Passes, Registry and Student Services Officer
Email: taught.degrees@sas.ac.uk
Phone: +44 (0)20 7862 8846
- Matt Clancy, Research Student Coordinator
Email: research.degrees@sas.ac.uk
Phone: +44 (0)20 7862 8834
- Rachel Shaw, Doctoral Centre Manager
Email: rachel.shaw@sas.ac.uk
Phone: +44 (0)20 7862 8320

MA in History, Place & Community

Director's Office

Professor of History and IHR Director: Professor Claire Langhamer
(email: Claire.Langhamer@sas.ac.uk)

Institute Manager: Dr Conor Wyer
(Tel: 0207 862 8758, email: Conor.Wyer@sas.ac.uk)

Events & Operations Manager: Ms Gemma Dormer
(Tel: 020 7862 8732, email: gemma.dormer@sas.ac.uk)

Lecturer in Medieval History & Director of Studies: Dr Simon Trafford
(Simon.Trafford@sas.ac.uk)

History Community Liaison & Managing Editor Reviews in History: Vanessa Rockel (Tel: 020 7862 8747, email: vanesss.rockel@sas.ac.uk)

Fellowships & Partnerships Officer: Jade Chesterton
(email: jade.chesterton@sas.ac.uk)

Black British History Community Engagement Fellow: Dr Juanita Cox (email: juanita.cos@sas.ac.uk)

Training Fellow in History and the Humanities: Dr Eve Hayes De Kalaf (email: eve.hayesdekalaf@sas.ac.uk)

Editor Historical Research and Journals Manager for University of London Press: Sara Charles (email: sara.charles@sas.ac.uk)

Reception: Muneer Hussain (Tel: 020 7862 8740, email: IHR.reception@sas.ac.uk)

IHR Wohl Library

The first point of contact for all library queries is the Library Office (Tel: 020 7862 8760, email: IHR.Library@sas.ac.uk). The Wohl Library Office is located in the Wohl Reading Room, Floor 1.

Head of IHR Library: Neil Stewart

Library Services Manager: Kate Wilcox

Collections and Periodicals Librarian: Mette Lund Newlyn

Collections and Metadata Librarian: Michael Townsend

Graduate Trainee Library Assistant: Susie Tucker

Editor, Bibliography of British and Irish History (BBIH): Jenny Lelkes (Tel: 020 7862 8782, email: Jenny.Lelkes@sas.ac.uk)

Editor, British History Online: John Levin (Tel: 020 7862 8786, email: John.Levin@sas.ac.uk)

Centre for the History of People, Place and Community

Professor of History & Director of the Centre: Professor Catherine Clarke (email: Catherine.Clarke@sas.ac.uk)

Senior Lecturer in Urban & Digital History: Dr Justin Colson (email: justin.colson@sas.ac.uk)

Lecturer in Medieval History & VCH Editor: Dr Adam Chapman (Tel: 020 7862 8799, email: Adam.Chapman@sas.ac.uk)

Lecturer in Historic Environment & Knowledge Exchange Manager: Dr Ruth Slatter (email: ruth.slatter@sas.ac.uk)

Administrative & Project Support Officer: Rebecca Read (Tel: 020 7862 8776, email: Rebecca.Read@sas.ac.uk)

History & Policy

Professor of British & Commonwealth History & Director of History & Policy: Professor Philip Murphy (email: philip.murphy@sas.ac.uk)

History & Policy Support Officer: Jacob Forward (email: jacob.forward@sas.ac.uk)

Black British History Community Engagement Fellow: Dr Juanita Cox (email: juanita.cos@sas.ac.uk)

Training Fel: Dr Eve Hayes De Kalaf (email: eve.hayesdekalaf@sas.ac.uk)

Research Administrator, The Windrush Scandal Project: Natalia Fantetti (email: natalia.fantetti1@sas.ac.uk)

Course Director

Dr Simon Trafford

Director of Studies, IHR, and Director of SAS Doctoral Centre



Simon.Trafford@sas.ac.uk

Course Tutors

Dr Adam Chapman, Lecturer in Medieval History and Editor of the Victoria County History, IHR, Adam.Chapman@sas.ac.uk

Professor Catherine Clarke, Director of the Centre for History of People, Place and Community, IHR, Catherine.Clarke@sas.ac.uk

Dr Justin Colson, Senior Lecturer in Urban & Digital History, justin.colson@sas.ac.uk

Professor Claire Langhamer, Director of the IHR and Professor of History, Claire.Langhamer@sas.ac.uk

Professor Philip Murphy, Professor of British & Commonwealth History & Director of History & Policy, philip.murphy@sas.ac.uk

Dr Ruth Slatter, Lecturer in Historic Environment & Knowledge Exchange Manager, ruth.slatter@sas.ac.uk

Programme Details

Course Description

All histories are grounded in place. Communities shape our identities, whether through local neighbourhoods or global diasporas, or the stories we remember together over time. Today, the intersections between history, place and community have never been more visible in public discourse, heritage interpretation, conservation and policy.

The MA in History, Place & Community is designed to be flexible and centred on student needs: whether you are building the foundations for higher-level research, looking to develop applied skills for professional development, or simply interested in your own place and its history.

Teaching on the MA in History, Place & Community is blended, that is to say it partly takes place online and partly occurs in person, either at the IHR in London or on field trips elsewhere. Online teaching will normally happen on Wednesdays during the 'taught' terms (terms 1+2 for full-time students; terms 1, 2, 4 and 5 for part-time). In-person teaching will take place in the first, middle and last weeks of the taught terms.

The degree course consists of a total of seven modules: six taught modules and a final independent study module, which can take the form of either a dissertation or an applied research project. The MA can be taken full-time (one year) or part-time (two years).

The Structure of the MA

Teaching arrangements will be organised according to the following schedule:

Full-time

The taught element will normally take place in the first two terms. In the third term and over the summer, students will research and write a dissertation OR undertake an applied research project OR create an alternative output and write a reflective piece on their experiences. Due to the deliberately flexible nature of the teaching, some students may take modules in advance or at other times.

Term One

Thinking History (20 credits)

and

Two option modules (20 credits each)

Term Two

Connecting History (20 credits)

One option module (20 credits)

Scoping and Planning (20 credits)

Term Three + summer

Dissertation (60 credits)

OR

Applied research project (60 credits)

Part-time

In the first year, students take two core modules, *Thinking History* and *Connecting History*, and one optional module, either in the autumn or spring terms. In the third term students should begin to make initial preparations either for their dissertation or for an applied research project. Due to the deliberately flexible nature of the teaching structure, some students may take modules in advance or at other times. In the second year, students normally take the core module *Scoping and Planning* (spring term) and two optional modules, but details may vary for any individual student. In the third term and over the summer, students will research and write a dissertation OR undertake an applied research project OR create an alternative output and write a reflective piece on their experiences.

Term One

Thinking History (20 credits)

One optional module (20 credits), to be taken either in term one or term two

Term Two

Connecting History (20 credits)

One optional module (20 credits), to be taken either in term one or term two

Term Three

Dissertation/Applied research project preparation

Term Four

One optional modules (20 credits)

One optional module (20 credits), to be taken either in term four or term five

Term Five

Scoping and Planning (20 credits)

One optional module (20 credits), to be taken either in term four or term five

Term Six

Dissertation (60 credits)

OR

Applied research project (60 credits)

The Postgraduate Certificate in History, Place & Community and Postgraduate Diploma in History, Place & Community

Beside the degree programme, other qualifications in History, Place and Community are offered. Firstly there is a *Postgraduate Certificate in History, Place & Community*, worth 60 credits. There are various ways in which the credits can be accrued: please ensure that you consult with the Programme Convenor in advance of the course.

Secondly there is a *Postgraduate Diploma in History, Place & Community*, worth 120 credits. Again, there are various ways in which the credits can be accrued, but it is essential that your intended structure is approved by the Programme Convenor in advance of the course.

MAHPC Assessment

Assessment will be by coursework (66%) and Dissertation/Final Project (33%). A variety of different assessment methods are used in the various modules, as follows (percentage figures in brackets indicate how much each assessment counts towards the final mark for that module). All modules apart from the final project are worth 20 credits:

Core Modules (compulsory)

Thinking History	Formative theoretical plan (0%) + Case study essay (100%)	20 credits
Connecting History	Portfolio of three items (100%)	20 credits
Scoping & Planning	Formative annotated bibliography (0%) + Project prospectus (100%)	20 credits

Option Modules

Applied Public History	Online learning diary (25%) + Project design (75%)	20 credits
Historic Places	Interpretation panel (20%) + Portfolio (80%)	20 credits
Layers of London	Curated online collection (30%) + Reflective essay (70%)	20 credits
Place & Policy	Portfolio of three items (100%)	20 credits
London Summer School	Formative essay plan (0%) + Essay (100%)	20 credits

Final Project

Dissertation	Dissertation (100%)	60 credits
Applied Research Project	Report (25%) + Critical explorative essay (75%)	60 credits

MA Completion

To complete the degree, students must achieve at least 50% in each assessed element of the course (i.e. each separate piece of assessed coursework and dissertation). If a piece of assessed work is marked below 50% it may be resubmitted once at the next coursework deadline.

Candidates will not be permitted to proceed to submission of the final project unless they have satisfied the examiners in the assessed work for the taught core and optional modules.

Dates of submission of all the course essays are given below in the course timetable. The deadlines for essay and dissertation submission are part of the regulations for the degree, and failure to meet them will be penalised – this means that marks will be deducted from the work when it is handed in. Deadlines are not negotiable except by prior discussion with the Programme Convenor in the event of illness or other serious problem.

Classification of the Degree

Distinction: an average mark of 70% or above, including 70% or above for the dissertation

Merit: an average mark of 60–69%, including 60–69% or above for the dissertation;

Pass: an average mark of 50–59%, including marks of 50% or above for all assessed work AND the dissertation.

For marking criteria, see page 40.

Course Timetable 2024–25: Full-Time Students

Each of the taught terms will see workshops or field trips taught in person in the first and last weeks (classes at the IHR will be in Room 301). Other classes will be taught online.

Autumn Term

20 September	School of Advanced Study Induction All new students are required to attend.
23 September	Start of term 1
25 September	Classes begin: IHR Induction, 10.30–12.30 Room Wolfson II In-person Workshop, <i>Thinking History</i> , 14.00–15.00 IHR Library and SHL Introduction, 15.00–17.00
26 September	In-person Workshop, <i>Applied Public History</i> , 10.00–11.00, WolfsonII In-person Workshop, <i>Historic Places</i> , 14.00–17.00 In-person Workshop, <i>Place & Policy</i> , 14.00–17.00
1 October	IHR students and Fellows reception: 16:00–19:00, IHR Common Room
3 October	IHR Library E-resources Introduction (online), 11.00–12.00
11 November	ASSESSMENT DEADLINES
	<i>Historic Places</i> interpretation panel, 12.00
	<i>Applied Public History</i> online learning diary, 12.00
25 November	ASSESSMENT DEADLINE
	<i>Thinking History</i> formative plan, 12.00
4 December	Final classes of term: In-person workshops: 11.00–12.30 <i>Thinking History</i> ; 14.30–16.30 <i>Historic Places</i> and <i>Place & Policy</i>
6 December	End of term 1
23 December	IHR closes for Christmas/New Year; reopens 2 January

Spring Term

13 January 2025	Start of term 2
13 January	ASSESSMENT DEADLINES
	<i>Thinking History</i> case study essay, 12.00
	<i>Historic Places</i> portfolio, 12.00

Applied Public History project design, 12.00

15 January **Classes begin:** In-person Workshops: 10.00-13.00 *Scoping & Planning*; 14.00-17.00 *Layers of London*

16 January In-person Workshop: 10.00-13.00 *Connecting History*

17 February **ASSESSMENT DEADLINE**

Scoping & Planning formative annotated bibliography, 12.00

3 March **ASSESSMENT DEADLINE**

Connecting History sample portfolio, 12.00

26 March **Final Classes of term:** In-person Workshops: 10.00-12.30 *Layers of London*; 13.45-15.15 *Scoping & Planning*; 15.30-17.00 *Connecting History*

28 March **End of term 2**

31 March **ASSESSMENT DEADLINE**

Layers of London curated online collection and reflective essay, 12.00

2 April **ASSESSMENT DEADLINE**

Connecting History portfolio, 12.00

14 April **ASSESSMENT DEADLINE**

Scoping & Planning prospectus/research proposal, 12.00

17 April IHR closed for Easter; reopens 23 April

Summer Term

28 April **Start of term 3**

4 July **End of term 3**

14 July IHR London Summer School; ends 18 July

25 July **ASSESSMENT DEADLINE**

London Summer School formative essay plan, 12.00

1 September **ASSESSMENT DEADLINE**

Dissertation/Final Project, 12.00

22 September **ASSESSMENT DEADLINE**

London Summer School essay, 12.00

Course Timetable 2024–25: Part-Time Students

Each of the taught terms will see workshops or field trips taught in person in the first and last weeks (classes at the IHR will be in Room 301). Other classes will be taught online.

Autumn Term

20 September **School of Advanced Study Induction**
All new students are required to attend.

23 September	Start of term 1
25 September	Classes begin: IHR Induction, 10.30-12.30 Room Wolfson II In-person Workshop, <i>Thinking History</i> , 14.00-15.00 IHR Library and SHL Introduction, 15.00-17.00
26 September	In-person Workshop, <i>Applied Public History</i> , 10.00-11.00, Wolfson II In-person Workshop, <i>Historic Places</i> , 14.00-17.00 In-person Workshop, <i>Place & Policy</i> , 14.00-17.00
1 October	IHR students and Fellows reception: 16:00-19:00, IHR Common Room
3 October	IHR Library E-resources Introduction (online), 11.00-12.00
11 November	ASSESSMENT DEADLINES
<i>Historic Places</i>	interpretation panel, 12.00
<i>Applied Public History</i>	online learning diary, 12.00
25 November	ASSESSMENT DEADLINE
<i>Thinking History</i>	formative plan, 12.00
4 December	Final classes of term: In-person workshops: 11.00-12.30 <i>Thinking History</i> ; 14.30-16.30 <i>Historic Places</i> and <i>Place & Policy</i>
6 December	End of term 1
23 December	IHR closes for Christmas/New Year; reopens 2 January

Spring Term

13 January 2025	Start of term 2
13 January	ASSESSMENT DEADLINES
<i>Thinking History</i>	case study essay, 12.00
<i>Historic Places</i>	portfolio, 12.00
<i>Applied Public History</i>	project design, 12.00
15 January	Classes begin: In-person Workshops: 10.00-13.00 <i>Scoping & Planning</i> ; 14.00-17.00 <i>Layers of London</i>
16 January	In-person Workshop: 10.00-13.00 <i>Connecting History</i>
17 February	ASSESSMENT DEADLINE
<i>Scoping & Planning</i>	formative annotated bibliography, 12.00
3 March	ASSESSMENT DEADLINE
<i>Connecting History</i>	sample portfolio, 12.00
26 March	Final Classes of term: In-person Workshops: 10.00-12.30 <i>Layers of London</i> ; 13.45-15.15 <i>Scoping & Planning</i> ; 15.30-17.00 <i>Connecting History</i>
28 March	End of term 2
31 March	ASSESSMENT DEADLINE
<i>Layers of London</i>	curated online collection and reflective essay, 12.00
2 April	ASSESSMENT DEADLINE
<i>Connecting History</i>	portfolio, 12.00
14 April	ASSESSMENT DEADLINE

Scoping & Planning prospectus/research proposal, 12.00

17 April IHR closed for Easter; reopens 23 April

Summer Term

28 April **Start of term 3**

4 July **End of term 3**

14 July IHR London Summer School; ends 18 July

25 July **ASSESSMENT DEADLINE**

London Summer School formative essay plan, 12.00

1 September **ASSESSMENT DEADLINE**

Dissertation/Final Project, 12.00

22 September **ASSESSMENT DEADLINE**

London Summer School essay, 12.00

Schedule for terms 4-6 will be made available in summer 2025.

Module Descriptions

Module 1: HPM010-01 Thinking History (core)

Thinking critically about the past lies at the core of what we call historical research. This module identifies and examines the key conceptual frameworks and practical techniques that shape historical research and that enable and inform research into past communities and places.

First, it examines the various and changing answers to the question 'What is history?' How have recent generations of historians thought about history and communities, and how has the nature of this thinking changed? How does it relate to other approaches to human societies and identities? University researchers are, moreover, just one among many groups who seek to understand, use or claim the past in support of their own understandings of society and culture; we shall consider the relationship of historians with practitioners and audiences who approach and interpret the past in radically different ways. Ideas of community and group identity are highly charged, both emotionally and politically, not least to those who see themselves as members of those abiding communities and groups. We shall explore how historians can relate to and inform debates and interested parties outside the academy.

In the second part of the module students will learn about the wide range of techniques and methods applied in the modern disciplines of historical research, allowing each student to make an informed choice in selecting those to be explored in more depth in pursuing their research project. Commencing with a grounding in source theory, the 'archival turn', and ideas of (inter)textuality, seminars will proceed to explore material, visual and oral sources and the ways in which historians interrogate them to create understanding of the past. An array of digital approaches have radically changed – and continue to change – how historians produce, retrieve, manipulate and store data from these sources; students will learn what each can do and how to acquire the skills to deploy them in their own research. Existing IHR and SAS research training sessions provide high-level tuition and learning opportunities and will be made available; all students will be required to take at least one IHR training course.

Two assessments will be undertaken: a formative plan of 1,500 words to be completed by the end of week 5 and a summative 4,000-word case study essay at the end of the module.

Learning outcomes: On completion of this module, students will be able to:

- outline the principal theoretical and methodological developments in historical thinking during the late C20th and early C21st
- analyse and critique the relative strengths and weaknesses of these forms of thinking historically
- understand the emergence of new areas of historical research, and the shifts in historical thinking that accompany these innovations
- interrogate narratives surrounding 'community' and 'place' used by historians, practitioners of other disciplines and outside the academy.
- structure and present a work of historical analysis and argument to the level of an advanced research student
- evaluate the usefulness of various analytical and methodological approaches to their own enquiry into historical places and communities.
- demonstrate and assess the use of primary source materials (text and other) in

the creation of a historical argument

- appraise the capabilities of techniques – especially digital techniques – for interrogating source materials and for manipulating, analysing and presenting data gathered from them.

Module Assessment

One 1,500-word theoretical plan (formative, i.e. not assessed) (0%)

One 5,000-word case study essay (100%)

Module 2: HPM020-01 Applied Public History: People, Places, Stories (option)

This module introduces skills, approaches and practices in Applied Public History: understanding and interpreting the past today, and engaging diverse communities in the practice of making and sharing histories. Based around an online course, the module draws on project case studies, expert insights and diverse perspectives to model exciting approaches to public engagement and co-production in the history of places and people. It features the unique, diverse projects and expertise based in the CHPPC, including the [Victoria County History of England](#) (founded 1899), and the [Layers of London](#) crowdsourced digital history project, as well as contributions from the Centre's collaborators and partners across academia, the heritage sector and creative industries throughout the UK. Students will extend the online content with bespoke tutorial / seminar support, enabling them to develop their own applied public history project design for assessment.

Learning outcomes: By the end of the module, students will be able to:

- Communicate and interpret history accessibly and effectively, to engage diverse individuals and communities
- Identify opportunities for wider and more imaginative public engagement with history projects
- Understand the benefits of involving diverse participants in research (including models such as co-production and crowdsourcing)
- Reflect critically on practices, approaches, debates and challenges in applied public history
- Devise and present a plan for engaging a target community with a public history project

Module Assessment

One 1,500-word MOOC learning diary (25%)

One 3,000-word Applied Public History project design (75%)

Module 3: HPM030-01 Connecting History: Professional Skills in the Humanities (core)

How do we do history (in its broadest sense) in collaborative, connected and impactful ways? This module builds professional skills for the Humanities, with a particular focus on making connections: from addressing varied audiences and communicating across varied media and contexts, to partnership working and forging links across sectors, to planning and delivering research impact. Other topics will include how to connect research with policy and policy-makers, identifying funding streams, and developing proposals, pitches and grant applications.

Assessed through a portfolio of mini assignments, the module will give students the opportunity to create varied kinds of content and respond to 'real-world' briefs, with a particular attention to their own area of research or professional practice. Indicative mini assignments, from which students will select options, include writing a book proposal, press release, media (e.g. documentary) pitch, funding bid, opinion piece (using the History & Policy format), book review, poster and short creative output (written or in another medium). Module teaching will include contributions from experts with experience in areas such as publishing, broadcast media, policy, funding and more.

By the end of the module, students will have built a toolkit and portfolio to inform and underpin their future professional work. The module will also facilitate discussion of more theoretical and conceptual questions around where, and how, historical (and broader Humanities) research operates in partnership with other sectors and meets the public sphere, including lively current debates around the 'value' of the Humanities and the risks – as well as opportunities – of working between disciplines and practices.

Learning outcomes: By the end of the module, students will be able to:

- Understand the requirements of a range of different kinds of outputs and briefs across the professional practice of historians (broadly defined), including book proposals, funding bids, opinion pieces, media releases and more.
- Produce content appropriate to different professional briefs and contexts.
- Communicate effectively with varied audiences.
- Identify opportunities to connect historical research and practice with real-world challenges and opportunities, including current policy.
- Identify opportunities for partnerships and collaborations, connecting historical research with current work and priorities in other disciplines and sectors.
- Analyse, critique and engage with debates about the 'value' of history and the Humanities, public Humanities, 'impact', and cross-disciplinary or cross-sector collaboration.

Module Assessment

One sample portfolio (1,500 words)(formative, not assessed), 0%

One portfolio (4,000-5,000 words) of 3 items selected from the following indicative options: book proposal, press release, media (e.g. documentary) pitch, funding bid, opinion piece (using the History & Policy format), book review, blog post with social

media micro-campaign, poster and short creative output (written or in another medium) (100%)

Module 4: HPM040-01 Historic Places: Landscapes, Buildings & Significance (option)

This module explores key concepts and methodologies for understanding and interpreting historic places – from rural landscapes to the built environment and historic buildings. It introduces key research and professional skills, with a particular focus on techniques relevant to heritage, conservation, landscape history, and the built environment.

Taught with input from Historic England and the IHR's own flagship projects including the Victoria County History of England, students will engage with methods ranging from documentary research – engaging with community understandings of historic space and place – to architectural analysis and landscape archaeology using aerial imagery and Geographic Information Systems (GIS) spatial analysis. The module will employ diverse teaching methods including thematic case studies and a field trip showing the skills taught in a real-world setting. Throughout, the module will maintain a focus on practical applications, such as writing statements of significance for historic buildings for the purposes of heritage management and planning. These will include building statements of significance for heritage management and planning; on site interpretation of a historic building or landscape; integrating research into community engagement.

Students will be able to tailor their work on the module to their specific interests by completing their coursework on either urban or rural contexts, or by focusing it all upon a chosen location. Whether students aim to gain applied skills for professional development or to acquire knowledge and methods for further place-based research or local history projects, this module will provide a thorough grounding.

Assessment will be via case studies (minimum two) using direct observation and documentary sources, with a reflective essay outlining the significance of these case studies and the techniques used (4,000 words) and the creation of an interpretation panel (500 words max with images) demonstrating the significance of a given building or landscape to a general audience in public realm.

Learning outcomes: By the end of the module, students will be able to:

- Appraise the capabilities of techniques – including surveys, primary and secondary historical sources, images and cartography – for interrogating the historic environment and for manipulating, analysing and presenting data gathered from them.
- Examine buildings or landscapes in situ and be able to synthesize this evidence with archival and other resources.
- Produce content appropriate to different professional briefs and contexts.
- Communicate effectively with varied audiences.
- Identify opportunities to connect historical research and practice
- Identify opportunities for partnerships and collaborations, connecting research on archives and the built environment with current work and priorities in other disciplines and sectors.
- Analyse, critique and engage with debates about the 'value' of landscapes and the built environment.

Module Assessment

One 4,000-word portfolio (80%)

One 500-word interpretation panel (20%)

Module 5: HPM050-01 Layers of London: Deep Mapping London's History (option)

London's long and multi-layered story makes it a uniquely rich and exciting focus for placed histories. This module aims to:

- Introduce students to the importance of places in London's history, with a focus on neighbourhoods, communities, and networks
- Work with a broad range of primary sources, including maps, images, and memories, to document and contextualise the history of London's places
- Work with many of our London neighbours and partners – including field trips to locations, collections, archives, and museums

Students will encounter aspects of London's history through a varied range of sources and projects: from crowdsourced content and historic maps on [Layers of London](#), to the records of [London's medieval livery companies](#), to stories of the [Windrush](#) generation, and community archives such as [Everyday Muslim](#). Teaching will be organised around three focused 'deep dive' case studies – typically including at least one focused on the pre-modern period, and one on the modern period. These case studies will change from year to year, but always introduce different aspects of London's history in a place-based way. Where possible these will be taught involving with partner organisations and visits to locations and archives. Asynchronous content and reading lists will give students a comprehensive introduction to the topics covered.

Students will take inspiration from these case studies to design and complete their own project on an aspect of London's history of their choice. This will take the form of a collection on the Layers of London website, alongside a reflective essay exploring the theoretical, methodological, and ethical aspects, as well as historical content, of their project.

Learning outcomes: On completion of this module, students will be able to:

- Understand and analyse the changing spatial forms of London's communities and their experiences across a broad chronology
- Employ maps as both a form of historical evidence and an analytical tool in communicating results of historical research
- Construct historical narratives through non-traditional media, such as in the form of Collections or Trails on Layers of London
- Critically evaluate the relative benefits (and disadvantages) of using digital platforms in communicating historical research, and conducting participatory history, including a consideration of ethical issues
- Work independently to produce an individual collection of thematic historical material suitable for a public audience

Module Assessment

One 1,500-word curated online collection of thematic historical material (30%)
One 2,500-word essay (70%)

Module 6: HPM060-01 Place & Policy (option)

This module examines the intersections between place and policy, bringing together disciplines and debates across heritage and conservation, planning, regeneration and development, with a particular emphasis on how history can resource, inform and challenge place policy. Topics will include uses of history and heritage in the renewal of places today, histories of place policy and planning through place-based case studies, and broader histories of larger-scale place policies, up to and beyond the 'Levelling Up' agenda.

Particular attention is given to the framework of regulation and support within which the heritage and cultural sector operates and the extent to which that has been the subject of political debate at a local, national and international level. This will be viewed within the context of broader developments in the state, society and the economy.

Indicative content may include histories of the UK's diaspora communities particularly those of Asian and Afro-Caribbean heritage in the context of a growing but highly politically contested recognition of the legacies of colonialism and slavery; and London as a case study, drawing on IHR networks and contacts.

There is a strongly practical element to the course with a broad focus on understanding the nature of policy-making so as to be able to make effective interventions in this area. This is reflected in the assessment methods of the module which provide experience of drafting materials suitable for public and policy engagement.

Learning outcomes: Each week of the module will have distinct set of learning outcomes at the end of which students will be able to:

- Understand the broad framework of regulation that has developed around places of historical interest from the time of the 1882 Ancient Monuments Act and the establishment of the Royal Commissions on the Historical Monuments of England, Scotland and Wales in 1908, relating this to broader developments in the state, society and economy across the UK since the end of the nineteenth century (Week One).
- Understand the political and administrative framework of responsibility for this sector across England, Scotland and Wales at a national, local and municipal level, and the role of executive agencies such as English Heritage, Historic Scotland and Cadw (Week Two).
- Provide a critical analysis of the processes and legislation surrounding the listing, preservation and re-purposing of buildings of historical significance, and the influence of public participation and debate at a local and national level, and comment critically on the role of conservation areas and the phenomenon of conservation-led urban renewal (Week Three).
- Comment critically on the role of lobbying organizations from the founding of the Society for the Protection of Ancient Buildings in 1877, and understand the dynamics of pressure-group politics in this field with reference to the prominent organisations such as the Georgian Group and the Victorian Society. Understand the relationship between the work of these bodies and local history research, public engagement and education (Week Four).
- Understand the particular issues that arise in this area of policy in London, relating this to the capital's administrative and political structures and its place in the UK economy (Week Five).
- Understand the political significance of projects relating to the local history of ethnic minority populations in the UK, and the public debates around their funding, ownership and dissemination. Trace the intersection of curation in heritage sites and museums and the growing interest in the legacies of colonialism and slavery, and

engage critically with political debates around this with reference to organisations such as the National Trust (Week Six).

- Trace the relationship between and local, the international and the global through a discussion of the role and significance of institutions such as the EU and UNESCO (Week Seven).
- Understand the particular responsibilities of the Crown and the Church of England in the heritage sector and the maintenance of historic buildings and the public debates around their roles (Week Eight).
- Engage critically around debates about the significance of local history-based tourism to the economy and the impact on the heritage and cultural sector of the "levelling-up agenda" (Week Nine).
- Understand the significance to the heritage sector of the rise of environmentalism and the concept of sustainable preservation (Week Ten).

Module Assessment

One 5,000-word portfolio consisting of 3 distinct elements:

1.A 500-word article suitable for publication in a local paper explaining how a particular historical building, monument or site had become the subject of public/political debate.

2.A 2500-word case study 'History and Public Policy' suitable for presenting to a particular non-governmental organization (perhaps a pressure group like the Georgian Group, a voluntary organization like the National Trust or even the Church of England) charting the development of a particular campaign or controversy and highlighting its relevance to current practice. The study should take the form of a fully-referenced essay accompanied by a 10-slide PowerPoint presentation.

3.A 2000-word policy paper making a case to government (at national, local, municipal or devolved level) for the reform of some aspect of the regulations governing the historical buildings monuments or sites, or the heritage sector more broadly.

The 3 elements should be on separate subjects with the minimum possible overlap. (100%)

Module 7: HPM300-01 London History Summer School (option)

The IHR London Summer School offers a unique opportunity to explore London's stories and historic places from the Institute's home at Senate House in the heart of Bloomsbury. Guest lectures from world-renowned experts and interactive workshops focus on topics from London's earliest history to the present day – as well as visions and policy debates around its future. Site-specific work takes students out to archives and museums, as well as offering special access to some of London's most fascinating historic sites. Students will have access to the remarkable London collections in the IHR's Wohl Library, including maps, rare books and a range of important primary and secondary sources. Alongside programmed content, IHR academic and library staff will be available for consultation and bespoke support.

The London Summer School builds on the IHR's outstanding strengths in urban and metropolitan history, and especially London history, formerly concentrated in its Centre for Metropolitan History (founded in 1988 by the IHR and Museum of London) and now based in its Centre for the History of People, Place and Community. The Summer School draws on this world-class academic heritage, as well as other high-profile projects and centres based in the IHR: the Victoria County History of England (founded 1899), History & Policy: the UK's national network for connecting

historians and policy-makers, and Layers of London: the major history mapping project which brings together historic maps, material from archives and institutions, and crowdsourced content from communities across the city. The Summer School will also feature cutting-edge new research from other projects both within and beyond the University of London.

Each year, the IHR London Summer School will have a different theme. Indicative themes may include 'Renewal', 'Rivers', 'Secret London', 'Green London', or other broad topics.

This module offers an opportunity to convert participation in the IHR London Summer School into a credit-bearing module, either as a stand-alone micro-qualification, or to build towards the MA History Place and Community. Module teaching, therefore, will be delivered through the Summer School teaching provision, with two additional consultations after the end of the Summer School for students taking this as a credit-bearing module, alongside formative and summative assessment.

In addition to content-focused lectures and workshops, field trips and archive visits, the IHR London Summer School will include sessions which will particularly support students taking the credit-bearing module. These will include library induction and guided independent research time, and a half-day 'Writing Workshop' focused on essay-writing skills. IHR academic staff will also be available throughout the Summer School for one-to-one consultations with students, and those taking the credit-bearing module will be required to attend at least one individual consultation session.

The module aims to:

- Build a rich understanding of London's history, through a specific theme of topic, based on practical learning and fieldwork, as well as lectures, seminars and workshops
- Provide opportunities for students to pursue deeper research into one aspect of London's history, arising from the Summer School programme
- Support students to deliver their own research project, initiated and guided by Summer School content, on London history

Learning outcomes: At the end of this module, students will:

- Have a deeper knowledge and understanding of London's history, with reference to a specific theme or topic, across a broad chronological range
- Be able to identify and describe some of the wide range of sources which can help historians understand London's history, from published historical research to archive collections, historic buildings, the urban environment and other tangible and intangible heritage
- Have gained experience of field-based and practice-led approaches to history, through on-site visits in London and hands-on sessions
- Have developed skills in oral communication and participation in seminars and workshops
- Have conducted supported independent research into an aspect of London's history, emerging directly from Summer School teaching and content
- Have developed skills in academic essay planning and writing

Module Assessment

One 1,000-word essay plan (formative, i.e. not assessed) (0%)
One 5,000-word essay (100%)

Module 8: HPM400-01 Scoping and Planning a Research Project (core)

The purpose of this module is to prepare students for their independent research project (dissertation, alternative output project, or applied research project), developing and refining the intended project's question and aims and, by the end, producing the final proposal and plan.

Teaching will comprise – firstly – a series of group workshops that will explore how to construct a research proposal that is both pertinent and realizable, and – secondly – ongoing scoping discussions (and up to two face-to-face/online meetings) with the intended supervisor.

The workshops will cover important subjects such as how to frame questions that are meaningful pertinent and current, how to position research within the existing literature, how to identify, locate and obtain relevant sources, and how to create a research plan that will promote successful and timely completion. These skills will be taught within a framework of project management, emphasizing the transferrable skills involved in developing and executing a research project. NB, for part-time students, one Scoping & Planning workshop will be held at the beginning of term 3 to prime them to begin their preparation for their final project during that term; the rest of the workshops and the assessment for the module will take place in term 5. For full-time students, all workshops will take place in term 2.

Interacting with their dissertation supervisor, the students will also engage in a programme of directed reading and research on the chosen subject in order to design the project that will ultimately become their project. The workshops will also include an opportunity for students to present their topic before their peers, encouraging feedback and interaction with those encountering similar challenges at the same time. By the end of the module, students will have clearly defined their topic and principal research questions and will have constructed a detailed plan and prospectus for their research project.

Learning outcomes: By the end of the module students will be able to:

- Identify a research project that can feasibly form the subject of a 15,000-word dissertation or equivalent alternative output project.
- Demonstrate the validity, importance and historical pertinence of the question to be answered
- Identify the available source material and the methods by which it can best be interrogated
- Position their original research work within all relevant established historiographical frameworks by a thorough survey of the existing literature
- Recognise all ethical questions involved in the research and submit an application to the University Ethics Committee
- Establish the structure of the final research output, together with plans for storage and retention of research data.
- Construct a project plan with a timetable for completion of all sections of the work.

Module Assessment

One 1,500-word annotated bibliography (formative, i.e. not assessed) (0%)

One 2,500-word case project prospectus (100%)

Module 9: Research Project: HPM500-01 Dissertation or Alternative Research Project (core)

In this module the student, guided by the research plan developed in the *Scoping and Planning the Research Project* module, continues a programme of primary and secondary reading, project development and writing to complete a dissertation of 15,000 words. This will be on an aspect of historical debate and will draw upon both the existing literature on the subject and original historical research and argument conducted by the student to produce a new analysis. As an alternative to the dissertation, students may choose to produce an 'alternative research output': see below for further details.

Over the period, students will meet their supervisor for three sessions of 60 minutes each, to discuss the project's development, to adapt and refine plans as required, and to resolve questions or challenges as they arise. With supervisors, students will examine and test the academic credibility of their research project, as well as its timetabling and presentation with the aim of creating a substantial work incorporating original research to a professional standard and of lasting value to its intended readership. In writing the dissertation, students will also draw on skills acquired in earlier modules, relating to bibliographical design, presentation of research-based text, and copy editing and proof reading for academic writing.

Learning outcomes: On completion of this module, students will be able to:

- Design, execute and write an extended piece of independent historical research, using advanced skills in critical thinking, analysis, argument, and written communications;
- identify and select appropriate methods and tools for the delivery of an independent research project;
- frame a research problem and pose a meaningful historical question;
- locate and synthesise considerable bodies of historical material, both primary and secondary;
- handle complex historical issues systematically and creatively, making sound judgements;
- adapt and develop the research plan in response to new opportunities or challenges posed during the research and writing phases;
- work independently and productively, with defined supervision, to complete their research project to length and to time;
- develop their project for its intended audience or ends with a clear understanding of the different publishing and professional options for historical research.

Students may, with agreement of the module convenor and their supervisor, instead choose to conduct an independent research project (as with a dissertation) but produce an 'alternative output'. This might take the form of (but not be limited to), a series of podcasts, a set of interpretation panels for a museum or public place, or a set of teaching materials. The same word limit (15,000) will apply but projects including substantial multimedia/non-textual elements may - with the agreement of the supervisor - be based upon the expectation of a lower word count. We recognise that Alternative Output projects may vary significantly and we intend to support diversity and flexibility, while ensuring that submissions are at an appropriate level for Master's study. Alternative Outputs should always include a combination of both creative and critical content; the exact balance should be agreed with the supervisor at an early stage in the project development.

Module Assessment

One 15,000-word dissertation (100%)

Module 10: Research Project: HPM600-01 Applied Research Project (core)

This module builds upon 'Scoping and Planning a Research Project' to allow students to apply their research skills within a significant work-based project. The Applied Research Project may take a number of forms. Students may work on an agreed history-related placement with an institution, community group, or business, during which they will undertake a project defined by that organization in consultation with the student and the module convenor. Most projects will be pre-arranged with partner organizations. Students may also arrange a bespoke placement, especially where they might have pre-existing interests or connections, but this must be approved by the module convenor to ensure learning outcomes are met. Placements will be flexible and output driven, but will be expected to last no less than 8 weeks within one term for full-time students (pro-rata for part time students).

Students will apply the same skills of project development, primary and secondary research, and writing as those completing the dissertation option as their capstone project, but rather than a single written output, they will produce outputs related to an agreed significant work-based project, as defined by their partner organisation.

All students will be allocated an academic supervisor and have the same amount of supervision time as dissertation students. Guidance and support will focus on methodological and theoretical positioning.

In all cases completion of a substantial practical output is essential, but students will be assessed not on the output produced directly, but via a 1500-word analytical project report and a 4000-word critical essay. This essay will critically evaluate the task undertaken, and the institutional or practical context in which it was undertaken. Students will be expected to explore the theoretical and practical issues arising at the intersection of research and public, commercial, or institutional practice. These assignments will be marked with reference to the main output(s), but that output itself will not be marked (because of its potential diversity and dependency upon outside factors).

Learning outcomes: On successful completion of the module, students will:

1. Design and execute a project, using advanced skills in critical thinking, analysis, argument, and communications, within a specific work-based context;
2. identify and select appropriate methods and tools for the completion of a defined and agreed historical task;
3. relate an agreed historical task or objective to relevant research problems and meaningful historical questions;
4. locate and synthesise considerable bodies of historical material, both primary and secondary;
5. handle complex historical issues systematically and creatively, making sound judgements;
6. adapt and develop the research plan in response to new opportunities or challenges posed during the project;

7. Have a critical appreciation of how advanced research skills can be applied to a specific practical situation;
8. Be able to produce a significant and substantial piece of written work demonstrating critical analysis of a defined issue in a work-based context;
9. [for students undertaking a placement:] Be able to work effectively within an organisation, managing their time, activities and relationships with colleagues in order to address a defined project.

Module Assessment

One 1,500-word applied research project report (25%)

One 4,000-word critical explorative essay (75%)

Being an MAHPC Student

Advice and Help

As you proceed through the MAHPC you will need access to information about many different things at different stages. Much of what you need will be available in this Handbook, but the most important source and ultimate reference for all questions about the programme is the online MAHPC virtual learning environment which is to be found on the SAS *Study Online* site at:

<https://studyonline.sas.ac.uk/course/index.php?categoryid=251>. Do please get used to using Study Online as soon as possible: it is where all the most up-to-date information on the course will be posted, as well as course details and reading lists. It is also where you will submit your assessments, so it is essential that you become comfortable with it and check it frequently.

If you have exhausted all sources of information in the Handbook and online, do please consult members of staff, as follows:

- If there is something that you would like advice on anything that relates to the academic elements of the course (e.g. classes, essays or assessments), then you are welcome to approach the Course Director Simon Trafford (simon.trafford@sas.ac.uk).
- If you have a query regarding administrative aspects of the course (e.g. fees or registration), then the Taught Postgraduate administrators in the Registry (taught.degrees@sas.ac.uk) will be able to help.

Additionally, all students will be assigned a Personal Tutor from amongst the staff of the IHR, who will be able to offer support and advice on any matter relating to your studies at the IHR.

You will also have the opportunity to provide feedback about your study experience throughout the course. A staff-student liaison committee is held once a term and is the forum to raise any problems, or discuss any matter concerning the course, support or facilities via the MRes representative who will be elected in the first week of the course. You will be invited to take part in anonymous internal surveys and in the annual national PTES (Postgraduate Taught Experience Survey).

Assessments

Assessment takes several different forms in the MAHPC, including essays, portfolios, online collections, blogposts, learning diaries, policy papers and a number of others. Details of how each of these work will be provided when the assessment is set. In all cases it is essential that work is presented to a high standard and observing scholarly norms, as follows.

Writing

Essays and other written work form a key part of the assessment process for the MRes. The word limits specified for all written work include: main text, footnotes/endnotes, tables, headings, figures, and captions. Excluded from the word count are the Bibliography (compulsory for all work), and any appendices. If you exceed the word limit you may be penalised. It is your responsibility to ensure that your word count is accurate: if using Microsoft Word, for example, the word count tool should have the checkbox ticked to include notes.

Please note that appendices should not contain essential information that is not in the main text; all work should be capable of being assessed without reference to any appendices.

Except when specifically instructed otherwise, every piece of written work essay should be accompanied by a comprehensive bibliography, containing all the books, articles and other sources that you have used. Details of how to cite your sources in footnotes and bibliographies are given below.

Guidelines for Submitting Written Coursework

All coursework should be word-processed (preferably in Microsoft Word) with generous margins, double-spaced on single-sided A4 paper, and paginated. Please do not identify yourself as the author of the essay using a Header or Footer. The essay must be submitted electronically via Study Online (the School's Virtual Learning Environment) through the plagiarism detection software Turnitin (www.turnitinuk.com/). Under each module on Study Online there is a 'Turnitin' –branded submission button for each assessment. Click on this and upload instructions will appear. At this stage you will also need to tick a box to confirm that you are uploading your own work. It is a straightforward procedure but please ask the Course Administrator if you need any further help in using this function. Once you have uploaded your assignment the system will generate an originality report. You will be able to view this report and re-submit as many drafts as you wish (each submission will overwrite the previous one) before the assignment submission deadline. Submission must be made before the assignment deadline, unless an automatic extension has been used or an extension has been agreed with the Course Director. These instructions also apply to submission of the dissertation; for other formats of final project please consult with your project supervisor.

Students should expect to receive feedback and marks for their coursework within 28 calendar days of the assignment deadline.

A useful source of advice on subjects such as punctuation, capitalisation, English usage and spelling is the *New Oxford Style Manual* (3rd edn) (Oxford, 2016).

The Dissertation or Applied Research Project

The MA is unusual in allowing students to complete their final and principal assessed work in a number of different forms. It may be a traditional dissertation (of 15,000 words) or consist (subject to the agreement of the Institute) of a placement or an 'alternative output' which might take various forms, including (but not limited to) a series of podcasts, a set of interpretation panels for a museum or public place, or a set of teaching materials (all accompanied by suitable written critical written analyses in a format specified by the Institute). All of these various options are covered in what follows by the term 'final project'.

You should start to think about the topic of your final project as early as possible while studying for the degree. You may have come to the course with a research topic in mind, or it is possible that a subject will emerge from the subjects explored during the taught element of the course. Final projects – in whatever form they take – should contain substantial primary research, and will comprise a genuine contribution to scholarship in the field you are interested in. You will be encouraged to start identifying a topic from the middle of the Autumn Term (full-time students) and start of the Summer Term (part-time) and you will be assigned a provisional supervisor.

Some notes follow on the format to be adopted for traditional written dissertations. The format to be adopted for other types of output must be discussed and agreed with your supervisor and the programme director BEFORE beginning work on it.

Format (written dissertations only)

The dissertation must be word-processed on A4 pages, double-spaced, using Times New Roman, Calibri or Arial font with a single, continuous pagination. The dissertation will be submitted in electronic format.

The dissertation should include the following elements:

- 1) **Title Page:** this should state the approved dissertation title, your name, a statement of the degree for which the dissertation is being submitted (MRes in Historical Research), the name of the department and university hosting the degree (Institute of Historical Research, University of London), and the date of submission.
- 2) **Table of Contents:** this should list the contents of the dissertation by chapter, with sections where appropriate, and the page number for each, together with the page number for notes, bibliography, and any maps, figures, tables and appendices. It is best presented in tabulated form with indents for sub parts.
- 3) **Abstract:** this should be a summary of the content of your dissertation and should be no longer than 300 words.
- 4) **Acknowledgements:** this is where you have the opportunity to thank people and organisations who have assisted you with your work. It is not essential and should not be over sentimental.
- 5) **Main text:** each main heading (chapters, bibliography, appendices) should start on a new page; sections within main headings may continue on the same page.
- 6) **References:** footnotes (not endnotes) should be used and should be numbered consecutively, with numbering beginning from '1' at the start of each chapter.
- 7) **Bibliography:** this should be a complete listing of all the relevant works you have explicitly used and referred to in the footnotes. Recording your sources in the Bibliography is an important task. The list of sources is arranged alphabetically by author. It should be divided up into headings: 'Manuscript Sources', 'Printed Primary Sources', 'Printed Secondary Sources'.
- 8) **Appendices:** any material mentioned in the main body but is too detailed or bulky to place in the main body, or is supplementary to the main text (e.g. interview questions, questionnaires, consent forms, etc). Do not put material you do not refer to in an appendix. The appendices are **not** included in the overall word count.

Research Ethics

The School of Advanced Study at the University of London is committed to carrying out its research, teaching, consultancy and other activities within a comprehensive ethical framework.

The School's principles are applicable to all research, consultancy projects and studies conducted at, by, or in the name of, the School of Advanced Study, University of London and aim to provide current and prospective members of the School with a clear understanding of the ethical review process operated by the School.

The School supports a culture of academic freedom and excellence by providing a framework for review, which subjects research proposals and other studies to a level of scrutiny that is in proportion to the risk of harm or adverse effect to participants, researchers, the University and to society as a whole.

The School Policy is managed and monitored by the School Research Ethics Committee, which may decide to develop additional guidance or policies as code of practices across the UK and the worldwide research landscape evolve.

All students undertaking research at the School are asked to review the policy and the guidance notes and to undergo an initial self-evaluation. You must complete the 'Research Ethics Self Check Form' and forward it to the SAS research office. This should be completed in consultation with your dissertation supervisor before beginning your dissertation. See: <https://www.sas.ac.uk/research-engagement/research-governance-policies/research-ethics-policies-and-guidance>.

Instructions for Compiling Bibliographies and Making Citations

Your essays and dissertation should provide a complete bibliography of all works that you have used, together with citations within the text of the exact source of quotations and other specific points taken from books and articles you have used.

The form of citation that we recommend is sometimes called the 'short-title' system, and has numbers within the text that refer to footnotes or endnotes outside the text. There are many different flavours of short-title system which you are likely to encounter, each with its idiosyncrasies, but for your work at the IHR we specifically suggest that you use the MHRA (Modern Humanities Research Association) short-title system. (Please note, however, that this is a *recommendation* and is not compulsory; if you are very used to a footnoted style that is not MHRA and wish to use that instead, that will not present any problems so long as you are clear and consistent).

MHRA is widely employed in the humanities and many sources of reference are available online. Most importantly, the complete MHRA Style Guide is available as a free download at: <http://www.mhra.org.uk/pdf/MHRA-Style-Guide-3rd-Edn.pdf>. If you are using citation management software, such as Endnote or Zotero, MHRA is available as a stylesheet which can be used to produce output. The complete MHRA Style Guide covers almost every eventuality that you are likely to encounter, and should be consulted as the ultimate source of reference. However, the following quick guide will cover most of the citation you will need to do.

The MHRA 'Short-title' System

Every statement that needs support or acknowledgement, and every direct quotation, is followed by a number, in superscript font, like this.¹ Much the easiest way to set up footnotes or endnotes in this way is by using the Insert Footnote / Insert Endnote functions on the *References* menu in Word. Alternatively, and for a more sophisticated approach to referencing and bibliography, you might use dedicated citation management software such as Zotero or EndNote. Note that the number always comes after the punctuation at the end of the phrase or sentence. The numbering should run continuously from page to page, throughout the essay. Notes can also run through the dissertation, but if the latter is broken up into distinct chapters or sections, the numbering starts afresh with each new chapter. Many word-processing programmes (including Word) offer a footnote/endnote facility.

The reference itself is given in a footnote (on the page; this is the preferred format at the IHR) or endnote (at the end of the essay, section or dissertation), in the following form:

Steve Rappaport, *Worlds within Worlds. Structures of Life in Sixteenth-Century London* (Cambridge: Cambridge University Press, 1989), p. 22.

If you refer to the same work again you can use a shortened form of reference:

Rappaport, *Worlds within Worlds*, pp. 100–1.

In this system there are well-established conventions for referring to different forms of source or publication.

ARTICLES are cited on the first occasion like this:

Andrew Appleby, 'Nutrition and disease, the case of London, 1550–1750', *Journal of Interdisciplinary History*, 6 (1975), 1–22.

and subsequently like this:

Appleby, 'Nutrition and disease'.

If you are referring to a specific page within the article, it should be included in brackets, thus:

Andrew Appleby, 'Nutrition and disease, the case of London, 1550–1750', *Journal of Interdisciplinary History*, 6 (1975), 1–22 (p.15).

Or (for the short form) like this:

Appleby, 'Nutrition and disease' (p.15).

CHAPTERS IN EDITED BOOKS are cited like this:

Ian Archer, 'Popular politics in the sixteenth and early seventeenth centuries', in *Londinopolis. Essays in the Social and Cultural History of Early Modern London*, ed. by Paul Griffiths and Mark Jenner (Manchester: Manchester University Press, 2000), pp. 28–30 (p. 29).

and subsequently like this:

Archer, 'Popular politics' (p. 29).

Note the difference in capitalisation between book titles and the titles of articles or essays, and that it is the title of the book or of the periodical/journal (and not the article) which is italicised

PRINTED PRIMARY SOURCES are cited like this:

Henry Machyn, *The Diary of Henry Machyn, Citizen and Merchant-Taylor of London, from A.D. 1550 to A.D. 1563*, ed. by John Nichols (London: Camden Society, 42, 1848), (p. 32).

and subsequently like this:

Machyn, *Diary*, p. 100.

Ph.D AND OTHER THESES are cited like this:

Lyndal Roper, 'Work, marriage and sexuality: women in Reformation Augsburg' (unpublished doctoral thesis, Institute of Historical Research, University of London, 1985), pp. 120–3.

and subsequently like this:

Roper, 'Work, marriage and sexuality', p. 200.

UNPUBLISHED AND MANUSCRIPT SOURCES are cited like this:

London, Guildhall Library, MS 12345, f. 22.

You always need to repeat the full manuscript reference, but you can shorten the location (e.g. GL for Guildhall Library, ERO for Essex Record Office, BL for British Library,

etc. If there are only a few such abbreviations, they may be included in the footnote on first use, i.e.

Guildhall Library [henceforth GL]

If there are more than a handful, include a list of abbreviations at the start of the work giving this and any other abbreviations used in the references).

*If you refer to the same work in two successive footnotes, and not to any other work in either footnote, you can use *Ibid.* (which means, in the same place) with the same or a different page number, for example:

22. Appleby, 'Nutrition and disease', p. 99.

23. *Ibid.*, p. 95.

However, please don't use *op. cit.* (= in the place cited): you may find it used in MHRA in older works but the short title is a more satisfactory way of repeating information.

FILMS are cited like this:

The Grapes of Wrath. Dir. John Ford. 20th-Century Fox. 1940.

Names of artists may be given after that of the director. If a video/DVD reference is available, it should be added at the end.

ONLINE PUBLICATIONS

Digital resources are generally of one of two types: (i) articles (by which is meant any material stored in an essentially static form at a given URL), and (ii) databases (where information is retrieved dynamically, in response to a search being run).

For articles, information should be given in the following order (when present): author, title of item, title of complete work/resource, publication details (volume, issue, date), full address (Universal Resource Locator (URL)) of the resource (in angle brackets), date at which the resource was accessed (in square brackets):

'Henry IV: January 1404', *Parliament Rolls of Medieval England*
<<http://www.british-history.ac.uk/report.aspx?compid=116510>> [accessed 23 June 2011].

URLs should be cited in full. Ideally the address should not be divided over two lines, but if this is necessary, break at a forward slash. Where a DOI (document object identifier) is available, it should be given.

For information retrieved from a database, it is increasingly the case that the publishers will include on the page the correct text for citation purposes ready to be copied and pasted into your text. In the absence of such a text, use the same approach as recommended above for online articles.

For further clarification, see the relevant international standard, ISO 690-2 Information and Documentation – Bibliographic References – Part 2: Electronic Documents or Parts Thereof.

Bibliography in MHRA

All the sources mentioned in your notes should be provided again in alphabetical order of author's surname in a bibliography at the end. The bibliography will normally be separated into sections, listing manuscript sources first; then printed primary sources (including contemporary printed works); then secondary works (books, articles, essays, theses, etc.). For each entry in the bibliography, use the 'first instance' form given in the references, but put the author's surname before his/her first name, thus:

Appleby, Andrew, 'Nutrition and disease, the case of London, 1550–1750', *Journal of Interdisciplinary History*, 6 (1975), 1–22

Archer, Ian, 'Popular politics in the sixteenth and early seventeenth centuries', in *Londinopolis. Essays in the Social and Cultural History of Early Modern London*, ed. by Paul Griffiths and Mark Jenner (Manchester: Manchester University Press, 2000), pp. 28–30

Rappaport, Steve, *Worlds within Worlds. Structures of Life in Sixteenth-Century London* (Cambridge: Cambridge University Press, 1989)

Note that, unlike citations, the entries for particular works in the bibliography do not have a full stop at the end.

The 'Harvard System'

A second method of citation, which is mainly used by scientists and social scientists (and also archaeologists) is called the 'Harvard system', and consists of very brief references inside the text, in brackets. We do **NOT** recommend that you use this method, but it is important that you are aware of it as you may come across it in books and articles.

The reference is given in the text in parentheses, as author's surname, date of publication and (if necessary) page number. Thus the references above become (Rappaport 1989: 22) and (Appleby 1975: 18). Where an author has published more than one work in a given year the works are distinguished by letters (e.g. Archer 2000a). When reference is made to two or more works, a semicolon (Rappaport 1989: 22; Appleby 1975: 18) separates them. Subsequent references to the same work are simply repeated, with different page numbers as appropriate.

The problem with the Harvard system, for historians, is that it doesn't work well with printed sources; thus, Nichols' edition of Henry Machyn's diary would become (Nichols 1848: 23), even though it's a sixteenth-century source. It can also break up the flow of the text.

Bibliography using the Harvard System

This system requires, obviously, a full bibliography, but it is set out slightly differently in order to tie in with the references in the text:

Rappaport, S., 1989, *Worlds within worlds. Structures of life in sixteenth-century London* (Cambridge).

Appleby, A., 1975, 'Nutrition and disease, the case of London, 1550–1750', *Journal of Interdisciplinary History* 6.

Further Reading

Primary and secondary source materials are incredibly varied and it is neither possible nor desirable to provide instructions here for every situation you may encounter. For all cases not covered here, the first source of reference should be the MHRA online stylesheet, which is available without charge at: <http://www.mhra.org.uk/pdf/MHRA-Style-Guide-3rd-Edn.pdf>. Should you find that that does not answer your question, intelligent extrapolation from the principles laid down in the MHRA style sheet should be sufficient to deal with most eventualities. However, there are two additional sources of reference which will expand your understanding of bibliography and citation and which we recommend:

New Oxford Style Manual (3rd edn) (Oxford: OUP, 2016) is a compendious guide to all the technical elements of writing and style and an invaluable guide to preparation of books and papers. The sections on citation stop short of amounting to a style in themselves, but are an essential commentary on other style systems and the reasoning behind them.

R. Pears and G. Shields, *Cite Them Right: the Essential Referencing Guide* (12th edn)(London: Bloomsbury, 2022) also contains useful information on the theory of referencing, but its main attractions are the very specific and concrete examples of how to reference correctly in a huge variety of different contexts and in seven different citation styles.

Plagiarism

The School is committed to ensuring the quality and status of the degrees it awards through the University of London. Plagiarism is a threat to that quality and is a serious academic offence (see Student Academic Misconduct Policy under <https://www.sas.ac.uk/about-us-6/how-we-are-run/policies>). All coursework submitted for the MRes in Historical Research is passed through **Turnitin** plagiarism detection software which generates an 'Originality Report'.

What constitutes plagiarism?

Plagiarism is the taking of another person's thoughts, ideas, words, results, judgements, results, images etc and presenting them as your own. If you submit any piece of work for assessment that contains work that is not your own, without indicating this to the marker (acknowledging your sources) you are committing 'plagiarism'.

The following are examples of plagiarism. These are not exhaustive:

- Direct quotations from the published or unpublished work of others without being identified as such
- Copying the work of another student with or without their permission
- Using text downloaded from the internet
- Borrowing statistics or assembled facts from another person or source
- Buying/borrowing an essay/report and presenting it as your own
- Copying graphs, images, charts etc without proper citation
- Paraphrasing – putting another person's ideas and judgements into your own words without acknowledgement of the origin
- Submitting the same piece of your own assessed work (or a significant part thereof) more than once (credit can only be given once)

Students should feel free to discuss these issues with their personal tutors or other members of staff at any time, but they should also recognise that they must take personal responsibility for the integrity of their academic writing, which includes learning what is expected of them by those responsible for marking their work.

What could happen if you do plagiarise

- If it is found that you have plagiarised, this may result in:
- Expulsion from the School
- A mark of zero
- A record on your student file
- Becoming the subject of an investigation
- Cancellation of your examinations
- Not being allowed to re-enter an examination
- Loss of reputation

Why you should not do it

Assignments provide a vehicle for assessing your performance during the course and contribute to your overall course result. However, they also assist you in understanding your subject and aid your learning on the course. When you attempt to use the ideas and material of the course independently, you learn more thoroughly and develop your own writing style. You are also likely to perform better in examinations.

There are good reasons why you should cite your source:

- Good scholarly practice
- Gives proper credit to other people's work and ideas
- Shows that you have researched widely
- Strengthens your work by lending weight to your ideas
- Enables others to check the evidence and accuracy of your information

When plagiarised material is included in your assignments tutors are likely to notice the shift in style and are more than likely to recognise the source.

Referencing

There are a number of different referencing style guides. The IHR recommends (but does not insist upon) the use of MHRA footnoted style (explained from page 32 above).

Paraphrasing – is where you restate information/ideas in your own words. However, just changing a few words here and there does not make them your own and you must still cite your source. Always check your paraphrasing against the original text to ensure that you haven't copied the same phrases.

Web sources – treat information found on the web exactly the same as printed material but also make sure that you write the complete url address and date accessed.

Students should note that the use of, or contribution to, online essay banks, ghost-writing agencies, or agencies who offer to edit essays in order to improve grades is strictly forbidden.

What to do if you are suspected of plagiarism

- Cooperate fully with the investigation. It is in your interests to be open and honest.
- Get some help. Registry staff can direct those accused of plagiarism to sources of advice.

Websites

How not to plagiarise: <http://advice.writing.utoronto.ca/wp-content/uploads/sites/2/how-not-to-plagiarize.pdf>

School Responsibilities

The School recognises its responsibility for managing plagiarism as follows and will undertake to:

Ensure that all its students are provided with information about plagiarism in the Handbooks and at induction. This will include what constitutes plagiarism, how to avoid it, and an idea of the penalties associated with it.

Ensure that students are instructed on the use and purpose of the Statement of Authorship form which should be submitted with the dissertation, see Appendix 2.

Ensure that students are given information on the correct referencing methods for the discipline.

Responsibilities of the Student

- Act responsibly – don't plagiarise
- If you need help, ask for it!
- Plan your work properly. If you need more time to submit, please see your tutor.
- Pass your work through Turnitin
- Submit your dissertation with the statement of authorship form: see Appendix 2. Forms are also available from the Course Administrator.

Examinations

The MA in History, Place & Community is assessed through coursework and the final project, which together constitute the examination for the degree.

Exam Procedures

All work submitted must be the candidate's own, and any quotation from a published or unpublished work must be acknowledged (see notes on plagiarism).

A candidate who does not at his/her first entry successfully complete an examination or part of an examination may re-enter on one occasion, subject to the agreement of the Chair of the Examination Board and the Course Director. Re-entry will take place at the next following examination date (likely to be the following year) or at a date agreed by the Examination Board.

Examination Regulations

For examination regulations, see the Quality Assurance Framework available at: <https://www.sas.ac.uk/about-us-6/how-we-are-run/policies>

Pass Marks and Grade Description

The pass mark is 50% – this applies to each assessed component of the degree and to the degree overall. Merit may be awarded for a mark of 60–69 overall, including not less than 60 in the dissertation/final project. Distinction may be awarded for a mark of at least 70 overall, including not less than 70 in the dissertation/final project. A student has to achieve a pass in the dissertation/final project in order to pass overall. (Note: 50% is the pass mark for **each course or other unit of assessment**, as well as for the MA overall.)

Marking

All assessed coursework is open double marked and dissertations are blind double marked. Scripts are anonymised before being sent to two tutors for marking. The first marker provides feedback and marks, according to the School's marking criteria (see below) and the work, mark and comments are then passed to a second tutor, who will also provide a mark and comments if necessary. The markers then agree on an overall 'agreed mark' for that piece of work. If there is a substantial difference in the two marks or the markers are unable to agree, then a third marker will moderate the 'agreed mark'. Note that all marks remain provisional until approved by the Examination Board, which includes two external examiners.

In assessing written work, we will examine the quality of:

- Analysis and understanding (including the persuasiveness and originality of arguments)

- Research and referencing (included the extent of research and consistency of the referencing system used).
- Organisation (including overall structure, clarity of introduction, and proper use of paragraphs)
- Writing skill and style (including grammar, punctuation, and spelling)

Students should expect to receive a completed Report Sheet which will include feedback from the markers and the agreed mark within 28 calendar days of the deadline for that particular piece of coursework.

The Course Director is available to discuss coursework, marking and feedback, and if you have any queries regarding these they will be able to offer advice.

Marking Criteria

Minimum mark %	Maximum mark %	Grade	Mark	Description
85	100	Distinction	A+	Outstanding performance above a distinction level. Work is of exceptional quality. The highest level of knowledge and understanding is demonstrated by independence and originality in conception, the highest level of critical skill, synthesis and analysis. The work contains analysis of sufficient originality and importance to change the conventional way of approaching the subject, and its presentation is of the highest standard. The work will be well-argued, well-organised and impeccably documented, and be of publishable or near-publishable quality.
75	84	Distinction	A to A+	Excellent work, demonstrating a consistently very high level of knowledge and understanding. It shows clear evidence of originality and/or independent critical evaluation, high levels of skill in synthesis and analysis. Propositions are analysed with sufficient originality to challenge received ideas, and in a clear, sustained, relevant and focussed manner. Presentation standards will be excellent.
70	74	Distinction	A- to A	Very good to excellent work, demonstrating a very good level of knowledge and understanding. Work shows strong evidence of originality and/or independent critical evaluation, high levels of skill in synthesis and analysis. Arguments are well-organised and lucid. Presentation standards together with accompanying documentation are very good.
60	69	Merit	B	Good to very good work, showing a good level of knowledge and understanding of relevant material, demonstrated by evidence of originality of thought with signs of independence, a good level of critical skill, synthesis and analysis. Work will be well-organised, clearly argued, coherent, and appropriately referenced. Presentation will be of a good standard
50	59	Pass	C	The work is of an acceptable standard, demonstrating an adequate level of

				knowledge and understanding, some evidence of competence in synthesis and analysis, and adequate levels of presentation.
47	49	Fail	D+	Unsatisfactory work, showing a basic but incomplete level of knowledge and understanding. Important elements may be lacking, and the argument may be persistently obscure, and lacking in coherence and focus.
35	46	Fail	D	Poor or very poor work, below or well below the standard required at the current stage. Work that is very or seriously flawed, displaying a lack of research and a lack of engagement with the question; incoherence or a grave misunderstanding of the topic; no signs of independence and originality in conception, little or no critical skill or ability to synthesise and analyse; very poor standards of presentation including inadequate or extremely poor referencing; short work.
25	34	Fail	E	Extremely poor work, demonstrating all the flaws outlined above
0	24	Fail	F	Unacceptable or not submitted

Penalties for Late Submission of Work

Automatic Extensions

Coursework

SAS expects all students to submit all assessments by the published deadline date and time, after which [penalties](#) will be applied.

However, we now have a policy in place to provide for situations where unforeseen and unforeseeable circumstances beyond your control prevent you from submitting coursework by the published deadline, and where a short period of additional time of 7 days will be sufficient to address the problem.

Students can apply for an automatic extension only **one** time across all modules per academic year, this applies to all students on all modes of study - Full Time, Part Time, Part Time Plus, Distance learning and on Campus.

Automatic assessment extensions are primarily suitable for written assignments including dissertations. Automatic Extensions are **NOT** eligible for presentations, performances or other practical tasks, un-seen and take-home examinations, placements, internships and where students have access to the assessment questions or answers in advance.

In order to confirm use of the automatic extension provision, students must complete and submit the [online form](#) up to **7 days before** the submission due date.

If you need more than one request for an extension this must be submitted as a mitigating circumstances claim.

Mitigating Circumstances

Please note that an automatic extension may not be available in some cases, if you need the extension to last longer than 7 days you will need to submit your work on a date agreed by your course director and you will need to submit a mitigating circumstances [form](#). Guidance on mitigating circumstances can be found [here](#)

If you have any questions on the above, please contact the Registry or the Course Administrator.

Dissertations

Dissertations are also eligible for an automatic extension. In order to confirm use of the automatic extension provision, students **MUST** complete and submit the [online form](#) where possible a **minimum of 7 days before** the submission due date.

If you cannot submit the form 7 days before the due date the automatic extension cannot be accepted and the penalty for late submission will be applied. Requests for an extension longer than 7 days can be agreed by submission of a mitigating circumstances claim.

Students should note that such submission will have implications for marking and exam board verification and the student in this situation will be asked to register for a term in the new academic year for which a fee will be payable.

Penalties for late or non-submissions

Information taken from QAF 2024/5 3.56

Coursework for assessment (that is, all assessed work except the dissertation) handed in after the deadline without reasons deemed acceptable will be subject to a deduction of marks as follows:

- A penalty of 10% of the mark awarded for work up to one week late; except where the student has indicated that they are using their automatic extension.
- A penalty of 20% of the mark awarded for work between one and two weeks late; except where the student has applied for mitigating circumstances to be taken into account.
- Non-submission or work that has been submitted late without a pre-approved extension will be given a mark of **zero** and attempt will be used
- All work submitted as a second attempt will be capped at the pass mark of 50

Dissertations handed in after the deadline will be subject to the same penalties as coursework, except that the Institute reserves the right to not accept and/or mark a dissertation handed in after the deadline.

For more information, please see the [QAF 2024/5](#)

Penalty for Over-Length Work

For work exceeding the upper limit by at least 10%, the mark will be reduced by five marks, subject to a minimum mark of a minimum pass.

Condonation

- A student must achieve a pass in the dissertation/final project in order to be awarded the degree;
- A marginal failure in **one module** may be condoned at the discretion of the Examination Board provided that the overall mark for the MRes is at least 50%; where the programme includes half-course units the condonation may, at the discretion of the Examination Board, be applied to two half-units;
- The definition of "marginal failure" is at the discretion of the relevant Examination Board but will not normally extend to a mark below 47%; the Examination Board may condone a mark below this norm when (a) the overall mark for the MRes is at least 50%, and (b) the student achieves a mark of 60% or above in at least one significant element of the course;
- The School's Academic Quality & Standards Committee (AQSC) may determine that certain elements of a course or of an assessed component are not eligible for condonation; this shall be included in the course regulations available to students and teachers;
- The original mark shall be recorded, with condonation noted as approved by the Examination Board.

Graduation

Dates of graduation ceremonies will be advertised to students towards the end of the academic year. Detailed information is sent to students following successful completion of the examination, and processing of results through exam boards held in October.

Postgraduate Diploma Supplement

A Diploma Supplement will be issued to students on graduation. This document describes the qualification you have received in a standard format across the European Union that is easy to understand and compare, and includes the marks awarded for each piece of assessed work. It also describes the content of the qualification and the structure of the higher education system within which it was issued.

Libraries

IHR students have access to a wide variety of resources for academic research through the School of Advanced Study and the University of London. The Senate House Library (SHL) and School of Advanced Study libraries share a catalogue which can be searched collectively or separately for each library at catalogue.libraries.london.ac.uk. The catalogue indicates the location(s) of the item, and whether it is reference-only, borrowable, open access or needs to be requested.

The SAS Student ID Card serves as a membership card for IHR and SHL. Other libraries will have separate arrangements, but you will often need your student card as ID. Membership information can be found on library websites.

Both the IHR and Senate House Library have enquiry points to help with your day-to-day enquiries. Details are in the sections below. If you would like a more in-depth session on

a particular research interest or using electronic resources or periodicals, we are happy to arrange this. Please contact ihr.library@sas.ac.uk.

Copying and Printing

You can copy, print and scan across the IHR, SHL and Warburg Institute using one account. For further information see details below or ask at a library enquiry point. Other libraries have separate arrangements.

Senate House Library: www.senatehouselibrary.ac.uk/using-the-library/library-services/copying-printing-and-scanning

IHR: www.history.ac.uk/library/copying-and-printing

Warburg: warburg.libguides.com/howto/photocopy

Wifi Access

Wifi access is available across the central university buildings. See www.senatehouselibrary.ac.uk/using-the-library/help/connect-wifi or ask at the library enquiry points. See also below.

The IHR Wohl Library

The IHR's Library is a reference collection of printed primary sources, bibliographies, guides to sources, periodicals and reference works concerning history since the fall of the Roman Empire. Its core is a comprehensive collection of the chief printed primary sources for the medieval and modern history of the British Isles and Western Europe, their colonial expansion, the subsequent history of North and South America, international relations and military history. Other topical collections include those on religious history and on the Crusades.

Collections for the British Isles are the most extensive, but holdings for France, Germany, Italy, Spain and the Low Countries are substantial, and smaller but significant collections cover Scandinavia, Switzerland, Portugal, and Austria. A broad range of bibliographies, archival guides, works of methodology, and reference works supports the printed sources, with biographical sources a particular strength. In addition, the Library holds copies of most University of London theses in history until 2006, and a selective but significant collection of microforms. More information on accessing the range of digital resources that are shared across the libraries can be found in the next section.

The library is spread over four floors of the IHR. It is all reference-only. Ask a librarian for assistance if you have trouble locating anything – the Library Office is in the Wohl Library Reading Room on the first floor.

Some of the IHR's library's books are held in closed access locations and need to be requested. An overview of the collection locations and details of the requesting process can be found here: <https://www.history.ac.uk/library-digital/collections>. Items are marked on the catalogue record as IHR open access, onsite store or offsite store.

The library welcomes disabled visitors and we are happy to help users with individual requirements. For further information see: www.history.ac.uk/library/accessibility.

IHR library contact details are as follows:

Telephone: 020 7862 8760

Email: ihr.library@sas.ac.uk

Website: <https://www.history.ac.uk/library-digital> for catalogue, opening hours, collection details and services.

The opening hours are generally from 09:00 to 20:45 Monday to Friday and 09:30 to 17:15 on Saturdays. The Library closes during public holidays and periods of University closure over the Easter and Christmas vacations, but it remains open throughout the

summer. Some of the reading rooms may be temporarily closed because of seminars and meetings – check at reception.

Other SAS Institute Libraries

SAS Institutes have internationally renowned research libraries. You can access any of the Institute libraries on presentation of your SAS Student ID card (see p. 57). Different borrowing rights apply at different Institutes. The libraries which are likely to be of most interest to IHR students are those of the Warburg Institute and the Institute of Commonwealth Studies.

Three of the Institutes have libraries in separate locations, see their websites for further information:

The Warburg Institute: warburg.sas.ac.uk/library

Institute of Advanced Legal Studies: ials.sas.ac.uk/library

Institute of Classical Studies: library.ics.sas.ac.uk/

Within Senate House Library:

Institute of Commonwealth Studies

Institute of Latin American Studies

Institute of Modern Languages Research

See: senatehouselibrary.ac.uk/our-collections/research-collections for further information

The Warburg Institute Library

Woburn Square, London WC1H 0AB

The Warburg Institute Library holds a collection of international importance in the humanities. Its 350,000 volumes make it the largest collection in the world focused on renaissance studies and the history of the classical tradition. It includes a large number of nineteenth- and early twentieth-century continental books and periodicals (especially German and Italian), unavailable elsewhere in the UK, as well as several thousand pre-1800 items, many of which are extremely rare and valuable. The Warburg also holds a large photographic collection.

Tel. 020 7862 8935/6

Fax 020 7862 8939

Email: Warburg.Library@sas.ac.uk

Website: warburg.sas.ac.uk/library

Senate House Library

As a student of the School you can take advantage of free Senate House Library membership and benefit from access to millions of books, study spaces, free notebook loans, plus a superb range of academic databases.

You must activate your SAS ID card for Senate House Library membership. Once activated you can borrow books and enjoy the library's services, collections and study spaces.

SHL holdings

Senate House Library's holdings cover the humanities and social sciences with particular subject strengths in: English; Economic and Social History; History (its collections complement the IHR); Modern Languages (primarily Romance and some Germanic); Geography, Music, Philosophy and Psychology.

The Library has extensive area studies collections in United States, Latin American (including Caribbean) and Commonwealth Studies. Many British Government Publications are available digitally.

The Library's Historic Collections houses an impressive 12 million catalogued items, substantial and unique holdings in rare books, 55 named Special Collections and over 40 collections of archives and manuscripts. The distinctive strengths of the Historic Collections are in 17th to 19th century book holdings, historic periodicals and palaeography.

Senate House Library's [Libguide](#) lists all the electronic databases to which SHL subscribes and is presented as an A-Z list which can be sub-divided by subject, type and provider.

Location

The Library entrance is on the fourth floor of Senate House. Scan your SAS card at the entry gates to enter.

Contact details

Telephone: 020 7862 8500

Email: shl.enquiries@lon.ac.uk

Website: senatehouselibrary.ac.uk for catalogue and services.

Opening hours in term: Mon–Thurs, 09:00–20:45; Friday 09:00–18:15; Saturday 09:45–17:15

Opening hours in vacation: Mon–Fri 09:00–17:45; Sat 09:45–17:15

(Please visit the Senate House Library website (www.senatehouselibrary.ac.uk/visiting-the-library/operating-hours) for details of closure dates due to public holidays, etc.)

Disabled students (see also below, Disability, pp. 73-74)

The Library offers extra services for disabled students:

- the option of using a proxy borrower to find and borrow items
- a fetch request service
- extended loans

Find out more about services for disabled students [here](#).

The University of London Library Access Agreement

The University of London Library Access Agreement enables the School's Masters students to access nearly all of the libraries of the institutions which make up the federal University of London (www.london.ac.uk) on production of their SAS cards. The value of this arrangement to University of London students is that it offers you access to books and other library materials in subject areas that are often unrivalled and which have been built over many years.

For more information on the libraries the agreement allows access to and/or to view a copy of the agreement, please visit: london.ac.uk/libraries_agreement.html.

School of Oriental and African Studies (SOAS) Library

SAS students are able to use the nearby SOAS library and take advantage of their extended opening hours. SAS students will need to apply for a SOAS library card from the SOAS membership desk and will need to produce their SAS ID card in order to do so.

Term time opening hours

Monday-Friday 9:00 to 23:30* and Saturday and Sunday 10:30 to 23:30*

*Service desk (Membership, Issue and Enquiry Desk) and Special Collections Reading Room hours vary. See: <https://www.soas.ac.uk/research/library>

There is no charge and no restriction on access, except to IT facilities which are confined to SOAS students. Access to some databases is available through the OPACS.

As fully registered external members, SAS students will be able to take advantage of the longer opening times providing they have applied for and received their SOAS Library card and enter SOAS before 20:00 Monday to Thursday, before 19:00 on Fridays and before 18:00 on Saturdays and Sundays.

Other Libraries

SAS students can gain access to many other libraries in London that have close academic links with the School including the British Library, the University of London Institute in Paris, the Wellcome Library for the History of Medicine, the Society of Antiquaries of London, and the Bibliographical Society. Other useful libraries and archives include:

The Bibliographical Society

www.bibsoc.org.uk

The objectives of the Society include: to promote and encourage study and research in the fields of: historical, analytical, descriptive and textual bibliography; the history of printing, publishing, bookselling, bookbinding and collecting. The Society's library is now part of Senate House Library.

Bishopsgate Institute Library

230 Bishopsgate, London EC2M 4QH

www.bishopsgate.org.uk

An independent public reference library near Liverpool Street station with a collection on inner London, focusing on the City and the East End. Strong on 19th-century topographical and social history.

British Architectural Library

66 Portland Place, London W1B 1AD

www.architecture.com

The Royal Institute of British Architects (RIBA)'s British Architectural Library contains an archives collection of 1.5million items relating to historic and contemporary architecture and design. It includes drawings and prints from the Renaissance to the present day; 20,000 biographical files; talks and lectures from the 1970s onwards; a photographic collection; architectural and design journals and 150,000 books. Its architectural drawings collection is held at the Victorian & Albert Museum (see below).

The British Library

The British Library, St Pancras, 96 Euston Road London NW1 2DB

www.bl.uk

The UK's national library is the world's largest research library, holding over 150 million items and adding some 3 million more every year. An easy walk from IHR, it is an essential place for historical research, whether you require published books or original documents. There are regular tours for new readers.

Camden Local Studies and Archives Centre

Holborn Library, 32–38 Theobalds Road, London WC1X 8PA

www.camden.gov.uk/about-the-local-studies-archives-centre

Historical material on the London Borough of Camden and its predecessor authorities (Holborn, St Pancras and Hampstead and their parishes) from the 17th century. Appointments sometimes needed, book in advance.

City of Westminster Archives Centre

10 St Ann's Street, London SW1P 2DE

www.westminster.gov.uk/archives

Extensive collections relating to Westminster past and present, an area covering much of the West End of London, from Paddington to Pimlico, Knightsbridge to Covent Garden.

Courtauld Institute of Art

Somerset House, Strand, WC2R 0RN

courtauld.ac.uk

The Book Library at the Courtauld Institute of Art is a specialist library within the University of London. It exists primarily to provide a service to the Institute's undergraduate and postgraduate students and academic staff, and to visiting academics, postgraduate research students and other scholars both from within and outside the University, who cannot obtain the material they require elsewhere. There are also extensive image libraries.

Guildhall Library

Aldermanbury, London EC2P 2EJ

<https://www.cityoflondon.gov.uk/things-to-do/history-and-heritage/guildhall-library>

The City's major public reference library, specialising in the history of London, particularly the City itself, as well as having other significant collections. Following the reorganisation of Guildhall Library, prints, maps and drawings and most of the archive and manuscript collections for the City of London are now concentrated at London Metropolitan Archives. The archives remaining at Guildhall Library include those of the Stock Exchange, Lloyd's of London, and the City Livery Companies.

Hackney Archives Department

Dalston CLR James Library and Hackney Archives, Dalston Square, London E8 3BQ

<https://hackney.gov.uk/archives-collections>

Hackney Archives Department looks after the archives of the London Borough of Hackney – the administrative records of the borough Council and its predecessors back to 1700, together with the records of organisations and individuals with links to the area of the modern London borough.

The Imperial War Museum London

Lambeth Road, London SE1 6HZ

www.iwm.org.uk

IWM's collections cover all aspects of twentieth and twenty-first century conflict involving Britain, the Commonwealth and other former empire countries. Created to record the toil and sacrifice of every individual affected by war, the collections include a wide range of material, from film and oral history to works of art, large objects, and personal letters and diaries. Admission is free.

Lambeth Palace Library

Lambeth Palace Road, London SE1 7JU

<https://www.lambethpalacelibrary.info/>

The historic library of the Archbishops of Canterbury and the principal library and record centre of the Church of England. The library focuses on ecclesiastical history but is important also for social, political and economic history generally and is a significant resource for local history too.

The London Library

14 St James's Square, London SW1

www.londonlibrary.co.uk

Founded in 1841, The London Library is the UK's leading literary institution. With more than one million books and periodicals in over 50 languages, the collection includes works from the 16th century to the latest publications in print and electronic form. On-line catalogue.

London Metropolitan Archives

40 Northampton Road, London EC1R 0HB

<https://search.lma.gov.uk/>

LMA is the largest local authority record office in the UK. The records of the London County Council (LCC), Middlesex County Council (MCC) and Greater London Council (GLC) are all here as well as those of the Metropolitan Water Board and Asylums Board and the School Board for London. There is also much earlier administrative and legal material for the area, and records of hospitals, families, businesses and societies. The very extensive collection of prints, maps and drawings and the majority of the manuscripts collection formerly held at Guildhall Library and the holdings of the City of London Records Office are now available here.

Museum of London (CLOSED UNTIL 2026)

Re-opening at a new site in Smithfields, 2026

www.museumoflondon.org.uk/museum-london

The largest and most comprehensive city museum in the world, the Museum of London celebrates London's history and its people with permanent exhibitions and varying temporary ones. It has a wealth of artefacts relating to London and Londoners as well as a strong oral history collection, documents and library.

Museum of London Docklands

No1 Warehouse, West India Quay, London E14 4AL

www.museumoflondon.org.uk//museum-london-docklands

As well as an extensive artefact collection, the museum holds the archive of the Port of London Authority and its predecessor dock companies and river conservancy bodies, and the Sainsbury's business archives.

The National Archives

The National Archives (PRO & HMC), Kew, Richmond, Surrey TW9 4DU

www.nationalarchives.gov.uk

The National Archives brings together the Public Record Office (PRO) and the Historical Manuscripts Commission (HMC). The National Archives (PRO) has one of the largest archival collections in the world, spanning 1000 years of British history, from Domesday Book to government papers recently released to the public, and there is much here for the regional historian. The national archive of England, Wales and the United Kingdom collects and preserves the records of central government and the courts of law, and makes them available to all who wish to consult them. Access to the original historical documents and the catalogues that describe them is free. Expert staff are available to help and guide you, although they cannot do detailed research for you. The National Archives (HMC) also advises people on the location of non-public records and historical manuscripts relating to British History and maintains the National Register of Archives and related indexes and reference works. There is also a reference library.

Society of Antiquaries of London

Burlington House, Piccadilly, W1J 0BE

www.sal.org.uk

The Library has been acquiring material since the early eighteenth century. The main subjects covered are archaeology (especially British), architectural history and the decorative arts (especially mediaeval), heraldry and older works on British local history and genealogy. British county archaeological and record society publications are well represented, as well as archaeological journals from most European countries. There are special collections of broadsides, proclamations and Civil War tracts. The Library can be used for reference purposes and without appointment by students registered in the School of Advanced Study who bring proof of status.

Victoria and Albert Museum

Cromwell Road, London SW7 2RL

www.vam.ac.uk/info/study-rooms

In addition to its extensive galleries, the Victoria & Albert Museum houses the National Art Library and RIBA Architectural Drawings Collection. The Prints & Drawings Study Room provides access to 750,000 objects, including designs for all the arts, watercolours, old master drawings, photographs, commercial graphics, greetings cards, playing cards, fashion plates, posters and wallpapers.

Wellcome Library

Part of the Wellcome Collection, 183 Euston Road, London NW1 2BE

wellcomelibrary.org

The Wellcome Library holds books and journals, manuscripts, archives and pictures relating to the history of medicine and allied subjects. In its field, it is one of the largest and finest in the world. Its holdings cover all cultures and periods and are a rich source for social history generally. It is a reference library open to the public free of charge.

The Women's Library @ LSE

Library, London School of Economics and Political Science, 10 Portugal Street, London WC2A 2HD

www.lse.ac.uk/Library/Collections/Collection-highlights/The-Womens-Library

The Women's Library @ LSE is Europe's largest collection of material relating to the lives of women and is a key part of British heritage, with a particular emphasis on the lives of women in the UK and the great political, economic and social changes of the past 150 years. The print collections include over 60,000 books and pamphlets and 3,000 periodical titles. The archive and museum collections include over 500 archives and 5000 museum objects. Museum objects include photographs, postcards, posters, badges, banners, textiles and ceramics. Please note that an LSE Library card is necessary to visit the reading room. Details of how to get a card are on the LSE Library Membership pages.

Periodicals and Digital Resources

Periodicals

Articles from periodicals can be found in a number of ways. The Bibliography of British and Irish History (see under IHR resources below) is a useful starting point for browsing and locating articles. If you are looking for a particular title you can try the IHR/SHL catalogue in the first instance. SUNCAT suncat.ac.uk is useful for locating resources in other UK libraries.

Please note that the SHL/IHR library catalogue does not contain full article details, therefore you will need to search by periodical title rather than for the author or title of the article. You will need to know the periodical title and volume/issue numbers to find or order the volume and locate the article within it.

Journals are available in print and/or electronic format. Instructions and more information on locating periodicals and articles can be found on the Senate House Library website: www.senatehouselibrary.ac.uk/our-collections/print-and-electronic-journals. Electronic journals are often available in multiple places, for example the publisher's website has the recent volumes and JSTOR has a back run. To access the electronic journals, you should follow the links from the library catalogue.

In the IHR recent copies of print journals can be browsed in the Friends' current periodicals room next to the Common Room on the ground floor. Back volumes are in the 'onsite' or 'offsite' store and can be requested.

Digital Resources

The libraries provide access to a wide-range of electronic resources ranging from bibliographic tools to help you locate resources such as Bibliography of British and Irish History to full text primary sources including JISC historic texts, House of Commons Parliamentary Papers and Proquest Newspapers. JSTOR is a digital archive covering journals, primary sources and books, some are just available at citation level while others are full-text.

From library PCs you can use these resources directly. From other locations you can get access using the barcode from your student card. You will normally need to access these resources via special links from the catalogue or the library websites. For a full list, see www.senatehouselibrary.ac.uk/our-collections/databases-and-eresources and follow the links where you will be prompted for your name and barcode number.

If you would like an introduction or any help using the resources, we are happy to arrange group or individual sessions. Please contact ihr.library@sas.ac.uk for IHR or jordan.landes@sas.ac.uk for SHL.

IHR and SAS Training Courses

The IHR runs a series of training courses specifically developed with the aim of providing skills for historical research. Some courses are free of charge and others are available at reduced rates to IHR students. See <https://www.history.ac.uk/study-training/research-training> for details of the programme. In addition, the School of Advanced Study (SAS) runs a programme of online training free of charge in a range of more generic skills for humanities researchers. See <https://www.sas.ac.uk/support-researchers/research-training>.

General Information for Students

Student Charter

The School is the UK's national centre for the support and promotion of research in the humanities and social sciences. Its eight research institutes at the University of London offer a unique scholarly community in which to pursue postgraduate study and research.

The Charter below sets out the rights and responsibilities of the School and its students.

The School's Responsibilities

The School undertakes to:

encourage its employees to treat students and colleagues equally and respectfully, providing:

- high standards of teaching, support, advice, and guidance
- access to activities that will enhance employability and personal development support for student participation in academic development and programme management, including elections of representatives
- clearly defined access to library and IT facilities
- clear deadlines and timeframes – in programme handbooks – for feedback on work submitted by students.
- programme handbooks for students, which detail assessment criteria, contact hours, mode of delivery
- details on examination arrangements and regulations, academic guidance, and support, appeals and complaints procedures
- clear information on programme costs, payment options and deadlines

Its teaching and supervisory staff undertake to:

- treat students responsibly and with respect
- familiarise themselves with the Quality Assurance Framework and School supervisory practice keep themselves up to date with best practice in relation to teaching and supervision, including undertaking, where appropriate, training in research student supervision
- be accessible to students during term time and advise them of any absences likely to exceed two successive weeks during the vacation
- respond to emails from students within a reasonable time, and within three working days during term-time

- keep students informed in advance about prospective periods of leave and planned supervisory arrangements during the leave
- advise students on progress in a timely fashion and warn where work is not of the appropriate standard or is being produced too slowly, and of steps which might be taken to remedy the situation
- provide constructive timely feedback in writing on all written work submitted by the student and keep copies on file
- ensure that students understand the requirements of the degree, provide guidance on the examination process, and help students to prepare
- provide students with guidance as to essential reading, including information on where this may be found, before the start of the academic year if possible, or at induction
- avoid cancelling classes or meetings unless for a completely unavoidable reason, and always advise in suitable time; rearrange any cancelled classes/meetings
- treat student data with integrity and be aware of responsibilities in relation to the Data Protection, Freedom of Information and Equality Acts

Student's Responsibilities

Students undertake to:

- observe the Statutes, Ordinances and Regulations of the University of London
- treat staff and their fellow students equally and respectfully
- attend induction, read documentation provided, including regulations for their degree and student handbooks
- participate in timetabled classes, attend meetings with tutors
- obtain agreement from their tutors, in advance, for any essential absences
- take responsibility for managing their own learning: actively engaging in their course; ensuring they spend sufficient regular time in private study; participating fully in group learning activities; maintaining a record, in consultation with their supervisors, of supervisory meetings; inform supervisors promptly if circumstances arise which are likely to affect their work; discuss any teaching/supervisor problems with their supervisor(s) or with Institute Director (or other senior staff member)
- submit assessed work by stated deadlines, actively participate in feedback
- comply with guidelines and procedures on ethical research, data protection matters, and be aware of health and safety and intellectual property implications
- make prompt payment of charges made by the institution
- support programme representatives and participate in systems which will lead to improvements in the quality of learning and teaching
- respect the physical environment of the University of London.

Admission

Your place to study for a postgraduate degree with us is subject to the following conditions:

- Provision of formal photographic identification upon formal registration (e.g. passport, photo driving licence).
- Satisfactory evidence of the qualifications which entitle you to be registered for the degree; two satisfactory references.
- Evidence of attainment of the minimum standard required in written and spoken English if your first language is not English. Institutes reserve the right to require you to withdraw from a programme if, in the opinion of the Programme Director, your proficiency in English is inadequate.
- Prompt and full payment of tuition fees for the academic year in which you are registered. See Tuition Fees, below.

Students may be provisionally enrolled at the beginning of the programme **for a period of two weeks**, pending satisfaction of conditions relating to verification of qualifications and/or language requirements.

Please note that in registering for your degree programme, you are agreeing to abide by the current statutes, rules and regulations of the University of London, the School of Advanced Study, and the Institute at which you are studying.

Copies of the full text of all such regulations are available from Registry and are available at: <https://www.sas.ac.uk/who-we-are/management-and-governance/policies>

Registration and Induction

Email invitations to register will be sent out to students in mid-August with a link to the online registration system.

An induction to the School will be given on **20 September 2024** in-person. The induction programme is available at: <https://www.sas.ac.uk/registration-and-induction>

Tuition Fees

A copy of the School's comprehensive **Tuition Fee Policy** is viewable here: <https://www.sas.ac.uk/sites/default/files/SAS-Tuition-Fee-Policy.pdf> . Key points from the Policy are outlined below.

You should ensure that you have the funds available to pay your fees before you embark on a programme. Payment of tuition fees in full or payment of the first instalment (25%) is required prior to registration. The University reserves the right to withhold your final marks, and the award of your degree should your fees of any element remain unpaid.

University of London Online Payment System

Tuition fee payments should be made online via the University of London online payment system as part of your online registration task. Fees can be paid in full or via instalments. The outstanding tuition fee balance is also displayed.

Fee payment

Fees can either be paid in **full** or in **4 equal instalments**, payable on the following dates:

- Instalment 1: before or on registration deadline
- Instalment 2: 13 November 2024
- Instalment 3: 13 January 2025
- Instalment 4: 13 March 2025

Internally funded and sponsored students

Those in receipt of **full** (100%) SAS, AHRC or Institute studentships / bursaries will not be required to make any payments and therefore, the periods and deadlines given in respect of tuition fee payment, do not apply.

Those in receipt of **partial** SAS, AHRC or Institute studentships / bursaries will be required to pay the fee balances as outlined. You will be required pay online via the registration system. The outstanding balance displayed and will take into account all studentships / bursaries.

Externally funded and sponsored students

You accept responsibility for payment of fees even though a sponsor may in fact pay your fees. If you have sponsorship / scholarship funding (except those in receipt of SAS, AHRC or Institute studentships /bursaries) please ensure that you upload written confirmation of any award and payment arrangements dates, contact details to the registration system online.

Please note that you retain liability for payment of your entire fee should the sponsoring body default on a payment or withdraw sponsorship.

Postgraduate Loan Recipients

Students who are in receipt of a student loan are required to use these funds to pay their tuition fees in the first instance. Any surplus may then be used to cover maintenance costs. Please upload a copy of your loan confirmation also. Your loan confirmation letter should contain full account details and a breakdown summary of payment schedule to the registration system online.

Research students' continuing fees

Research students are reminded that they should expect their fees to be subject to an annual uplift for their second and subsequent years of study.

Defaults on fee payments

If you default on any payment, you will be given 5 days to contact the Fees Office before we act. Continued registration and progression from one year to the next is conditional on the appropriate fee being paid. If you are in financial difficulty, you should contact the Fees Office. Where there are financial problems, we will try to come to an alternative financial arrangement.

Continuing students who have previously had a non-standard payment plan agreed with the Fees Office, but who have later defaulted on that plan, will not be granted another non-standard payment plan.

Help

If you have any queries about paying your fees, you can contact the team in the following ways:

Email: sas.fees@sas.ac.uk

Phone: 0207 664 5590

- If you have a query with the tuition fee amount being charged
- To discuss a change to your current enrolment status which will affect your fees
- To discuss an alternative payment plan

SAS Student ID Card

As a SAS student, you will be issued with a multi-purpose identity card. The card serves as an ID card for entry to Senate House and, outside the University, to enable you to benefit from discounts offered by suppliers, etc. It also serves as a membership ID card to enable access to Senate House Library (SHL) and the SAS libraries located in the

Warburg Institute, Institute of Advanced Legal Studies (IALS), Institute of Historical Research (IHR) and Institute of Classical Studies (ICS).

You will automatically become a member of SHL and be able to access the SAS institute libraries once you have registered on your programme and a student ID card has been created for you; this card will be issued by the Registry and Student Services Team. You should use your student ID card to enter the physical libraries and borrow books.

Student ID cards can be collected from the Registry and Student Services Office located in Stewart House on the second floor. The Registry and Student Services team will notify you once your card is ready to be collected.

If you are a Distance Learning student, the registry team will email you a scanned copy of your student ID card.

Student ID cards can be posted to students on request. Please email student.id@sas.ac.uk.

Lost cards carry a £5 replacement fee and can be purchased through the online store: <https://store.london.ac.uk/product-catalogue/school-of-advanced-study-products/products/sas-replacement-student-id-card>

Email

SAS email accounts

SAS email addresses follow the format firstname.lastname@postgrad.sas.ac.uk. You should check your SAS email account regularly as academic and administrative staff will use them as the primary mode of contact. Your SAS email can be accessed remotely via the web at: <https://login.microsoftonline.com>. You will be prompted as follows:

Username (Email Address): firstname.lastname@postgrad.sas.ac.uk
Password: **provided during registration** (case sensitive)

Students are required to operate multi-factor authentication on receipt of their email addresses. For help with this process please contact service@london.ac.uk

Important note: the university plans to implement a change to all SAS student email accounts from the format: firstname.lastname@postgrad.sas.ac.uk to firstname.lastname@london.ac.uk, near the end of the autumn term. Details relating to this change will be clearly communicated to all students ahead of its implementation.

To access computers and SAS network

When you access SAS PC or online areas such as the SAS VLE (studyonline.sas.ac.uk), you will be prompted to enter the following:

Username: [firstname.lastname](#)
Password: **provided during registration** (case sensitive)

You will then be redirected. Once you are successfully re-directed, you should see the 'Secure Logon for Office 365 page'. Please enter the first part of your username (firstname.lastname), NOT your email address, and password and click on logon or press enter. Please refer to the Office365 user guide at: <https://www.sas.ac.uk/sites/default/files/using-office-365-services.pdf>

Laptop Loan Service

Senate House Library offers a free [laptop loan service](#) to all its members. Day ticket holders are not eligible to use this service but are welcome to use the library's desktop PCs or bring their own devices.

Passwords

Self-service password functionality has now been enabled for Office 365. This means you can now change your password in O365 yourself without having to contact the IT service desk. In addition to this, forgotten passwords can be reset from within office 365 after following a simple registration process.

Please take a moment to complete the registration process by [following the guidelines here](#).

Eduroam (Wi-Fi Access)

Wireless networking is available to all SAS students via their School email accounts. Eduroam is a wireless network which allows users at the School to log in using their username and password. It is also available to SAS students visiting other participating organisations which include many UK universities and abroad.

Connecting to Eduroam

Pick the "Eduroam" network from the list of Wi-Fi networks

Login using your username but replace '@postgrad.sas.ac.uk' with '@london.ac.uk' and password.

This will work anywhere where there is an Eduroam network

If you experience any issues, please contact the IT Service Desk by email, service@london.ac.uk.

Proper usage

By enrolling with the School you agree to abide by the University's [Information Security Policy](#) for the use of University of London IT equipment and systems. You must also comply with the University's [Acceptable Use Policy](#) when using your SAS email address and SAS networks.

Expiry

Your email account can be retained for up to one year after you graduate. A reminder will be circulated beforehand of expiry, giving you enough time to transfer all the contents of your mailbox elsewhere.

Attendance

Attendance or engagement will be measured by the number of points of contact over a particular period. These are as follows:

- For taught students, attendance at a timetabled lecture, tutorial, workshop, or seminar within a calendar week. Online engagement – engagement at module level with the Virtual Learning Environment (VLE) within a calendar week. A test, examination, or assessment; a research training session; an appointment with a welfare advisor or a formal appointment with professional services or academic staff; registration or enrolment.
- For research students, regular supervisory meetings, a research training session, an appointment with a welfare advisor or a formal appointment with professional services or academic staff within a calendar month.
- Submission of assessed or unassessed coursework, an interim dissertation, draft thesis chapters or a report.

For taught students there is a minimum requirement that the regularity of expected contact points is **weekly** during term-time regardless of mode of study;

For research students there is a minimum requirement that the regularity of expected contact points be **monthly**;

Expected contact points are not required during authorised periods of interruption, i.e. when a student is formally permitted by the School to defer their studies for an agreed period.

Expected contact points are not required outside of term time; however, the following exceptions apply:

- i. Postgraduate taught students on a 12-month programme are expected to be engaged with their individual project during the summer, i.e. after the end of term (June). During this period there is a minimum requirement that the regularity of expected contact points is monthly.
- ii. Postgraduate research students do not operate within conventional term times. Any time taken away from study is done in agreement between the student and their supervisor, during which expected contact points are not required.

What constitutes a contact

- (a) Attending formal academic or pastoral care activities including:
 - (i) a lesson, lecture, tutorial, or seminar;
 - (ii) a test, examination, or assessment board;
 - (iii) a meeting with a supervisor or personal tutor;
 - (iv) a research-method or research-panel meeting, writing up seminars or doctoral workshops;
 - (v) an appointment with a welfare advisor or international student advisor
- (b) Submitting:
 - (i) assessed or unassessed coursework; or
 - (ii) an interim dissertation, coursework, or report
- (c) Registration (for enrolment or matriculation)

The module leaders for taught programmes and PhD supervisors will keep records of attendance. A student must contact their Student Officer in Registry or their supervisor by email if they wish to request to miss a contact due, for example, to illness. This request must be authorised and will be kept on file. Failure to do so will result in this being counted as a missed contact.

Attendance Policy for students with visas

In addition to the above, if a student on a student visa does not attend 10 expected consecutive contacts, we are required to inform the Home Office, and this might lead to withdrawing our sponsorship.

Where permission is not sought the following procedures will apply after:

- (i) 3 missed contacts, the student will be contacted by their Student Officer or Supervisor to ascertain the reason for absence
- (ii) 6 missed contacts, the student will be contacted again by the Student Officer or Supervisor to ascertain the reason for absence and to inform them that the Programme Director and Head of Registry Services will be notified
- (iii) 8 missed contacts, the student will be invited to a meeting with the Programme Director and/or Head of Registry Services to discuss their attendance
- (iv) 9 missed contacts, the student will be written to officially informing them that they must get in touch and that the Home Office will be informed if one further contact is missed

All students

If a student is unable to attend, they must notify the University; if this is not done, the absence will count as a missed point of contact.

Students will need to complete a short-term absence form, using the 'change request' option within the [student portal](#) for absences in the first 10 consecutive days, including weekends and days on which they are not timetabled to attend. For absences longer than 10 days, a student must complete an Interruption request form using the 'change request' option within the [student portal](#).

Where possible, a request for authorised absence should be submitted in advance. Authorisation for unplanned absences may be submitted up to 5 working days after the last day of absence. Requests for authorised absence submitted after 5 working days may not be considered.

Authorised absence forms must be supported by appropriate evidence. This may include, but is not limited to, medical evidence such as a doctor's note where this has been necessary invitations to family events, confirmation of a job interview or other official documentation.

The School will consider requests for authorised absence sensitively and will try to accommodate all reasonable requests. However, where an absence may have a detrimental effect on a student's academic progress, or where absence levels are already of concern, such requests may not be granted.

Prolonged absence caused by sickness must be reported to the registry, and where relevant medical evidence must be provided.

Postgraduate Taught (PGT) students

Attendance will usually be monitored in **at least one timetabled session per module per week**. These could be workshops, seminars, tutorials etc.

One week with no attendance at any module will normally be considered as a missed contact.

Where a taught student is studying overseas as part of a distance learning or on study abroad programme, responsibility for recording attendance will lie with the partner institution, who must inform the student's course director /registry of four consecutive days missed contact within 7 working days and must supply attendance records on request within 5 working days.

Where a taught student is undertaking a work placement, regular contact with the placement tutor or placement team will serve as evidence of ongoing attendance and engagement. Such contact is usually expected to take place monthly. An entire calendar month without a point of contact will normally be considered as a missed contact.

Distance learning students

Distance learning students' engagement is also measured by the means outlined in the section above. Engagement will be determined and monitored by the programme team. The University retains the right to withdraw a student for lack of engagement, following prior warning emails.

Cause for concern

The school defines the maximum length of time during which contact does not take place which will be deemed to constitute cause for concern as two weeks plus for taught students or two months for postgraduate research students regardless of mode of study. Following this period, the cause for concern will be escalated- see following section.

Escalation

The University will make every effort to avoid having to initiate the formal attendance escalation procedure. However, if informal attempts to contact and re-engage a student are unsuccessful, the following procedure will apply:

At the point that a cause for concern has been raised by a tutor or supervisor a formal email will be sent from the registry warning the student about attendance and requesting that they contact their Tutor/Supervisor/Registry to discuss any issues.

If after 7 days there is no response, the student will be contacted again to ascertain the reason for absence and to inform them that the Programme Director/ Supervisor and Head of Registry services will be notified.

If after 14 days there is no response, the student will be invited to a meeting with the Programme Director or Supervisor and/or Head of Registry Services to discuss their attendance and a warning will be issued that the student is in danger of being withdrawn from the programme.

If the student is studying on a student visa, then the student is warned that further missed contacts would necessitate a report to the Home Office and the visa being revoked.

The student is given 10 days to respond to this invitation.

During this 10-day window, if a student supplies new evidence to support their absence, the School may use discretion to consider this. Where appropriate, this may halt withdrawal proceedings, if it is deemed that the evidence is sufficiently strong to retrospectively grant authorised absence, and the student is able to catch up with their studies.

If a student fails to submit a request for interruption within 10 working days, they will be written to again stating that they will be withdrawn if they do not engage with the process. The student is given a further 10 working days to respond after which the student will be informed in writing that formal withdrawal will take place. This withdrawal should happen no later than the 12th working day after the written notification.

Repeated patterns of intermittent unauthorized absence may also be considered sufficient grounds to initiate a withdrawal.

Appeals against a withdrawal

Grounds for Appeal

Students have the right to appeal against a withdrawal by default on the following grounds:

- a) That there are extenuating circumstances relating to ill health or personal difficulties which the student was unable to raise prior to or during the escalation procedure detailed in Section 7 and/or
- b) That the information held by the School relating to the student's attendance and/or engagement is incomplete or inaccurate, and the student was not able to correct this information at an earlier stage.

Students wishing to appeal must show a compelling reason this information could not be made available before the decision to withdraw was reached and provide supporting documentary evidence. Where the student could have made the information available prior to the decision being made, such evidence cannot normally be accepted as grounds for appeal.

How to Appeal

Appeals must be received no later than **10 working days** after the date of email notification of the withdrawal. An acknowledgement email will be issued on receipt of the appeal.

Appeals received after the 10-working day deadline will be deemed out of time and will not normally be considered. The student will be issued with a Completion of Procedures letter including details of the Office of the Independent Adjudicator Scheme (see Section 9).

In exceptional cases only, a late appeal may be considered provided that the submission is accompanied by detailed and supported reasons for the late submission.

The appeal should be submitted in writing using the Student Attendance Monitoring Policy Appeal Form.

Original evidence must be provided in support of the appeal and listed on the Appeal Form. If evidence cannot be provided with the appeal form, it must be submitted no later than 5 working days after submission of the appeal form.

Consideration of the Appeal

The appeal will be forwarded in its entirety to the Head of Registry Services, where it will initially be established that School records are accurate in relation to the issues raised in the appeal.

The Head of Registry Services will liaise with the Programme director to provide a response to the student within 15 working days of receipt of the appeal.

The School is empowered to make one of the following decisions:

- a) To dismiss the appeal if it is determined that no substantive case has been established. The appeal procedure within the University will be at an end, in which case the student will be given the reasons for the decision in writing. This will contain a Completion of Procedures statement including details of The Office of the Independent Adjudicator (OIA) Scheme.
- b) To uphold the appeal and request Registry to reinstate the student's registration with or without a recommendation that the student be granted a retrospective

period of authorised absence. The School may specify conditions of reinstatement and the consequences of the student failing to adhere to these conditions. Should subsequent failure to adhere to these conditions result in the student's withdrawal, the student has a further right of appeal on the grounds detailed above.

- c) To rescind the withdrawal decision and offer a period of interruption considering relevant issues which may be raised in the appeal submission. If the offer of interruption is rejected by the student, the original withdrawal decision stands. The student will be given a Completion of Procedures letter containing details of the OIA Scheme. If the issues raised within the appeal submission are considered to potentially affect the student's ability to study on return to the University, the case may be referred to the Fitness to Study procedure.
- d) To refer the appeal to a meeting of the Academic Appeals Committee, in which case the procedure outlined in Sections 7 and 8 of the [Academic Appeals Procedure](#) will apply.

External Adjudication

Students who have been issued with a Completion of Procedures letter may be able to complain to the Office of the Independent Adjudicator (OIA) if they remain dissatisfied with a final decision of the University, providing that their complaint is eligible under its Rules, which are available on the OIA website at <http://www.oiahe.org.uk>

Automatic extensions

Students will be offered one opportunity across all modules per academic year to submit for an automatic extension for up to 7 days. This applies to all modes of study.

Automatic assessment extensions are not eligible for presentations, performance or other practical's, un-seen and take-home examinations, placements and or internships with an element of assessment where students may gain unfair access to questions or answers.

For extensions of more than 7 days, the student should submit the coursework at a date agreed by the course director and apply via the mitigating circumstances process to the Board of Examiners.

Any more than one request for an extension per academic year is submitted as a mitigating circumstance. Information on mitigating circumstances can be found [here](#).

Dissertations

Dissertations are subject to the same rules where students can confirm they wish to take up the allowance of late submission for up to 7 days after the submission date. Such confirmation MUST be submitted where possible a minimum of 7 days before the due date. Failure to confirm will mean that the automatic renewal is not applied and the penalty for late submission will be applied.

Requests or submission longer than 7 days can be agreed by submission to the mitigating circumstances panel.

Students should note that such submission will have implications for marking and exam board verification and the student in this situation will be asked to register for a term in the new academic year for which a fee will be payable.

Warnings about academic performance (QAF, section 2.68 – 2.72)

A student whose academic performance gives cause for concern will:

- (a) receive a written warning from the programme director (or equivalent) or supervisor, including the conditions that must be satisfied to remedy performance, when the conditions must be met, and to whose satisfaction;
- (b) be offered counselling by his or her personal tutor or by a senior officer of the School.

The warning may be repeated, and the conditions may be varied after further meetings with the student. A written record shall be retained of any such warning and a copy sent to the student.

Registration may be terminated in serious cases where:

- (c) a warning would not be appropriate; or
- (d) a warning cannot be issued (e.g. because the student cannot be contacted); or
- (e) the warning is ignored; or
- (f) academic performance remains unsatisfactory after due warning has been given

Library resources

Senate House Library (SHL)

Students at the School of Advanced Study have full access to Senate House Library's collections, study spaces and services.

Membership

Students will automatically become a member of SHL once they have registered for their programme and a student ID card has been issued. Students should use their student ID card to enter the physical library and borrow books. The barcode on the ID card is also used as the SHL membership number and should be used by students to access [SHL eResources](#).

Your programme induction may include a session about SHL, or you can [sign up for a tour](#) individually.

Collections

The Library's [holdings](#) cover the humanities and social sciences with subject strengths in: English; Economic and Social History; History (its collections complement the IHR); Modern Languages (primarily Romance and some Germanic); Geography, Music, Philosophy and Psychology. There are also extensive area studies collections in United States, Latin American (including Caribbean) and Commonwealth Studies. There are also extensive area studies collections in United States, Latin American (including Caribbean) and Commonwealth Studies.

Opening hours and services

The Library entrance is on the fourth floor of Senate House. SHL is [open](#) until 11pm on weekdays and 9pm at the weekends, throughout the year. Until 11pm on weekdays and 9pm at the weekends, throughout the year.

Library members can also use the [Bloom](#) study spaces on the lower ground floor which includes [bookable group study rooms](#) for collaborative study. The SHL catalogue and further information about services is available on its [website](#).

SHL offers enhanced [services for disabled students](#) including a bookable [Accessibility Suite](#).

Contact details

Phone: 020 7862 8500

Email: senatehouselibrary@london.ac.uk

For any queries relating to library membership: shl.membership@london.ac.uk

SAS Institute Libraries

Four of the SAS Institutes have internationally renowned research libraries. You can access any of the Institute libraries, on presentation of your SAS ID card. Different borrowing rights apply at different Institutes. For further information on each library, please click [here](#)

SAS students have access to the following libraries:

- [Senate House Library](#)
- [Institute of Advanced Legal Studies](#)
- [Warburg Institute](#)
- [Institute of Classical Studies](#)
- [Institute of Historical Research](#)

OpenAthens

OpenAthens is the authentication system used by students to access e-Resources. Directly from publisher websites, students should use the login or institutional login option. Select University of London: External System (ATHENS) in the dropdown list, then School of Advanced Studies students. Login using your standard SAS email and password.

The Athens login does not provide universal access to content on publisher websites; the presence of "University of London external - Athens" in the institutional login options on publisher websites does not indicate that the School subscribes to all of that publisher's resources, only that users can have their identity confirmed by Athens. For this reason, it is still recommended that SAS students access e-resources either via the [catalogue](#) (for e-Books and specific e-journals) or the [A-Z list of databases/e-journal collections](#) which is a complete and regularly updated list of what the School does subscribe to.

Find out more about [Databases and eResources](#).

Please also refer to the library [eResources guide](#).

School of Oriental and African Studies (SOAS) Library

SAS students can use the nearby SOAS library and take advantage of their extended opening hours. SAS students will need to apply for a SOAS library card from the SOAS membership desk and will need to produce their SAS ID card i. Please visit this page for further information: <https://www.soas.ac.uk/research/library>

Other Libraries

SAS students can gain access to many other libraries in London that have close academic links with the School including the British Library, the University of London Institute in

Paris, the Wellcome Library for the History of Medicine, the Society of Antiquaries of London, and the Bibliographical Society.

Jisc Library Hub Discover is available at <https://discover.libraryhub.jisc.ac.uk/> and provides a convenient way to search across 202 UK and Irish academic, national and specialist library catalogues simultaneously.

Access arrangements to other libraries vary, and it is always advisable to check these before visiting. Your institute or the Registry can provide proof of student status where necessary.

SCONUL Access Scheme

SAS students studying for an MRes, PhD or MPhil are permitted to use other Libraries within the UK through the [SCONUL Access Scheme](#).

Please check that the library you wish to visit is part of the SCONUL Access scheme. Complete the SCONUL Access application form online via the SCONUL website. If your application is approved, please print the confirmation email, and take it to the institution you wish to join.

If you have a question, please contact the appropriate person at your [Institute Library](#).

Library computer resources

Please note that you are required to observe instructions on virus protection and the Janet Acceptable Use Policy, available at: <https://community.ja.net/library/acceptable-use-policy>. Computer use is monitored and the downloading of material of an offensive nature will be treated extremely seriously.

Laptop Loan

Senate House Library offers a free [Laptop Loan Service](#) for all members which can be used anywhere within Senate House. All School spaces (Senate House (second and third floors)) are fully Wi-Fi enabled.

Documents can be printed out in the library from any device with an internet connection. Find out more about your printing options at: <https://www.london.ac.uk/about/services/senate-house-library/using-library/services-help/copying-printing-scanning>.

Specialist software

The [MakerSpace](#) is a shared space for digitisation and experimentation. Located on the second floor of Senate House in Room 265, this space provides facilities for knowledge exchange, capacity building and training within and beyond the School of Advanced Study. The MakerSpace comes equipped with a range of tools for working with cultural heritage objects, experimenting with imaging and 3D printing, and testing computational research approaches. This includes two 3D printers, multiple light tents, photogrammetry equipment, VR headsets, cameras, book scanners, touchscreen monitors, and Raspberry Pi computers.

Virtual Learning Environment / Study Online

The School has a Virtual Learning Environment (VLE) called Study Online which is a dedicated area for students, enabling them to access training resources and to interact with fellow students across the School. Links to the VLE/Study Online are available on individual Institute websites, the postgraduate study pages of the SAS website or via <https://studyonline.sas.ac.uk/>. You will need to enter your password and username (given at registration) to access it.

SAS-Space e-repository

SAS-SPACE - <http://sas-space.sas.ac.uk/> - is the digital repository for the School of Advanced Study. The mission of SAS-SPACE is to provide a stable, well-managed, permanent repository for digital scholarly and research materials of enduring value produced at, or in association with, the School. SAS-SPACE is also the platform for digital collections and archives of individuals, scholarly societies and other bodies associated with the School.

All SAS students are required to submit the final version of their thesis/dissertation electronically. If a dissertation receives a mark of merit or distinction its deposition in SAS Space is mandatory (except in exceptional circumstances). Detailed guidance as to how to do this will be given to you accordingly.

SASiety

SASiety is a student-run organisation for all SAS students, of all ages, from all institutes, studying all programmes; Master's students, PhD students and Fellows are welcome to join us! Rather than a union, they are about ensuring that SAS students get to meet more people and gain social and academic contacts and support. Their aim is to create a sense of community here at SAS in Senate House and to provide a social space for fun events and ideas. They organise regular meetups and events and look forward to welcoming you to the common room in 101 (Senate House).

Academic Writing Support

The School's Doctoral Centre provides a range of training opportunities to help research and Master's students adjust to the demands of academic writing in the UK Higher Education context. The annual [SAS research training programme](#) includes a series of sessions focused on academic writing, covering subjects such as writing introductions and conclusions, revising, and reviewing your work, writing for different audiences, and footnotes and referencing software. To view upcoming Research Training events, you can [filter the events listed on our website here](#).

In addition, [Dr Matthew Coneys](#) – an experienced academic writer, editor, and tutor – offers one-to-one and small-group tutorials for SAS students in which students can discuss any aspects of their academic writing. Topics typically discussed including difficulties structuring an argument, difficulties with planning and editing a long piece of writing, issues with grammar and sentence structure, and questions of style and writing convention in UK academia. All group and individual sessions are free of charge.

[Study Online](#) – our Virtual Learning Environment for SAS students – also hosts the online course "[A Practical Guide to Projects and Dissertations](#)" designed by the University's Centre for Distance Education and targeted at Master's students planning their dissertations.

Student Representatives' Committee

Institute student representatives – Research and Master's – sit on the School Student Representatives' Committee, which deals with student matters throughout the School. Institutes will consult their student body at the start of the autumn term to seek representatives. Members of the SAS Student Reps' Committee can opt to represent the student body on University and School Committees.

Careers

The SAS Careers Service provides support for students and recent graduates across all the SAS institutes, including all academic levels from MAs to Post-Docs. Our experienced team offers more than just job application feedback; we provide personalised coaching to help you set and achieve clear goals, overcome self-doubt, and stay motivated. We focus on personal development and strategic planning, offering new perspectives and solutions to help you navigate your unique career path effectively. Even if you are not focusing on your career currently, we can assist in identifying skills for development, managing change, or clarifying your interests and future direction.

Our Services

1. One-to-one coaching sessions

- 30 minutes per session.
- Confidential and tailored to your needs.
- Students can access this service throughout their studies and for up to 2 years after graduating.
- Any topics related to career development, skills development, or performance.
- To book an online appointment, visit <https://bit.ly/SASCareers121booking>, you can request an in-person appointment by emailing us at sascareers@careers.lon.ac.uk

2. Webinars and workshops relevant to your studies

- 30-minute to one-hour sessions.
- To see calendar of event and register, visit Study Online SAS Careers Service: <https://studyonline.sas.ac.uk/course/view.php?id=857>.
- We value your input. Your suggestions help us tailor our content to your interests and needs. To suggest a topic for future webinars and workshops, please visit this link: <https://forms.office.com/e/K1QEzs6Vs9> or simply email us with your idea.
- Examples of some past events:
 - SAS Career Necessities: *"How to job hunt," "CV and cover letter for specialists," "How to network effectively," "Career Options in Academia & Education"*
 - Industry Panel Events: *"Library Careers," "Human Rights: Finding your Placement," "Maximising your skills as a Humanities Post-Graduate," "Heritage Careers Panel"*
 - Researcher Development: *"Maintaining Momentum - The Highs & Lows of the Postgraduate Study Journey," "The Imposter Syndrome," "How to Improve your HE Teaching Applications"*
 - PGR Exploration series for MA students: *"Is a PhD Right for Me?"*

3. UK/EU current vacancies bulletin: Updated regularly on Study Online SAS Careers Service.

4. Free access to the leading international job board: Goinglobal
<https://online.goinglobal.com/>

5. Free access to the practical virtual micro work experience: TheForage
<https://theforage.com>, ideal for those who are looking to gain experience in a new sector, but short of time to commit to a longer internship or placement. Enrol in a job simulation on Forage and complete tasks that replicate real work. Most common industries: Law, Banking, Consulting, Human Rights, STEM and Data.

How to contact us:

We will send a regular careers bulletin sent to your SAS account with all the details of these events. For any careers queries, email us at sascareers@careers.lon.ac.uk. We will aim to get back to you within 3 working days.

Travel

18+ Student Oyster photocard

Full-time SAS students can apply for a TfL 18+ Student Oyster photocard. Part-time postgraduate students are not eligible to apply unless they are receiving financial help from the Hardship Fund (see below).

A Student Oyster card entitles the holder to 30% savings on the cost of adult Travelcards and Bus & Tram Pass season tickets valid for 7 days, one month or longer periods of up to one year. There is a £25 fee for the photocard.

You can apply for your 18+

Oyster photocard at <https://photocard.tfl.gov.uk/tfl/gotoApply.do?type=student&from=home>

To complete your application, you will need:

- Your nine-digit unique student number (located on the front of your SAS Student Card)
- A digital photograph
- A debit or credit card to pay the application fee

Please note that the establishment name you should select when making your application is 'School of Advanced Study' (not your institute of study). Once you have made your application, it goes to the Registry for online verification. This may take a few days.

Funding your studies

Grants and Studentships

AHRC studentships

The School, with King's and UCL, is part of the London Arts & Humanities Partnership (<https://www.lahp.ac.uk/>), and through this, offers studentships under the Arts and Humanities Research Council (AHRC) scheme. LAHP studentships, awarded on a competitive basis, cover fees and maintenance, and are available to UK and EU full and part-time students. As well as doctoral students about to enter their first year of study, those about to start their second year of doctoral study may also apply. Further details on the LAHP competition are available from the [LAHP website](#), or from the LAHP office based in Senate House (info@lahp.ac.uk).

Postgraduate Master's Loan Scheme

The UK Government has introduced a [Postgraduate Master's Loan](#). These non-means-tested loans are available to both taught and research master's students. Find out more information about the loan scheme at <https://www.gov.uk/funding-for-postgraduate-study>.

UK PhD Government Loans

You may be eligible for a UK PhD loan of up to £26,445 from Student Finance England or Student Finance Wales for a doctoral degree in any subject. These loans will be available to English-resident students and support all types of doctorate degree at universities within the UK. [Find out more details about eligibility and repayment.](#)

The School of Advanced Study participates in the Federal Direct Loan programme:

<https://www.sas.ac.uk/postgraduate-study/fees-funding/other-funding-sources/usa-students>

Unsubsidized Loans and Plus Loans are available through the Direct Loan programme operated by the US Education Department. Direct Loans are educational loans to assist US citizens with the costs of studying. Unsubsidized Direct Loans should be considered first as this is usually the cheapest way of borrowing. If needed, additional funding should then be considered by applying for a Direct Plus Loan. The maximum total borrowed from Direct Loans **cannot** exceed the annual maximum Cost of Attendance as set by the School. The School's Direct Loan Federal Code is **G06696** listed under 'School of Advanced Study – University of London'

Applying for Federal Loans at the School of Advanced Study

You should have accepted an unconditional offer for a place on an on-campus degree at the School and be an eligible US citizen to apply for a US Federal Direct Loan. Please note that only on-campus degree students are eligible for Federal Direct Loans at SAS. Students studying by distance-learning or at certificate or diploma level are not eligible. There are several steps to applying for a Direct Loan. Applications usually take 4-6 weeks to be processed so early application is advised.

Contact details for US Loan queries: Kalinda Hughes, Head of Registry Services.

Email: sas.fees@sas.ac.uk; tel: +44 (0)20 7664 5590

UoL (University of London) Hardship Grant

The SAS Hardship Grant provides discretionary financial assistance for all students – particularly to meet extra costs that cannot be met from other sources of support. The Fund is intended to alleviate financial hardship. An application can also be made for research students who wish to attend courses or conferences and who do not have the funds to pay for this themselves.

You can apply for help from the Fund at any time during the academic year. Application forms can be downloaded [here](#).

Further information

Additional sources of funding for UK, EU and overseas are listed here:

<http://www.sas.ac.uk/graduatestudy/fees-and-funding> . There are several useful sites which collate information on smaller, more niche funders:

<https://www.sas.ac.uk/postgraduate-study/fees-funding/other-funding-sources>

State benefits

The majority of students cannot apply for benefits. Exceptions may include lone parents, students with disabilities, pensioners, and part-time students on low incomes. Students should contact their local benefits office for more details or browse the Direct Gov web site at www.direct.gov.uk/en/index.htm.

Council Tax

The Council Tax is a tax payable on dwellings. If you are a full-time student, you are exempt from paying Council Tax. You will not have to pay Council Tax if you live in:

- University Halls of Residence;
- A shared house or flat where all residents are students.

If you live in a bedsit or rent a room from a landlord, the landlord should be responsible for payment of Council Tax.

If you live in a house with non-students, Council Tax will apply, and the other occupants may wish to pass on some of the cost to you.

If you are a full-time student living at home with a lone parent your parent should be able to claim 25% discount on their Council Tax. If you are a full-time student living with both parents, there will be no reduction to their Council Tax bill.

Registry can provide full-time students with written confirmation of student registration and eligibility for Council Tax exemption – please fill in the '[Student Letter Request Form](#)', which can be found at the SAS website (<https://www.sas.ac.uk/postgraduate-study/current-students/student-forms-and-documents>), under the section 'Other forms and guidance.'

Student welfare: advice and guidance

Academic advice

Programme tutors will normally be responsible for guiding you through your degree and helping you with any personal or administrative problems. If this proves to be unsuitable, you may contact Registry or your Institute Manager who will be able to advise on an alternative.

Personal safety

London is one of the most interesting and vibrant capital cities in the world; it is also one of the safest. However, as in any large, busy city, crime is a problem, so you do need to take care about personal safety and looking after your belongings. Being so centrally located, the area surrounding the University of London is susceptible to crime. Please see <https://www.cityoflondon.police.uk/cp/crime-prevention/>, which gives useful advice and tips on how to stay safe.

Mentoring and Counselling

The School offers mentoring sessions for students who are undergoing periods of academic pressure or are dealing with unexpected and adverse life events that are affecting their emotional wellbeing. Mentoring sessions are conducted with colleagues from Equality Focus in a private and confidential setting. Counselling is more appropriate for emotional problems. The counsellor (again from Equality Focus) will not tell you what to do, but will, instead, provide a non-judgemental forum in which you can discuss and think about your difficulties. Mentoring is more active and is better suited to the resolution of academic problems (e.g. issues of timetabling, dissertation planning, exam preparation, etc). To make a counselling or mentoring appointment, please contact the Registry who can refer you or alternatively contact Katie Wood the Disability & Student Wellbeing Adviser directly at student.wellbeing@sas.ac.uk.

If you have longer term mental health difficulties, you may wish to consider declaring this as a disability. This may thus entitle you to counselling from the School's advisors. This counselling is specifically geared to assisting you complete your studies successfully.

Students may also find the following contact numbers useful.

For general welfare advice: Nightline (6 pm to 8 am): 020 7631 0101

For legal advice

Citizens' Advice Bureau: www.adviceguide.org.uk. The local bureau for the School is: 3rd Floor, Holborn Library, 32-38 Theobalds Road, London, WC1X 8PA, tel: 08451 202965.

Community Legal Service Direct: www.clsdirect.org.uk: enables users to find providers funded by the Legal Services Commission (LSC)

For advice on debt: National Debtline: 0808 808 4000; <http://www.nationaldebtline.org>

Counselling services

If you choose not to use the School's in-house counselling services, you may be eligible to use other services in the area.

Waterloo Counselling Service: <http://www.waterloocc.co.uk/>

Offers general counselling services as well as multi-ethnic counselling

Tel 020 7928 3462; Barley Mow Clinic, Frazier Street, London, SE1 7BD

Please note that there is a cost for this service (approximately £10 per session for students)

Further advice and support can be found on these sites:

Mind: www.mind.org.uk/: a national charity which can provide help and advice to students experiencing any form of mental distress

Depression: www.studentdepression.org and <https://charliewaller.org/> have helpful information and advice

Mental Health

The School takes its responsibility towards student mental health very seriously. It has strengthened its support in this area and now offers regular mental health awareness programmes to student-facing staff and students.

If you would prefer not to discuss your concerns with a member of staff at the Institute, you can contact [the Disability & Student Wellbeing Adviser who provides a safe, confidential](#), and non-judgmental space in which students can discuss any issues that may be affecting their ability to study. Please contact Katie on student.wellbeing@sas.ac.uk. Support can be provided to all students who may be facing any personal or emotional challenges as well as more focused disability support which can be put in place for a mental health condition such as anxiety or depression or a specific learning disability such as dyslexia or a long-term health condition.

Health

You are advised to register with a local doctor (GP surgery). All students including overseas students (and their dependants) are entitled to health care under the NHS. If you are living near here, you may wish to register at one of the GP surgeries nearby:

- **Gower Street Practice**, 20 Gower Street London WC1E 6DP, telephone 020 7467 6800
- **Ridgmount Practice**, 8 Ridgmount Street, London, London, WC1E 7AA, 0207387 6306
- **Brunswick Medical Centre**, 39 Brunswick London WC1N 1NF; telephone 020 7837 3811
- **The Museum Practice**, 58 Great Russell Street, London, WC1B 3BA, 02074052739

If you live outside the catchment areas for the GP surgeries listed above, or wish to choose another, you should visit the NHS Choices website, where you can search for local doctors and dentists: <https://www.nhs.uk/nhs-services/> .

Details of people we may contact about your health, safety, and wellbeing.

As a student of the School of Advanced Study we appreciate we may not always be the first to know if you or someone close to you is concerned about your health, safety, and wellbeing. However, if you or another stakeholder connected to your studies raises concerns about your health, safety, or wellbeing with us, it may be helpful for someone who cares about you to know that you need help. If you become unwell, or if you are at risk of harm, our ability to help you is much greater if we can contact one or more people whom you trust and who care about you.

Many students choose to give the details of parents, guardians, or carers but you can also provide the details of anyone whom you trust, and you would want to know and may be

able to help if we were worried about your health or wellbeing. Please could you let your Trusted Contact(s) know that you have shared their details with us.

☐ **I would want this person to know if I am admitted to hospital for emergency treatment**

☐ **I would want this person to know if I suffer serious physical injury, including those relating to self-harm**

☐ **I would want this person to know if I have not been seen for an extended period of time and cannot be contacted**

☐ **I would want this person to know if I have an ongoing illness and appear to be significantly deteriorating**

☐ **I would want this person to know if I experience a mental health crisis**

If you do not give us a name for your Trusted Contact, there might be situations where we need to contact your Next of Kin because we have serious concerns about your wellbeing. We will always try to get your consent first, but if the circumstances are such that we cannot get your consent we may share with your Next of Kin if we consider you to be at risk of physical, mental, or emotional harm.

Overseas students

There are several sources of information and support available for overseas students.

- UK Council for International Student Affairs (UKCISA), www.ukcisa.org.uk/ , Tel: outside the UK +44 20 7107 9922 | inside the UK is 020 7107 9922.
- British Council Education UK: www.britishcouncil.org , www.educationuk.org , Tel: 0161 957 7755
- British Refugee Council: www.refugeecouncil.org.uk , Tel: 020 7346 6700.
- International Students' House, 229 Great Portland Street, London, W1W 5PN, www.ish.org.uk, Tel 020 7631 8300.

Overseas students' obligations

International students need to apply for Student Visas for enter to UK. For detailed information on the student visa application process, please visit the UK Visa and Immigration (UKVI) website: <https://www.gov.uk/student-visa>

Under this system, the School has legal responsibilities to fulfil its obligations as a student sponsor. If you enter the UK on a student visa, you should be aware of these. The UKVI website lists both the sponsor's and student's obligations in full, but please note that we are legally required to:

- keep copies of students' passports, visas, and Biometric Residence Permits (BRPs);
- keep up-to-date contact details for students; and
- inform the UKVI if a student fails to enrol on their programme, stops their studies or misses 10 expected 'contacts' on their programmes of study without granted permission
- maintain contact with the student.

Equality and diversity

The School of Advanced Study aims to provide an environment where everyone can access its programmes and activities – conferences, workshops and seminars, library provision and teaching programmes. The School of Advanced Study is proud of the diversity of its community and is committed to ensuring all our staff and students are treated with dignity and respect. We welcome all students who are academically qualified and motivated to benefit from the programmes we offer through the member Institutes.

The School is committed to treating all people with equally, irrespective of any of the 'Protected Characteristics' as defined by the Equality Act 2010. The protected characteristics are age, disability including mental health, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion, or belief, sex, and sexual orientation.

The School is covered by the University of London's key equality policies, for example the Equal Opportunities Policy and other such schemes. However, to ensure that the School is meeting all the legislative requirements and in line with best practice we have developed our own Statement and Action Plans.

The School believes that engagement in the development of equality policies and related action plans are important. We uphold the principle that all students and members of staff have a right to be involved in matters that affect them. We are always keen to hear your feedback.

Disability

The School of Advanced Study has a Disability & Student Wellbeing Adviser. Students who have notified the School of a disability should have received a Pre-Entry Support Needs form (new students) or Support Needs Form (continuing students) to complete. If you have not received a form, please contact the Registry as quickly as possible. If you would like to speak to our Disability & Student Wellbeing Adviser direct, please contact Katie Wood at student.wellbeing@sas.ac.uk.

Please:

- let us know about your needs in ample time so that we have the appropriate opportunity to address those needs
- give both positive and negative feedback so that we can improve our services. Let us know if the recommendations for your support are not carried out and you do not receive alternative format handouts, for example
- let us know if your situation changes and you need more, or different support.

Students who disclose a disability will be invited to meet with the Disability & Student Wellbeing Adviser to discuss what support can be put in place, such as extensions, 1-1 support and equipment. This will all be detailed in a Support Plan which is approved by the student and is kept under review.

Access to Institutes and offices

Most of the Institutes and offices of the School are in Senate House. The exceptions are the Institute for Advanced Legal Studies (17 Russell Square) and the Warburg Institute (Woburn Square).

Senate House is a listed building and as such there are some limitations to the alterations that can be made. However, wheelchair users and those with reduced mobility can access all necessary facilities although it may not always be easy for them to do so in a fully independent way.

Many teaching and meeting rooms in Senate House are equipped with a fixed induction loop system for hearing-impaired students, and there is a mobile induction loop system for use elsewhere.

The Institute of Advanced Legal Studies and the Warburg Institute are in nearby buildings which have ramps, lifts, and accessible toilets. Again, although wheelchair users and those with reduced mobility can access all necessary facilities, it is not always easy for them to do so in a fully independent way.

It is possible to arrange for new students with impaired vision to be accompanied both within the building and to the tube station or bus stop, until they have become familiar

with these routes. The School's external disabilities advisors can help arrange this in conjunction with Camden's Sensory Disabilities Team.

Senate House Library (see also above)

The following services are available for disabled student library users:

- a retrieving book service (that is, getting books from shelves)
- arranging borrowing rights for proxies
- membership cards for people supporting the disabled user, or their carers
- extended loans

Contact SHL.accessibilitysupport@london.ac.uk tel 0207 862 8468

Using Computers

Disabled students who qualify for the DSA may receive support for computer purchase. Remote email access and web access to the library's electronic research resources and journals are available. Advice on personal computer adaptation can be obtained free from AbilityNet (www.abilitynet.org.uk). AbilityNet will also carry out assessments of individual need. There is specialist software available for visually impaired students.

Transport

Most people access Senate House and the Bloomsbury area by public transport. Some disabled people living in the London area may be eligible for a London Transport Freedom Pass (www.freedompass.org) which allows free travel on public transport; the borough where you live will be able to tell you if you are eligible.

Transport for London's Access and Mobility unit has information about schemes such as Dial-a-Ride and Taxicard for subsidised door-to-door transport for people who have serious mobility impairment and difficulty in using public transport, as well as an extensive range of guides: <http://www.tfl.gov.uk/tfl/gettingaround/accessibility-guides/default.aspx>

Emergency Evacuation

If you have a disability which might cause delay in recognising or responding to an emergency alarm, a personal emergency evacuation plan will be agreed. If your disability is likely to affect your ability to evacuate the building, we should notify your tutors of your evacuation plan, so that others know how to help you in an emergency.

Residential Accommodation

Disabled students are eligible to apply for accommodation in the University of London Intercollegiate Halls, many have a quota of specially adapted rooms for students with disabilities.

Disabled Students' Allowances (DSA) Arrangements

Home students, and some EU students, are eligible for the Disabled Students' Allowances (DSA). There is one DSA allowance for postgraduate students to meet disability-related programme costs of up to £25,575. More information is available at: www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/HigherEducation/DG_10034898 . The allowances are not means-tested and there is no age limit.

The DSA is administered by Student Finance England or Research Councils. Equality Focus can assist students in applying for it and can help to arrange the study needs assessment which is required to access the allowances.

Childcare and Nurseries

There is no childcare or nursery provision in Senate House or at the central University however, there are some nurseries near to Senate House that may be useful for students with small children. Places are often limited but the details of local nurseries can be found below:

University Based Nursery

University College London (UCL) Day Nursery:

50 – 51 Gordon Square and 59 Gordon Square (formerly IoE Nursery), London WC1H 0PQ
Tel: 020 7679 7461 or email: nursery@ucl.ac.uk. Priority to students and staff of UCL and Institute of Education (IoE) students but other University of London students considered if places available. Visit the website: <https://www.ucl.ac.uk/day-nursery/>

Local Day Nurseries

Coram Fields Community Nursery:

93 Guildford Street, London WC1N 1DN. Tel: 020 7837 6138
36 places for 2–5-year-olds. Must be London Borough of Camden resident. Open 8am – 6pm.

Visit the website: <https://www.coramsfields.org/nursery/>

Thomas Coram Centre and Nursery School:

49 Mecklenburgh Square, London WC1N 2NY. Tel: 020-7520 0385 or email: admin@thomascoram.camden.sch.uk. Places for 140 children aged 2 to 5 years. Must be Camden resident, although there are a few full-cost places for non-residents. Open 8:30am – 5:25pm.

Visit the website: <http://www.thomascoram.camden.sch.uk/>

Collingham Gardens Childrens' Nursery:

Henrietta Mews, off Wakefield Street, London WC1N 1PH.

Tel: 020-7837 3423 or email: cgnursery@btconnect.com. 24 places for children aged 2 to 5 years.

Must live in London Borough of Camden. Open 8am – 6pm.

Visit the website: <http://cgnursery.co.uk/>

Konstam Nursery:

75 Chester Road London N19 5DH

Tel: 020-7272 3594. For further information please visit Camden's website:

www.camden.gov.uk/childrens-centres

Hampden Nursery:

80 Polygon Road, London NW1 1HQ.

Tel: 020-7974 2841 For further information please visit Camden's website: www.camden.gov.uk/childrens-centres

Regents Park Children's Centre:

Augustus St, London NW1 3TJ. Tel: 020-7387 2382.

For further information please visit Camden's website: www.camden.gov.uk/childrens-centres

Other Sources of Information – The website www.childcare.co.uk gives useful guidance in types of childcare. You can also search for childcare providers, including child-minders.

Childminders

A registered childminder is someone who can look after your child from their own home. To gain registration the childminder's home is inspected by the government to ensure that it is a safe environment for children. In addition, childminders must provide references, prove that they are healthy, trained and are checked by the police. Government inspections are carried out on a regular basis. Childminders can look after children of any age although the regulations on registration only apply when they are looking after children under the age of eight. The government also stipulates that childminders can look after up to six children under the age of eight. Of those six, no more than three can be under the age of five and of those no more than one should be under the age of one. Childminders can be more flexible than day nurseries and are often cheaper.

The National Childminding Association website also has useful information www.ncma.org.uk

Funding

Further information on funding available to assist with childcare costs can be found at <https://www.childcarechoices.gov.uk/>

Student Emergency Contact Protocol

1. All students are asked to provide details of an emergency contact when registering for their programme. This information is held on the School's student record system, in accordance with the principles set out in the General Data Protection Regulation.
2. Students can nominate anyone they choose to be their emergency contact - it need not necessarily be their legal next of kin. Students should, however, let that person know that they have been nominated as the emergency contact and that their contact details will be given to the University. Students should also ensure that the emergency contact has given permission to be an emergency contact. Wherever possible, students should give a mobile phone number as well as a landline so that contact can be made quickly.
3. Students are asked each year (via registration) to confirm their emergency contact information for the University. They are also asked to up to date these details via their registration task. Students may change these and other personal details at any time by contacting the Registry Office at taught.degrees@sas.ac.uk or research.degrees@sas.ac.uk.

Emergency contacts and data protection

1. There is often concern about the sharing of information and whether it breaches data protection law. The GDPR and the UK Data Protection Act 2018 does not prevent the University raising concerns where there is a serious health or welfare issue without obtaining the consent of the student. The University has the legal grounds to do this where it assesses that the 'vital interests' of the individual are at stake. Where the circumstances described below apply, there is no data protection barrier to notifying the emergency contact. Similar grounds cover the sharing of data with emergency services or a health professional.

Circumstances when the School may use an emergency contact

1. The University can use emergency contact information where there is demonstrable concern for the life and wellbeing of a student. This is most likely to be when there are serious concerns for the welfare of the individual student. Examples of circumstances when a decision might be made to get in touch with the emergency contact may include:
 - where the University is made aware of the emergency admission to hospital (NB. the School is not always aware when a student has been admitted to hospital)
 - collection of the student by emergency services in a potentially life-threatening condition
 - serious physical or mental illness
 - where in the opinion of the University it is not possible to keep a student safe
 - when a student is deemed to be 'missing' or uncontactable. This will be demonstrated by a prolonged lack of contact and a lack of response to direct requests for contact and efforts to contact or locate the student have been unsuccessful

2. In addition to attempting to contact the emergency contact, the School may pass these contact details to the emergency services or other healthcare professionals.
3. In the event of a suspected or confirmed death of a student, the University will pass the emergency contact details to the emergency services to support them in their role of contacting next of kin. It is not the role of the School to first inform next of kin of a death.

Deciding to contact the emergency contact

1. If any member of staff considers that the student's emergency contact needs to be contacted, they should in the first instance discuss the case with the Institute Director or Head of Registry Services. A decision will then be made on the case presented. The decision can be escalated to the School's Director of Operations as required. The Director of Operations should be contacted during any out of hour's emergencies.
2. Contact with the next of kin will be limited to the Head of Registry or the Director of Operations. This is to protect the student from breaches of confidentiality.
3. Once contact has been made a record of the action taken and the outcome should be kept on the student's central file retained in registry. No detail will be kept where it can be accessed more widely.

Graduation

For the 2024-25 Cohort who complete their programmes in the autumn of 2025, the graduation ceremony will be held in February 2026 (date to be confirmed).

Detailed information is sent to students following successful completion of the examination, and processing of results through exam boards held in November.