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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, uniting nine 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 course or research, and that from the time of your registration to the awarding of your degree your academic and personal interests are safeguarded. We hope that you will find this handbook useful (and would welcome suggestions for ways in which it might be improved), 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 Rick Rylance
Dean
# Introduction

This handbook is designed to provide an introduction to the administrative and regulatory requirements, academic support and welfare provision for students at the School of Advanced Study and Institute of Historical Research (IHR).

# Key Sources of Information

Other than this guide, students should also read through the following regulations, policies and procedures which apply to your registration (or continuing registration) at the School:

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<tr>
<td>Research Ethics Policy and Procedures</td>
<td><a href="https://www.sas.ac.uk/research/research-office/research-ethics">https://www.sas.ac.uk/research/research-office/research-ethics</a></td>
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<tr>
<td>Information for Current Students</td>
<td><a href="http://www.sas.ac.uk/current-students">http://www.sas.ac.uk/current-students</a></td>
</tr>
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</table>
Key Contacts for Students

Institute of Historical Research
University of London
Senate House, Malet Street
London WC1E 7HU
Tel: +44 (0)20 7862 8740
Web: www.history.ac.uk

Registry

General enquiries sas.registry@sas.ac.uk
Admissions enquiries admissions@sas.ac.uk
Tuition fee and payment enquiries sas.fees@sas.ac.uk
Research degrees examination and thesis submission research.degrees@sas.ac.uk

Registry Staff

Kalinda Hughes
Registry Services Manager
Email: kalinda.hughes@sas.ac.uk
Phone: +44 (0)207862 8873

Daly Sarcos
Admissions Officer
Email: daly.sarcos@sas.ac.uk
Phone: +44 (0)20 7862 8661

Ivan Leonidov
SAS Programme Coordinator (Institute of Advanced Legal Studies)
Email: ivan.leonidov@sas.ac.uk
Phone: +44 (0)20 7862 8663

Christine Weir
Research Degrees (ICwS, IHR, Warburg) and Examinations Officer
Email: christine.weir@sas.ac.uk
Phone: +44 (0)20 7862 8823

Sonal Thakker
Registry Fees Officer
Email: sonal.thakker@sas.ac.uk
Phone: +44 (0)20 7862 8869

Elena Aliferi
SAS Programme Coordinator (ICwS, IHR (MA in Garden & Landscape History), The Warburg Institute – PGT only)
Email: Elena.Aliferi@sas.ac.uk
Phone: +44 (0)20 7862 8834

Registry Office Location
School of Advanced Study, University of London
Ground Floor, Senate House,
South Block, Malet Street, London WC1E 7HU
Opening Hours: 9.30 – 5.00pm
The School of Advanced Study (SAS)

Website: www.sas.ac.uk

The School (or SAS) unites nine specialist humanities and social science research institutes at the centre of the University of London (Institutes of Advanced Legal Studies, Classical Studies, Commonwealth Studies, English Studies, Historical Research, Latin American Studies, Modern Languages Research, Philosophy and the Warburg Institute). Located in Bloomsbury, the School has strong links with the Colleges of the University and with the wider national and international research community in each of its disciplines. The School and Institutes run a varied programme of seminars, conferences, lectures, workshops, and research training events. Library resources take the form of the collections of the Institute libraries and Senate House Library.

The School has a unique atmosphere of both specialised scholarly study and interdisciplinary collegiality. There are approximately 300 masters and research students in the School who, with staff and researchers, form a friendly and lively academic community.

The Institute of Historical Research (IHR)

Website: www.history.ac.uk

Founded in 1921 by A. F. Pollard, the Institute of Historical Research is the University of London’s centre for postgraduate study in history. It contains an open-access library, publishes works of reference and administers a number of research projects. It runs a wide-ranging programme of research seminars, courses and conferences which are open to students. It administers research fellowships for students whose doctorates are nearing completion, in addition to other prizes and awards. Information on its research centres – the Centre for Metropolitan History (CMH) and the Victoria County History (VCH) – can be found on pages 8-9.

Who’s Who in the IHR

Director: (from 1 January 2018) Professor Jo Fox (Jo.Fox@sas.ac.uk)
Acting Director: (to 31 December 2017) Professor Philip Murphy (Tel: 020 7862 8841; Philip.Murphy@sas.ac.uk)
IHR Research Professor: Professor Lawrence Goldman (Tel 020 7862 8733; Lawrence.Goldman@sas.ac.uk)

Administration and Academic Support

Institute Manager: Alex Bussey (Tel: 020 7862 8758, email: Alex.Bussey@sas.ac.uk)
Events & Publicity Officer: Gemma Dormer (Tel: 020 7862 8756, email: Gemma.Dormer@sas.ac.uk)
Research Training Officer: Dr Simon Trafford (Tel: 020 7862 8763, email: Simon.Trafford@sas.ac.uk)
Fellowships Officer: Vanessa Rockel (Tel: 020 7862 8747, email: Vanessa.Rockel@sas.ac.uk)
Receptionists: Muneer Hussain & Glen Jacques (Tel: 020 7862 8740, email: IHR.reception@sas.ac.uk)

Development Office

Development Office Administrator: Mark Lawmon (Tel: 020 7862 8791, email: Mark.Lawmon@sas.ac.uk)

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 Library Office is located in the 1st floor reading room.
The Institute’s Research Centres

The MRes in Historical Research and the MA in Garden and Landscape History benefit from considerable input from the Institute’s two research centres: the Centre for Metropolitan History and the Victoria County History.

Centre for Metropolitan History (CMH)

Website: www.history.ac.uk/cmh
Email: ihrcmh@sas.ac.uk

The CMH was established in 1987, in collaboration with the Museum of London and other organisations, to fulfil a long-standing need in London. It promotes the study and wide appreciation of London’s character and development from its beginnings to the present day, and is concerned to set the history of London in the wider context provided by knowledge of other metropolises. The Centre fosters a welcoming and stimulating environment.

The Centre organises conferences, lectures and the highly successful seminar in Metropolitan History which provides a forum for the interchange of ideas on London and metropolitan history and which students are encouraged to attend. It undertakes original research into the society, economy, culture and fabric of London. Among the Centre’s recent research projects are: a large-scale collaborative study of families and households in early modern London; and establishing a database of livery company membership records. Its two major current projects are: ‘Layers of London’, supported by the Heritage Lottery Fund, which is one of the largest public engagement projects on London’s history, using maps to show how London has changed over time and how
Londoners have adapted to those changes; and ‘British and Irish Furniture Makers Online’ which involves the creation of an online dictionary of furniture makers.

The Centre plays an important role in nurturing the next generation of urban historians. As well as the MA/MRes programme it provides supervision for MPhil and PhD students in a range of subjects, from the middle ages to the present.

**Acting Director, Lecturer in Urban History and Digital Projects & Training Officer:** Dr Mark Merry (Tel: 020 7862 8750, email: Mark.Merry@sas.ac.uk)

**Administrator/Research Assistant:** Olwen Myhill (Tel: 020 7862 8790, email: Olwen.Myhill@sas.ac.uk)

**Project Officer, Layers of London:** Seif El Rashidi (Tel: 020 7862 8705, email: Seif.Elrashidi@sas.ac.uk)

**Public Engagement Officer, Layers of London:** TBA

**GIS Officer, Layers of London:** TBA

**Volunteer Co-ordinator, Layers of London:** TBA

**Lecturer in Urban History since 1800:** Dr Peter Jones (email: Peter.Jones@sas.ac.uk)

**Research Officer, British and Irish Furniture Makers Online:** Dr Laurie Lindey (Tel: 020 7862 8698, email: Laurie.Lindey@sas.ac.uk)

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**Victoria County History (VCH)**

**Websites:** [www.victoriacountyhistory.ac.uk](http://www.victoriacountyhistory.ac.uk); [explore.englandspastforeveryone.org.uk](http://explore.englandspastforeveryone.org.uk)

**Email:** info@victoriacountyhistory.ac.uk

Founded in 1899 and originally dedicated to Queen Victoria, the VCH is an encyclopaedic record of England’s places and people from earliest times to the present day. It is without doubt the greatest publishing project in English local history, having built an international reputation for scholarly standards.

The famous ‘big red books’ are written county by county from original documents and fieldwork; over 240 volumes have been published to date. Several volumes have been digitised and are freely available on British History Online ([www.british-history.ac.uk](http://www.british-history.ac.uk)). Supplementing the ‘red books’ is the VCH ‘Shorts’ series of parish and urban histories produced in paperback which aims to bring local research to publication as quickly as possible, and to inspire readers to get involved in VCH ventures in their own localities. The HLF-funded project, England’s Past for Everyone (2005–10) also produced a series of paperbacks and a website to make local history available to new audiences, as well as interactive materials for schools to encourage the use of local history across the curriculum.

The mission of the VCH is:

- To facilitate and publish the VCH and seek to develop its work nationwide.
- To promote a quality standard for local history research and publishing.
- To produce the VCH ‘Shorts’ series of paperbacks and to publish online.
- To engage volunteers in researching and writing local history for themselves, their communities and for the VCH.
- To promote the Locality and Region seminar organised as part of the IHR seminar series.

**Editor and Training Co-ordinator:** Dr Adam Chapman (Tel: 020 7862 8799, email: Adam.Chapman@sas.ac.uk)

**Historic Environment Research Manager:** Matthew Bristow (Tel: 020 7664 4899, email: Matthew.Bristow@sas.ac.uk)

**Publications Manager** (to 31 December 2017): Lianne Sherlock; (from 1 January 2018) Jessica Davies (Tel: 020 7862 8779)

**VCH and Layers of London Administrator:** Rebecca Read (Tel: 020 7862 8776, email: Rebecca.Read@sas.ac.uk)
MA in Garden and Landscape History

Course Director
Dr Barbara Simms
Lecturer in Contemporary Garden History
bs@gardentales.co.uk

Course Administrator
Alex Bussey, Alex.Bussey@sas.ac.uk; 020 7862 8012

Registry Contact
Elena Aliferi, Elena.Aliferi@sas.ac.uk; 020 7862 8834

Course Tutors
Richard Bisgrove, Department of Horticulture and Landscape, University of Reading (retd), richard@bisgrove.plus.com
Dr Jane Bradney, Garden Historian, hvhac@aol.com
Dr David Jacques, Garden Historian, dlj@sugnall.co.uk
Dr Sally Jeffery, Garden and Architectural Historian, sally.jeffery@btinternet.com
Dr Rebecca Preston, Department of History, Royal Holloway, rebecca.preston@rhul.ac.uk
Tim Richardson, Garden Historian, tim@space19.demon.co.uk
Michael Symes, Garden Historian, michael.symes@btinternet.com
Dr Jan Woudstra, Department of Landscape, University of Sheffield, jan.woudstra@sheffield.ac.uk
MA Programme Details

Course Description
The MA in Garden and Landscape History introduces students to key historical approaches, sources and methods relevant to the study of gardens and landscapes throughout history. They will learn how to acquire knowledge from a range of sources, including history, horticulture, architecture and garden archaeology, in order to develop an appreciation of the study of garden history as a cultural discipline. Students will be able to appreciate differences in garden-making over time and in different countries, from the medieval period to the present day in Britain, Europe and America. The emphasis will be on design and management, ownership and the culture from which these examples have evolved. This degree will also provide an academically rigorous environment in which students will learn a range of academic research and writing skills. Students will be encouraged to attend and take part in the IHR seminars on the History of Gardens and Landscapes, which are held on Thursdays at 6pm. Students may also attend any of the IHR’s short training courses free of charge. For available courses see below, pp. 52-54 or the IHR website: http://www.history.ac.uk/research-training.

Course Structure
The course will be run on a full-time basis over one academic year. Teaching will take place on Thursdays from 10:00 to 17:00 and will be divided between two terms (Modules 1 and 2). The third term (Module 3) will be dedicated to dissertation preparation and writing.

Students must complete Core Modules 1, 2 and 3 (a 15,000-word dissertation) in order to be awarded the full MA. However, there are a range of options available for flexible study:

- Those wishing to pursue this course on a part-time basis can complete Modules 1 and 2 (the taught elements of the course) in their first year and Module 3 (the dissertation), in their second year;
- Module 1 can be undertaken as a standalone unit leading to a Certificate in Garden and Landscape History;
- Modules 1 and 2 can be taken leading to a Diploma in Garden and Landscape History;
- The credits for the certificate or diploma can be banked should the student wish to complete the MA at a later date (within a prescribed time frame).

Assessment
Assessment will be by coursework (66%) and dissertation (34%), broken down as follows:
Module 1: One 5,000-word research report (50 credits) + one 1500-word essay (10 credits)
Module 2: Two 5,000-word essays (25 credits each) and a 1500-word dissertation proposal (10 credits)
Module 3: Dissertation of 15,000 words (60 credits)

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 dissertation unless they have satisfied the examiners in the five pieces of assessed work.

Dates of submission of all the course essays are given in the course timetable (page 13). The deadlines for essay and dissertation submission are part of the regulations for the degree, and failure to meet them will be penalized—this means that marks will be deducted from the work when it is handed in. Deadlines are not negotiable except by prior discussion and in the event of illness or other serious problem (see page 33, below).
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 (please note that for continuing students who registered before 2017-18, Merit remains at an average mark of 65-69%, including 65-69% for the dissertation)

**Pass:** an average mark of 50–59%, including marks of 50% or above for all assessed work AND the dissertation (for continuing students who registered before 2017-18, Pass remains at an average mark of 50-64%)

For marking criteria, see pages 35–37, below.

For full programme specifications, see Appendix 1 pp. 73–84, below.
Course Timetable 2017–18

All classes take place on Thursdays, morning sessions 10am–12.30pm and afternoon sessions 2pm–5pm. Precise timings and arrangements for visits will be announced in advance. Individual tutorials with the course director and supervisions for dissertations will be held by arrangement with individual tutors.

**Autumn Term**

28 September 2017  **International Students’ Welcome:** 14:00, Room 243, Senate House
All international students should attend.

29 September  **School of Advanced Study Registration and Enrolment**
IHR students 11:00 to 12:00 – Wolfson Suite, Lower Ground Floor, Institute of Historical Research, North Block, Senate House, Malet Street
All new students are required to attend. Details in student registration packs.

IHR Student Induction: lunch available from 12:00 in the IHR Common Room.
Introduction to the IHR 12:30 in Room N301, 3rd floor, IHR, followed by tour of the IHR.

SAS induction will take place from 14:00-17:00 in the Chancellor’s Hall.

2 October  **Dean’s Welcome:** 17:30, Second floor lobby, Senate House

5 October  **Classes commence for Module 1 (Theory and Practice in Garden and Landscape History)**

12 October  **IHR students and Fellows reception:** 16:00-18:00, IHR Common Room

2 November  **SUBMISSION DEADLINE for unassessed essay (17:00)**

7 December  Unassessed student presentations for Module 1 research reports
Final class of term

23 December  IHR closed for Christmas/New Year; reopens 2 January

**Spring Term**

11 January 2018  **Classes commence for Module 2 (Culture and Politics of Gardens) Options 1 and 2**

SUBMISSION DEADLINE for assignment 1 (1500-word essay on a conceptual issue) (17:00)

8 February  **Classes commence for Module 2 Options 3 and 4**

SUBMISSION DEADLINE for assignment 2 (5000-word garden research report) (17:00)

12–16 February  **Reading Week**

22 March  **Unassessed student dissertation presentations**

SUBMISSION DEADLINE for assignment 3 (5000-word essay for option 1/2) (17:00)

Final class of term

29 March–3 April  IHR closed for Easter

**Summer Term**

During this term students will focus on dissertation research and writing, although additional optional sessions may be arranged to address student requirements and requests. Students will also be expected to arrange 6 x 1hr sessions with their dissertation supervisor.

3 May  **SUBMISSION DEADLINE for assignment 4 (1500-word dissertation proposal) (17:00)**

28 June  **SUBMISSION DEADLINE for assignment 5 (5000-word essay for option 3/4)(17:00)**

28 September  **DISSERTATION DEADLINE (17:00). 2018 (full-time students), 27 September 2019 (part-time students)**
Course Details

Module 1: Theory and Practice in Garden and Landscape History

The first term will showcase the huge variety of resources available to study garden and landscape history from archaeology, architecture, cartography, horticulture, manuscripts, paintings and other works of art from the medieval period to the present day. A key aspect of Module 1 is the opportunity to consider in detail theoretical concepts underpinning garden history and their practical application in the present day. Students will be expected to make themselves familiar with the timeline of garden design history by studying recommended texts and to prepare for each session by advance reading (provided on the VLE) to enable full participation in discussion.

Autumn Term

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<th>Week</th>
<th>Date</th>
<th>AM (10-12.30)</th>
<th>Tutor</th>
<th>PM (2-5)</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 October</td>
<td>Introduction to the course (10-11)</td>
<td>Barbara Simms</td>
<td>Library resources (2-3)</td>
<td>Matt Shaw</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is garden history? (11.30-12.30)</td>
<td>Barbara Simms</td>
<td>Discussion of visits, assessed and unassessed coursework for Module 1 (3.30-5)</td>
<td>Barbara Simms</td>
</tr>
<tr>
<td>2</td>
<td>12 October</td>
<td>Resources for garden restoration (Hampton Court 11-1)</td>
<td>Jan Woudstra</td>
<td>Resources for garden restoration (Hampton Court 2-4)</td>
<td>Jan Woudstra</td>
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<tr>
<td>3</td>
<td>19 October</td>
<td>Resources for garden history up to 1800</td>
<td>Sally Jeffery</td>
<td>Resources for garden history 1800 – present day</td>
<td>Barbara Simms</td>
</tr>
<tr>
<td>4</td>
<td>26 October</td>
<td>Contemporary planting trends (RHS Wisley Gardens 11-1)</td>
<td>Barbara Simms</td>
<td>Contemporary planting trends (RHS Wisley Gardens 2-4)</td>
<td>Barbara Simms</td>
</tr>
<tr>
<td>5</td>
<td>2 November</td>
<td>Anglo-American relations in garden design</td>
<td>Richard Bisgrove</td>
<td>Small-scale research projects (preparation for garden research report of 5000 words) (2-4)</td>
<td>Barbara Simms</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Course review (4.30-5)</td>
<td>Barbara Simms</td>
</tr>
<tr>
<td>6</td>
<td>9 November</td>
<td>Conservation theory and practice</td>
<td>David Jacques</td>
<td>Visit to RHS Lindley Library (3-5)</td>
<td>Barbara Simms</td>
</tr>
<tr>
<td>7</td>
<td>16 November</td>
<td>Italian Renaissance philosophy and garden design</td>
<td>Sally Jeffery</td>
<td>Politics and gardens</td>
<td>Tim Richardson</td>
</tr>
<tr>
<td>8</td>
<td>23 November</td>
<td>Visit to The National Archives, Kew (11-1)</td>
<td>TBC</td>
<td>Small-scale research projects (Discussion) (3-4.30)</td>
<td>Barbara Simms</td>
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<td></td>
<td>Course review 4.30-5</td>
<td>Barbara Simms</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Lecturer</td>
<td>Location</td>
<td>Presenter</td>
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</tr>
</tbody>
</table>
| 9      | 30 November
        Picturesque theory
        Michael Symes
        Visit to Garden Museum Archives
        Barbara Simms
| 10     | 7 December
        Unassessed presentations on research projects
        Barbara Simms
        Unassessed presentations on research projects
        Barbara Simms

**Module Assessment**

One 1500-word essay on a conceptual issue e.g. picturesque theory, sustainability, conservation theory

One 5,000-word report on a garden’s history to assess the student’s report writing ability and application of research skills

Following the visit to Hampton Court Gardens students will be required to prepare a 2000-word unassessed essay on the topic to assess their academic writing skills. Individual tutorials will then be arranged with the course director for discussion and advice for future written assignments.

**Select Bibliography**

Titles in bold are overviews of garden design history, which will provide useful background for the course. Students will be advised of specific readings in advance of sessions.


Hobhouse, Penelope, *Plants in Garden History* (Pavilion, 1992, and later editions)

Hobhouse, Penelope, *The Story of Gardening* (Dorling Kindersley, 2002)


Kingsbury, Noël, and Tim Richardson (eds), *Vista: the culture and politics of gardens* (Frances Lincoln, 2005)


McKay, George, *Radical Gardening: politics, idealism & rebellion in the garden* (Frances Lincoln, 2011)


Richardson, Tim, *The Arcadian Friends: Inventing the English landscape garden* (Bantam, 2007)

Symes, Michael, *A Glossary of Garden History* (Shire, 1993)


Treible, Marc (ed.), *Meaning in Landscape Architecture & Gardens* (Routledge, 2011)


Module 2: Culture and Politics of Gardens

This module will look at historiography, theory, the connection between culture and politics in landscape-making and the expansion of the skills of term one across regional boundaries.

For instance, the influence in Britain of the Italian Renaissance’s new ideas on garden making, including architecture, sculpture and hydraulic engineering; iconography in gardens and landscapes; formality in garden-making as an indicator of the power of the owner, from the sixteenth century onwards, as in France; different aspects of the ‘natural’ garden from the eighteenth century onwards; conflict between the ‘natural’ and the formal in the nineteenth century between William Robinson and Reginald Blomfield in Britain; gender and garden making; and shifting boundaries between architect, landscape architect and plantsman relating to the status of those designing gardens and landscapes in the 21st century.

These sessions aim to:

- Develop students’ knowledge and understanding of gardens and landscapes in different countries
- Develop students’ critical analysis and judgement
- Demonstrate the importance of context and the relationship of garden and landscape history to other disciplines such as literature, social history, film and visual media and the history of ideas

These options are taught by 8 half-day sessions on consecutive Thursdays. Tutors will usually introduce each session with a short talk followed by a student’s prepared presentation on a specific aspect of the topic under discussion. When not giving a presentation, all students are expected to have read enough to be able to participate fully in class discussion. Advance reading will be provided for each unit.

Students will choose one unit from each group:

**Group A**

Travel and the seventeenth-century garden
American gardens 1800 to the present

**Group B**

Nineteenth-century English gardens
The suburban garden between the wars

**Spring Term**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>AM (10.12.30)</th>
<th>Tutor</th>
<th>PM (2-5)</th>
<th>Tutor</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>11 January</td>
<td>OPTION 1: Travel and the seventeenth-century garden</td>
<td>Sally Jeffery</td>
<td>OPTION 1</td>
<td>Sally Jeffery</td>
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<tr>
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<td>OPTION 2: American gardens 1800 to the present</td>
<td>Tim Richardson</td>
<td>OPTION 2</td>
<td>Tim Richardson</td>
</tr>
<tr>
<td>2</td>
<td>18 January</td>
<td>OPTION 1/2</td>
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<td>OPTION 1/2</td>
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<td>3</td>
<td>25 January</td>
<td>OPTION 1/2</td>
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<td>OPTION 1/2</td>
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<td>4</td>
<td>1 February</td>
<td>OPTION 1/2</td>
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<td>OPTION 1/2</td>
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<tr>
<td>Unit Options for Module 2</td>
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<tr>
<td><strong>1. Travel and the Seventeenth-Century Garden</strong></td>
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</tbody>
</table>

**Course tutor:** Sally Jeffery

**Learning Outcomes**

By the end of the option students will be able to:

- Understand the sources available for seventeenth-century gardens, determine their accuracy, and use such sources to systematically and effectively describe and analyse gardens
- Have a good knowledge of the major gardens created during the century, and how their designers and owners were influenced by knowledge of design and horticulture in Italy, the Netherlands and France
- Understand the social, political and philosophical context of the time
- Begin to engage with the concepts and scholarly debate on this subject

**Course Content**

The exchange of ideas through travel by patrons, designers and gardeners changed the English garden dramatically during the seventeenth century. This module will examine the reasons why the English travelled abroad in times of peace: for pleasure and education, for professional and political reasons, and sometimes specifically to collect plants or to record them. Ideas also arrived

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**Module Assessment**

Two 5,000-word essays (one for each option taken)

One 1500-word dissertation proposal
by way of travel in the other direction. Those coming to England brought books, prints, paintings and other artefacts, as well as skills. This influx of ideas will be considered against the background of the traditions of garden design which already existed at home, and the dramatic political events of the mid-century. All of these elements helped to shape and develop the English garden. The travels of Isaac de Caus, Inigo Jones, and John Evelyn will be considered, as well as the Stuart royal family’s knowledge of French gardens, and the arrival of Dutch ideas with William of Orange.

Plants were also travelling at this time, mostly as seed, bulbs or dried specimens, but sometimes carried by gardeners or patrons. The number available to gardeners increased greatly and the cultivation of rare and exotic species became ever more popular as the century progressed. Since many of them originated in warmer climates, their display and care demanded new skills and different forms of planting, and also created the need for greenhouses to give winter protection. The rising interest in exotics will form part of this study.

Select Bibliography


Henderson, Paula, *The Tudor House and Garden* (Yale University Press, 2005), includes material on the early Stuart period

Henrey, Blanche, *British Botanical and Horticultural Literature before 1800* (Oxford University Press, 1975, 3 vols)

Hobhouse, Penelope, *Plants in Garden History* (Pavilion, 1992 and later editions)


Hunt, John Dixon and Peter Willis, *The Genius of the Place* (Paul Elek, 1975)


Jacques, David and Arend Jan van der Horst, *The Gardens of William and Mary* (Christopher Helm, 1988)


2. American Gardens 1800 to the Present

Course tutor: Tim Richardson

Learning Outcomes

By the end of the option students will be able to:

- Analyse, describe and interpret American designed landscapes closely and systematically
- Begin to engage with the concepts, values and debates that inform the study of the history of American designed gardens and landscapes
- Select relevant evidence from the wide range of sources used in the history of American gardens and landscapes

Course Content

Following a brief consideration of early American gardens and the development of an American style, as promoted by Thomas Jefferson at Monticello and George Washington at Mount Vernon in the later 1700s, these sessions will examine the design and planting of key gardens and landscapes throughout the United States of America from 1800 to the present day, an intoxicating mix of experimentation, imagination, horticultural knowledge and vision. Focal topics will include the concept of wilderness and designing with nature, interaction with modernist aesthetics and design, innovations in planning and planting, changes in the conceptualization of the garden as aesthetic and recreational space, and Anglo-American links, influences and relationships. Key designers studied will include public landscapers from the nineteenth century, such as Andrew Jackson Downing, Frederick Law Olmsted and Jens Jensen; early twentieth-century innovators, including Beatrix Farrand, Frank Lloyd Wright, Thomas Church, Dan Kiley and Garrett Eckbo; and contemporary practitioners such as Martha Schwartz and Topher Delaney. This module will also consider the development of the sculpture park in the US and elsewhere, as well as movements in contemporary planting design.

Select Bibliography


Beveridge, Charles E., Lauren Meier and Irene Mills (eds), Frederick Law Olmsted: Plans and Views of Public Parks (John Hopkins University Press, 2015)

Church, Thomas, Gardens are for People (Reinhold Publishing Corporation, 1955). Reprinted 1983

Cran, Marion, Gardens in America (Herbert Jenkins, 1931)


Kincaid, Jamaica, My Garden (Book) (Farrar, Straus and Giroux, 1999; reprint edition 2001)

Kingsbury, Noel and Tim Richardson (eds), Vista: The Culture and Politics of Gardens (Frances Lincoln, 2005)


McKay, George, Radical Gardening: politics, idealism and rebellion in the garden (Frances Lincoln, 2013)


Richardson, Tim, *The Vanguard Gardens and Landscapes of Martha Schwartz* (Thames and Hudson, 2004)

Richardson, Tim, *Great Gardens of America* (Frances Lincoln, 2009)


Treib, Marc (ed.), *Thomas Church, Landscape Architect: Designing a Modern Californian Landscape* (William K. Stout, 2004).

von Arnim, Elizabeth, *Elizabeth and her German Garden* (1898; reprint Forgotten Books, 2017)


3. Nineteenth-Century English Gardens

**Course tutor:** Jane Bradney

**Learning Outcomes**

By the end of the option students will be able to:

- Systematically and effectively describe, interpret and analyse English gardens and gardening texts from the nineteenth century
- Identify and evaluate evidence from the wide range of sources relevant to gardens and gardening in nineteenth-century England
- Begin to engage with the concepts, values and debates that informed English garden history in the nineteenth century

**Course Content**

The sessions will consider major changes to private and civic designed landscapes; with a visit to one of the capital’s C19 public parks. There will be strong reference throughout to social, economic, political and broader aesthetic changes. Growth of the middle classes, suburbia, the role of female gardeners, amateur gardeners and horticultural societies will be explored through the new gardening press, the development of mass markets and the emergence of gardening as a leisure activity. The role of science in shaping and directing garden fashions will be examined. The theme of national identity will allow exploration of the role of Empire, the assimilation of foreign gardening styles such as the Japanese garden and evolving concepts of the English garden. Historicism and sentiment will be considered through aspirations such as the ‘Old English’ garden and the Shakespearian garden. Writers, gardeners and designers including Donald Beaton, Juliana Ewing, James Shirley Hibberd, John and Jane Loudon, Edward Kemp, William Andrews Nesfield, Joseph Paxton and William Robinson will be considered.

**Select Bibliography**


Elliott, Brent, *Victorian Gardens* (Batsford, 1986)


Evans, Shirley Rose, *Masters of their Craft: the art, architecture and garden design of the Nesfields* (Lutterworth Press, 2014)

Hitchin, Claude, Rock Landscapes and the Pulham Legacy (Antique Collectors Club, 2012)
Kemp, Edward, How to Lay out a Garden (Bradbury and Evans, 1858 or 1864)
Loudon, Jane, The Ladies Companion to the Flower Garden (William Smith, 1841)
Loudon, John Claudius, The Suburban Gardener and Villa Companion (Longman et al, 1838)
Simo, Melanie, Loudon and the Landscape: from country seat to Metropolis 1783–1843 (Yale University Press, 1988)
Robinson, William, The Wild Garden (1894 4th edn reprinted Scholar Press, 1979) (other editions may also be consulted)
Scourse, Nicolette, The Victorians and their Flowers (Croome Helm, 1983)
Waters, Michael, The Garden in Victorian Literature (Scholar Press, 1988)
Wilkinson, Anne, Shirley Hibberd the father of amateur gardening: his life and works 1825–1890 (Cortex Design, 2012)

4. The Suburban Garden between the Wars

Course tutor: Rebecca Preston

Learning Outcomes
By the end of the option, students should have:

- Gained an understanding of how the idea of the garden, and green space of all kinds, helped shape interwar planning and policy, and the roots of this in 19th- and early 20th-century social and urban reform
- Developed a good knowledge of suburban landscapes and gardens between the wars – as ideal spaces shaped by legislation and as real spaces for family activity and leisure
- Acquired skills for critical interpretation of a range of primary sources for the history of popular gardens and gardening across the modern period
- Developed critical responses to the primary and secondary sources literature in class-wide discussion and peer interaction in small groups

Course Content
Between 1918 and 1939 suburbanization changed the face of the English landscape and created, it was said, ‘a nation of gardeners’. Some one million council houses were completed during the 1920s and ’30s, with treble that number of homes for owner-occupiers, built mainly in estates on the edges of towns or in semi-rural areas. While large, detached houses were put up individually and in exclusive suburbs from the 1920s, and there were also many suburban bungalows and flats, the majority of the new dwellings were small houses, either semi-detached or in short terraces, with front and back gardens. In the two decades up to 1939, a third of all the nation’s housing stock was built, most of it in the suburbs.

New ideas about town planning, which developed in response to Victorian urban overcrowding and, later, the need for homes ‘fit for heroes’ following the First World War, placed the garden at the heart of planning policy. These ideas drew upon model village and garden city experience, in which gardens, and other green spaces in housing estates, were designed to create a hygienic landscape of light and air. In addition to individual private gardens, the landscape was also
intended to foster community activity, and to encourage outdoor leisure and play. This module will examine the landscape of interwar suburbs through a wide range of primary sources, and the cross-disciplinary secondary literature on the suburbs, landscape and popular gardening between the wars.

**Select Bibliography**


Olechnowicz, Andrzej, Working-class Housing in England Between the Wars: The Becontree Estate (Oxford University Press, 1997), especially chapter 6

Oliver, Paul, Ian Davis and Ian Bentley, *Dunroamin: The Suburban Semi and its Enemies* (Barrie & Jenkins, 1981), especially chapter 7


Waymark, Janet, *Modern Garden Design: Innovation Since 1900* (Thames & Hudson, 2003), chapter 4
Module 3: Dissertation

**Summer Term**

During this term, students will focus on dissertation research and writing, although additional sessions may be arranged to address student requirements and requests. Students will also be expected to arrange 6 x 1hr sessions with their dissertation supervisor. Dissertations to be handed in on the 29 September 2018 (full-time students), 27 September 2019 (part-time students).

The MA dissertation (length 15,000 words) provides the opportunity to design and implement a small research project drawing on the skills and methods learnt during the course, or to undertake an investigative project which offers new light on an aspect of garden history.

In order to meet the requirements of this component, students must demonstrate an understanding of historiography and research methodologies and their application. In assessing the dissertation and allocating marks the assessors will consider the following:

- overall structure, organization and presentation of contents (i.e. coherence of the overall submission)
- the relevance and utilization of methodologies and techniques
- the ability to develop and elucidate an argument/hypothesis both logically and clearly, to present ideas at a conceptual level and to integrate theory with empirical evidence
- demonstration of critical evaluation of literature and secondary sources
- evidence of originality and independence of thought in terms of scholarship and academic debate.
Reading Lists

Preliminary reading lists are provided as part of the introductory material on each section of the course. Tutors may also provide a fuller reading list offering a selection of longer articles and entire books which give detailed information on different facets of the topic in hand. We are fully aware that it is often difficult to get hold of the recommended reading, since there are inevitably relatively few copies of each item on the reading list in relation to the number of students on the course. To overcome this, texts for essential (compulsory) reading for each session will be available for download from the VLE. It is also worth remembering that, whereas books can be borrowed from libraries, journals cannot, so journal articles are always accessible for reading, downloading or photocopying; they also have the advantage of being relatively brief.

However, you will still need to consult at least some books, and here the key is to plan ahead. Books in the IHR Library cannot be borrowed, so should normally be in place on the shelves; if a book is missing, please report this to the library staff. For Senate House Library it is possible to see whether books are on the shelves or on loan from the electronic catalogue, and you can reserve or recall them through the same medium. If you plan well enough in advance, you can ensure that a library book that is currently on loan is recalled so that you have access to it prior to the class for which you need to read it. In addition you will find reviews of most books in the main journals in the field a few years after their date of publication, and these often also provide a useful (if sometimes partisan) evaluation of books and summary of their content. The IHR and Senate House libraries provide access to a wide range of online resources, including online versions of journals e.g. JSTOR.

You will find it useful, if not essential, to buy your own copies of certain books on the reading list: the tutor of the course will be able to give advice as to which ones are available. The amount of material you look at will depend on the depth with which you are covering any specific topic. The recommendations on the reading list will be full enough to enable you to give a presentation or to write an essay on the subject (see below). However, this is obviously something that you will do only for certain of the topics covered, and we would expect your reading on the rest to be more selective – though we still hope that you might go beyond the most basic items.

Seminars and Seminar Presentations

The courses that make up the degree are mainly taught by seminar. The essence of a seminar is that it is participatory and collaborative, with information and ideas shared in a collective endeavour to move towards greater understanding. Individual teachers will have different practices: there may be brief or longer presentations, scheduled interventions, and free-ranging discussion of the topic or topics under consideration. These may include primary source materials, important secondary texts, or broader issues and debates. You should prepare for each seminar by reading the compulsory texts available on the VLE and, if possible, some of the key items on the reading list for that particular topic; this will enable you to participate more fully in the discussion and benefit from it.

Presentations

As well as contributing to class discussions, students are expected to give presentations on particular topics, normally at the start of a class. As well as demonstrating that you have read and understood the subject, the aim of the presentation is to facilitate discussion, helped also by your class tutor. These are not assessed. Depending on the number of students, you can expect to give at least one, and possibly two, class presentations in each module.

You are encouraged to make use of PowerPoint and you are expected to provide class members and the tutor with a one page summary of your presentation, which must include a bibliography. Class presentations are normally 10–15 minutes in length.

In preparing your presentations, there are a few points to bear in mind. First, it is important to think about what you are trying to achieve in the presentation. For example:
• setting out the problem
• conveying information and surveying existing academic debates about the topic
• creating the basis for further discussion via questions from your peers and your module tutor

You also need to bear in mind that a presentation is not the same as an essay, and this is reflected in the format and the way it is delivered. For example, you should not simply write an essay and read it out! Other points to remember include:

• have a different style of English; remember your audience are listening to you, not reading what you have prepared;
• have a less complex structure; if your argument is convoluted you will lose your audience;
• go into less detail – you are trying to get your audience to remember the key points – tell them where they can go to if they want more detail;
• how can you use images and the presentation of each PowerPoint slide to grab peoples’ attention?

You also need to be aware of who your audience is—treat university presentations as being given to people who are informed, interested, but not necessarily expert in your subject area. You know that your audience are your fellow students and you know what has been covered in earlier seminars in the module – so think of good ways to engage the audience.

It is important when making a presentation to

• be clear (that includes audible)
• have a logical structure and sequence of ideas/facts
• put information (e.g. tables) on a hand-out or PowerPoint slide.

Things to do

• Have a clear idea of the main points you want to get over.
• Have a clear structure: an introduction (in which you set out the problem that you are addressing), a middle bit (in which you present your main points) and a conclusion (where you summarise and recap on the main points to make sure your audience have grasped what you want to say).
• Talk from notes: try to avoid simply reading out a prepared text.
• Make eye contact with your audience.
• Be prepared to pause and check that your audience are with you and have understood what you are saying.
• Use images, maps etc where possible and where appropriate.
• Make sure your own notes are legible; space things out so that you can see what you are trying to say.
• Co-ordinate with anyone else making a presentation in the same class so that each knows what the other plans to cover and thereby avoids overlap.

Things to avoid

• Having too much information, either in your verbal presentation or on your slides. Avoid ‘death by PowerPoint’ – too many slides, or slides packed with text.
• Having too little to say: make sure you begin to think about what you want to cover in good time, in case you have to do more digging to get the information you want.
• Talking too quickly/too quietly/in a monotone.
• Keeping your head down throughout the presentation.
• Using racist or sexist language.

Above all try to treat giving a presentation not as an ordeal but as something to be enjoyed and to learn from.
Essay Writing

Essays form a key part of the assessment process for the MA. You will need to complete one 1500-word essay on a conceptual issue studied in Module 1 and one 5,000-word report on a garden’s history. Many students will not have written academic essays for many years and may need guidance on the structure and format required. To assess writing ability at the start of the course you are required to submit a formative (unassessed) 2000-word essay following the group visit to Hampton Court. A class session and individual tutorials will provide feedback for your future work. For Module 2; you must submit a 5,000-word essay on a topic related to each option attended (suggested titles are provided) and a 1,500-word dissertation proposal; and for Module 3 a 15,000-word dissertation. Deadlines for these are given on the Course Timetable detailed earlier in this document. You should try to plan your work as far in advance as possible.

Essays should seek to address the question (to be chosen after discussion with your tutor), drawing on the relevant literature and source materials from the supplied bibliographies. Your tutor will also help you with suggestions for further reading.

Essays should be typed, on one side of the paper only, and leaving generous margins; they should be paginated. 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. Make sure that you stick as closely as possible to the word-length specified (plus or minus 10%); essays that are significantly over-length will lose marks. 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. Generally, appendices are not commonly included with the course essays, although they can be helpful for the dissertation as a way of including extended material which the examiners can refer to if they wish. Further advice will be given by the Course Director and your supervisors.

Every 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.

Two hard copies of your essay and one digital copy should be sent/delivered to Registry, with the ‘Statement of Authorship’ Form (Appendix 2) attached, by the deadline unless an extension has been agreed with your tutor and the Course Director. Students should expect to receive feedback and marks for their coursework within 21 calendar days of the essay deadline.

Royal Literary Fellow

The School hosts a Royal Literary Fund Fellow, to assist our research and masters students to adjust to the demands of academic writing of various kinds.

We welcome a new tutor, Lucy Moore, in September 2017. Lucy is based in Senate House Room 203, every Wednesday and Thursday during term-time.

Students are welcome to book hourly tutorials or consultations with her from 10am – 5pm on those days, using an online signup schedule (http://signupschedule.com/rlffellow)

Writing Skills Seminar

The School also runs a Writing Skills Seminar. The Writing Skills Seminar meets twice per term to assist students in their writing assignments. Topics include writing dissertations, improving your writing and writing presentations. The Seminar is hosted by the Institute of English Studies and is open to all SAS MA, MRes, MPhil and PhD students. Dates of the seminars will be posted on the SAS website: https://www.sas.ac.uk/current-students/student-services/academic-writing-support
Preparation of the Dissertation

You should start to think about the topic on which you would like to write your dissertation as early as possible while studying for the degree. It is likely that this will arise out of one of the courses that you do, and hence to some extent the point at which you can finalise your subject will depend on when you do the course in question. Dissertations should contain substantial primary research, unless you chose to undertake a specifically historiographically based dissertation. If you choose to do this you will be required to obtain the agreement of your nominated supervisor in advance. Classroom sessions and tutorials with the Course Director will provide the opportunity to discuss your ideas, following which you should settle on a topic and consult an appropriate supervisor. You will be required to make an unassessed presentation on your dissertation proposal on the last day of the Spring Term and prepare a 1,500 written dissertation proposal to be submitted in May.

After your topic and supervisor have been agreed, you will take part in 6 advisory sessions with your chosen supervisor, who will also read one full draft of your dissertation prior to its submission. He or she may also be able to give more informal advice on reading etc.

In writing your dissertation, you should bear in mind that it counts for 34% of the overall assessment of your degree; it is therefore worth taking its preparation very seriously. You should think of the dissertation as like a scholarly article, and you should try to emulate the characteristics of a good scholarly article. You need a topic, which is susceptible to being satisfactorily handled within the space available; your treatment of it must be systematic and thorough; and your presentation should be clear, logical and orderly. Though it is often the case that dissertations arise from topics that a student first explored in a coursework essay you should ensure that there is no direct overlap between the marked essay and the dissertation.

The dissertation should have a general introduction setting out your subject and putting it in context, followed by a main text in which your findings and arguments are set out. You should end with a conclusion (you may find it useful to divide it up into distinct sections, each with a different heading). You must also give full documentation of the points you make. In all these ways, the dissertation should be similar to a scholarly article, and the only way in which it should diverge from an article is in having a full bibliography at the end, listing all the material that you have consulted.

Your dissertation must be not more than 15,000 words in length (plus or minus 10%). As with your essays, the word count must include footnotes/endnotes, captions, figures and all other material, excluding the bibliography and any appendices. However, do not feel that you necessarily have to get as close as possible to the word limit: as with articles, the longest dissertations are not necessarily the best. What is crucial is that you do justice to your argument, and to the material on which you have based it.

The dissertation must be typed or word-processed on A4 pages, double-spaced and with generous margins. Only one side of the paper should be used. The dissertation should have a single, continuous pagination. Both copies of the dissertation must be bound in secure bindings (spiral-bound or heat-bound, or in a document folder with binding clips or a good strong slide binder). Dissertations should NOT be submitted in ring-binders.

TWO copies of the dissertation (with completed Statement of Authorship forms) must be submitted to Registry by 28 September 2018 (27 September 2019 for part-time students). A copy should also be submitted electronically. Note that the strictures on deadlines and late submission apply to dissertations as well as essays.

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 which will need to be forwarded to the research office once completed. This should be completed in consultation with your dissertation supervisor. See: https://www.sas.ac.uk/research/research-office/research-ethics

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 of the exact source of quotations and other specific points taken from books and articles you have used. Although there are slight differences in practice between what is expected in the dissertation and the essays, the rules are basically the same.

The biggest difference in practice lies in the method of citation. This affects the form in which you attach references to statements in the text, and to the way that books and other sources are listed in the bibliography. The one we recommend is sometimes called the ‘Short-title’ or ‘End-note’ system, and has numbers within the text that refer to footnotes or endnotes outside the text.

The ‘Short-title’ System

Every statement that needs support or acknowledgement, and every direct quotation, is followed by a number, either superscript, like this, or in brackets, like this. 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. They 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 section. Many word-processing programmes (including Word) offer a footnote/endnote facility.

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


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 like this:


and subsequently like this:


**CHAPTERS IN EDITED BOOKS** are cited like this:


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:


and subsequently like this:

Nichols (ed.), *Diary of Henry Machyn*, p. 100.

**Ph.D AND OTHER THESES** are cited like this:


and subsequently like this:


**MANUSCRIPT SOURCES** are cited like this:

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. You need to have 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:


23. Ibid., p. 95

However, please don’t use *op. cit.* (= in the place cited): you may find it used 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):


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 using the Short-title/End-note System

Use the ‘first instance’ form given in the references, but put the author’s surname before his/her initials, thus:


You should also separate your bibliography into sections, listing manuscript sources first; then printed primary sources (including contemporary printed works); then secondary works (books, articles, essays, theses, etc.).

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 1975:93). 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: 93) 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:


Further Reading

Primary and secondary source materials are incredibly varied and it is impossible to provide instructions here for every situation you may encounter. Intelligent extrapolation from the principles laid down here 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, 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* (10th edn) (London, 2016) also contains useful information on the theory of referencing, but its main attraction 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 http://www.sas.ac.uk/about-us/policies).

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. You should check with your Institute if it requires a specific style to be adopted. These are explained on pages 28–30, 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**


**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 each piece of work, 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.
• Always submit your work with the statement of authorship form: see Appendix 2. Forms are also available from the Programme Administrator.
Examinations

The MA in Garden and Landscape History is assessed through coursework and dissertation (see p. 11), which together constitute the examination for this 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, pp. 31–32, above).

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 Programme 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: http://www.sas.ac.uk/about-us/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 (for continuing students who began the course before 2017-18, the Merit band remains 65–69, including not less than 65 in the dissertation.) Distinction may be awarded for a mark of at least 70 overall, including not less than 70 in the dissertation. A student has to achieve a pass in the dissertation in order to pass overall. (Note: 50% is the pass mark for each course or other unit of assessment as well as for the programme overall.) [See pp. 35-37 for marking criteria]

Penalties for Late Submission of Work

The dates and times (e.g. 17:00, 12 noon) for submission of coursework and the dissertation are stated on pages 14 and 15, above.

Submission deadlines are firm deadlines. A student may, however, apply to the Course Director for an extension, for medical or other pressing reasons. Documentary evidence will be required when appropriate. Extension will normally only be granted if applied for in advance; the period of extension shall be determined by the Institute.

A student may apply for deferral of the dissertation, for acceptable reasons. Application for deferral must be made as early as possible, normally at least one month in advance of the submission date; deferral is granted at the discretion of the Institute. The dissertation must normally then be submitted in the following year.

The Examination Board may, at its discretion and subject to the Institute’s ability to make appropriate arrangements, permit a student who has not submitted all coursework assignments to defer their submission to the following year. Such permission will only be granted in exceptional circumstances and for reasons deemed acceptable, as above.

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;
- A penalty of 20% of the mark awarded for work between one and two weeks late;
- When work is more than two weeks late, the penalty to be applied is at the discretion of the Institute. The Institute reserves the right not to accept work submitted more than two weeks late; in such case the mark recorded will be nil.
A dissertation handed in after the deadline without reasons deemed acceptable will be subject to the same penalties as above, except that the Institute reserves the right (provided that students have been appropriately informed of this) not to accept and/or mark a dissertation that is handed in after the deadline without reasons deemed acceptable.

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 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 programme 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 programme 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 Institute’s Higher And Research Degrees Committee 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.

Mitigating Circumstances

See the Quality Assurance Framework available at: http://www.sas.ac.uk/about-us/policies

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

Marking

All assessed essays and dissertations are ‘double-blind’ marked. Scripts are anonymised before being sent to two tutors for marking. They each, independently, provide feedback and marks, according to the School’s marking criteria (see below). 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 marks straddle grade boundaries (Fail/Pass, Pass/Merit, Merit/Distinction), 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.

Students should expect to receive a completed Report Sheet which will include feedback and the agreed mark within 21 calendar days of the deadline for that particular piece of coursework.

Graduation

For students graduating in 2017 the date of their graduation ceremony is 8 December 2017. Detailed information is sent to students following successful completion of the examination.

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.
## Marking Criteria for New Students Registered in 2017-18

<table>
<thead>
<tr>
<th>Minimum mark %</th>
<th>Maximum mark %</th>
<th>Grade</th>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>85</td>
<td>100</td>
<td>Distinction</td>
<td>A+</td>
<td>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.</td>
</tr>
<tr>
<td>75</td>
<td>84</td>
<td>Distinction</td>
<td>A to A+</td>
<td>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.</td>
</tr>
<tr>
<td>70</td>
<td>74</td>
<td>Distinction</td>
<td>A- to A</td>
<td>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.</td>
</tr>
<tr>
<td>60</td>
<td>69</td>
<td>Merit</td>
<td>B</td>
<td>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</td>
</tr>
<tr>
<td>50</td>
<td>59</td>
<td>Pass</td>
<td>C</td>
<td>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.</td>
</tr>
<tr>
<td>Marking Criteria for Continuing Students Registered Pre-2017-18</td>
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</tr>
<tr>
<td>Minimum mark %</td>
<td>Maximum mark %</td>
<td>Grade</td>
<td>Mark</td>
<td>Description</td>
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<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>85</td>
<td>100</td>
<td>Distinction</td>
<td>A+</td>
<td>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.</td>
</tr>
<tr>
<td>75</td>
<td>84</td>
<td>Distinction</td>
<td>A to A+</td>
<td>Excellent work, demonstrating a consistently very high level of knowledge and understanding. It shows clear evidence of originality and/or independent critical evaluation, high level 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.</td>
</tr>
<tr>
<td>Grade</td>
<td>Mark</td>
<td>Grade</td>
<td>Letter</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>A- to A</td>
<td>70-74</td>
<td>Distinction</td>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>B+</td>
<td>65-69</td>
<td>Merit</td>
<td>B</td>
<td>Good to very good work, showing a good level of knowledge and understanding, demonstrated by evidence of originality of conception, a good level of critical skill, synthesis and analysis. It demonstrates use of a wide range of relevant material. Work will be well-organised, clearly argued, coherent, and well- and appropriately referenced. Presentation will be of a high standard</td>
</tr>
<tr>
<td>B</td>
<td>60-64</td>
<td>Pass</td>
<td>C</td>
<td>The work is of satisfactory to good standard, showing clear knowledge and understanding of relevant material, and signs of independence and originality of conception. The work exhibits sound synthesis and analysis skills, is well-structured and coherent. Presentation will be to a good standard and well-referenced.</td>
</tr>
<tr>
<td>C</td>
<td>50-59</td>
<td>Pass</td>
<td>D</td>
<td>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.</td>
</tr>
<tr>
<td>D+</td>
<td>47-49</td>
<td>Fail</td>
<td>E</td>
<td>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.</td>
</tr>
<tr>
<td>D</td>
<td>35-46</td>
<td>Fail</td>
<td>F</td>
<td>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.</td>
</tr>
<tr>
<td>E</td>
<td>25-34</td>
<td>Fail</td>
<td>G</td>
<td>Extremely poor work, demonstrating all the flaws outlined above</td>
</tr>
<tr>
<td>F</td>
<td>0-24</td>
<td>Fail</td>
<td>H</td>
<td>Unacceptable or not submitted</td>
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</tbody>
</table>
Documentary Sources
(The shelf-marks for the books are for the IHR’s library collection)

Finding Published Sources
Bibliography of British and Irish History: www.history.ac.uk/projects/bbih
COPAC Search c. 90 UK and Irish academic, national & specialist library catalogues: www.copac.ac.uk
IHR Library collection guides: www.history.ac.uk/library/collections, for example London/Garden history
Senate House Library collection guides: www.senatehouselibrary.ac.uk/our-collections
British History Online subject guides: www.british-history.ac.uk/using-bho#guides

Finding Unpublished Sources
National Archives: www.nationalarchives.gov.uk – Discovery catalogue searches both the National Archives and UK wide archives. The TNA research guidance is also useful: www.nationalarchives.gov.uk/help-with-your-research/#find-a-research-guide
London Metropolitan Archives: www.cityoflondon.gov.uk/lma – catalogue includes the archives formerly housed at Guildhall Library and the City of London Records Office. For other London sources, see the links page on the CMH website (www.history.ac.uk/cmhlinks)
Quick-ref B.007/His – Institute of Historical Research. UK history theses lists. Also available online at www.history.ac.uk/history-online/theses

Using Sources
Much published guidance is available on finding and using different types of historical source. Those below are just a few examples of the material available. The IHR’s bibliographies and guides sections is at classmark B.0 and the key works are on open access on the 1st floor.

This is a basic resource list and as such it is not comprehensive, but it is anticipated that one source will lead the enquirer to many more possible avenues for investigation! Although out-of-print and in need of updating, an essential source book is Parks and Gardens. A researcher’s guide to sources for designed landscapes (details below). It is worth trying to find a used copy!
Garden and Landscape History Resources

**Reference Books**

These are broad-brush books rather than studies of individual gardens or garden topics or overviews of the history of garden design. Again, some may be out-of-print and only available for reference at libraries or repositories, or might be found online.

Desmond, Ray, *Bibliography of British and Irish Botanists and Horticulturists* (St Paul’s Bibliographies, 1977)


*Hudson's Historic Houses and Gardens*. Published every year with details of opening times and locations


Shoemaker, Candice (ed.), *Encyclopedia of Garden History* (Fitzroy Dearborn, 2001)

Taylor Patrick (ed.), *The Oxford Companion to the Garden* (Oxford University Press, 2006)


**Journals**

The journals listed are a selection of those currently published and available by subscription or to consult at libraries such as the RHS Lindley Library or the British Library. Also, many early gardening and botanical journals and books are now available online and are an invaluable resource of contemporary plants, plant introductions, gardens and garden-related issues.

*Country Life* (IPC Media Ltd). [www.countrylife.co.uk](http://www.countrylife.co.uk) (Picture library on-line). Mainly useful for the twentieth century onwards

*Garden Design* (Journal of the Society of Garden Designers) [www.society-of-garden-designers.co.uk](http://www.society-of-garden-designers.co.uk). Mainly useful for contemporary gardens

*Garden History* (Journal of The Gardens Trust, formerly The Garden History Society) [www.gardenhistorysociety.org](http://www.gardenhistorysociety.org). Back issues available online through JSTOR

*Historic Gardens Review* (Journal of the Historic Gardens Foundation) [www.historicgardens.org](http://www.historicgardens.org)

*Landscape Design* (Journal of the Landscape Institute) [www.l-i.org.uk](http://www.l-i.org.uk). Mainly useful for contemporary gardens and landscapes


*Studies in the History of Gardens & Designed Landscapes* (Taylor & Francis) [www.tandf.co.uk/journal/ft/14601176.html](http://www.tandf.co.uk/journal/ft/14601176.html)

*The Garden* (Journal of the Royal Horticultural Society) [www.rhs.org.uk](http://www.rhs.org.uk). Horticultural focus

*The London Gardener* (Journal of the London Parks & Gardens Trust) [www.londongardenstrust.org](http://www.londongardenstrust.org)
Maps

Maps are an important resource for the garden historian and might be found at local history libraries, record offices, libraries and museums, as well as online.

Early Maps

Publication of regional and county maps in Britain began in the sixteenth century. Most important were the 34 county maps of Christopher Saxton in the 1570s. John Norden’s maps of the 1600s were better referenced showing roads and distances, whilst John Speed 1610 included a map of the county town on each county map. Other early map-makers included Ralph Agas 1580s, Israel Amyce 1580s, John Walker 1590s and Mark Pierse 1630s.

County Maps

Large-scale maps of London and environs include John Ogilby and William Morgan 1676, 1681–82; John Rocque 1746, Richard Horwood 1792–99 and Thomas Milne 1800. In other counties makers of large-scale maps included John Andrews, Andrew Drury, William Faden and Thomas Jefferys. In the early C19 Andrew Bryant and Christopher and John Greenwood were well-known.

Endorse Award Maps

Parliamentary enclosure was carried out in two phases between 1755 and 1780 enclosing mostly open field arable land; from 1800–15 enclosing wastes and common grazing land. General Enclosure acts were passed in 1801, 1836, 1840 and 1845. Some of these awards were accompanied by a map of the area.

Tithe Maps

Following the Tithe Commutation Act of 1836 over 11,000 parishes were surveyed and detailed parish maps produced to a scale of between 13 and 26 inches to the mile. The majority were completed by 1846.

Ordnance Survey

The Ordnance Survey (OS) was established in 1791 and it gradually mapped Great Britain at a scale of 1" to 1ml. The first maps at a scale of 1" to 1ml of parts of Kent and Essex were published in 1801 and from 1801–73 110 sheets of this First Series OS Maps throughout most parts of Britain were completed. Work on a new series began in 1840 and publication commenced in the 1870s, not only of 1" maps but also 6" to 1ml and 25" to 1ml (2nd series). These have all been frequently revised since. The largest scale published is the 50" to 1ml plan. In 1973 the first computerised large-scale maps appeared and the process of digitisation was completed in 1995. Up-to-date digital maps can now be ordered direct from OS via its website <www.ordsey.gov.uk>.

Other Maps

Local and county record offices and other repositories may also have a variety of other maps including estate maps, services maps or sales particulars.
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 [http://catalogue.urls.lon.ac.uk](http://catalogue.urls.lon.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 (see p. 57) 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 for IHR or jordan.landes@sas.ac.uk for SHL.

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: [http://senatehouselibrary.ac.uk/using-the-library/copying-and-printing](http://senatehouselibrary.ac.uk/using-the-library/copying-and-printing)

IHR: [http://www.history.ac.uk/library/copying-and-printing](http://www.history.ac.uk/library/copying-and-printing)


Wifi Access

Wifi access is available across the central university buildings. See [http://senatehouselibrary.ac.uk/using-the-library/connect-to-wifi](http://senatehouselibrary.ac.uk/using-the-library/connect-to-wifi) or ask at the library enquiry points. See also below, p. 58.

The IHR 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: [http://www.history.ac.uk/library/collections/collection-locations](http://www.history.ac.uk/library/collections/collection-locations). 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: [http://www.history.ac.uk/library/services#accessibility](http://www.history.ac.uk/library/services#accessibility).
IHR library contact details are as follows:

   Telephone: 020 7862 8760
   Email: ihr.library@sas.ac.uk
   Website: http://www.history.ac.uk/library 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: http://warburg.sas.ac.uk/library
   Institute of Advanced Legal Studies: http://ials.sas.ac.uk/library/library.asp
   Institute of Classical Studies: http://library.icls.sas.ac.uk

Within Senate House Library:

   Institute of Commonwealth Studies
   Institute of Latin American Studies
   Institute of Modern Languages Research

See: http://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: http://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.

Your SAS ID card will be automatically activated for Senate House Library membership. Once activated (this may take a few days) 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.

Location

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

Senate House Library contact details are as follows:
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 (http://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.69–70)

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: http://www.senatehouselibrary.ac.uk/about-us/accessibility

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: http://www.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.

SOAS membership desk opening hours are as follows:
Monday-Friday 9:00 to 18:55 and Saturday 10:30 to 17:45
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.

The SOAS Library offers extended opening hours over the exam period and Bank Holiday weekends. 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 (see below, pp. 45-48).

**Locating a library or archive:**

The IHR’s History Online: History Libraries and Collections ([http://www.history.ac.uk/history-online/libraries](http://www.history.ac.uk/history-online/libraries)) will provide you with more information about useful libraries in Greater London.

The History collections blog gives information about news, projects and individual libraries’ collections, as well as information about the Annual History Libraries and Research Open Day event: [http://historycollections.blogs.sas.ac.uk](http://historycollections.blogs.sas.ac.uk)

You can locate UK and international archives from this webpage: [http://discovery.nationalarchives.gov.uk/find-an-archive](http://discovery.nationalarchives.gov.uk/find-an-archive).

Check websites for more detailed guidance for particular collections, for example:

- National Archives: [http://www.nationalarchives.gov.uk/help-with-your-research](http://www.nationalarchives.gov.uk/help-with-your-research)
- IHR library: [http://www.history.ac.uk/library/collections](http://www.history.ac.uk/library/collections)
- Senate House Library: [http://senatehousetlibrary.ac.uk/our-collections/](http://senatehousetlibrary.ac.uk/our-collections/)

**Searching collections**

Searching COPAC, the combined catalogue of CURL (the Consortium of University and Research Libraries) available at [www.copac.ac.uk](http://www.copac.ac.uk) and through a direct link from the ULRLS catalogue can identify libraries with useful collections. COPAC provides a convenient way of searching many library catalogues simultaneously. Similarly, SUNCAT ([http://www.suncat.ac.uk/search](http://www.suncat.ac.uk/search)) serves the same purpose for journals and periodicals.

You can locate archival collections using the National Archives’ Discovery tool ([http://discovery.nationalarchives.gov.uk/](http://discovery.nationalarchives.gov.uk/)). This will allow you to search not only the National Archives’ collections, but also those of 2500 other UK archives.

**Access**

Access arrangements to other libraries vary considerably, and it is always advisable to check these before visiting. The IHR Library staff will be glad to provide advice and assistance, and supervisors, or the Registry can provide proof of student status where necessary.

SCONUL Access allows MPhil/PhD research students to borrow or use books and journals at other libraries that belong to the scheme. Applications can be made on the website: [http://www.sconul.ac.uk/sconul-access](http://www.sconul.ac.uk/sconul-access). From there, select ‘Institute of Historical Research’ from list of Institutions. Applying for access to one SCONUL member library will supply you with an approval email that can be used at any of the eligible libraries. **MA students** are not eligible for this scheme but will often be able to get reference-access.

London is home to many of the repositories of documents, prints, paintings and publications of interest to garden and landscape historians. These include:
The Bibliographical Society
http://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
http://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
http://www.architecture.com/
The Royal Institute of British Architects (RIBA)’s British Architectural Library contains an archives collection of 1.5 million 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
http://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
http://www.camden.gov.uk/localstudies
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
http://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
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.
The Garden Museum
5 Lambeth Palace Rd, London SE1 7LB
http://www.gardenmuseum.org.uk/

The Museum looks after a unique collection of around 10,000 objects, amassed over the last three decades and continuing to grow. Items spanning 400 years of gardening in Britain, from tools to artists’ impressions, each represent the history, culture and design of gardens in some way. Grand country house gardens and small back yards are all represented; rare and precious things have been collected alongside the most familiar and everyday ephemera. The collection paints a broad and revealing picture of the changing ideas, technologies and passions of the British garden.

Guildhall Library
Aldermanbury, London EC2P 2EJ
http://www.cityoflondon.gov.uk (click on Services/Libraries and Archives)

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, 24–30 Dalston Lane, London E8 3BQ
http://www.hackney.gov.uk/ca-archives.htm

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
http://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
http://www.lambethpalacelibrary.org

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
http://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
http://www.cityoflondon.gov.uk/lma
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
150 London Wall, London EC2Y 5HN
http://www.museumoflondon.org.uk
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
http://www.museumoflondon.org.uk/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
http://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.

Royal Botanic Gardens Kew Library
Richmond, Surrey TW9 3AE
http://www.kew.org/library/
The Library, Art & Archives at the Royal Botanic Gardens, Kew, form one of the largest collections in the world relating to botany. The Archives also contain the official records of the Royal Botanic Gardens, Kew, and the papers of many botanists, gardeners and other individuals. They form a valuable resource on the history of the discovery, study, transfer and use of the world’s plants and fungi. There are over 7 million sheets of paper in 4,600 archival collections.
Royal Horticultural Society Lindley Library
80 Vincent Square, London SW1P 2PE
http://www.rhs.org.uk/education-learning/libraries-at-rhs

The Lindley Library London specialises in botanical art and garden history. It holds unique collections of early printed books on gardening, botanical art and photographs. It also holds the archives of the RHS and personal archives of notable gardeners and garden designers. Anyone can use the library but only RHS members can borrow books.

Society of Antiquaries of London
Burlington House, Piccadilly, W1J 0BE
https://www.sal.org.uk/library/

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
http://www.vam.ac.uk/content/links/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
http://library.wellcome.ac.uk

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
http://www.lse.ac.uk/library/collections/featuredCollections/womensLibraryLSE.aspx

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 http://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: http://senatehousetlibrary.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 http://senatehousetlibrary.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 Resources

The IHR publishes a number of digital resources via its website: www.history.ac.uk

Reviews in History (www.history.ac.uk/reviews)

This online journal publishes reviews and reappraisals of significant work in all fields of historical interest. Over 1700 reviews have been published to date, reaching thousands of readers. The journal includes reviews of greater length than usually found in scholarly journals; authors and editors also have right of reply. Reviews in History takes a broad approach chronologically, geographically and thematically, and is valuable as a resource for research, teaching and studying history.

British History Online (www.british-history.ac.uk)

British History Online is a digital library containing some of the core printed primary and secondary sources for the medieval and modern history of the British Isles. Holdings include: volumes of the Victoria County History; selected London Record Society publications; Commons and Lords Journals; volumes of the Fasti Ecclesiae Anglicanae; Ordnance Survey maps; National Archives’ calendars (including the State Papers); and many more. Most of the content is freely available online via the above link – a small proportion of subscription premium content can be accessed by IHR students using the link from the catalogue or e-resource lists.
**History On-Line** ([http://www.history.ac.uk/history-online](http://www.history.ac.uk/history-online))

History On-Line provides high-quality information resources for the teaching and learning of history. There are currently over 62,000 records providing details of books and articles, UK university lecturers, UK current and past research, and evaluated links to websites and online resources.

**Bibliography of British and Irish History** (subscription resource, access onsite or offsite for IHR students via the library catalogue or e-resource lists)

The BBIH is an authoritative guide to what has been written about British and Irish history from the Roman period to the present day. It includes over 560,000 entries, which may be searched by author, by publication details, by subject or by period covered. It includes separate records for articles in journals and in collective volumes, as well as for books. The BBIH also incorporates **London’s Past Online**, an online bibliography of published material relating to the history of the Greater London area. It represents a starting point for all enquiries concerning London’s development over the centuries or any conceivable aspect of London life.

**Connected Histories** ([http://www.connectedhistories.org](http://www.connectedhistories.org))

Connected Histories brings together a range of digital resources related to early modern and nineteenth century Britain with a single federated search that allows sophisticated searching of names, places and dates, as well as the ability to save, connect and share resources within a personal workspace.

**The History of Parliament** ([http://www.historyofparliamentonline.org](http://www.historyofparliamentonline.org))

The History of Parliament is a research project creating a comprehensive account of parliamentary politics in England, then Britain, from their origins in the thirteenth century. Unparalleled in the comprehensiveness of its treatment, the History is generally regarded as one of the most ambitious, authoritative and well-researched projects in British history. It consists of detailed studies of elections and electoral politics in each constituency, and of closely researched accounts of the lives of everyone who was elected to Parliament in the period, together with surveys drawing out the themes and discoveries of the research and adding information on the operation of Parliament as an institution.

**The Records of London’s Livery Companies Online** ([http://www.londonroll.org/](http://www.londonroll.org/))


**VCH Explore** ([http://www.victoriacountyhistory.ac.uk/explore](http://www.victoriacountyhistory.ac.uk/explore))

This site provides free access to reliable local history materials, produced by academics and volunteers. Photographs, paintings, drawings, maps, text, transcribed documents and audio files are organised thematically and by their geographical location. The site also includes collections of directly related materials such as the Bristol Slavery Trail and the latest collection, Burford’s Buildings. The material on this site was researched as part of the Victoria County History and its HLF-funded England’s Past for Everyone project.

**Other Online Resources**

**JSTOR**

JSTOR is a unique digital archive collection of scholarly journals, with complete back runs from over 200 titles in the humanities and social sciences (in most cases only issues published in the last 3–5 years are unavailable). Students at the IHR can access and print out the full text of articles from 70 history journals, including *American Historical Review, English Historical Review, Historical Journal* and *Past and Present*. Articles can be browsed by journal or discipline, or searched, by author, title and/or keyword. JSTOR can be accessed through the Senate House Libraries catalogue or ‘Databases’ section on the Senate House Libraries website [http://www.ulrls.lcn.ac.uk/databases.aspx](http://www.ulrls.lcn.ac.uk/databases.aspx) To access offsite users will be prompted for their name and barcode.
Parks & Gardens UK
www.parksandgardens.org

Parks & Gardens UK is the leading on-line resource for historic parks and gardens providing freely accessible information on UK parks, gardens and designed landscapes and all activities concerned with their promotion, conservation and management. Its online searchable database contains 7780 sites, 2132 associated people, 302 organisations, 1823 references, 84 archives, 4552 digital images, with new material being added all the time.
Training Courses

Research Skills Training

The School of Advanced Study draws on its research and teaching expertise to provide full programmes of tailored research and skills training to support its students and graduate researchers in their wider preparation for careers in academia and elsewhere. The School has a varied and challenging research training programme offered centrally through the School and individually through its Institutes. Details are available at www.sas.ac.uk/researchtraining.html

IHR Training Courses

The IHR runs a series of training courses specifically developed with the aim of providing skills for historical research. These courses are free of charge to IHR students. For more popular courses such as ‘Databases for Historians’ and ‘Sources and Methods’, it is advisable to book a place at an early date. Contact the Training Officer, Dr Simon Trafford, on 020 7862 8763 or email him at simon.trafford@sas.ac.uk. More information on all the IHR’s courses, in addition to details of new courses, can be obtained from Dr Trafford, who is based on the Third Floor of the Institute. Courses are also listed on the IHR’s website at www.history.ac.uk/research-training.

Archival Research Skills

These courses introduce students to the fundamental skills of conducting original historical research, guiding them through the processes of compiling bibliography, locating primary source materials and using archives and repositories. As well as being introduced to the printed and online tools available, participants will visit important archives and libraries for their field of interest, learning about their collections and how to use them, and meeting the specialist archivists who will help them in their work.

Methods and Sources for Historical Research


This course aims to equip historical researchers with the skills they will need to find and gain access to all the primary source materials they need for their projects. Over the course of a week (Mon-Fri), participants will learn, through an intensive programme of lectures and visits to repositories in and around London, how to combine online tools and traditional archival search techniques to locate and obtain evidence. Institutions visited will include the British Library, the National Archives and a number of other major national repositories in addition to a wide range of smaller and more specialised archives. The course is primarily aimed at those engaged in research degrees in history or kindred disciplines, but is open to all researchers wishing to expand their skills and knowledge in original source materials.

Visual Sources for Historians

Course Dates: 27 February–26 March 2018

An introduction to the use of art, photography, film and other visual sources by historians (post-1500). Through lectures, discussion and visits the course will explore films, paintings, photographs, architecture and design as historical sources, as well as provide an introduction to particular items both in situ and held in archives and libraries.

General Historical Skills

Historical Citation

Course Date: 7 November 2017

This half-day workshop explains the theory and practice of correct referencing by historians. It explores the different citation systems historians use and explains when, where and how to cite sources and authorities both manually and using citation management software.
An Introduction to Oral History
Course Dates: Tuesdays, 16 January−27 March 2018
This course is a comprehensive introduction to the theory and practice of oral history. Participants will learn through classroom teaching and practical sessions how to conduct their own interviews. As well as addressing theoretical and methodological issues, An Introduction to Oral History will help students to develop practical skills in interviewing, recording, and the organisation and preservation of oral material.

Oral History Spring School
Course Date: tbc
The Oral History Spring School covers the theory and practice of oral history with the help of leading UK oral historians. Participants should have prior experience of oral history work to be ready to discuss remembering, the emotions, analysing data, the re-use of oral history interviews and contexts for oral history outputs.

Explanatory Paradigms: An Introduction to Historical Theory
Course Dates: tbc
This course aims to provide a critical introduction to some of the most influential frameworks of explanation in historical work today. Taught on Wednesday evenings (5.30-7.00) by Professor John Tosh, Dr John Seed and Professor Sally Alexander, Explanatory Paradigms will explore one explanatory approach each week in depth through a combination of a lecture and seminar discussion based on the students’ own reading.

Day School in London History, Summer 2018
Course Date: 20 June 2018
The London History Day School is presented in association with the Centre for Metropolitan History (CMH) and will feature tutors from the principal archives and research units concerned with London. We shall cover the incredibly rich and abundant history of London and its surrounding area, exploring both its identity as a capital city but also the special qualities of its many constituent towns, villages and suburbs. Participants will have ample opportunities to discuss their own work with each other and with the experts; the aim is to provide a showcase for London local history and a forum for the exchange of ideas, views and approaches.

Information Technology Courses
Databases for Historians
Course Dates: 31 October−3 November 2017, 10−13 April 2018, 7−10 August 2018
This 4-day course is an introduction to the theory and practice of constructing and using databases. Taught via a mixture of formal lectures and ‘hands-on’ practical classes, the session will introduce a wide range of skills and techniques, showing how to design and build a database appropriate to the needs of your project, and illustrating how this will help to guide and expand your analysis.

Historical Mapping and Geographical Information Systems
Course Date: 11−12 January 2018
The ‘spatial turn’ is now well established in history and scholars, publishers and readers now frequently expect to see space to be used as a category of analysis, maps used as sources, and research illustrated with custom maps. However, without training in geographical techniques, tools, and even terminology, it can be challenging for historians to begin to work with this material. This two day course is designed to first introduce the history and concepts of mapping, along with the most basic ways of producing your own maps, before then moving on to a second day focusing on QGIS, the widely-used open-source GIS software package.
Internet for Historical Research
Course Dates: 30 November 2017, 1 March 2018, 4 June 2018

This intensive one-day workshop will equip students with the knowledge and skills to use the internet with confidence as a tool for historical research. It introduces the principal online resources available to historical researchers, and shows how to make best use of them in pursuit of primary sources and secondary literature. Suitable for those at any stage of an academic career who wish to build or refresh their skills, the course covers English-language material for British, European and world history from late antiquity to the present.

Language and Palaeography Courses

Medieval and Renaissance Latin for historians
Course Dates: Wednesdays, 4 October 2017–13 June 2018

This course provides an introduction to Latin grammar and vocabulary, together with practical experience in translating post-classical Latin documents. It is intended for absolute beginners, or for those with a smattering of the language but who wish to acquire more confidence. Students will emerge not with just the basics but also a strong grounding in the mechanics of Latin, but also an understanding of the changes it underwent, and the new ways in which it was used in medieval and early modern Europe. It may be taken either as a whole course over a year or alternatively any of the three term-long courses may be taken.

An Introduction to Medieval and Renaissance Latin
Wednesdays, 4 October–6 December 2017

Intermediate Medieval and Renaissance Latin
Wednesdays, 10 January–14 March 2018

Further Medieval and Renaissance Latin
Wednesdays, 11 April–13 June 2018

Palaeography and Diplomatic
Course Dates: Tuesdays, 3 October 2017–8 May 2018

The course runs on Tuesdays in the first two terms and normally with two or three additional classes in the third term. It generally takes place from 11.30 to 1.00, but from 11.00 to 1.00 in some weeks.

The course is designed to help students to work with medieval and early modern manuscripts. It will be tailored as far as possible to individual needs within the group. Besides practical training (transcription, editing, the physical aspects of manuscripts and documents including illumination), the course introduces the history of script and its intellectual context from Roman times to c.1600. Full use will be made of the incomparable manuscript and facsimile resources of the Palaeography Collection, Senate House Library. At least one visit will be to the British Library. In the second term English documents and manuscripts will be studied. There is usually an expedition in the third term.

Note: this course is not an IHR course, but is run by QMUL and taught by Dr Jenny Stratford; please email jenny.stratford@rhul.ac.uk for further information and to apply for a place. A charge for this course will apply to IHR students.

There are also a number of online courses which may be taken (see http://www.history.ac.uk/research-training/online for details). These courses include:

- Building and using databases for historical research
- Data preservation
- Designing databases for historical research
- Digital tools
- Inscribe: Palaeography learning materials and Palaeography Module 2 - Scripts
General Information, Resources and Facilities

Term Dates 2017–18

Autumn term  2 October – 8 December 2017
Spring term   8 January – 23 March 2018
Summer term  23 April – 29 June 2018

School closures
Christmas  Monday 25 December 2017 – Monday 1 January 2018 inclusive
Easter      Thursday 29 March 2018 – Tuesday 3 April 2018 inclusive
Bank Holidays  Monday 7 May; Monday 28 May; Monday 27 August 2017
Foundation Day Senate House may be closed for the afternoon on Tuesday 21 November

Admission

The School of Advanced Study’s Admissions Policy is available at: http://www.sas.ac.uk/about-us/policies

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 this 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: http://www.sas.ac.uk/about-us/policies

Registration and Enrolment

In August 2017, the School will launch a new online registration system for new and continuing students. Email invitations will be sent out to students in mid-August with a link to the new system. This system now replaces enrolment forms. In addition to completing the enrolment task online you are still required to attend one of the registration events below.

New students

All new students are expected to attend formal School of Advanced Study Registration and Enrolment on Friday 29 September 2017.
Continuing students
Those of you who are not new students do not need to register and enrol on 29 September, and will find it a lot quicker to complete the registration and enrolment process during the following times:

Thursday 21 September 2.00pm to 4.30pm Room 234, Senate House
Monday 25 September 2.00pm to 4.30pm Room 246, Senate House

In order to re-register you will need to bring formal (photographic) identification – for instance, your passport, ID card, driving licence, and international students are required to bring their passports and visas, police registration document (as applicable) and Biometric Residence Permit.

You may still need to wait a while during these times, and we thank you in advance for your patience.

Tuition Fees
A copy of the School’s comprehensive Tuition Fee Policy is viewable here: http://www.sas.ac.uk/about-us/policies. 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. You will not be awarded your degrees or issued with your final marks unless you have paid all outstanding tuition fees.

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 four equal instalments, payable on the following dates:

- Instalment 1: before 15 September 2017
- Instalment 2: 15 November 2017
- Instalment 3: 15 January 2018
- Instalment 4: 15 March 2018

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 timeframes 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. If you have a Professional Career Development Loan, 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.
Please note that you retain liability for payment of your entire fee should the sponsoring body default on a payment, or withdraw sponsorship.

Continuing part-time Masters and Research students’ fees

Part-time Masters and research students are reminded that they should expect their fees to be subject to an annual uplift for their second and any subsequent years of study.

Defaults on fee payments

If you default on any payment, you will be given 5 days to contact Registry before we take action. 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 Registry. 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 Registry, 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:

Sonal Thakker, Registry Fees Officer
Email: sonal.thakker@sas.ac.uk or sas.fees@sas.ac.uk
Phone: 0207 862 8869

Please contact the SAS Registry in the following instances:

- 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 School student, you will be issued with a multi-purpose identity card. It serves as a membership ID card for the Institute library, and the barcode, once validated, will carry information on borrowing rights in all the Senate House Libraries (www.uirls.lon.ac.uk); it will also enable offsite access to a range of electronic resources provided by the libraries. The card serves as an ID card for entry to Senate House, for access to Student Central (the former University of London Union), and, outside the University, to enable you to benefit from discounts offered by suppliers, etc.

ID cards will be issued on registration. Lost cards carry a £5 replacement fee. ID cards are issued by the Facilities team.

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 it as the primary mode of contact. 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)

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 your password and click on ‘logon’ or press enter.
To access computers and SAS network

When you access 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)**

If you already logged on to the University network, you may not be required to enter the password again.

If you are accessing from the Internet (outside the University network), you will have to enter your username:

Username: **firstname.lastname@postgrad.sas.ac.uk**

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 see https://www.sas.ac.uk/sites/default/files/files/Using_office_365_services.pdf for an Office365 userguide [PDF].

Digital Resource Centre

As a student of the School you have access to the public workstations in Senate House Library. Workstations are available in the Digital Resources Centre on the 4th floor of the Library in the Middlesex South reading room and in the Special Collections reading room.

All of these workstations provide access to:

- Library webpages, catalogues and databases provided by the Senate House Libraries
- networked information resources on CD
- an extensive range of multimedia software catering for audio, video and DVD (each workstation is equipped with headphones)
- self-service printing
- Microsoft Office software
- Bibliographic management software

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: https://www.sas.ac.uk/sites/default/files/files/Student%20Support/Office%20365%20Resetting%20Password.pdf

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 a large number of 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.
Support

If you need any help, please contact sas.support@postgrad.sas.ac.uk or service@london.ac.uk. But please do provide as much information as possible when contacting the support team, including:

- What are you trying to access (emails or VLE …)
- Describe the problem if it is more than a password resetting issue
- Your student ID
- Your institute

Proper usage

By enrolling with the School you agree to abide by the Students’ Code of Conduct for the use of University of London IT equipment and systems (see http://www.sas.ac.uk/about-us/policies). You must also comply with the University’s Acceptable Use Policy (https://www.sas.ac.uk/sites/default/files/files/Policies/Acceptable%20Use%20Policy.pdf) when using your SAS email address and SAS networks.

Expiry

Your email account will be disabled on the last day of the year in which you graduate, and a new School alumni email account will be automatically created, with the domain suffix sasalumni.net (thus firstname.lastname@sasalumni.net). A reminder will be circulated a few months before Graduation, giving you enough time to transfer all the contents of your mailbox into the alumnus mailbox, if you wish, and help to do so. Accounts will also be deactivated during periods of interruption or following a withdrawal.

Discounted software

As a student of the School, you are entitled to a student discount on over 100 commonly used software packages (including Microsoft and Adobe) through the website: http://www.software4students.co.uk/. In most cases you only need to provide your School email address to obtain the discount. For free Microsoft Office software, check office.com/getoffice365.

Senate House 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.

Everyware at Senate House Library

SAS students have free access to the Library’s Everyware service (http://www.senatehouselibrary.ac.uk/using-the-library-library-services/everyware/). With Everyware, you can borrow Apple MacBook Airs, MacBook Pros, iPads and Windows notebooks for use in the Library. Everyware notebooks have Microsoft Office installed.

Senate House Library provides free WiFi (http://www.senatehouselibrary.ac.uk/using-the-library/help/connect-wifi/) throughout its spaces and collections to connect your Everyware device or your personal notebook to the internet. As a SAS faculty and student member of the Library, you can use your name and SAS card number to login to an extensive range of academic databases (http://www.senatehouselibrary.ac.uk/our-collections/databases-and-eresources/). All School spaces (Senate House (second and third floors)) are fully wifi enabled.

Documents can be printed out in the Library from any device with an internet connection. Find out more about your printing options (http://www.senatehouselibrary.ac.uk/using-the-library/library-services/copying-printing-and-scanning).
Specialist software

Specialist research software is available in the Library Training Suite on the fourth floor (SPSS, NVivo etc), and in the Senate House study space on the second floor of Senate House, room 265. Disability-access hardware and software is also available. Priority is given to those who wish to use these pcs for specialist work.

Virtual Learning Environment/Study Online

The School of Advanced Study has a Virtual Learning Environment (VLE), which is a dedicated area for students enabling them to access training resources and to interact with fellow students across the School.

An introduction to the VLE will be given at Institute inductions. 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/login/index.php. 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 archive 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 in due course.

Snacks and Refreshments

The IHR’s Weston Common Room is situated on the ground floor of the Institute. It is available to all students. A range of snacks and hot and cold drinks is available between 12:00–17:30 Monday–Friday. There is also a small café serving hot and cold snacks and drinks situated on the Ground Floor of Senate House (under the ceremonial staircase) which is open 8:30–18:00, Monday to Friday.

Photocopying

As well as the copiers in Senate House Library, students can use the IHR’s book copiers. A new copying system was implemented in June 2017. Copying facilities are available on the second floor of the IHR. You will need to set up and administer an account at: https://printing.london.ac.uk. The photocopiers can be used for photocopying, releasing print jobs and scanning to email (see http://www.history.ac.uk/library/copying-and-printing for more details.

The new system is shared with Senate House Library and the Warburg Institute.

IHR Publications

A number of books are published by the Institute, the CMH and VCH. An up-to-date list of stock can be found on the Institute website at http://www.history.ac.uk/bookshop.

Seminars and Conferences

The IHR hosts a wide and varied range of seminars and conferences. Seminars are held weekly and details are displayed on the noticeboards in the Institute and on the website at: http://www.history.ac.uk/events/seminars. The IHR research seminars are free and usually commence at 17:00 or 17:30. Details of conferences will be posted around the Institute.
The History Lab
The History Lab is a network for postgraduate students and new researchers in history and related disciplines. Based at the IHR, it is an intellectual and social forum designed to meet the needs of postgraduate history community. It is an opportunity for the next generation of historians to meet to discuss ideas and to drive the study of history forward. The History Lab organises a number of seminars, conferences and social events and runs an email information network for postgraduates and new researchers. Membership is free to any postgraduate student enrolled on an MA, MRes, MPhil or PhD. To join the History Lab, please visit the website to download an application form at http://www.history.ac.uk/historylab/.

Student Representation and Committee Membership
The student body of the IHR elects two representatives, one for each Masters programme and one for the research programme. Student representatives are elected for a maximum of two years, although Masters representatives generally rotate after one year owing to the nature of the course. Elections take place early in the autumn term. The research programme representative is also a member of the Postgraduate History Network committee. IHR student representatives sit on the two IHR committees listed below, and act as mediators for student issues where necessary.

The Staff-Student Liaison Committee meets once a term, and provides an opportunity for students and staff to raise any problems, or discuss any matter concerning the programmes, support, or facilities. Members include: the MA Course Director, the MA Course Administrator, the Institute Manager and a representative from supervisory staff, as well as the student representatives.

The Higher and Research Degrees Committee meets once a term and is responsible for the quality assurance of each programme of study offered at the IHR, and for monitoring student progress. The Committee members include all academics based at the IHR who supervise and teach as well as two external members; meetings are chaired by the Institute’s Director. Student representatives report to this Committee.

SAS Student Representatives’ Committee
Institute student representatives – Research and Masters – sit on the School Student Representatives’ Committee, which deals with student matters and events throughout the School. Institutes will consult their student body at the start of the autumn term to seek representatives. Members of the SAS Student Rep’s Committee sit on School committees and act as representatives of the whole School student body. There are a number of other representative roles Research Students are invited to perform, such as serving on the Research and Ethics Committees.

Student Central – formerly University of London
Students’ Union (ULU)
Student Central has replaced ULU and is therefore no longer a students’ union. However, you will continue to be represented by the National Union of Students. The current staff team will still continue to offer a whole range of facilities and activities including cafes, bars, live music and events, a health and fitness studio and the largest swimming pool in central London. It is still free to join.

Student Central continues to host over 40 clubs and societies, from Archery to Canoe Polo, Hip Hop to Debate. The full list can be accessed here: http://www.student-central.co.uk/activities.

EnergyBase, is Student Central’s fitness club and provides members with over fifty fitness activities, for all levels of ability and commitment, with its 53-station fitness suite, 33m swimming pool, fitness classes, sprung sports hall and multi-purpose studio. You can join EnergyBase for an additional fee, and as a SAS student you will get a discount.

Student Central is owned by the University of London and run by its Chief Executive Officer, Julie Adams, and her dedicated team who are happy to help you with any questions. Student Central, Malet Street, London, WC1E 7HY, T: 020 7664 2000 E: general.studentcentral@london.ac.uk
Career Guidance

The Careers Group, University of London, provides a specialised service for graduates and equivalent level professionals. In addition to helping individuals with their careers, the Careers Group also provides consulting and coaching services to a broad range of organisations. They help any SAS postgraduate student interested in developing their careers, either within their current field of work or in something completely new. They offer:

- Workshops: previous topics include Career Planning: Academic and Non-academic careers, PhD applications, CVs and Applications, Academic and Non-academic Interviews. Contact Christine Weir for further details (+44 (0)20 7862 8823, E: christine.weir@sas.ac.uk).
- 1:1 20-minute careers advice appointments: these are best suited to brief guidance regarding career direction, job hunting advice, CV advice and application advice.
- 1 hour in-depth career discussions: in-depth career discussions can help you to evaluate and review your career development to date; assess your current situation; clarify your career objectives; review job-hunting strategies and formulate new ones. Students are required to attend a 20-minute appointment before booking an In-Depth Career Discussion and will then need to complete a confidential Career Discussion Form. This will allow the Careers Advisor to gain an understanding of your situation prior to the consultation.
- 1-hour Practice Interview Preparation: to improve your interview technique and receive feedback from a Careers Adviser. You will need to complete a form detailing the jobs you are applying for, supply a copy of the application form or CV that you have submitted and a copy of the job advert or description.

For more information contact the Careers Group by phone: 020 7863 6060 or email: Educationconsultancy@careers.lon.ac.uk.

Funding Your Studies

Grants and studentships

AHRC studentships

The School, with King’s and UCL, is part of the London Arts & Humanities Partnership (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 (http://www.lahp.ac.uk/), or from the LAHP office based in Senate House (info@lahp.ac.uk).

Postgraduate Masters Loan Scheme

Under the UK government’s Postgraduate Master’s Loan students will be able to borrow up to a maximum of £10,000 for the purpose of completing an eligible postgraduate master’s qualification. These non-means-tested loans are available to both taught and research master’s students. For more information see: https://www.gov.uk/postgraduate-loan.

Professional and Career Development Loans

A Professional and Career Development Loan (PCDL) is a deferred repayment bank loan to help you pay for vocational learning or education. Loans are offered at reduced customer interest rates. You may be able to borrow between £300 and £10,000, which can be used to cover up to 80% of tuition fees (100% if you have been unemployed for three months or more at the time of application) plus any related expenses – including books, childcare, and travel. Visit http://www.direct.gov.uk/en/EducationAndLearning/AdultLearning/FinancialHelpForAdultLearners/CareerDevelopmentLoans/index.htm or call 0800 585 505. The School’s Learning Provider Number is 2901.
US Federal Loans

William D Ford Federal Direct Loans

The School of Advanced Study participates in the Federal Direct Loan programme: https://www.sas.ac.uk/graduate-study/fees-and-funding/other-funding-sources/federal-direct-loans-us-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 a number of 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, Registry Services Manager. Email: sas.registry@sas.ac.uk; tel: +44 (0)20 7862 8873; fax: +44 (0) 20 7862 8657.

Further information

Additional sources of funding for UK, EU and overseas are listed here: http://www.sas.ac.uk/graduate-study/prospective-students/funding/external-funding-sources-eu-and-overseas-students. There are a number of useful sites which collate information on smaller, more niche funders: http://www.sas.ac.uk/graduate-study/prospective-students/funding/further-funding-information-sources.

SAS 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. You can apply for help from the Fund at any time during the academic year. Application forms can be downloaded at https://www.sas.ac.uk/graduate-study/fees-and-funding/master-s-funding

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 website at http://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 probably 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 just ask us.
Student Welfare

Accommodation

We hope that by the time you register with us, your accommodation needs will have been met. However, if this is not the case, or you encounter problems with your current accommodation, useful information can be found at: www.housing.lon.ac.uk and the Private Housing Guide (http://www.housing.london.ac.uk/housing-guide/private-housing-guide)

Intercollegiate Halls of Residence

SAS has been allocated a small number of places in the University of London’s Intercollegiate Halls of Residence for full-time students who have been offered a place of study. For further details see http://www.halls.london.ac.uk/, or contact the Registry (sas.registry@sas.ac.uk) for details of the process. You are encouraged to submit applications for Halls of Residence as early as possible.

Late-Summer places: from mid-September each academic year students may apply directly to the Residences for unallocated places. The Registry will circulate further information to students who are not offered a quota Halls place in due course.

There is a separate application process for disabled (specially adapted), couples and family-sized Halls accommodation, which fall outside of the School's quota. Please contact the Registry for advice on the application process, or the Intercollegiate Halls Accommodation Bureau (http://www.halls.london.ac.uk/) direct:

   Telephone:  (+44) (0)207 862 8881
   Email: info.halls@london.ac.uk

Halls of Residence can also often offer short-term accommodation to students and visitors over the summer months.

Travel

18+ Student Oyster photocard

Full-time SAS students can apply for a TfL 18+ Student Oyster photocard. Part-time postgraduate students are only eligible to apply if they are receiving financial help from the Access to Learning 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 seven days, one month or longer periods of up to one year. There is a £10.00 fee for the photocard.

You can apply for an 18+ Oyster photocard online at: https://photocard.tfl.gov.uk/tfl/gotoApply.do?type=student&from=home

To complete your application you will need:

- Your seven 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 SAS Registry for online verification. This may take a few days.

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 http://www.cityoflondon.police.uk/CityPolice/Advice/personalsafety/, which gives useful advice and tips on how to stay safe.
Counselling and Advice

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.

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 at Equality Focus directly (tel 07896 599 657; katie@equalityfocus.co.uk).

Students may find the following contact numbers useful.

For general welfare advice
Nightline (6 p.m. to 8 a.m.): 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 Debturn: 0808 808 4000; www.nationaldebturn.co.uk

For counselling services
Waterloo Counselling Service: http://www.waterlooccc.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).

For advice on mental health issues
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 www.Cwmt.org have helpful information and advice.
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 disability advisors (see p. 69, below). This counselling is specifically geared to assisting you complete your studies successfully.

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 7636 7628.
- **Ridgmount Practice**, 8 Ridgmount Street, London, WC1E 7AA, 0207387 6306
- **Brunswick Medical Centre**, 39 Brunswick Square, 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: www.nhs.uk/servicedirectories/Pages/ServiceSearch.aspx.

Overseas Students

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


Overseas students’ obligations

International students need to apply for Tier 4 General Student Visa 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/tier-4-general-visa.

Under this system, the School has a number of legal responsibilities in order 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 and 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 reasonably granted permission.
- maintain contact with the student.

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 Nurseries

University College London (UCL) 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/estates/news/a-z-services/nursery-services

London School Of Economics (LSE) Nursery

8a Wild Street, London WC2B 5TB. Tel: 020 7107 5966 or email: Nursery@lse.ac.uk
Priority to students and staff of LSE. Visit the website: http://www.lse.ac.uk/nursery/

Local Day Nurseries

Coram Fields Community Nursery

93 Guildford Street, London WC1N 1DN. Tel: 020 7833 0198
26 places for 2-5 year olds. Must be London Borough of Camden resident. Open 8am – 6pm. Visit the website: http://www.coramsfields.org/?q=community-nursery
Thomas Coram Early Childhood Centre
49 Mecklenburgh Square, London WC1N 2NY. Tel: 020-7520 0385 or email: admin@thomascoram.camden.sch.uk. Places for 106 children aged 6 months to 5 years. Must be Camden resident, although there are a few full-cost places for non-residents. Open 8am – 5:30pm. Visit the website: http://www.thomascoram.camden.sch.uk/

Collingham Gardens 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 9am – 5pm. Visit the website: http://collinghamgardensnursery.com/

Konstant Children’s Centre
75 Chester Road London N19 5DH
020-7272 3594. 69 places for children between 4 months – 5 years. After school service up to 7 years. Parents need to be resident in Camden (unless there is no waiting list in which case studying full time in Borough of Camden is fine). For further information please visit Camden’s website: www.camden.gov.uk/childrenscentres

Hampden Children’s Centre
80 Polygon Road, London NW1 1HQ.
020-7387 1822. 69 places for children aged 4 months - 5 years. Must be Camden resident though there may be a few places for non-residents. For further information please visit Camden’s website: www.camden.gov.uk/childrenscentres

Regents Park Children’s Centre
Augustus St, London NW1 3TJ. Tel: 020-7387 2382.
70 places for children aged 6 months - 5 years. (9 baby places for children 6 months – 2 years, 12 toddler places for children aged 2 – 3 years, 49 places for children aged 3 – 5 years). For further information please visit Camden’s website: www.camden.gov.uk/childrenscentres

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 have to 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.

To search for a childminder in Camden https://www.camden.gov.uk/ccm/content/education/preschool/childcare-folder/childminders.en

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/
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 of 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 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. 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 (see http://www.sas.ac.uk/about-us/policies).

The School believes that engagement in the development of equality polices and related action plans are very important. We uphold the principle that all students and members of staff have a right to be involved in matters that affect them. So we are always keen to hear your feedback. If you would like to talk to someone in confidence please contact the Kalinda Hughes, Registry Services Manager, School of Advanced Study, Ground Floor, South Block, Senate House, Malet Street, London WC1E 7HU; email: kalinda.hughes@sas.ac.uk

Disability

The School of Advanced Study has an external Disability Officer. 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 Officer direct, please contact Katie Wood at Equality Focus (tel: 07896 599657; katie@equalityfocus.co.uk).

Please:

- let us know about your needs in good 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 kinds, of support.

Access to Institutes and offices

Most of the Institutes and offices of the School are located 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 are able to access all necessary facilities although it may not always be easy for them to do so in a fully independent way.

A number of 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 are able to 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 p. 43 above. Charlotte McDonough ([Charlotte.mcdonough@london.ac.uk](mailto:Charlotte.mcdonough@london.ac.uk)) is the Senate House Library Disability Officer. She and SHL in general are able to do the following 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.

**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](http://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](http://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](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 Intercolligiate Halls, a number of which have a quota of specially-adapted rooms for students with disabilities. (See p. 65, above.)

**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 £10,362. More information is available at: [www.direct.gov.uk/en/DisabledPeople/EducationAndTraining/HigherEducation/DG_10034898](http://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.

**SAS Hardship Grant** See page 63, above.
The following pages refer to guidance and regulations as set out in the School of Advanced Study’s Quality Assurance Framework for Postgraduate Teaching. The current version is available online here: http://www.sas.ac.uk/about-us/policies

Student Charter

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

and to provide

- 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 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-frame, and generally 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 written feedback 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 as to 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 good 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.

Students’ 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 programme; 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
• Familiarise themselves with guidelines 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.
# Appendix 1: Programme Specification

<table>
<thead>
<tr>
<th>1. Programme title and designation</th>
<th>MA Garden and Landscape History</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Final award</td>
<td>M Level</td>
</tr>
<tr>
<td>3a. Nested awards</td>
<td>Certificate Garden History</td>
</tr>
<tr>
<td></td>
<td>PG Dip Garden History</td>
</tr>
<tr>
<td>3b. Exit awards</td>
<td></td>
</tr>
<tr>
<td>4. Level in the qualifications framework</td>
<td>M (Level 7; 2\textsuperscript{nd} cycle)</td>
</tr>
<tr>
<td>5. Credit value for the programme and for each nested/exit award</td>
<td>180 credits (MA)</td>
</tr>
<tr>
<td></td>
<td>120 credits (PGDip)</td>
</tr>
<tr>
<td></td>
<td>60 credits (PGCert)</td>
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<tr>
<td></td>
<td>ECTS equivalent:</td>
</tr>
<tr>
<td></td>
<td>90 (MA)</td>
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<tr>
<td></td>
<td>60 (PG Dip)</td>
</tr>
<tr>
<td></td>
<td>30 (Certificate)</td>
</tr>
<tr>
<td>6. Attendance</td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>Yes</td>
</tr>
<tr>
<td>Part-time</td>
<td>Yes</td>
</tr>
<tr>
<td>Distance learning</td>
<td>N/A</td>
</tr>
<tr>
<td>Mode of attendance</td>
<td></td>
</tr>
<tr>
<td>Minimum length of programme</td>
<td>1 Year</td>
</tr>
<tr>
<td></td>
<td>2 Years</td>
</tr>
<tr>
<td>Maximum length of programme</td>
<td>3 Years</td>
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<tr>
<td></td>
<td>6 Years</td>
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<td></td>
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</tr>
<tr>
<td><strong>7. Awarding institution/body</strong></td>
<td>University of London</td>
</tr>
<tr>
<td><strong>8. Teaching institution</strong></td>
<td>Institute of Historical Research</td>
</tr>
<tr>
<td><strong>9. Programme organiser and contact details</strong></td>
<td>Dr Barbara Simms, Course Director</td>
</tr>
<tr>
<td><strong>10. Relevant QAA subject benchmark/Professional, statutory and regulatory body guidelines</strong></td>
<td>M level descriptors of the framework for Higher Education Qualifications (2008), Criteria for Degrees (University of London), School of Advanced Study Quality Assurance Framework</td>
</tr>
<tr>
<td><strong>11. Date of production of specification</strong></td>
<td>16 August 2013</td>
</tr>
<tr>
<td><strong>12. Date of programme review</strong></td>
<td>August 2018</td>
</tr>
</tbody>
</table>
### 13 Entry profile

#### Academic criteria

As per the University of London’s Quality Assurance Framework

<table>
<thead>
<tr>
<th>Aptitude tests, plus English language requirements</th>
<th>Common European Framework (CEF):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Master’s applicants – level B2</td>
</tr>
<tr>
<td></td>
<td>Research applicants (MPhil/PhD) – level C1; or</td>
</tr>
<tr>
<td></td>
<td><strong>International English Language Testing Service (IELTS)</strong> test administered by the British Council: a minimum overall score of 7.0, and no less than 6.0 in each category (academic reading, academic writing, listening and speaking);</td>
</tr>
<tr>
<td></td>
<td><strong>Test of English as a Foreign Language (TOEFL)</strong>: score of at least 610 in the paper-based test plus 5 in the test of written English, Internet based TOEFL with a score of 102;</td>
</tr>
<tr>
<td></td>
<td><strong>Cambridge Certificate of Proficiency in English</strong>: a Grade C or above;</td>
</tr>
<tr>
<td></td>
<td><strong>Cambridge Certificate in Advanced English</strong>: Grade A</td>
</tr>
<tr>
<td></td>
<td><strong>University of Reading TEEP</strong> test of proficiency for academic purposes at level 7.5 and above;</td>
</tr>
<tr>
<td></td>
<td><strong>Trinity College English for Speakers of Other Languages (ESOL)</strong> at level ISE Level III; or</td>
</tr>
<tr>
<td></td>
<td><strong>Pearson Test of English (PTE)</strong>:</td>
</tr>
<tr>
<td></td>
<td>Master’s applicants – minimum PTE score of 64</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Language Requirements</th>
<th>None</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Degree</th>
<th>Minimum 2:1 in first degree or an equivalent qualification from overseas.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Postgraduate degree</th>
<th>British and overseas postgraduate qualifications are considered.</th>
</tr>
</thead>
</table>

| Professional Qualifications | |
|-----------------------------|
## Non-academic criteria

<table>
<thead>
<tr>
<th>Category</th>
<th>Compulsory/Very desirable/Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community activities</td>
<td></td>
</tr>
<tr>
<td>Scholastic activities</td>
<td></td>
</tr>
<tr>
<td>General activities/interests (including potential award bearing)</td>
<td></td>
</tr>
<tr>
<td>Paid or voluntary work</td>
<td></td>
</tr>
<tr>
<td>Work shadowing/observation</td>
<td></td>
</tr>
<tr>
<td>Specific employment requirement</td>
<td></td>
</tr>
</tbody>
</table>

## Interviewing policy

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are interviews offered?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are all applicants interviewed?</td>
<td>No</td>
</tr>
<tr>
<td>Are all those made an offer interviewed?</td>
<td>Yes</td>
</tr>
<tr>
<td>What form does it take?</td>
<td>Face to face with two panel members</td>
</tr>
<tr>
<td>What is considered at interview?</td>
<td>Suitability for study at masters level Interest in and engagement with the programme.</td>
</tr>
</tbody>
</table>
14. Educational aims of the programme

i.e. what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme

Garden History is a cultural exposition of life that has many aspects. Students will learn how to acquire knowledge from a range of sources including history, horticulture, architecture, garden archaeology and other subjects, which will lead to an understanding of gardens and landscapes in Britain and in a variety of different countries, and to develop an appreciation of the study of garden history as a cultural discipline.

Students will be able to appreciate the differences in garden making over time and in different countries. It is hoped to be able to teach chronologically from the sixteenth century to the present day, with more emphasis on the British garden, and with reference to European and American examples. Emphasis will be on design and management, ownership and the culture from which these examples have evolved.

15. Educational objectives of the programme/programme outcomes (as relevant to the SEEC Credit Level Descriptors)

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

**Knowledge and understanding**

The programme provides a knowledge and understanding of the following:

- A range of research tools and methods appropriate to the study of gardens and landscapes
- An awareness of the current issues and debates in garden history and landscape design
- An overview of the development of gardens and landscapes from the sixteenth to the twenty first centuries.

These are achieved through the following teaching/learning methods and strategies:

- Visits to archives, museums, gardens, etc. access to a range of different sources enhanced by seminars and teaching.

**Assessment**:

- Assignments in both modules 1 and 2
## Skills and other attributes

**Intellectual skills:**

On completion of the degree you will be able to

- understand the cultural, social, political, physical and other forces which inform and shape garden history and garden design

- evaluate critically current research and research methodologies in garden and landscape history

- use concepts and theories appropriately

- evaluate and interpret numerous bodies of evidence and draw conclusions from them.

These are achieved through the following teaching/learning methods and strategies:

- Visits to archives, museums, gardens, etc access to a range of different sources enhanced by seminars and teaching.

**Assessment:**

Assignments from modules 1 and 2.

---

**Practical skills:**

On completion you will be able to use archives and research libraries and their contents most effectively.

- Use specialist online databases and other online facilities for postgraduate study

- Form arguments and express such arguments in substantial pieces of writing using academic convention

- Design a research proposal according to specific guidelines

- Work independently on an extended research project

These are achieved through the following teaching/learning methods and strategies:

- Visits to archives, museums, gardens, etc access to a range of different sources enhanced by seminars and teaching.

**Assessment:**

Assignments associated with module 2 and dissertation.
**Generic/transferable skills:**

On completion of this degree you will be able to demonstrate the following:

- Communicate effectively to a specialised audience
- Learn how to use feedback (from your teachers and fellow students) to modify programmes of work
- Use library and ICT resources to improve your learning
- Be familiar with a range of archival materials from architecture, archaeology, cartography, horticulture, manuscripts, paintings and other works of art.

**These are achieved through the following teaching/learning methods and strategies:**

- Class presentations, class discussion groups. Seminar attendance and paper presentation. Tutorials. Archive and library use.

**Assessment:**

Assignments across all modules.
16. Programme structure

Please complete the following table

**Code** = code of each module available for the programme

**Title** = title of each module available for the programme, plus its credit level and credit value

**Status** = please indicate whether the module is core (Cr), compulsory (Cp), one or more of however many modules must be passed to progress (CrCp), (P) professional (i.e. module testing skills/competency that has no credit level or value but is a professional body requirement) or optional (O) for each type of programme. For postgraduate programmes use the "single honours" column

**Pre-requisite/Co-requisite** = where appropriate please indicate whether the module is pre-requisite to another module or co-requisite by noting pre or co and the module code that it is pre/co-requisite to.

**Assessment** = please indicate in broad terms the assessment for the module eg written examinations, coursework

(Note: the availability of optional modules may vary slightly from year to year; the following are the modules available at the commencement of the programme)

### 16a Number of introductory, core, compulsory and optional modules to be taken in each year of the programme, with the related credit values.

<table>
<thead>
<tr>
<th>Year</th>
<th>Introductory</th>
<th>Core</th>
<th>Compulsory</th>
<th>Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Credit</td>
<td>No.</td>
<td>Credit</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>60</td>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part-time structure assumes Module 1 and two options of Module 2 taken in year 1 and Module 3 taken in year 2.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>16b</td>
<td>Range of permitted credit levels</td>
</tr>
<tr>
<td>16c</td>
<td>Maximum number of credits permitted at the lowest level</td>
</tr>
<tr>
<td>16d</td>
<td>Minimum number of credits required at the highest level .........................................</td>
</tr>
<tr>
<td>16e</td>
<td>Progression and award requirements (if different from the standard)</td>
</tr>
<tr>
<td>16f</td>
<td>Maximum number of credits permitted with a condoned fail.</td>
</tr>
<tr>
<td>16g</td>
<td>Other relevant information to explain the programme structure:</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>180</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>
Programme Structure Table

Notes:

1) **Status:** Core(Cr), Compulsory (Cp), one or more of however many modules must be passed to progress (CrCp), or Optional (O)

2) **Progression:** Module required for year to year progression (Y); module required for completion of award (N)

3) **Assessment:** List assessment components in broad terms

4) **Pre-requisite:** Module is pre-requisite to another module

4) **Availability:** of optional modules may vary from year to year. The listed modules are those available at the commencement of the programme.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit</th>
<th>Credit</th>
<th>Status for each type of module</th>
<th>Pre-requisite/ Co-requisite (please note the module code)</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mod 1</td>
<td>Theory and Practice in Garden and Landscape History</td>
<td>7</td>
<td>60</td>
<td>Core</td>
<td>Y</td>
<td>One 1,500-word essay on a conceptual/theoretical issue plus one 5,000 word report on a garden’s history</td>
</tr>
<tr>
<td>Mod 2</td>
<td>Comprising 4 options. Students select 2</td>
<td>7</td>
<td>60</td>
<td>CrCp</td>
<td></td>
<td>Two 5,000 word essay plus one 1,500 word report on the outline of the dissertation</td>
</tr>
<tr>
<td>Option</td>
<td>Credits</td>
<td>ECTS</td>
<td>Type</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------</td>
<td>------</td>
<td>-------</td>
<td>-----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 1: Travel and the seventeenth-century garden</td>
<td>7</td>
<td>30</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 2: American gardens 1800 to the present</td>
<td>7</td>
<td>30</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 3: Nineteenth-century English gardens</td>
<td>7</td>
<td>30</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 4: The suburban garden between the wars</td>
<td>7</td>
<td>30</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mod 3: Dissertation</td>
<td>7</td>
<td>60</td>
<td>Comp</td>
<td>15,000 words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17. Marking criteria

Assessments will be marked using the School’s marking criteria and grade descriptors.

In assessing the research project and allocating marks the assessors will consider the following:

i. overall structure, organisation and presentation of contents (i.e. coherence of the overall submission);
ii. the relevance and utilisation of methodologies and techniques;
iii. the ability to develop and elucidate an argument/hypothesis both logically and clearly, to present ideas at a conceptual level and to integrate theory with empirical evidence;
iv. demonstration of critical evaluation of literature and secondary sources;
v. evidence of originality and independence of thought in terms of scholarship and academic debate;

18. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines

The MA programme is a research-based modular postgraduate course. It sits within the University’s Academic Common Framework at FHEQ level 7 and meets the requirements for M level courses.
Appendix 2

STATEMENT OF AUTHORSHIP FORM

Name: ________________________________

Course title: __________________________

Essay title: ____________________________

Name of tutor: _________________________

Due date: ______________________________

I declare that the attached essay / dissertation is my own work and that all sources quoted, paraphrased or otherwise referred to are acknowledged in the text, as well as in the list of ‘Works Cited’.

Date submitted: ________________ Signature: _______________________

NB This form must be attached to all copies of submitted work.

FOR OFFICE USE ONLY

Date received: ________________________ Received by: ________________________

Extension granted: YES / NO (delete as applicable)

(If Yes) Authorised by: ______________________ On: ___________ Until: ___________

NB This mark is provisional until after the relevant Exam Board has met.

First / Second Marker’s Comments:

First Marker, please tick box if an essay tutorial would be advisable

☐

First Marker: ________/100 Signed: __________________ Date: ___________

Second Marker: ________/100 Signed: __________________ Date: ___________

Agreed Mark ________/100

SCHOOL OF ADVANCED STUDY | UNIVERSITY OF LONDON
Institute of Historical Research
School of Advanced Study
University of London
Senate House
Malet Street
London WC1E 7HU
E: ihr@sas.ac.uk
T: +44 (0)207 8628740

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blog.history.ac.uk

sas.ac.uk