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1 MRes in Historical Research Student Handbook 2019-20
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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<th>Document</th>
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<td>University of London Statutes, Ordinances and Regulations</td>
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<td>University of London Student Complaints and Academic Appeals Procedure</td>
<td><a href="https://london.ac.uk/current-students/complaints-and-appeals-procedure">https://london.ac.uk/current-students/complaints-and-appeals-procedure</a></td>
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<td>University of London Ordinance 17: Code of Student Discipline</td>
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<td><a href="https://www.sas.ac.uk/graduate-study/fees-and-funding/tuition-fees">https://www.sas.ac.uk/graduate-study/fees-and-funding/tuition-fees</a></td>
</tr>
<tr>
<td>Terms and Conditions</td>
<td><a href="https://sits.london.ac.uk/urd/sits.urd/uol-files/documents/Student_terms_and_conditions_2018_19_SAS.pdf">https://sits.london.ac.uk/urd/sits.urd/uol-files/documents/Student_terms_and_conditions_2018_19_SAS.pdf</a></td>
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<tr>
<td>Information for Current Students</td>
<td><a href="https://www.sas.ac.uk/current-students">https://www.sas.ac.uk/current-students</a></td>
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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**  
  Email: sas.registry@sas.ac.uk  
- **Admissions enquiries**  
  Email: admissions@sas.ac.uk  
- **Tuition fee and payment enquiries**  
  Email: sas.fees@sas.ac.uk  
- **Research degrees examination and thesis submission**  
  Email: research.degrees@sas.ac.uk

**Registry Staff**

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

**Kate Koblos**  
Admissions Officer  
Email: kate.koblos@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**  
SAS Programme Coordinator (IMLR, ILAS, Heythrop)  
Email: christine.weir@sas.ac.uk  
Phone: +44 (0)20 7862 8823

**Vacant Role**  
Registry Fees Officer  
Email: sas.fees@sas.ac.uk  
Phone: +44 (0)20 7862 8869

**Elena Aliferi**  
SAS Programme Coordinator (IHR, The Warburg Institute)  
Email: elena.aliferi@sas.ac.uk  
Phone: +44 (0)20 7862 8834

**Solange La Rose**  
SAS Programme Coordinator (IES, ICwS, ICLS)  
Email: solange.larose@sas.ac.uk  
Phone: +44 (0)20 7862 8312

**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](http://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](http://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-shelf reference 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.

Who’s Who in the IHR

**Director’s Office**

*Professor of History and IHR Director:* Professor Jo Fox (email: Jo.Fox@sas.ac.uk)

*Institute Manager:* Dr Conor Wyer (Tel: 020 7862 8758, email: Conor.Wyer@sas.ac.uk)

*Events & Operations Officer:* Gemma Dormer (Tel: 020 7862 8732, email: Gemma.Dormer@sas.ac.uk)

*Fellowships & Publications Officer:* Vanessa Rockel (Tel: 020 7862 8747, email: Vanessa.Rockel@sas.ac.uk)

*Head of IHR Centenary Campaign:* Annette Bullen (Tel: 020 7862 8798, email: Annette.Bullen@sas.ac.uk)

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

*Senior Administrative Officer:* Olwen Myhill (Tel: 020 7862 8790, email: Olwen.Myhill@sas.ac.uk)

*Administrative & Project Support Officer:* Rebecca Read (Tel: 020 7862 8775, email: Rebecca.Read@sas.ac.uk)

*Receptionists:* Muneer Hussain & Glen Jacques (Tel: 020 7862 8740, email: IHR.reception@sas.ac.uk)

**IHR Wohl Library**

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

*IHR Librarian:* Dr Matthew Shaw

*IHR Archivist:* Zoë Karens

*Reader Experience and Technical Services Manager:* Kate Wilcox

*Collections/Periodicals Librarian:* Mette Lund Newlyn

*Collections Librarian:* Michael Townsend
IHR Digital & Publications

**Head of IHR Digital & Publications and Senior Lecturer in British History:** Dr Philip Carter (Tel: 020 7862 8828, email: Philip.Carter@sas.ac.uk)

**Head of Publications and Executive Editor, Historical Research:** Dr Julie Spraggon (Tel: 020 7862 8788, email: Julie.Spraggon@sas.ac.uk)

**Senior Web Developer & Technical Lead:** Kunika Kono (Tel: 020 7862 8774, email: Kunika.Kono@sas.ac.uk)

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

**Editorial Assistant, BBIH and IHR Publications:** Sara Charles (Sara.Charles@sas.ac.uk)

**Head of Digital Projects and Editor, British History Online:** Jonathan Blaney (Tel: 020 7862 8786, email: Jonathan.Blaney@sas.ac.uk)

**Academic and Public Engagement Officer:** Dr Hannah Elias (Tel: 020 7862 8844, email: Hannah.Elias@sas.ac.uk)

Centre for the History of People, Place and Community

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

**Lecturer in Medieval History & Director of Studies and Research Training:** Dr Simon Trafford (Tel: 020 7862 8763, email: Simon.Trafford@sas.ac.uk)

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

**Public Engagement Officer, Layers of London:** Adam Corsini (Tel: 020 7862 8765, Adam.Corsini@sas.ac.uk)

**GIS Officer, Layers of London:** Lewis Calvert (email: Lewis.Calvert@sas.ac.uk)

**Volunteer Co-ordinator, Layers of London:** Liam Cunningham (Tel: 020 7862 8794, Liam.Cunningham@sas.ac.uk)

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

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

**Lecturer in Landscape Studies & VCH Architectural Editor:** Matthew Bristow (Tel: 020 7664 4899, email: Matthew.Bristow@sas.ac.uk)

**Managing Editor, CHPPC:** Jessica Davies Porter (Tel: 020 7862 8779, email: jessica.davies-porter@sas.ac.uk)
MRes in Historical Research

**Course Director**
Dr Simon Trafford
Director of Studies and Lecturer in Medieval History, IHR

Simon.Trafford@sas.ac.uk

**Course Administrator**
Olwen Myhill, Olwen.Myhill@sas.ac.uk; 020 7862 8790

**Course Tutors**
Jonathan Blaney, Digital Projects Manager and Editor, British History Online, Jonathan.Blaney@sas.ac.uk

Matthew Bristow, Architectural Editor for the Victoria County History, IHR/Senior Investigator, Historic England, Matthew.Bristow@sas.ac.uk

Dr Philip Carter, Head of IHR Digital and Senior Lecturer in History, Philip.Carter@sas.ac.uk

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

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

Dr Herbert Eiden, Assistant Editor, VCH Essex, Herbert.Eiden@sas.ac.uk

Dr Hannah Elias, Academic and Digital Engagement Officer and Associate Research Fellow, IHR, Hannah.Elias@sas.ac.uk

Professor Jo Fox, IHR Director, Jo.Fox@sas.ac.uk

Dr Peter Jones, Editorial Fellow at History Workshop Online and Research Associate at the IHR, Peter.Jones@sas.ac.uk

Dr Matthew Shaw, IHR Librarian, Matthew.Shaw@sas.ac.uk

Dr Andrea Tanner, IHR Senior Research Fellow and Archivist, Fortnum and Mason, Andrea.Tanner@fortnumandmason.co.uk
MRes Programme Details

Course Description

The MRes in Historical Research is an integrated research training programme designed to provide graduates with a foundation for a career in research in industry, the public sector or in academic life or a platform for entry to a PhD programme. Its purpose is to offer high quality postgraduate training in the methods and practice of research and relevant transferable skills.

All students take the core ‘Historical Research Skills’ and ‘History in Context’ modules. These modules are taught by weekly two-hour, seminar-type classes. Tutors will usually introduce the class with a short talk, followed by a student’s prepared presentation. When not giving a presentation, all students are expected to have read enough to be able to participate fully in class discussion (see p. 22). Students are also required to take one of the IHR’s short research skills training courses (see pages 52-54 below, or the IHR website: www.history.ac.uk/study-training/research-training for available courses). The training courses are free of charge for IHR students. This is assessed by a 1,500-word research skills assessment exercise on how the skills introduced in the course can be used in historical research (see p. 26).

For Module 3, students pursue a research pathway relevant to the focus of their dissertation. Students will attend small-group and individual classes which will help them to define and refine a research topic into a project suitable for the MRes dissertation. The pathway will focus both on developing specific skills, methodologies and historiographies relevant to the research that will be undertaken for the dissertation. The module will be assessed by a research design portfolio consisting of two pieces of work (see p. 20). The Module 4 dissertation of 30,000 words offers the chance to design and compete a substantial research project drawing on the skills and methods learnt during the course.

Students are also required to write a short essay during the first term. This is not formally assessed and does not form part of the degree. It is used to gauge writing styles and to detect any issues that can be worked on prior to submitting the assessed coursework. It is also an opportunity for students to receive feedback on essay writing informally before assessment begins.

The programme will be taught over one academic year (full-time) or two years (part-time).

The Structure of the MRes

Teaching arrangements will be organised according to the following schedule:

Full-time

Module 1: Historical research skills (Weeks 1–10) also research training course by 30 June

Module 2: History in context (Weeks 11-20)

Module 3: Research pathway (Weeks 6-16)

Module 4: Dissertation (from Week 17)
Part-time

Module 1: Historical research skills (Weeks 1–10, first year) also research training course by end of June, second year

Module 2: History in context (Weeks 11–20, first year)

Module 3: Research pathway (Weeks 21–30, first year)

Module 4: Dissertation (from Week 1, second year)

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EITHER 1 Research Training Course

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OR 1 Research Training Course

Dissertation (completing 2019-20, due 18 Sept 2020; completing 2020-21, due 17 Sept 2021)

**MRes Assessment**

Assessment will be by coursework (53%) and Dissertation (47%), broken down as follows:

- Module 1: One 5,000-word essay (16%) + one 1,500 word research skills assessment (5%) 40 credits
- Module 2: One 5,000-word essay (16%) + one 15 minute oral presentation (5%) 40 credits
- Module 3: One 1,500-word annotated bibliography (4%) + one 3,000-word research prospectus (7%) 20 credits
- Module 4: Dissertation of 30,000 words (47%) 90 credits

**MRes Completion**

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

Candidates will not be permitted to proceed to submission of the dissertation unless they have satisfied the examiners in the assessed work for Modules 1–3.

Dates of submission of all the course essays are given below in the course timetable (full-time students, page 12; part-time students, page 13). The deadlines for essay and dissertation submission are part of the regulations for the degree, and failure to meet them will be penalised – this means that marks will be deducted from the work when it is handed in. Deadlines are not negotiable except by prior discussion with the Course Director and in the event of illness or other serious problem (see page 39, below).

**Classification of the Degree**

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

**Merit:** (pre-2017-18 intake) an average mark of 65–69%, including 65–69% or above for the dissertation; (2017-18 intake and later) an average mark of 60–69%, including 60–69% or above for the dissertation;

**Pass:** (pre-2017-18 intake) an average mark of 50–64%, including marks of 50% or above for all assessed work AND the dissertation; (2017-18 intake and later) an average mark of 50–59%, including marks of 50% or above for all assessed work AND the dissertation.

For marking criteria, see pages 36–38, below.

For full programme specification, see Appendix 1, pages 75–81, below.
Course Timetable 2019–20: Full-Time Students

Classes for Module 1 will be held on Wednesdays at 10:30 during the Autumn Term and for Module 2 on Wednesdays at 10.30 in the Spring Term, in Room N304, 3rd floor, IHR (unless otherwise stated). Supervision classes for Module 3 and Dissertations will be held by arrangement with individual tutors.

**Autumn Term**

26 September 2019  **International Students’ Welcome**: 14:00, Room 234, Senate House  
*All international students should attend.* A full timetable is available at https://www.sas.ac.uk/sites/default/files/files/Student%20Support/InternationalStudents%20Welcome%20Afternoon.pdf

27 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  
*All new students are required to attend.* Details https://www.sas.ac.uk/sites/default/files/files/Policies/Registration%20and%20Induction%20Programme.pdf

26 September  **IHR Student Induction**: sandwich lunch available from 12:00 in the IHR Common Room. Introduction to the IHR 12:30 in Room N301, 3rd floor, IHR.

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

2 October  **Module 1 classes begin**: Introduction to MRes 10:30, Room N304, 3rd floor, IHR; 12:30 Tour of IHR Library; 14:00 Tour of Senate House Library.

9 October  **IHR students and Fellows reception**: 16:00-19:00, IHR Common Room

6 November  **Module 3 classes begin**

8 November  **UNASSESSED ESSAY DEADLINE**

4 December  Final class of term

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

**Spring Term**

8 January 2020  **Module 2 classes begin**: 10:30, Room N304, 3rd floor, IHR

10 January  **ASSESSMENT DEADLINE: Module 1 essay (17:00)**

5 February  Module 3 classes end

7 February  **ASSESSMENT DEADLINE: Module 3 annotated bibliography (17:00)**

6 March  **ASSESSMENT DEADLINE: Module 3 research prospectus (17:00)**

11 March  Module 2 classes end

18 March  **ASSESSMENT DEADLINE: Module 2 presentation (10:30)**

9 April–14 April IHR closed for Easter

**Summer Term**

24 April  **ASSESSMENT DEADLINE: Module 2 essay (17:00)**

29 April  Dissertation begins

26 June  **ASSESSMENT DEADLINE: Module 1 Research Skills Assessment (17:00)**

18 September  **DISSERTATION DEADLINE: MRes 30,000-word dissertation (17:00)**
Course Timetable 2019–20: Part-Time Students

Classes for Module 1 will be held on Wednesdays at 10:30 during the Autumn Term and for Module 2 on Wednesdays at 10.30 in the Spring Term, in Room N304, 3rd floor, IHR (unless otherwise stated). Supervision classes for Module 3 and Dissertations will be held by arrangement with individual tutors.

**Autumn Term**

26 September 2019  **International Students' Welcome**: 14:00, Room 234, Senate House

All international students should attend. A full timetable is available at https://www.sas.ac.uk/sites/default/files/files/Student%20Support/International%20Students%20Welcome%20Afternoon.pdf

27 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

All new students are required to attend. Details https://www.sas.ac.uk/sites/default/files/files/Policies/Registration%20and%20Induction%20Programme.pdf

1 October  **Dean's Welcome**: 17:30, 2nd floor lobby, Senate House

2 October  **Module 1 classes begin**: Introduction to MRes 10:30, Room N304, 3rd floor, IHR; 12:30 Tour of IHR Library; 14:00 Tour of Senate House Library.

9 October  **IHR students and Fellows reception**: 16:00-19:00, IHR Common Room

8 November  **UNASSESSED ESSAY DEADLINE**

4 December  Final class of term

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

**Spring Term**

8 January 2020  **Module 2 classes begin**: 10:30, Room N304, 3rd floor, IHR

10 January  **ASSESSMENT DEADLINE (First Year)**: Module 1 essay (17:00)

11 March  Module 2 classes end

18 March  **ASSESSMENT DEADLINE (First Year)**: Module 2 presentation (10:30)

9 April–14 April  IHR closed for Easter

**Summer Term**

24 April  **ASSESSMENT DEADLINE (First Year)**: Module 2 essay (17:00)

29 April  **Module 3 begins**

26 June  **ASSESSMENT DEADLINE (Second Year)**: Module 1 Research Skills Assessment (17:00)

8 July  Module 3 ends

10 July  **ASSESSMENT DEADLINE (First Year)**: Module 3 annotated bibliography (17:00)

7 August  **ASSESSMENT DEADLINE (First Year)**: Module 3 research prospectus (17:00)

18 September  **DISSERTATION DEADLINE (Second Year)**: 17:00; Dissertation submission date for first-year part-time students will be 17 September 2021
Module 1: Historical Research Skills

This module will introduce students to advanced historical studies. It will focus on providing students with practical historical skills and an understanding of different historical approaches and methods. It will offer students an introduction to the theoretical basis of historical research and offer the opportunity to explore how related disciplines (such as archaeology, anthropology, sociology and political science) have helped historians develop new approaches to the past. Related methodologies, including the handling of material evidence, the use of digital techniques, and the interpretation of visual sources, will also be considered.

**Learning outcomes:** On completion students will understand the inter-relationships between different historical approaches and methods and be able to apply them to their research projects. Students will understand how different disciplines, e.g. archaeology, sociology and politics have helped historians to understand the past; students will be confident in the selection and use of different historical research techniques appropriate to their project. Students will be equipped with the necessary skills to commence their dissertations with confidence. Students will have gained confidence in giving presentations.

**Autumn Term**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>2 October 2019</td>
<td>Introduction to the MRes</td>
</tr>
<tr>
<td>9 October</td>
<td>Chroniclers, antiquarians and concepts of the past</td>
</tr>
<tr>
<td>16 October</td>
<td>Historical research in the 21st century</td>
</tr>
<tr>
<td>23 October</td>
<td>Dissertation research, writing skills and historical citation</td>
</tr>
<tr>
<td>30 October</td>
<td>Documentary sources</td>
</tr>
<tr>
<td>6 November</td>
<td>Does history matter? Policy, public engagement and impact</td>
</tr>
<tr>
<td>13 November</td>
<td>Archaeology and material culture</td>
</tr>
<tr>
<td>20 November</td>
<td>Visual sources</td>
</tr>
<tr>
<td>27 November</td>
<td>Historical data (NB: Room 2E, 2nd floor, Student Central, Malet St)</td>
</tr>
<tr>
<td>4 December</td>
<td>Maps and space</td>
</tr>
</tbody>
</table>

Classes, unless otherwise notified, will take place on Wednesday mornings (10:30–12:30) in Room N304. Any changes to subject/time/location will be announced via the Core Module area on the Virtual Learning Environment (studyonline.sas.ac.uk) and email.

**Student assignments**

a. presentations for weekly sessions, to be arranged  
b. advance reading for all classes to enable full participation in discussion  
c. undertake one of the IHR short research training courses, see pages 52-54, below, and [www.history.ac.uk/study-training/research-training](http://www.history.ac.uk/study-training/research-training)

**Module Assessment**

One 5,000-word essay  
One 1,500-word research skills assessment

1. **Introduction to the MRes**

An opportunity to hear more about the format and content of the MRes, the process for submitting assignments, marking criteria, class presentations, bibliographies.
2. Chroniclers, antiquarians and concepts of the past
An evaluation of the historical and antiquarian traditions which developed in medieval and early modern England. The session will include a discussion of the medieval civic and monastic chroniclers, the early antiquarians such as John Stow, and the link between the history of localities and the history of the nation.

3. Historical research in the 21st century
What is the purpose of history, and what form should it take? This seminar explores some of the most topical debates in the discipline: who should write history? What constitutes a ‘good’ historical question, and what determines the questions we ask? Should we return to the production of ‘universal histories’, and how might this affect the depth and specificity of historical research? How do we reconcile the local and the global? What will history look like 50 years from now, and what should it look like?

4. Dissertation research, writing skills and historical citation
In this class students will receive guidance on researching and writing MRes essays and dissertations. This will include: locating primary source materials, research planning, identifying research questions, structuring a dissertation, writing clearly and developing an argument, and using maps, tables and other illustrative material. It will also provide a basic grounding in when, where and how to cite sources and authorities in historical writing.

5. Documentary sources
In this class, students will discuss some of the key issues surrounding the gathering and interpretation of documentary sources of different kinds, from different periods and places. Of particular importance will be consideration of how the nature and use of source materials affects the way in which history is written.

6. Does history matter? Policy, public engagement and impact
This session provides an overview of the arguments about the place of history in, and its contributions to, contemporary society. It considers the possible relationship between historical understanding and policy formation, as well as the rise of ‘public history’ and the value of ‘impact’ as a criterion for undertaking research.

7. Archaeology and material culture
This session will introduce students to some of the theoretical and practical approaches to handling and interpreting physical evidence of the past, from archaeological sites to artefacts in museum collections. Emphasis will be placed on the ‘materiality’ of objects and the implications for historical understanding. The session will combine a discussion of the theoretical context of finding and using physical, material evidence in historical research, with a practical exercise involving the critical appreciation of this kind of evidence. It will also explore the aims and methods of archaeologists and ask what they may offer to historians.

8. Visual sources
A companion session to that covering maps and space, this class will focus on the potential use of visual sources for historical research. A practical class which includes a number of group, the session will introduce students to topographical drawings, engravings, landscape depictions, photographs, aerial photography, propaganda and film. Emphasis will be placed on the critical evaluation of visual sources, particularly the extent to which the different sources can be considered a true historical record and the difficulties associated with artistic licence.
9. Historical data
This session will deal with the challenges and rewards of using digital resources and data for historical research, and will include consideration of what is available digitally and how this shapes research. There will be an emphasis on the students’ own critiques of digital resources.

10. Maps and space
This class will introduce students to the wide range of classes of manuscript and printed maps available to the historian and their application in place-based historical writing. In addition to an introduction to historic cartography, the session, through practical exercises will provide students with a methodological approach to analysing historic maps and the possibilities and pitfalls of using historic cartography as part of their own historical research. Emphasis will be placed on combining different classes of map in order to understanding landscape development and change, and on combining cartographic research with fieldwork and analysis of the documentary record. The session will conclude with an introduction to Geographical Information Systems and spatial analysis.

Select Bibliography
M. Bloch, The Historian’s Craft (London, 1953)
M. Bentley, Modern Historiography: An Introduction (1999)
P. Abrams, Historical Sociology (1982)
W.G. Hoskins, Fieldwork in Local History (London, 1967)
R. Floud, An Introduction to Quantitative Methods for Historians (Princeton, 1973)
Victoria History of the Counties of England (VCH)
Module 2: History in Context

This core module, taught through 2-hour seminars, explores major themes in historical research, building on the skills and approaches learned in Module 1. These include local and urban history, as well as the history of gender, migration and empires. Students will be encouraged to think about the significance of continuity and change in history and periodisation, as well as the study of history through literature.

Learning outcomes: students will understand the effect of significant events in history and how perceptions, descriptions, expressions and characteristics of events can change from one era to the next; they will have studied and used the various skills and techniques that enable us to find out about individual settlements. They will understand: the different approaches to studying gender in history; the connection between literature and history; what has affected population, settlement, migration patterns through history; the contribution made by landscapes to the study of history.

Spring Term

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8 January</td>
<td>Studying places: local and regional history</td>
</tr>
<tr>
<td>15 January</td>
<td>Spatial practices and representations: medieval cities in focus</td>
</tr>
<tr>
<td>22 January</td>
<td>The modern city: shock and speculation</td>
</tr>
<tr>
<td>29 January</td>
<td>Health, mortality and the nineteenth-century city</td>
</tr>
<tr>
<td>5 February</td>
<td>Environment and history</td>
</tr>
<tr>
<td>12 February</td>
<td>Race, postcolonialism and history</td>
</tr>
<tr>
<td>19 February</td>
<td>Gender and history</td>
</tr>
<tr>
<td>26 February</td>
<td>Historical discontinuities</td>
</tr>
<tr>
<td>4 March</td>
<td>History and biography</td>
</tr>
<tr>
<td>11 March</td>
<td>Reading and writing</td>
</tr>
<tr>
<td>18 March</td>
<td>Presenting history (assessed oral presentations)</td>
</tr>
</tbody>
</table>

Classes will take place on Wednesday mornings (10:30–12:30), in Room N304, 3rd floor, IHR. Any changes to subject/time/location will be announced via the Core Module area on the Virtual Learning Environment (studyonline.sas.ac.uk) and email.

Student assignments

a. presentations for weekly sessions, to be arranged
b. advance reading for all classes to enable full participation in discussion

Module Assessment

One 5,000-word essay
One oral presentation (max 15 minutes) on an aspect of history in context

1. Studying places: local and regional history

How have approaches to the history of town and the city, village and township developed over time? What can analysis of buildings, archaeology, and landscape offer to the student of a specific place, locality or region.

2. Spatial practices and representations: medieval cities in focus

In this session, we’ll focus on sources, theories and methodological approaches which can extend our understanding of places (and their representation) and spatial practices in the past. We’ll use medieval towns / cities as our focus, drawing on the resources at www.medievalchester.ac.uk and www.medievalswansea.ac.uk (as well as the more public-facing interpretation at
What can maps – from medieval to modern to digital – tell us about historical places? How can we recover the spatial experiences of individuals and communities in historical environments? And how are places represented differently for different audiences, both in the Middle Ages and today?

3. The modern city: shock and speculation

This session will test the scholarly perception of the post-industrial European metropolis as an emblem of modernity, specialization and social advancement. The modern city gave rise to spatial phenomena (such as Vienna’s Ringstraβe, Haussmann’s boulevards in Paris, Or London’s Royal Exchange) which generated new patterns in economic and social behaviour. This productive energy could equally produce unplanned, speculative and sprawling geographies where the benefits of modernity were distributed in an uneven way. We will study the work of theorists who have tried to decode this freewheeling process, and the conditions, dispositions and pathologies which it generated.

4. Health, mortality and the nineteenth-century city

By 1851, for the first time, more Britons lived in towns and cities than in the country. This session will explore the health of the (urban) nation between 1837 and 1914 by analysing surviving records and new digitised resources.

5. Environment and history

Growing awareness of the human impact on global climate and biodiversity and the reciprocal effect of environmental change on contemporary and future society has reignited interest in the issue; historians have become extremely willing to think once again about the relationship between people and the world in which they live. This session will explore how the environment has acted upon human societies over the short and longer term, and how, equally, humans have wittingly or unwittingly altered their environment.

6. Race, postcolonialism and history

This session will examine the impact of postcolonial theory on the historical discipline, and the ways postcolonialism subverted modernizing, teleological renderings of Western history and narratives of European ‘progress.’ Students will also explore the ways that concepts of race, ethnicity, and identity have been culturally and socially constructed, and consider the importance of studying the history of race for scholars interested in understanding the axes of power that underpin Western societies.

7. Gender and history

This session explores the rise of gender history from its origin in women’s and feminist history, and histories of sexuality, and its emergence as a principal form of historical analysis. Pioneers in this field emphasised the value of reclaiming women’s lives, and acknowledging the previously obscured roles and agency of women in past societies. Later interest in gender history, much influenced by a 1980s ‘cultural turn’, emphasised the constructed nature of gender and sexual identity—for men as well as women. Historians are now increasingly focused on reintegrating gender into a new social history, via the lived experience of gender in areas such as domesticity, social conduct and work. This session considers the impact of gender for the scope of modern historical enquiry, and for rethinking established historical subjects and chronologies, as well as the methodological challenges of understanding historical gender identities. Particular attention is paid to histories of eighteenth-century masculinity, with a further case study from twentieth-century women’s history.

8. Historical discontinuities

This class will examine the notion of discontinuities in history and historiography. Students will be encouraged to consider how wars, revolutions, catastrophes and other dramatic events can fundamentally affect the nature of societies – and how historians write about them.
9. History and biography

While biography has long been one of the most popular forms of non-fiction, it is once more an important and respected format, especially within cross-over academic history. Historians who are not biographers are also again interested in people as they seek to populate previously disembodied social, cultural and transnational histories. This session considers the value to the historian of biography and of new forms of life-writing derived from micro- and digital history and collective biography.

10. Reading and writing

Historians still primarily approach the past through written texts, but writing – and reading – also have their own history. This seminar will explore the broad shape of how historians have conceptualised the importance of reading and writing, looking at the invention and spread of print, the consequences of literacy and the ways access to writing have shaped the way the world is seen and, sometimes, transformed.

11. Presenting history

A session of student presentations drawing on the techniques discussed in previous weeks to demonstrate the importance of effective writing in presenting complex ideas to seminars and conferences. See pages 22–24, below.

Select Bibliography

P. Clark (general editor), *The Cambridge Urban History of Britain*, 3 vols. (Cambridge, 2000). Vols. 1 and 2, covering 600–1840 each contain seven regional surveys (including the South-East); all three volumes contain chapters on London
C. Phythian-Adams (ed.) et al., *Societies, Cultures and Kinship, 1580–1850: Cultural Provinces and English Local History* (Leicester, 1993)
*Victoria History of the Counties of England* (VCH)
R. Chartier, *The Order of Books: readers, authors, and libraries in Europe between the fourteenth and eighteenth centuries* (Cambridge, 1994)
Module 3: Research Pathway and Dissertation Preparation

The purpose of Module 3 is to prepare students for the Dissertation (Module 4), through a series of classes and individual supervisions designed to identify, refine and plan a research topic appropriate for a 30,000-word project. Ideas and interests will be developed into a research proposal, which will take into account theoretical, methodological, scholarly and - above all - practical considerations when describing the goals of the dissertation.

In the first half of the module, students will meet as a group to discuss their broad aims and interests, and to consider how their work might be fashioned in to a dissertation. Later in the module students will be assigned a provisional supervisor for their dissertation, and during regular meetings with him/her they will undertake a programme of reading and research on the chosen subject in order to design the project that will ultimately become their dissertation. This will include, where appropriate, visits to relevant archives and museums, as well as discussions with other IHR staff and Fellows. By the end of the module students will have clearly defined their topic and principal research question(s), and be ready to continue the research and writing for the dissertation. The supervisory arrangements for the dissertation will be confirmed at that point.

The module will be assessed through two pieces of work: 1) an annotated bibliography of not more than 1,500 words, reviewing the principal works in which the problem to be explored by the dissertation have been framed; and 2) a 3,000-word research prospectus setting out the question to be examined and the approach to be adopted in engaging with it, together with a summary of the intended chapters.

Module 4: Dissertation

The MRes dissertation of 30,000 words consists of a significant research project providing the opportunity for the student to undertake an in-depth, academically-rigorous investigation into a subject of their choice.

Group classes will be held for all the students, at which they will be required to give an unassessed presentation on their dissertation topic.

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, organisation and presentation of contents (ie coherence of the overall submission)
- the relevance and utilisation 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.
Being an MRes Student

Advice and Help

The MRes involves needing access to information about many different things at different stages. Much of what you need will be available in this Handbook, but help and advice can also be obtained from staff at the IHR.

- If there is something that you would like advice on anything that relates to the academic elements of the course (e.g. classes, essays or assessments), then you are welcome to approach the Course Director Simon Trafford (simon.trafford@sas.ac.uk).

- If you have a query regarding administrative aspects of the course (e.g. deadlines, how to submit essays, fees or registration), then the Course Administrator Olwen Myhill (olwen.myhill@sas.ac.uk) will be able to help.

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

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

Group Study

You may wish occasionally to book a space in which to work as a group. The Course Administrator will be happy to do this where possible. Please be aware that space is at a premium, however, and it may not be possible to accommodate your exact requirements.

Reading Lists

Preliminary reading lists are provided as part of the introductory material on each core module provided elsewhere in this handbook.

At registration you will be given a much fuller reading list, divided up with a section devoted to each week's seminar. Within this, some items may be prioritised as key reading for all students taking the course. The remainder will complement these by offering a selection of longer articles and entire books which give fuller information on different facets of the topic in hand. If necessary tutors may be in contact with you in advance to provide further advice on the reading for particular classes.

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.

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. This means those books, in particular, are often hard to find. However, there are various ways around this. In particular, it is 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 from the catalogue 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. Online review sites usually post longer reviews sooner, and often the authors have the chance to respond. See, for example, the IHR’s Reviews in History (www.history.ac.uk/reviews/). The IHR and Senate House libraries also provide access to a wide range of online resources, including online versions of journals, eg. Ingenta, JSTOR (see pp. 50–51, below and www.history.ac.uk/library/collections/eresources).

You might find it useful, if not essential, to buy your own copies of certain books on the reading list: the tutors on the course will be able to give advice as to which ones are available.

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 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 prepare and give one or two presentations on particular topics, normally at the start of a class. Students will be assigned specific seminars to contribute to in this way. As well as demonstrating that you have read and understood the subject of the seminar, the aim of the presentation is to facilitate discussion, helped also by your class tutor. With one exception, these are not assessed, but the tutors of the seminars you present in will provide feedback on both the content and technique of your presentation. This feedback should be considered ahead of the formal assessed presentation that takes place at the end of Module 2 (see below).

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, and tutors will advise on the precise subject or question that you should address.

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.
Assessments

Assessed Presentation

As part of Module 2 (History in Context) there is a compulsory assessed presentation, which counts for 5% of the overall mark. The presentation can be on any of the topics covered in the module, although you are not allowed to choose the same topic that you have chosen for your assessed essay, nor one that you have already presented on to the class.

You must provide the tutor with an electronic copy of either your hand-out or PowerPoint slides for moderation purposes. Again, this must include a bibliography. Presentations must last no longer than 15 minutes. Presentations may, in addition, be recorded or videoed. At least two tutors will be present to hear your presentation, and ask a few questions afterwards. They will then meet to discuss and agree a mark.

Assessed Presentation Marking Criteria

Students will be assessed using the following criteria:

- **Distinction (75+)** Shows the quality of a Distinction presentation, but additionally displays independence of thought, and original and insightful analysis of a sophisticated subject.

- **Distinction (70-74)**
  A sophisticated presentation that explores the methodological issues around the source material in an informed and perceptive way; enthusiastic and engaged delivery that makes the audience want to listen; uses very effective ways of conveying information, concepts and ideas; communicates difficult or abstruse ideas in a clear and intelligible way; perceptive and interesting responses in discussion.

- **Merit (60-69)**
  A carefully explained and clear presentation that conveys a good sense of the sources used and the methodological issues around them; clearly delivered presentation that shows an ability to engage directly with the audience; effective in conveying information, ideas and concepts to the audience; coherent and informed responses in discussion.

- **Pass (50-59)**
  A coherent presentation but with some omissions or lack of clarity in the presentation of concepts and ideas; relatively clear delivery conveying some ideas and information with some audience engagement; clear but basic and limited responses in discussion.

- **Fail (0-49)**
  Little defined structure or analysis; little or inadequate preparation; poorly delivered presentation with little engagement with the audience; responses to questions were incomplete and muddled.

Essay Writing

Essays form a key part of the assessment process for the MRes. You will need to complete a 5,000-word essay and a 1,500-word research skills assessment on the short research training course (see p. 26) for Module 1, a 5,000 word essay for Module 2 (in addition to the assessed presentation); for Module 3 one 1,500-word annotated bibliography and a 3,000-word essay. Deadlines for these are given in the Course Timetable (pp. 12 and 13, above), and you should try to plan your work as far in advance as possible.

The word limits specified for all written work include: main text, footnotes/endnotes, tables, headings, figures, and captions. Excluded from the word count are the Bibliography (compulsory for all work), and any appendices. If you exceed the word limit you may be penalised. It is your responsibility to ensure that your word count is accurate: if using Microsoft Word, for example, the word count tool should have the checkbox ticked to include notes.
Please note that appendices should not contain essential information that is not in the main text; all work should be capable of being assessed without reference to any appendices. 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.

**Students will be provided with a list of approved questions for each module they take and they will only be allowed to modify or amend questions with the written authority of the Course Director.** Essays should seek to address the question, drawing on the relevant literature and source materials from the supplied bibliographies and using examples where appropriate to illustrate your arguments. Your tutor will also help you with suggestions for further reading. Make sure that you stick as closely as possible to the word-length specified: essays that are significantly over length will lose marks (see p. 39).

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.

**Academic Writing Support**

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. The Royal Literary Fund Fellowships offer students at UK institutions of higher education the opportunity to access writing advice from professional, published writers who offer confidential, one-to-one tutorials during which students can discuss any aspect of their academic writing. Typical problems discussed in tutorials include the following: struggling to start writing after a long period of research - being overwhelmed by one’s materials; difficulties with editing down an overlong piece of work; difficulties structuring an argument; not knowing how to write an effective introduction or conclusion; difficulties with ‘flow’ - getting from one paragraph to another; planning and organisation - leaving things too late, uncertainty about how to plan a piece of written work, not leaving enough time for drafting; questions of grammar and punctuation - apostrophes, semi-colons and commas; questions of style - overuse of academic jargon, overcomplicated sentence structure, lack of clarity.

The range of questions which can be discussed is as broad as students want it to be: the RLF Fellow is there specifically to respond to students’ needs and there is no restriction on the kind of work that may be brought to a tutorial: it might be a thesis or a dissertation, or it might be a funding application, a letter or a presentation. What RLF Fellows do not do is proofread or correct students’ work, and they have no expertise in dealing with dyslexia or EFL.

Gwendoline Riley is the current RLF Fellow. Gwendoline 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 (signupschedule.com/rlffellow). If you have any questions, please contact Gwendoline at Gwendoline.Riley@sas.ac.uk.

**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: [www.sas.ac.uk/current-students/student-services/academic-writing-support](http://www.sas.ac.uk/current-students/student-services/academic-writing-support).

**Guidelines for Submitting Written Coursework**

All coursework should be word-processed (preferably in Microsoft Word) with generous margins, double-spaced on single-sided A4 paper, and paginated. Please do not identify yourself as the author of the essay using a Header or Footer. The essay must be submitted electronically via Study Online (the School’s Virtual Learning Environment, see p. 60, below) through the plagiarism detection software Turnitin ([www.turnitinuk.com/](http://www.turnitinuk.com/)). Under each module on Study Online there is a
'Turnitin'–branded submission button for each assessment. Click on this and upload instructions will appear. At this stage you will also need to tick a box to confirm that you are uploading your own work. It is a straightforward procedure but please ask the Course Administrator if you need any further help in using this function. Once you have uploaded your assignment the system will generate an originality report. You will be able to view this report and re-submit as many drafts as you wish (each submission will overwrite the previous one) before the assignment submission deadline. Submission must be made before the assignment deadline (listed on pages 12 and 13 above), unless an extension has been agreed with the Course Director. These instructions also apply to submission of the dissertation, although two bound printed copies will also need to be sent to the Course Administrator before the deadline (see pages 27–28 below for more information on the dissertation). Students should expect to receive feedback and marks for their coursework within 21 calendar days of the assignment deadline.

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

**Research Skills Assessment**

This assessment differs somewhat in form from the Module 1 and 2 assessed essays, and is aimed at encouraging students to address the impact of specific research skills upon historical research. It is intended to follow on from the Research Training course that you are required to undertake during the MRes, and it asks you to consider the application of the research skills and methodological approaches to historical research raised by that course. The assessment can be based on any of the following research training courses: Databases for Historians, Historical Mapping and GIS, An Introduction to Oral History, Visual Sources for Historians, and Explanatory Paradigms: An Introduction to Historical Theory. This assessment requires that you discuss the strengths and weaknesses of a particular set of research skills in the context of a specific research project, with its own set of historical research questions and historical sources. What approaches to answering these questions are suggested by the skills covered in the training course? What analytical opportunities are presented by employing that course’s research methods? What deficiencies are likely to become apparent in using those skills? Do the skills you have been introduced to allow research into particular topics that would otherwise be impossible to address?

The important issue to remember with this assessment is that you need to consider the particular skills covered in the course (GIS, databases, visual sources etc.) in relation to a specific, putative, piece of historical research, complete with identified research questions and specific sources. Discussing the pros and cons of using GIS as a methodological approach to historical research is not enough in itself, for example; you need to argue how GIS would inform a piece of research into a particular topic using particular sources. The assessment requires you to describe the research project to be used as the vehicle of the discussion of research skills, but – to be clear – you do not actually have to undertake the research itself, nor do you need to answer the posed research questions. The exercise is concerned with the application of skills, not the completion of a piece of historical research. The project can be hypothetical, or it can be the topic you are planning or pursuing for your dissertation.

There are no set questions for the Research Skills Assessment, given the possible range of topics you might want to write about, but you can use the following as inspiration for devising your own question. All questions should be discussed with, and approved by, the course director before writing begins.

Database courses: *What are the methodological opportunities and limitations of using relational databases in historical research? Discuss with reference to a particular case study*.

GIS Course: *What are the benefits, and costs, of using Geographical Information Systems mapping in historical research? Answer with reference to the resources, techniques and skills involved in using digital mapping in a specific historical project*. 
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. You will have come to the course with a research topic in mind, or it is possible that a subject will emerge from the seminars in Module 1 and Module 2: either way Module 3 will provide the opportunity to devise what it is your dissertation will be about. Dissertations should contain substantial primary research, and will comprise a genuine contribution to scholarship in the field you are interested in. You will be encouraged to start identifying a topic from the middle of the Autumn Term (full-time students) and start of the Summer Term (part-time) and you will be assigned a provisional supervisor for the Module 3 Research Pathway.

Whilst considering a research topic for your Dissertation, it is a good idea to consult previously completed MRes dissertations which are available on the School’s Repository – SAS-Space (https://sas-space.sas.ac.uk).

After your topic and supervisor have been agreed, you will take part in several advisory sessions with your chosen supervisor, who will also read one full draft (although not the final draft) of your dissertation prior to its submission. The amount of supervision you can expect whilst working on your dissertation will in part depend on the stage you are at with its preparation, but over the course of the whole project you can expect to meet with your supervisor once a fortnight on average. In the earlier stages, your supervisor will give you advice on reading, resources and approaches that you should be considering, and will help you to frame your research questions into a suitable form. In the later stages they will focus on your analysis and writing skills, so that the submitted dissertation meets the requirements and conventions of academic historical writing.

In writing your dissertation, you should bear in mind that it counts for 47% 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 the kinds of published works that you read during the course. 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 should be not more than 30,000 words. In both cases, as with your essays, the word count must include footnotes/endnotes, captions, figures and all other material (including prefatory matter), 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 presentation of the dissertation in a clean and correct form is an important part of the dissertation-writing process, and examiners will take it into account in awarding marks. The final text should be carefully proof-read for typing errors before it is submitted.

Format

The dissertation must be typed or word-processed on A4 pages, double-spaced, using Times New Roman, Calibri or Arial font. Recommended margins are 2.5 cm at the top, bottom and right-hand margin, with a left-hand margin of 4 cm to allow for binding. 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 (plastic comb-bound, 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.
The dissertation should include the following elements:

1) **Title Page**: this should state the approved dissertation title, your name, a statement of the degree for which the dissertation is being submitted (MRes in Historical Research), the name of the department and university hosting the degree (Institute of Historical Research, University of London), and the date of submission.

2) **Table of Contents**: this should list the contents of the dissertation by chapter, with sections where appropriate, and the page number for each, together with the page number for notes, bibliography, and any maps, figures, tables and appendices. It is best presented in tabulated form with indents for sub parts.

3) **Abstract**: this should be a summary of the content of your dissertation and should be no longer than 300 words.

4) **Acknowledgements**: this is where you have the opportunity to thank people and organisations who have assisted you with your work. It is not essential and should not be over sentimental.

5) **Main text**: each main heading (chapters, bibliography, appendices) should start on a new page; sections within main headings may continue on the same page.

6) **References**: footnotes (not endnotes) should be used and should be numbered consecutively, with numbering beginning from ‘1’ at the start of each chapter.

7) **Bibliography**: this should be a complete listing of all the relevant works you have explicitly used and referred to in the footnotes. Recording your sources in the Bibliography is an important task. The list of sources is arranged alphabetically by author. It should be divided up into headings: ‘Manuscript Sources’, ‘Printed Primary Sources’, ‘Printed Secondary Sources’.

8) **Appendices**: any material mentioned in the main body but is too detailed or bulky to place in the main body, or is supplementary to the main text (e.g. interview questions, questionnaires, consent forms, etc). Do not put material you do not refer to in an appendix. The appendices are not included in the overall word count.

**TWO bound** copies of the dissertation (with completed Statement of Authorship forms available at the back of this handbook or from the Course Administrator) must be submitted to the MRes Course Administrator by 18 September 2020 (or 17 September 2021 if completing in 2020-21). As with essays, a copy must also be submitted electronically via Study Online (see above, p. 25). Note that the strictures on length, 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. You must complete the ‘Research Ethics Self Check Form’ and forward it to the SAS research office. This should be completed in consultation with your dissertation supervisor before beginning your dissertation. See: [www.sas.ac.uk/research/research-office/research-ethics](http://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 within the text of the exact source of quotations and other specific points taken from books and articles you have used.

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

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

The MHRA ‘Short-title’ System

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

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


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

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

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

ARTICLES are cited on the first occasion like this:


and subsequently like this:

Appleby, ‘Nutrition and disease’.

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

Or (for the short form) like this:

Appleby, ‘Nutrition and disease’ (p.15).

**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:

Machyn, *Diary*, p. 100.

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


and subsequently like this:


**UNPUBLISHED AND MANUSCRIPT SOURCES** are cited like this:

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

You always need to repeat the full manuscript reference, but you can shorten the location (e.g. GL for Guildhall Library, ERO for Essex Record Office, BL for British Library, etc. If there are only a few such abbreviations, they may be included in the footnote on first use, i.e.

Guildhall Library [henceforth GL]

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

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

23. Ibid., p. 95.

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

**FILMS** are cited like this:

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

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

**ONLINE PUBLICATIONS**

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

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


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

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

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

**Bibliography in MHRA**

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


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

**The ‘Harvard System’**

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

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

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

**Bibliography using the Harvard System**

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


Further Reading

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

*New Oxford Style Manual* (3rd edn) (Oxford, 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 attractions are the very specific and concrete examples of how to reference correctly in a huge variety of different contexts and in seven different citation styles.
Plagiarism

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

What constitutes plagiarism?

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

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

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

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

What could happen if you do plagiarise

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

Why you should not do it

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

There are good reasons why you should cite your source:
• Good scholarly practice
• Gives proper credit to other people's work and ideas
• Shows that you have researched widely
• Strengthens your work by lending weight to your ideas
• Enables others to check the evidence and accuracy of your information

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

**Referencing**

There are a number of different referencing style guides. You should check with your Institute if it requires a specific style to be adopted. These are explained on pages 29–32, above.

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

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

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

**What to do if you are suspected of plagiarism**

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

**Websites**


**School Responsibilities**

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

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

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

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

**Responsibilities of the Student**

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

The MRes in Historical Research is assessed through coursework and dissertation (see p. 11), which together constitute the examination for the degree.

Exam Procedures

All work submitted must be the candidate’s own, and any quotation from a published or unpublished work must be acknowledged (see notes on plagiarism, pp. 33–34, 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 Course Director. Re-entry will take place at the next following examination date (likely to be the following year) or at a date agreed by the Examination Board.

Examination Regulations

For examination regulations, see the Quality Assurance Framework available at: 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 (65–69 for students pre-2017-18), including not less than 60 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 MRes overall.)

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 markers are unable to agree, then a third marker will moderate the ‘agreed mark’. Note that all marks remain provisional until approved by the Examination Board, which includes two external examiners.

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

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

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

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

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<th>Minimum mark %</th>
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<th>Grade</th>
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<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>
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<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>
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<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>
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<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>
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<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>
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<td>Marking Criteria for Continuing Students Registered Pre-2017-18</td>
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<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>
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<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>65</td>
<td>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 in 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>60</td>
<td>64</td>
<td>Pass</td>
<td>B</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>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>47</td>
<td>49</td>
<td>Fail</td>
<td>D+</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>35</td>
<td>46</td>
<td>Fail</td>
<td>D</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>25</td>
<td>34</td>
<td>Fail</td>
<td>E</td>
<td>Extremely poor work, demonstrating all the flaws outlined above</td>
</tr>
<tr>
<td>0</td>
<td>24</td>
<td>Fail</td>
<td>F</td>
<td>Unacceptable or not submitted</td>
</tr>
</tbody>
</table>
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 12 and 13, 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 MRes is at least 50%; where the programme includes half-course units the condonation may, at the discretion of the Examination Board, be applied to two half-units;
- The definition of “marginal failure” is at the discretion of the relevant Examination Board but will not normally extend to a mark below 47%; the Examination Board may condone a mark below this norm when (a) the overall mark for the MRes is at least 50%, and (b) the student achieves a mark of 60% or above in at least one significant element of the course;
- The 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: www.sas.ac.uk/about-us/policies
If you have any questions on the above, please contact the Registry or the Course Administrator.

Graduation
For students graduating in 2019 the date of their graduation ceremony is 6 December 2019. Detailed information is sent to students following successful completion of the examination, and processing of results through exam boards held in October.

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

Library Hub Discover - UK and Irish academic, national & specialist library catalogues: discover.libraryhub.jisc.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/things-to-do/london-metropolitan-archives – catalogue includes the archives formerly housed at Guildhall Library and the City of London Records Office.


IHR Wohl Library: Quick-ref B.007/His – Institute of Historical Research. UK history theses lists.

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 in the first floor IHR Wohl Library.


Libraries

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

The SAS Student ID Card (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 www.senatehouselibrary.ac.uk/our-collections/research-collections/history 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: www.senatehouselibrary.ac.uk/using-the-library/library-services/copying-printing-and-scanning
IHR: www.history.ac.uk/library/copying-and-printing
Warburg: warburg.libguides.com/howto/photocopy

Wifi Access

Wifi access is available across the central university buildings. See www.senatehouselibrary.ac.uk/using-the-library/help/connect-wifi or ask at the library enquiry points. See also below, pp. 58.

The IHR Wohl Library

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

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

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

Some of the IHR’s library's books are held in closed access locations and need to be requested. An overview of the collection locations and details of the requesting process can be found here: https://www.history.ac.uk/library/collections. Items are marked on the catalogue record as IHR open access, onsite store or offsite store.
The library welcomes disabled visitors and we are happy to help users with individual requirements. For further information see: www.history.ac.uk/library/accessibility.

IHR library contact details are as follows:

   Telephone: 020 7862 8760
   Email: ihr.library@sas.ac.uk
   Website: 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: warburg.sas.ac.uk/library
   Institute of Advanced Legal Studies: ials.sas.ac.uk/library
   Institute of Classical Studies: library.ics.sas.ac.uk/

Within Senate House Library:

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

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

The Warburg Institute Library

Woburn Square, London WC1H 0AB

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

Tel. 020 7862 8935/6
Fax 020 7862 8939
Email: Warburg.Library@sas.ac.uk
Website: warburg.sas.ac.uk/library
Senate House Library

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

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.

Contact details

Telephone: 020 7862 8500
Email: shl.enquiries@lon.ac.uk
Website: senatehouselibrary.ac.uk for catalogue and services.
Opening hours in term: Mon–Thurs, 09:00–20:45; Friday 09:00–18:15; Saturday 09:45–17:15
Opening hours in vacation: Mon–Fri 09:00–17:45; Sat 09:45–17:15
(Please visit the Senate House Library website (www.senatehouselibrary.ac.uk/visiting-the-library/operating-hours for details of closure dates due to public holidays, etc.)

Disabled students (see also below, Disability, pp. 70–71)

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: 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.lon.ac.uk) on production of their SAS cards. The value of this arrangement to University of London students is that it offers you access to books and other library materials in subject areas that are often unrivalled and which have been built over many years.
For more information on the libraries the agreement allows access to and/or to view a copy of the agreement, please visit: london.ac.uk/libraries_agreement.html.

School of Oriental and African Studies (SOAS) Library

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

Term time opening hours

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

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

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

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

Other Libraries

SAS students can gain access to many other libraries in London that have close academic links with the School including the British Library, the University of London Institute in Paris, the Wellcome Library for the History of Medicine, the Society of Antiquaries of London, and the Bibliographical Society (see below, pp. 46-49).

Locating a library or archive:

The IHR’s History Online: History Libraries and Collections (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: historycollections.blogs.sas.ac.uk/

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

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

- National Archives: www.nationalarchives.gov.uk/help-with-your-research
- IHR library: www.history.ac.uk/library/collections
- Senate House Library: www.senatehouselibrary.ac.uk/our-collections

Searching collections

Searching the new Library Hub Discover (https://discover.libraryhub.jisc.ac.uk/) gives access to details of materials held in many UK national, academic and specialist libraries. Library Hub Discover currently contains nearly 40.5 million records contributed by 117 institutions. Library Hub Discover replaces Copac and SUNCAT, offering increased coverage of university libraries along with new facilities and improved response times.

You can locate archival collections using the National Archives’ Discovery tool (discovery.nationalarchives.gov.uk/find-an-archive). 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 MRes and research students to borrow or use books and journals at other libraries that belong to the scheme. Applications can be made on the website: www.sconul.ac.uk/sconul-access. From there, for ‘kind of user’ select the relevant PhD category and ‘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. If you have problems, follow the instructions at www.history.ac.uk/study/library-information#membership or contact a member of the IHR Library staff.

Other useful libraries and archives include:

The Bibliographical Society

www.bibsoc.org.uk

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

Bishopsgate Institute Library

230 Bishopsgate, London EC2M 4QH
www.bishopsgate.org.uk

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

British Architectural Library

66 Portland Place, London W1B 1AD
www.architecture.com

The Royal Institute of British Architects (RIBA)’s British Architectural Library contains an archives collection of 1.5 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
www.bl.uk

The UK’s national library is the world’s largest research library, holding over 150 million items and adding some 3 million more every year. An easy walk from IHR, it is an essential place for historical research, whether you require published books or original documents. There are regular tours for new readers.
Camden Local Studies and Archives Centre
Holborn Library, 32–38 Theobalds Road, London WC1X 8PA
www.camden.gov.uk/about-the-local-studies-archives-centre

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

City of Westminster Archives Centre
10 St Ann’s Street, London SW1P 2DE
www.westminster.gov.uk/archives

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

Courtauld Institute of Art
Somerset House, Strand, WC2R 0RN
courtauld.ac.uk

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

Guildhall Library
Aldermanbury, London EC2P 2EJ
https://www.cityoflondon.gov.uk/services/libraries-and-archives/Pages/default.aspx

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

Hackney Archives Department
Dalston CLR James Library and Hackney Archives, Dalston Square, London E8 3BQ
https://www3.hackney.gov.uk/archives

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

The Imperial War Museum London
Lambeth Road, London SE1 6HZ
www.iwm.org.uk

IWM’s collections cover all aspects of twentieth and twenty-first century conflict involving Britain, the Commonwealth and other former empire countries. Created to record the toil and sacrifice of every individual affected by war, the collections include a wide range of material, from film and oral history to works of art, large objects, and personal letters and diaries. Admission is free.
Lambeth Palace Library
Lambeth Palace Road, London SE1 7JU
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
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
www.cityoflondon.gov.uk/things-to-do/london-metropolitan-archives
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
www.museumoflondon.org.uk/museum-london
The largest and most comprehensive city museum in the world, the Museum of London celebrates London’s history and its people with permanent exhibitions and varying temporary ones. It has a wealth of artefacts relating to London and Londoners as well as a strong oral history collection, documents and library.

Museum of London Docklands
No1 Warehouse, West India Quay, London E14 4AL
www.museumoflondon.org.uk/museum-london-docklands
As well as an extensive artefact collection, the museum holds the archive of the Port of London Authority and its predecessor dock companies and river conservancy bodies, and the Sainsbury’s business archives.

The National Archives
The National Archives (PRO & HMC), Kew, Richmond, Surrey TW9 4DU
www.nationalarchives.gov.uk
The National Archives brings together the Public Record Office (PRO) and the Historical Manuscripts Commission (HMC). The National Archives (PRO) has one of the largest archival collections in the world, spanning 1000 years of British history, from Domesday Book to
government papers recently released to the public, and there is much here for the regional historian. The national archive of England, Wales and the United Kingdom collects and preserves the records of central government and the courts of law, and makes them available to all who wish to consult them. Access to the original historical documents and the catalogues that describe them is free. Expert staff are available to help and guide you, although they cannot do detailed research for you. The National Archives (HMC) also advises people on the location of non-public records and historical manuscripts relating to British History and maintains the National Register of Archives and related indexes and reference works. There is also a reference library.

Society of Antiquaries of London

Burlington House, Piccadilly, W1J 0BE
www.sal.org.uk

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

Victoria and Albert Museum

Cromwell Road, London SW7 2RL
www.vam.ac.uk/info/study-rooms

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

Wellcome Library

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

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

The Women’s Library @ LSE

Library, London School of Economics and Political Science, 10 Portugal Street, London WC2A 2HD
www.lse.ac.uk/Library/Collections/Collection-highlights/The-Womens-Library

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

Periodicals

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

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

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

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

Digital Resources

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

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

If you would like an introduction or any help using the resources, we are happy to arrange group or individual sessions. Please contact ihr.library@sas.ac.uk for IHR or https://www.senatehouselibrary.ac.uk/our-collections/research-collections/history 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 (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 (https://www.history.ac.uk/publications/bibliography-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 (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 (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 (www.londonroll.org/)

VCH Explore (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 www.senatehouselibrary.ac.uk/our-collections/databases-and-eresources. To access offsite, users will be prompted for their name and barcode.
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/research-training.

IHR Training Courses

The IHR runs a series of training courses specifically developed with the aim of providing skills for historical research. It is a requirement of the MRes in Historical Research that students take a relevant IHR training course as part of Module 1. The Module 1 Research Skills Assessment can be based on any of the following research training courses: Databases for Historians, Historical Mapping and GIS, An Introduction to Oral History, Visual Sources for Historians, and Explanatory Paradigms: An Introduction to Historical Theory (see above, p. 26). All of the courses listed below are available to MRes students free of charge (apart from Palaeography and Diplomatic, for which a fee is payable) and there is no limit to the number that may be taken. For more popular courses such as ‘Databases for Historians’ and ‘Sources and Methods’, it is advisable to book a place at an early date via www.history.ac.uk/research-training. More information on all the IHR’s courses, in addition to details of new courses, can be obtained from Dr Simon Trafford, who is based on the third floor of the Institute.

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: 25 February–24 March 2020

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: 5 November 2019

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, 21 January–2 April 2020

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: 2 April–4 April 2020 (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: 22 April–24 June 2020 (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.

Information Technology Courses

Databases for Historians
Course Dates: 29 October–1 November 2019, 31 March–3 April 2020, 21–24 July 2020

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: 9–10 January 2020, 6–7 August 2020 (tbc)

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: 10 December 2019, 5 March 2020, 26 May 2020

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.

**Social Media and Blogging for Historians**  
**Course Date: 21 January 2020**

Is social media a mystery? Do you want to learn how to tweet and how to use a hashtag? This workshop will give you a helpful introduction to the very essential foundations of social media. You will learn how to use Twitter, Facebook and Instagram, how to set up an account and how to build a profile. The workshop will discuss how social media works, and its benefits and pitfalls for historians and academics. You will be introduced to the ways that historians communicate, share and collaborate through social media, and learn foundational terminology and helpful tips that will help you make the most of these platforms.

**Creating an Online Academic Profile**  
**Course Dates: 5 February 2020**

Historians and humanities researchers use a wide range of social media tools to present themselves online. This workshop provides an overview and step-by-step guide to creating an online research profile using Wordpress. The workshop includes basic training for using Wordpress (including choosing themes, using widgets, and understanding the dashboard), and offers advice on writing pages and blog posts, integrating social media channels, and experimenting with different types of media. In addition, we will discuss the benefits and drawbacks of operating an online profile as an historian including how best to manage the website (including how much time to spend on it).

**Language and Palaeography Courses**

**Medieval and Renaissance Latin**  
**Course Dates: Mondays 7 October 2019–23 March 2020 TBC**

The Warburg Institute and the Institute of Historical Research are offering two courses (Beginners and Intermediate/Advanced) in late Medieval and Renaissance Latin. The courses are devised to train students to read and understand late Medieval and Renaissance documents. They will focus on grammar and vocabulary, and on the forms taken by commonly used documents as well as their texts.

**Palaeography and Diplomatic**  
**Course Dates: 8 October 2019–5 May 2020**

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.

**Online Courses**

There are also a number of free online courses which may be taken. These courses include:

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

Term Dates 2019–20

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<tr>
<th>Term</th>
<th>Dates</th>
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<tr>
<td>Autumn term</td>
<td>30 September – 6 December 2019</td>
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<tr>
<td>Spring term</td>
<td>6 January – 20 March 2020</td>
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<td>Summer term</td>
<td>20 April – 10 July 2020</td>
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School closures

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<th>Event</th>
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<tr>
<td>Christmas</td>
<td>Tuesday 24 December 2019 – Wednesday 1 January 2020 inclusive</td>
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<tr>
<td>Easter</td>
<td>Thursday 9 April 2020 – Tuesday 14 April 2020 inclusive</td>
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<tr>
<td>Bank Holidays</td>
<td>Friday 8 May; Monday 25 May; Monday 31 August 2020</td>
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<tr>
<td>Foundation Day</td>
<td>Senate House may be closed on Wednesday 27 November 2019</td>
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Admission

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

Registration and Enrolment

Email invitations will be sent out to students in August with a link to the online registration system. In addition to completing the online registration task 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 27 September 2019.
Continuing students

Those of you who are not new students do not need to register and enrol on 28 September, and will find it much quicker to complete the registration and enrolment process during the following drop in sessions:

Friday 20 September       2.30pm to 4.30pm      Room 234, Senate House
Monday 23 September   2.30pm 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: https://www.sas.ac.uk/graduate-study/fees-and-funding/ tuition-fees. 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:

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<th>Instalment</th>
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<tr>
<td>1</td>
<td>before 15 September 2019</td>
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<td>2</td>
<td>15 November 2019</td>
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<td>3</td>
<td>15 January 2020</td>
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<td>4</td>
<td>15 March 2020</td>
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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 will take into account all studentships / bursaries.

Externally funded and sponsored students

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

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

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

Research students’ continuing fees

Research students are reminded that they should expect their fees to be subject to an annual uplift for their second and 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:

Registry Fees Officer
Email: 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.ulrls.lon.ac.uk) this includes SHL and the four SAS libraries located in IALS, IHR, ICS and Warburg Institutes. 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: 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 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: 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 University’s Information Security Policy for the use of University of London IT equipment and systems (see www.sas.ac.uk/about-us/policies). You must also comply with the University’s Acceptable Use Policy (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. A reminder will be circulated beforehand, giving you enough time to transfer all the contents of your mailbox elsewhere. Accounts will also be deactivated during periods of interruption or deleted following a withdrawal.

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: 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 (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 (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 (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 (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. All course assignments are also submitted via Study Online.

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 studyonline.sas.ac.uk/login/index.php. You will need to enter your password and username (given at registration) to access it (log in using the ‘SAS user login’).

SAS-Space e-Repository

SAS-SPACE – 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 cafe 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. Copying facilities are available on the second floor of the IHR. You will need to set up and administer an account at: printing.london.ac.uk. The photocopiers can be used for photocopying, releasing print jobs and scanning to email (see www.history.ac.uk/library/copying-and-printing for more details.

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

IHR Publications

A number of books are published by the Institute. An up-to-date list of stock can be found on the Institute website at www.history.ac.uk/publications/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: https://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 www.history.ac.uk/join-ihr/history-lab.

SASiety

SASiety is a student-run organisation for all SAS students, of all ages, from all institutes, studying all programmes; Master’s students, PhD students and Fellows are welcome to join us! Rather than a union, they are about ensuring that SAS students get to meet more people, and gain social and academic contacts and support. Their aim is to create a sense of community here at SAS in Senate House and to provide a social space for fun events and ideas. They organise regular meet-ups and events, and look forward to welcoming you to the common room in STB09.

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 MRes Course Director, the MRes 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 Reps’ Committee sit on School committees and the Research and Research Ethics Committees and act as representatives of the whole School student body.

Student Central – formerly University of London

Students’ Union (ULU)

Student Central offers 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 free to join as a SAS student.

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: www.studentcentral.london/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 General Manager, Steve Harwood, and his dedicated team who are happy to help you with any questions. Student Central, Malet Street, London, WC1E 7HY, T: 020 7664 2000 E: studentcentral@london.ac.uk

Career Guidance

The SAS Service provides support for students and recent graduates across all the SAS Institutes. Your SAS Careers Consultant, Elizabeth Wilkinson, is here to help and advise you. She offers one to one careers advice and coaching, as well as providing workshops and careers events.

The SAS Careers Service offers:

- Workshops with topics including ‘Writing a successful PhD application’ and ‘Getting a Post-doc’. Please 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. To book an appointment, please contact sascareers@careers.lon.ac.uk
- 1 hour in-depth practice interviews. If you have an interview coming up, you can book in for a practice interview where the Careers Consultant will help you improve your interview technique and give you feedback. 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. To book a practice interview, please email sascareers@careers.lon.ac.uk
- For the first time this year, we will be running Careers Cafes. The Careers Cafes will bring together groups of students from across the SAS institutes to have informal discussions about career related topics. They will be a good opportunity to engage in different career topics, share your experiences, raise any questions about the topic and also network with other SAS students. Look out for further information from Christine Weir.

For more information contact the SAS Careers Service by phone: 020 7862 6008 or email: sascareers@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 (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: www.gov.uk/postgraduate-loan.

UK PhD Government Loans

The UK government offers loans of up to £25,700 to support students wishing to undertake a PhD who are not in receipt of UK Research Council funding. These loans are available to English-resident students and support all types of doctorate degree at universities within the UK. Although you are
not eligible for this loan if you already receive UK Research Council funding, you can combine this loan with other funding sources.

Further details about eligibility and repayment can be found at: [www.gov.uk/doctoral-loan](http://www.gov.uk/doctoral-loan)

**US Federal Loans**

**William D Ford Federal Direct Loans**

The School of Advanced Study participates in the Federal Direct Loan programme: [www.sas.ac.uk/graduate-study/fees-and-funding/other-funding-sources/federal-direct-loans-us-students](http://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, Head of Registry Services. 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: [www.sas.ac.uk/graduate-study/prospective-students/funding/external-funding-sources-eu-and-overseas-students](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: [www.sas.ac.uk/graduate-study/fees-and-funding/other-funding-sources](http://www.sas.ac.uk/graduate-study/fees-and-funding/other-funding-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 [www.sas.ac.uk/graduate-study/fees-and-funding/master-s-funding](http://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 [www.direct.gov.uk/en/index.htm](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 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 (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: 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 www.cityoflondon.police.uk/CityPolice/Advice/personalsafety/, which gives useful advice and tips on how to stay safe.
Counselling and Advice

Academic Advice
Course 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 the Disability and Student Wellbeing Adviser directly at student.wellbeing@sas.ac.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 Debtline: 0808 808 4000; www.nationaldebtline.co.uk.

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

Waterloo Counselling Service: www.waterloocc.co.uk/; Offers general counselling services as well as multi-ethnic counselling Tel: 020 7928 3462; Barley Mow Clinic, Frazier Street, London SE1 7BD. Please note that there is a cost for this service (approximately £10 per session for students).

For advice on mental health issues
The School takes its responsibility towards student mental health very seriously. It has strengthened its support in this area and now offers regular mental health awareness programmes to student-facing staff and students. Talk to us if you are experiencing problems. Please contact student.wellbeing@sas.ac.uk. If you are experiencing any difficulties, our Disability & Student Wellbeing Adviser provides a safe, confidential and non-judgmental space in which students can discuss any issues that may be affecting your ability to study. This encompasses: any personal or emotional challenges you may be experiencing; mental health such as anxiety or depression; or disability such as dyslexia; or a long-term health condition.

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 to complete your studies successfully. The School takes its responsibility towards student mental health very seriously. It has strengthened its
support in this area and now offers regular mental health awareness programmes to student-facing staff and students. Talk to us if you are experiencing problems.

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, T: 020 7467 6800
- **Ridgmount Practice**, 8 Ridgmount Street, London WC1E 7AA, T: 0207 387 6306
- **Brunswick Medical Centre**, 39 Brunswick Square, London WC1N 1NF, T: 020 7837 3811
- **The Museum Practice**, 58 Great Russell Street, London WC1B 3BA, T: 020 7405 2739

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](http://www.nhs.uk/servicedirectories/Pages/ServiceSearch.aspx).

Overseas Students

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

- **UK Council for International Student Affairs (UKCISA)**: 9–17 St Alban’s Place, London, N1 0NX, [www.ukcisa.org](http://www.ukcisa.org), T: (from outside the UK) +44 20 7107 9922, (inside UK) 020 7107 9922.

**Overseas students’ obligations**

International students need to apply for Tier 4 General Student Visa to enter the UK. For detailed information on the student visa application process, please visit the UK Visa and Immigration (UKVI) website: [www.gov.uk/tier-4-general-visa](http://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](mailto: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: 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: 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: 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: 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: collinghamgardensnursery.com/

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

Please:

- let us know about your needs in 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.

In 2019-20 the Institute of Advanced Legal Studies is undergoing some refurbishment.

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. 44 above. Charlotte McDonagh ([Charlotte.mcdonaugh@london.ac.uk](mailto:Charlotte.mcdonaugh@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: [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 Intercollegiate 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 are eligible for the Disabled Students’ Allowances (DSA). The DSA helps to pay for any extra costs or expenses that students incur attending their course that arise from their disability. The allowances are not means-tested and there is no age limit. 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 DSA is administered by Student Finance England or Research Councils. The Disability & Student Wellbeing Adviser can assist students in applying for the DSA and can help to arrange the study needs assessment which is required to access the allowances.

**SAS Hardship Grant** See page 63, above.
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

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: www.sas.ac.uk/about-us/policies
• 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
### MRes in Historical Research Programme Specification

<table>
<thead>
<tr>
<th>1. Programme title and designation</th>
<th>MRes Historical research</th>
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<tbody>
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<td>2. Final award</td>
<td>M Level</td>
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<td>3a. Nested awards</td>
<td></td>
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<tr>
<td>3b. Exit awards</td>
<td>MRes</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>190 ECTS equivalent: 95</td>
</tr>
<tr>
<td>6. Attendance</td>
<td>Full-time</td>
</tr>
<tr>
<td>Mode of attendance</td>
<td>Yes</td>
</tr>
<tr>
<td>Minimum length of programme</td>
<td>1 Year</td>
</tr>
<tr>
<td>Maximum length of programme</td>
<td>3 Years</td>
</tr>
</tbody>
</table>

| 7. Awarding institution/body       | University of London     |
| 8. Teaching institution            | Institute of Historical Research |
| 9. Programme organiser and contact Details | Dr Mark Merry  
Lecturer in Urban History  
T 020 7862 8750  
mark.merry@sas.ac.uk |
| 10. Relevant QAA subject benchmark/Professional, statutory and regulatory body guidelines | M level descriptors of the framework for Higher Education Qualifications (2008), Criteria for Degrees (University of London), School of Advanced Study Quality Assurance Framework |
| 11. Date of production of specification | 2 October 2013 |
| 12. Date of programme review       | 30 September 2018        |
## 13 Entry profile

### Academic criteria

| Aptitude tests, plus English language requirements | Common European Framework (CEF): Master’s applicants – level B2  
Research applicants (MPhil/PhD) – level C1; or  
International English Language Testing Service (IELTS) 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);  
Test of English as a Foreign Language (TOEFL): 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;  
Cambridge Certificate of Proficiency in English: a Grade C or above;  
Cambridge Certificate in Advanced English: Grade A  
University of Reading TEEP test of proficiency for academic purposes at level 7.5 and above;  
Trinity College English for Speakers of Other Languages (ESOL) at level ISE Level III; or  
Pearson Test of English (PTE): Master’s applicants – minimum PTE score of 64  
Research applicants (MPhil/PhD) – minimum PTE score of 76; or  
A first degree or MA in a relevant subject from an Anglophone country (ie where the majority of the inhabitants of that country or region speak English) or from a university in a non-Anglophone country where teaching, written work and examination were mainly in English. |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Language Requirements</td>
</tr>
<tr>
<td>Degree</td>
</tr>
<tr>
<td>Postgraduate degree</td>
</tr>
<tr>
<td>Professional Qualifications</td>
</tr>
</tbody>
</table>

### Non-academic criteria

| Community activities |  
| Scholastic activities |  
| General activities/interests (including potential award bearing) |  
| Compulsory/ | Very desirable/ | Desirable |  
| Compulsory/ | Very desirable/ | Desirable |  
| Compulsory/ | Very desirable/ | Desirable |
Sample Programme specifications

<table>
<thead>
<tr>
<th>Paid or voluntary work</th>
<th>Compulsory/Very desirable/Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work shadowing/observation</td>
<td>Compulsory/Very desirable/Desirable</td>
</tr>
<tr>
<td>Specific employment requirement</td>
<td>Compulsory/Very desirable/Desirable</td>
</tr>
</tbody>
</table>

Interviewing policy

<table>
<thead>
<tr>
<th>Are interviews offered?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are all applicants interviewed?</td>
<td>No</td>
</tr>
<tr>
<td>Are all those made an offer interviewed?</td>
<td>No</td>
</tr>
<tr>
<td>What form does it take?</td>
<td>Either telephone or face to face depending on convenience</td>
</tr>
<tr>
<td>What is considered at interview?</td>
<td>Enthusiasm for study, awareness of what study at this level takes. Some thought given as to research interest.</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

The MRes is an integrated research training programme designed to provide graduates with a foundation for a career in research in industry, the public sector or in academic life or a platform for entry to a PhD programme. Its purpose is to offer high quality postgraduate training in the methods and practice of research in relevant transferable skills.

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 student will be able to:
  - critically evaluate educational research methodologies;
  - review and interpret research findings;
  - develop competence in generic research skills including writing and presenting research proposals;
  - reviewing literature and managing a research project;
  - propose appropriate analytical strategies for qualitative and quantitative data;
  - develop skills to effectively communicate research findings and ideas;
  - understand the principles of good research practice

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

The course is based on a series of tutorials, seminars, research training course, small study groups, visits and face to face teaching and independent research. This all contributes to knowledge and understanding.

**Assessment:**

- 5,000 word essay
- Assessed RT course (1,500 words Research Skills Assessment)
Skills and other attributes

**Intellectual skills:**
A student will be able to:
- understand and explain the relationship between theory, research, policy and practice;
- critically analyse and evaluate alternative views on methodology, theoretical and philosophical aspects of educational research;
- demonstrate an awareness of ethical and political concerns implicit in different methodological approaches;
- research issues and conduct detailed analysis of an educational problem;
- produce a thoughtful and well structured research dissertation

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

**Small group discussion, completion of assessed pieces of work, lectures and RT course**

**Assessment:**
RT assessed component
Dissertation
Essays (Mod 1)
Essays (Mod 2)

---

**Practical skills:**
see below under generic/transferable

---

**Generic/transferable skills:**
A student will be able to:
- work collaboratively with other researchers and practitioners;
- organize information, and to assimilate and evaluate competing arguments;
- formulate researchable problems;
- critically and selectively apply knowledge of research design and methods to research questions and remain ethically aware;
- understand and apply a range of research methods and tools;
- use fluent and effective communication and discussion skills;
- manage their own learning, including working effectively to deadlines.

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

**The course is based on a series of tutorials, seminars, research training course, small study groups, visits and face to face teaching and independent research. This all contributes to knowledge and understanding.**

**Assessment:**
5,000 word essay (Mod 1)
5,000 word essay (Mod 2)
Assessed RT course
Assessed oral presentation
### 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)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>No.</th>
<th>Credit</th>
<th>No.</th>
<th>Credit</th>
<th>No.</th>
<th>Credit</th>
<th>No.</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FT</td>
<td>2</td>
<td>80 (2 x 40)</td>
<td>2</td>
<td>110 (1x 20 and 1 x 90)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 16b Range of permitted credit levels

7

#### 16c Maximum number of credits permitted at the lowest level

120

#### 16d Minimum number of credits required at the highest level

180

#### 16e Progression and award requirements (if different from the standard)

#### 16f Maximum number of credits permitted with a condoned fail.

20

#### 16g Other relevant information to explain the programme structure:

See covering paper
Sample Programme specifications

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></td>
<td></td>
<td>Level</td>
<td>Value</td>
<td>Single</td>
<td>Joint</td>
<td>Single</td>
</tr>
<tr>
<td></td>
<td>Historical Research Training Skills</td>
<td>7</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>History in Context</td>
<td>7</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research pathways</td>
<td>7</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dissertation</td>
<td>7</td>
<td>90</td>
<td></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 (ie 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 MRes 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