



Welcome to UCL

Provost's Welcome

Dear students

To those of you who are returning, welcome back. To those of you who are new, congratulations for choosing UCL as your university. Great minds don't think alike and the reasons for your choice will be unique to you. But there are certain features of a UCL education that are constant, whatever your programme.

Through our Connected Curriculum, we seek to give you the opportunity to learn by participating in research and enquiry at all levels of study. You will be stretched intellectually, your programmes enriched by world-leading researchers pushing the boundaries of knowledge. You will have access to excellent digital and physical learning resources as well as a taught curriculum that makes our graduates so employable.

This doesn't mean that your journey will be the same as everyone else's. You can shape UCL and your experience within it. Take our university-wide surveys and make your voice heard. Become a ChangeMaker or an Academic Representative and work in partnership with academics to make your programme of study even better.

You'll also have opportunities to learn outside your degree programme. Participate in our Global Citizenship Programme, exploring ways of addressing some of the world's most pressing challenges in the two weeks of summer term following exams. Get involved with amazing volunteering opportunities (coordinated by the Volunteering Services Unit) and make a difference locally. Investigate opportunities for entrepreneurship through UCL Innovation and Enterprise.

UCL is first and foremost a community of great minds. You are a valuable member of that community. I hope you will take every opportunity to shape your time here, so that your experience is the best possible.

Professor Michael Arthur
UCL President and Provost

Welcome to the Department of English Language and Literature

A warm welcome to the Department of English Language and Literature at University College London (UCL). We are very pleased that you have chosen to study with us. Some of you will be here for only a year, others for longer; we hope you have an enjoyable and profitable time in the Department, and make the most of the many opportunities that studying at UCL provides.

Professor John Mullan
Head of Department

UCL DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

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[Map](#)

About this handbook

This handbook has been compiled to assist all students studying in the Department of English Language and Literature, and incorporates the standard text for core programme information, as set out in the UCL Academic Manual. We hope it will be a useful source of reference to you during your time at UCL. It supplements the information given by tutors in class, via the Department's website and to students individually, and should not be seen as a replacement for the individual communication between staff and student that is fundamental to every university course.

This Handbook hopefully anticipates and answers questions you may have about the Department, your programme of study, methods of teaching and assessment, and facilities for study. It contains information on a wide range of topics, and pointers to many other sources of information.

Comments on both the handbook – its content, format and general usefulness – and on the programmes themselves will be gladly received; contact your Programme Convenor or the Departmental Manager, Stephen Cadywold (s.cadywold@ucl.ac.uk).

Disclaimer: The information contained in this handbook is believed to be correct at the time of writing but it may be subject to change at any time during the year. This is particularly true of timetables and options on offer.

Other Sources of Information

UCL's home page (www.ucl.ac.uk) is the starting point for information on the Web about UCL, the Library and other UCL departments.

The UCL Students' Union website (www.uclunion.org) provides details of their services and facilities, including clubs and student support services, and in particular the UCL Postgraduate Association (see

www.uclunion.org/postgraduates/). The University of London Union (ULU) also has a useful website (www.ulucol.ac.uk).

The first place to look for information for current students is on the Web at www.ucl.ac.uk/current-students. UCL produces other documents which are made available to you as need arises. Examples include the UCL Mission Statement, Statement on Equal Opportunities Policy, Complaints Procedure, Statement on Health and Safety Policy and various guides to good practice. Most are available on the Web. Current events, open lectures, on-going research projects and achievements by members of UCL are highlighted in the Web pages UCL News (www.ucl.ac.uk/news).

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1 Department of English Language & Literature and Faculty of Arts & Humanities

1.1 Introduction to the Department and its History

The English Department at UCL is one of the oldest in the country. It was founded in 1828, and has two named chairs, The Lord Northcliffe Professor of Modern English Literature, Professor John Mullan, and The Quain Professor of English Language and Literature, Professor Susan Irvine. The Head of Department is Professor John Mullan.

A comprehensive history of the Department can be found on <http://www.ucl.ac.uk/english/department/history-of-the-english-department>.

Our graduate programmes attract large numbers of highly qualified applicants from overseas as well as the UK and EU. The Department offers two MA programmes in: English Linguistics, and Issues in Modern Culture. Staff also contribute to several MAs based in other departments: Film Studies; Early Modern Studies; Comparative Literature, and Medieval & Renaissance Studies.

All teachers in the Department are also active, publishing scholars. They share their different interests and abilities (historical, methodological, bibliographical, and linguistic) across as well as within period boundaries. The Department considers its research activities fall into six main categories: literary and cultural history; biography; textual scholarship; bibliography and publishing history; criticism and critical and cultural theory; modern English language. Members of the Department make regular contributions to the leading literary journals, to national newspapers, and the media. Several colleagues have close links to the British Academy, the Arts and Humanities Research Council (AHRC), and the Royal Society of Literature, serving on various committees connected with these professional bodies. A list of staff and their research interests may be found on the Department's web site: <http://www.ucl.ac.uk/english/people>.

The Survey of English Language is based in the Department, and has been successful in attracting large research council grants to UCL: the Director of the Survey and all its staff members also contributes as tutors of language studies in the Department. For further information about the Survey, please see <http://www.ucl.ac.uk/english-usage/index.htm>

In the Research Excellence Framework 2014 the Department came top out of 89 English departments for the proportion of outputs awarded 4* ('world-leading in terms of originality, significance and rigour'), and in second place for 'research intensity' (overall scores in relation to the proportion of staff submitted). The Department is ranked third for English in the Complete University Guide 2018, and scores consistently high in the National Student Survey, with a 100% satisfaction rating in the 2013 Survey. It was ranked 4th in the country in the recent QS World University Rankings (2017), and 14th in the world.

Further information: www.ucl.ac.uk/english

1.2 Faculty of Arts and Humanities

The department is part of the Faculty of Arts and Humanities, one of UCL's eleven Faculties.

The Faculty of Arts and Humanities generates world leading scholarship across a range of departments and research centres. UCL has been ranked fifth in the world for arts and humanities in the latest league table published by The Times Higher Education in September 2017.

The Faculty's academic and administrative management is aligned with that of the Faculty of Social & Historical Sciences and the School of Slavonic and East European Studies. The close collaboration between these areas creates a vibrant interdisciplinary culture, providing students with a vast range of opportunities to enrich their academic experience at UCL.

Most issues concerning your studies will be dealt with by the department in the first instance, but some matters, particularly those affecting your registration as a student such as a change of programme or interruption of study may need to be referred to the Faculty Office for approval. The Faculty Tutor oversees all learning and teaching matters as well as student care issues for taught degree programmes in the Faculty. The Faculty Graduate Tutor oversees all research degree programmes in the Faculty.

Further information: www.ucl.ac.uk/ah

1.3 Key Staff Members within the Department and Faculty

Responsibility for the day-to-day running of the Department lies with the Head of Department (Professor John Mullan). The Graduate Tutor, [Dr Eric Langley](#), is in charge of graduate matters generally and supervises the MPhil and PhD programmes. [Dr Matthew Sperling](#) is in charge of the Issues in Modern Culture MA programme and [Dr Rachele De Felice](#) of the English Linguistics MA. [Dr Natalie Jones](#) oversees the medieval English pathway of the Medieval and Renaissance Studies MA run by the History Department; see <http://www.ucl.ac.uk/mars/degree> for further information.

The Departmental Manager is [Mr Stephen Cadywold](#), the Deputy Department Manager is [Miss Anita Garfoot](#) and the Departmental Administrative Assistant is [Ms Carol Bowen](#). [Dr Clare Stainthorp](#) is the Admissions and Postgraduate Administrator, and the first point of contact for current postgraduate students with queries.

The Department Office is on the second floor of Foster Court in room 225. The office is open to students daily from 9.45am until 5.00pm. It is closed at lunchtime between 1.00 and 2.00pm. Students are asked to check noticeboards, and their UCL email accounts, regularly for information before making enquiries at the office.

Contact details for staff can be found on the [English People page](#).

Key staff members in the Faculty of Arts and Humanities are:

Dean of Arts and Humanities:	Prof Stella Bruzzi
Faculty Tutor (for taught programmes):	Dr Arne Hoffmann
Deputy Faculty Tutor:	Dr Helen Matthews
Faculty Graduate Tutor (for research programmes):	Dr Joy Sleeman

To contact the Faculty, please email ah-shs-faculty@ucl.ac.uk.

2 Academic Staff Participating in the MA Programmes

2.1 MA English: Issues in Modern Culture

Programme Convenor: Dr Matthew Sperling (room 232) who may be contacted by phone on 020 7679 3659 or by email at m.sperling@ucl.ac.uk

Academic staff participating in the MA English: Issues in Modern Culture

[Dr Scarlett Baron](#) is the author of *'Strandentwining Cable': Joyce, Flaubert, and Intertextuality* (OUP, 2011), which analyses Joyce's intertextual engagement with Flaubert over the entire course of his writing career and argues that these two authors together played a key role in the emergence of intertextual theory. She has published articles on Joyce and other modernist writers in the *James Joyce Quarterly*, *Dublin James Joyce Journal*, *James Joyce Broadsheet*, *Genetic Joyce Studies*, *Modern Fiction Studies*, *Papers on Joyce*, and *Scientia Traductionis*, as well as in the *Cambridge Companion to Ulysses* (ed. Sean Latham), *James Joyce in the Nineteenth Century* (ed. John Nash), *Incredible Modernism: Literature, Trust and Deception* (ed. John Attridge and Rod Rosenquist), and *James Joyce and the Nineteenth-Century Novel* (ed. Finn Fordham and Rita Saur). She is currently at work on a second monograph, entitled *A Genealogy of Intertextuality*, which explores the prehistory of intertextuality in the works of Darwin, Nietzsche, and Freud.

[Prof Matthew Beaumont](#) is the editor of a number of books and the author of *Utopia Ltd.: Ideologies of Social Dreaming in England, 1870-1900* (2005), *The Spectre of Utopia: Utopian and Science Fictions at the Fin de Siècle* (2012) and, with Terry Eagleton, *The Task of the Critic: Terry Eagleton in Dialogue* (2009). His most recent book, *Nightwalking: A Nocturnal History of London*, was published in 2015. He is a co-director of UCL's Urban Lab.

[Prof Greg Dart](#)'s research, both current and prospective, is centrally concerned with Romanticism, the City, and the history and development of the essay form from Montaigne to the modern period. He is the author of *Rousseau, Robespierre and English Romanticism*, *Restless Cities*, and *Metropolitan Art and Literature 1810-1840: Cockney Adventures*. He is currently working on a Collected Edition of the Works of Charles and Mary Lamb for the OUP, and he also has a research interest in the literature and film of the 1930s and 1940s.

[Prof Mark Ford](#) has published four collections of poetry and three volumes of essays on modern British, American and French literature. Other publications include a biography of Raymond Roussel, a translation of his long poem *Nouvelles Impressions d'Afrique*, editions of the poets of the New York School, and the anthology *London: A History in Verse*.

[Dr Linda Freedman](#) is the author of *Emily Dickinson and the Religious Imagination* (CUP 2011) and *William Blake and the Myth of America: from the Abolitionists to the Counterculture* (OUP 2018). Her research and teachings interests are transatlantic and interdisciplinary, ranging from the Romantic period to the present and focusing on the relationship between literature, religion, politics and the visual arts. She has written for the *Emily Dickinson Journal*, *Blake Studies*, *Literature and Theology* and *Word and Image* and is a contributor to *The Edinburgh Companion to Nineteenth-Century American Letters* (ed. Celeste-Marie Bernier, Judie Newman and Matthew Pethers), *Writing for the New Yorker* (ed. Fiona Green), *Teaching Transatlanticism* (ed. Sarah Robbins and Linda Hughes), *Emily Dickinson and Philosophy* (ed. Jedd Deppman, Marianne Noble and Gary Stonum), *Traffic and Translations* (ed. Robin Peel and Daniel Maudlin) and *Greed* (ed. Stephen Barber and Alexis Brassey).

[Prof Philip Horne](#) is the author of *Henry James and Revision: The New York Edition* (OUP); and editor of *Henry James: A Life in Letters*, *Dickens's Oliver Twist*; and *James's The Tragic Muse* and *The Portrait of a Lady* (all Penguin); and of *Henry James, Autobiographies* (Library of America, 2016). He was also co-editor of *Thorold Dickinson: a world of film* (Manchester UP, 2008). He is the founding General Editor of the

Complete Fiction of Henry James for Cambridge University Press., for which he is himself editing *The Golden Bowl* and James's notebooks. He has edited a collection of newly-commissioned stories inspired by the notebooks, *Tales from a Master's Notebook: Stories Henry James Never Wrote*, to be published in April 2018.

[Dr Julia Jordan](#)'s research focuses on chance, late modernism, experimental literature of the 60s and 70s, and the avant garde from 1945. She has particular expertise in the work of Samuel Beckett, B.S. Johnson, Tom McCarthy, Thomas Pynchon, Christine Brooke-Rose and Ann Quin. She is currently working on her second book, which is about accidents and narrative form.

[Dr Eric Langley](#)'s academic research focuses on Shakespearean drama and Renaissance literature more broadly, often with a theoretically-informed inflection. His poetry has appeared in various journals, and his first poetry collection, *Raking Light*, was published by Carcanet and was nominated for the Felix Dennis prize for best first collection at the 2017 Forward Prizes. He is one of the organisers of the department's *Poets Poets* events.

[Dr Matthew Sperling](#) is the author of *Visionary Philology: Geoffrey Hill and the Study of Words* and of essays on the literary aspects of topics including artist's books, glaciers, hymns, indexes, publishing history and trees. His research interests include modern and contemporary poetry and fiction, transnational literature and the history of the book.

[Dr Hugh Stevens](#) is the author of *Henry James and Sexuality*, and of essays on D. H. Lawrence and Henry James. He is also co-editor of *Modernist Sexualities*, and has recently edited *The Cambridge Companion to Gay and Lesbian Literature*. His interests range from gender and queer studies to American and British literature of the nineteenth and twentieth centuries.

[Prof Peter Swaab](#)'s BFI Film Classics book on *Bringing Up Baby* was published in 2010. His current project is a book on Sylvia Townsend Warner. He has also done a good deal of editorial work on nineteenth-century literature, including two editions of Sara Coleridge and one of Edward Lear as a travel writer.

[Dr Kristen Treen](#) has recently completed her Ph.D in American Civil War Literature, Memory, and Material Culture. Kristen's current research project, on degraded materialities and American nationalism in Gilded Age America, is interested in the relationships between texts, objects, and affective states. She is also working on a collaborative project about the Civil War's Modernist afterlives. Alongside her Civil War work, Kristen has published writing on nineteenth-century visual technologies and popular psychology, and on Marianne Moore's poetic experimentation with stenography and its attendant filing systems.

2.2 MA in English Linguistics

Programme Convenor: [Dr Rachele De Felice](#) (room 125) who may be contacted by phone on 020 7679 2266 or by email at r.defelice@ucl.ac.uk

Academic staff participating in the MA in English Linguistics

[Prof. Bas Aarts](#), Professor of English Linguistics and Director of the Survey of English Usage, author of *Small Clauses in English* (1992), *English Syntax and Argumentation* (fifth edition 2017), *Exploring Natural Language* (2002, with Gerald Nelson and Sean Wallis), *Syntactic Gradience* (2007), *Oxford Modern English Grammar* (2011), and the *Oxford Dictionary of English Grammar* (2014, with Sylvia Chalker and Edmund Weiner). He is co-editor of *The Verb in Contemporary English* (1995, with Charles F. Meyer), *Fuzzy Grammar* (2004, with David Denison, Evelien Keizer and Gergana Popova), *The Handbook of English Linguistics* (2006, with April McMahon), and *The Verb Phrase in English* (2013, with Jo Close, Sean Wallis and Geoffrey Leech). Aarts is also a Founding Editor of the Cambridge University Press journal *English Language and Linguistics*.

[Dr Kathryn Allan](#), senior lecturer, is author of *Metaphor and Metonymy: A Diachronic Approach*, and co-editor of *Current Methods in Historical Semantics and Historical Cognitive Linguistics*, published in Mouton's Cognitive Linguistics Research series. With Christian Kay, she is the co-author of the textbook *English Historical Semantics*, (2015, Edinburgh University Press). She is also a contributor to the Keywords Project, a collaborative US/UK research project which builds on Raymond Williams' work in exploring social/cultural 'keywords'. She was the Honorary Membership Secretary of the Philological Society from 2010-2013, and is currently on the Editorial Board for the Oxford University Press journal *Forum for Modern Language Studies*. Her key research interests are historical linguistics, lexicology and lexical semantics.

[Ian Cushing](#), Teaching Fellow in English Linguistics, is the author of two books out in 2018, both published by Cambridge University Press: *Text Analysis* and *Language Change*, and a number of book chapters and journal articles. His research interests are in grammar teaching in schools, English acoustic phonetics and cognitive linguistics.

[Dr Karen Dwyer](#), Teaching Fellow; her main research interests are psycholinguistics, language and communication disorders in mental health, and language within a religious context. She has published in psychiatry, mental health and culture journals, and is currently working on the expression of out-of-the-ordinary religious experiences.

[Dr Rachele De Felice](#), Senior Teaching Fellow; her main areas of interest are corpus linguistics, pragmatics, and specialised language. She is the author of a number of journal articles and is currently working on developing new corpus resources for the study of professional communication.

[Sean Wallis](#), Senior Research Fellow, has wide-ranging expertise in corpus linguistics, research methods, statistics, programming, and psycholinguistics. As well as several publications in journals and edited books, he maintains an academic blog at <https://corplingstats.wordpress.com/>.

3 Key dates and events

3.1 Term Dates, Exam/Assessment period, Core Activities

3.1.1 UCL Term Dates: 2017/18

First Term	Monday, 25 September 2017– Friday, 15 December 2017
Second Term	Monday, 08 January 2018 – Friday, 23 March 2018
Third Term	Monday, 23 April 2018 – Friday, 08 June 2018

For those departments that operate them, Reading Weeks are the weeks beginning Monday 06 November 2017 (Term 1, Week 7), and Monday 12 February 2018 (Term 2, Week 6).

Christmas College Closure	Close 5.30pm Friday 22 December 2017
	Open 9.00am Tuesday 2 January 2018
Easter College Closure	Close 5.30pm Wednesday 28 March 2018
	Open 9.00am Thursday 5 April 2018
Bank Holidays	Closed - Monday 07 May 2018
	Closed - Monday 28 May 2018
	Closed - Monday 27 August 2018

Further information:

- [Term dates 2017/18](#)

You should note that although there is no formal teaching in the summer term, this period is intended for the completion of coursework, written examinations and your dissertation.

Full-time MA students: please remember that the MA is a twelve month programme from September to September.

Student visas: If you are in the UK on a student visa, please do not leave the country without permission from your programme convenor. This applies for the whole duration of the programme. You should also be aware that by leaving the country you take the risk of not being permitted back in because of UK Border controls.

3.1.2 Final Verification for Student term 2 module choices

Student confirmation: Wednesday 06 December 2017

Department confirmation: Friday 15 December 2017

3.1.3 UCL Examination Period 2017-18

Examination Period: Wednesday, 25 April 2018– Friday, 8 June 2018

Late Summer Assessment Period: Monday 20 August – Friday 07 September 2018

MA in English Linguistics students should note that the examinations in *Modern English Grammar* and *Topics in English Linguistics* will take place during the UCL examination period.

3.2 Department- and faculty-level events and key dates

The Department runs a variety of events during the academic year and information will be emailed to all students.

UCL English Graduate Society

The UCL English Graduate Society exists to enrich the social, academic, and professional lives of graduate students in the Department. All MA and MPhil/PhD students automatically become members of the Society on entering the Department; there is no membership fee. The society sponsors a variety of activities and events and suggestions for new ones are always welcome.

Ad hoc discussion groups meet regularly to discuss texts, films and cultural issues of general interest. The groups are an important social focus for graduate students and offers a friendly and informal context for the exchange of ideas. The society also helps to run the English Department's fortnightly Graduate Research Seminar, which presents papers by academics and writers from around the UK, and by UCL staff and PhD students.

Members also run the annual UCL Postgraduate Conference, now in its twelfth year, which gives graduates from the Department, around the UK and overseas a chance to present their research at a lively, well-attended academic conference.

Graduate Research Seminars, workshops and conferences

The Graduate Research Seminar usually takes place on four or five occasions in the first two terms, and on two or three occasions in the third term. There is a mixture of speakers from other universities, members of staff, and students. The seminar consists of a 20-minute paper, followed by an opportunity over drinks in the student common room to discuss further and network. It is hoped that every student will present a paper to the Graduate Research Seminar, generally in their second or third year. Invitations to speakers are sent by the UCL English Graduate Society in consultation with the Graduate Tutor. A one-day postgraduate conference, organised by the UCL English Graduate Society, is held towards the end of the summer term.

The Survey of English Usage also runs a research seminar series consisting of two seminars in the autumn and spring terms.

Inaugural Lectures

A series of free evening lectures, delivered by recently-promoted professors across the arts, humanities and social sciences, runs from November to June. This year's programme will appear in due course on the Faculty's web page.

IAS Events

The Institute of Advanced Studies (IAS) harnesses UCL's extensive expertise across the humanities and social sciences to investigate received wisdom and to address the most urgent ethical and intellectual challenges of today. It is a research-based community, comprising colleagues and doctoral students from across UCL, as well as visiting fellows and research collaborators from the UK and around the world.

Based in the Wilkins Building, the IAS runs a vast and varied range of conferences, talks and seminars throughout the year. See what's on at <http://www.ucl.ac.uk/institute-of-advanced-studies/>.

Festival of Culture

UCL's Festival of Culture takes place in the summer term. It is an exciting, week-long showcase and celebration of the quality, diversity and relevance of scholarship across UCL's Faculties of Arts & Humanities and Social & Historical Sciences. Find out more at <https://www.ucl.ac.uk/festival-of-culture/>.

4 Communication

UCL will communicate with students via:

- [UCL student email](#) – Students should check their UCL email regularly.
- [UCL Moodle](#) – UCL's online learning space, used by module organisers, programme leaders, departments and faculties to provide essential information in addition to learning resources.
- **myUCL** – A weekly term-time e-newsletter to all students (undergraduate and postgraduate) at UCL, which covers key internal announcements, events and opportunities.
- [UCL Instagram](#) – UCL's official Instagram channel, featuring news, events, competitions and images from across the UCL community.
- [@ucl Twitter channel](#) – Sharing highlights of life at UCL from across UCL's diverse community.

The principal method of communication between students and UCL is email. Students are expected to check their UCL email accounts every day including during the holidays. Email will not be sent to or forwarded to any private email accounts, and students are asked not to set up the automatic transfer or email from their UCL account to a private account, as there have been instances of this not working well and students have missed important correspondence as a result.

Students are also expected to check Moodle regularly for their programme and modules to ensure they are able to access up-to-date materials and news.

Occasionally mail may be sent to students from or via the Department; this can be found in the student pigeon holes in 229, the Student Common Room. Mail may also be sent to your term-time or home address; this is especially true of important and official communication from Student and Registry Services and Academic Services. It is essential, therefore, that your contact details are kept up to date on the Portico records system.

Students are welcome to contact the postgraduate administrator in person (Departmental Office, Room 225, Foster Court).

Contact details for English staff can be found on the [English People page](#).

There is also a UCL-wide staff and student [directory](#).

5 Our expectations of students

5.1 UCL disciplinary policies and expected behaviour

UCL enjoys a reputation as a world-class university. It was founded on the basis of equal opportunity, being the first English university to admit students irrespective of their faith and cultural background and the first to admit women. UCL expects its members, both staff and students, to conduct themselves at all times in a manner that does not bring UCL into disrepute. Students should ensure they read and familiarise themselves with UCL's Student Code of Conduct and be aware that any inappropriate behaviour may lead to actions under UCL's Student Disciplinary Procedures.

Further information:

[UCL Student Code of Conduct](#)
[Student Disciplinary Code and Procedure](#)

The Department is a signatory to the [Zero Tolerance to Sexual Harassment pledge](#), making a commitment to challenge sexual harassment and support students and staff who experience it (see section 11.4). We all have a responsibility to make our University a safe space for all students and staff.

The pledge, as part of the [Students' Union UCL Zero Tolerance to Sexual Harassment campaign](#), confirms that the Department will not tolerate, condone or ignore sexual harassment of any kind. It has committed to:

- educate students and staff about sexual harassment and why it's never ok
- support students and staff when they talk about, report or challenge sexual harassment

Students and staff are encouraged to [report any incident of sexual harassment](#). Students are advised to talk to a member of staff in the department they feel comfortable discussing the matter with, who will be able to get advice on the various options available to them. Students can also talk to the [Students' Union Women's Officer](#), the [Students' Union Rights & Advice Centre](#) or the [UCL Student Mediator](#) who will be able to advise them further.

5.2 Hours of study

The total number of learning hours for an MA programme is 1800 per year, which equates to around 35 learning hours per week.

This time is made up of formal learning and teaching events such as lectures, seminars and tutorials, occasional seminars by visiting lecturers, as well as independent study.

5.3 Attendance requirements and penalties for poor attendance

5.3.1 Attendance Requirements

UCL expects students to aim for 100% attendance, and has a minimum attendance requirement of 70% of scheduled learning, teaching and assessment activities. If a student does not meet this requirement they may be barred from summative assessment.

Further information:

[Attendance Requirements](#)
[Barring Students from Assessment](#)

5.3.2 Tier 4 students: Absence from teaching and learning activities

In line with UCL's obligations under UK immigration laws, students who hold a Tier 4 visa must obtain authorisation for any absence from teaching or assessment activities. Students should send an email to c.stainthorp@ucl.ac.uk if they are unable to attend lectures etc. Please provide as much information as possible: date of the absence, module(s), reason for absence, etc.

Further information:

[Authorised Absence](#)
[UCL Visa and Immigration pages](#)

5.3.3 Absence from assessment

Any student who is absent from an assessment must obtain authorisation for the absence by submitting a request for Extenuating Circumstances.

Further information:

[Extenuating Circumstances](#)

5.4 Keeping informed

You should read and be aware of relevant information material in this handbook, on Moodle and in email messages including information concerning the structure of your degree and the assessment procedures.

As a student on a module, you are expected to be aware of the module information given to you. It is your responsibility to ensure that you attend lectures and other classes. It is your responsibility to let teaching administrators and module tutors know if you cannot attend a class. It is also your responsibility to submit the assessed work on time and to make sure that you are aware of exam dates and locations and arrive in time for exams. In addition to the contact time in lectures and classes, you should spend several hours per week on independent reading and study for each of your courses.

5.4 Complaints and grievances

It is important that any student who feels they have been treated unfairly should mention this as soon as they feel able to a suitable member of UCL staff. Most often, your Programme Convenor will be the most appropriate person to discuss, in private, anything that is a cause for concern. Your student academic representative, the UCL Student Mediator, and the Students Union (see sources of support in an earlier section) are also available to students to discuss grievances. This is important and for the benefit of all students.

In the unlikely event that you have not been able to resolve a complaint through the various channels on offer within the department and the faculty, you should follow [UCL's student complaints and grievance procedure](#).

Please see section 13.6 for further information.

6 Tutorials and supervision

6.1 Academic and Personal Tutoring

UCL is committed to providing all students with the academic guidance and personal support that they need to flourish as members of our active learning and research community. As part of the wider support infrastructure provided by a programme, every undergraduate or taught postgraduate student will be assigned a member of staff who can provide constructive academic and personal development guidance and support. At the start of the year, students will be provided with the name and identity of their personal tutor, the date of their first meeting, and where and when the personal tutor can be found in term time. Students are encouraged to be proactive in engaging with their Personal Tutor, as it is the responsibility of the student to keep in touch.

MA English: Issues in Modern Culture students should refer to Section 7.1 for tutorial arrangements.

Programme convenors and course lecturers will ensure that you are given all the necessary information at the beginning of teaching, including timetable, tutorial arrangements, assessment information and deadlines for the submission of assessed work and to inform you of any changes by email and via the course Moodle page. Lecturers will also include handouts and other relevant information on the course Moodle page.

The Programme Convenor and the postgraduate administrator will also be available throughout the academic year to help you with queries.

6.2 Dissertation supervision

This is covered in the relevant sections of the programme information provided in Section 7.

7 Programme structure

7.1 MA English: Issues in Modern Culture

The programme consists of three modules.

The first (**AUTHORS**), taught over both terms, orchestrates close reading and discussions of some of the nineteenth- and twentieth-century British, French and American writers who most strikingly 'made it new'. The course explores a wide range of authors, from Ezra Pound to Toni Morrison, and from Henry James to Ralph Ellison.

The second (**CONTEXTS**), taught in the autumn term, explores the relationship between modern culture and the city from the 1860s to the present day. Topics covered in range include 'Psychogeography', 'The Harlem Renaissance', 'Technology and the Body', 'Catastrophe'.

For the third (**OPTIONS**), taught in the spring term, students will each choose two sets of seminars, each five weeks long. These options will explore specific authors, periods, movements or thematic concerns of related works of literature or films.

These modules give students a thorough grounding in the skills needed for independent research. Emphasis is placed on the production of a dissertation in which students have extensive scope to develop their own individual research interests.

7.1.1 Curriculum

Authors (60 credits)

This module is compulsory for all students enrolled in the Issues in Modern Culture MA.

Authors taught on this strand of the programme in the coming session will include (in provisional order): James Joyce, D.H. Lawrence, Marianne Moore, Ezra Pound, Virginia Woolf, Willa Cather, Sylvia Townsend Warner, Elizabeth Bowen, Ralph Ellison, Chinua Achebe, Alfred Hitchcock, Patricia Highsmith, Bob Dylan, Toni Morrison, Alan Hollinghurst, J.M. Coetzee, Thomas Pynchon, Philip Roth, and David Simon (*The Wire*).

Contexts: Modernity and the City (30 credits)

This module is not compulsory, and students may choose to take in its stead options run by other MA courses in the Faculty.

This module, which is taught in the autumn term, explores the relationship between modern culture and the city from the 1860s to the present day. It does so by reading literature and other art forms (ranging from the high-brow to the popular) in the context of a broad range of societal, philosophical, and technological developments.

The following topics will be covered by the Contexts strand of the programme in the coming session: Modernity and the City; City Symphonies; Filming New York; Class and the City; The Harlem Renaissance; Queer Fictions and the City; Abstract Expressionism; Hollywood Fiction; Pyschogeography; Species of Spaces.

Options (15 credits each)

The department will offer sets of options in the spring term. These unfold consecutively, with the first being taken before Reading Week, and the second after Reading Week. Students on the MA Issues in Modern Culture may take two of these optional courses, or they may choose to take in their stead options run by other MA courses in the Faculty.

Option seminars for spring 2018 are: Marxist Aesthetics; Chance, Accident, Catastrophe; Contemporary Poetry; American Counterculture; Global Anglophone Fiction; Modernism & History.

A reading list for the six courses will be available at the beginning of the academic year. Reading for the seminars should be completed without fail before the session. Works not readily available will usually be provided in hard copy.

Dissertation (60 credits)

Before the summer term, students choose topics for their dissertation. By the beginning of the summer term students are expected to have finalised a title and submitted an outline description of the proposed topic to the course convenor. Students will then discuss the proposed topic in a half-hour viva with their primary and secondary supervisors, who will pass the title as acceptable or suggest revisions. Two further half-hour meetings with the student's primary supervisor take place over the summer.

7.1.2 Choosing modules

In place of Contexts, students may choose to take a module from another department in the Faculty of Arts & Humanities. Students are advised to discuss their intentions with the programme convenor, and also to contact the teaching department to check eligibility and place availability and whether there is a deadline by which students must register their place on the module in Portico.

Further information:

- [Selecting Modules](#)

7.1.3 Learning outcomes

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

a) Knowledge and understanding of:

- a wide range of literary and other texts of the period, especially those whose length or complexity may have prevented their being studied at undergraduate level;
- the cultural and intellectual contexts of literature over the period;
- diverse critical approaches to literature and culture of the period;
- conceptions of modernity, especially in relation to modernism and postmodernism;
- research methods appropriate to study of modern literature in its cultural contexts (intellectual, social, musical, cinematic, and in the field of the visual arts).

b) Intellectual (thinking) skills:

- close reading of individual works;
- awareness of interactions among literary works and other kinds of cultural production in the period and of implications for literary interpretation;
- assessment of diverse critical approaches;
- awareness of interactions between literature and other developments in the period, including philosophical, psychological and critical theory.

c) Practical skills (able to):

- read and assimilate difficult literary works;
- deal critically with non-literary texts in a variety of modes, including song, film, photography and painting;
- participate in academic discussion at a high level;

- present research work in progress, idea and arguments orally;
- make use of various libraries and archives, including the British Film Institute Library;
- use art historical, biographical, cinematic and other research resources;
- research, organise and accurately present bibliographies in a professional and scholarly manner;
- use relevant library databases and web-based research resources;
- define a research topic;
- write lucidly, fluently and precisely;
- sustain research writing over an extensive piece of work.

d) Transferable skills (able to):

- analyse evidence;
- assess evidence;
- examine arguments critically;
- define and defend an independently formed point of view;
- communicate ideas orally;
- participate constructively in the work of a group;
- communicate ideas in writing;
- manage time and work to deadlines;
- word-process;
- use other IT skills, e.g. become familiar with databases and web-based resources;
- work independently.

7.1.4 Assessment

Important: please read the following in conjunction with Section 8.

All elements of the examination are double-marked. An external examiner scrutinises the examination process.

Your name must not appear on any assessed work (hard copy and electronic submission). You will be allocated a confidential candidate number identifier by the Examinations Office for use on all assessed work.

Authors is examined by a take-home examination. Students must write two essays, each of 2,500 words, within a three-day period.

The Authors exam will commence at 10am on Monday 23th April 2018, and should be submitted through Moodle by 10am on Thursday, 26th April 2018. Hard copies must be handed into the English Department Office by 1pm on Thursday 26th April 2018. Students must submit two copies of each essay.

Contexts is examined by an essay of (maximum) 6,000 words (including notes but excluding the list of works cited).

Students discuss their essay topic with their contact tutor at the end of the autumn term. A 1,000-word draft or plan for the essay is then handed in to the tutor at the beginning of the spring term, and discussed in a second session. The final completed version should be submitted through Moodle by 10am on Monday, 19th February 2018. Hard is handed in to the English Department Office by 1pm on Monday, 19th February 2018. Students must submit two copies of the essay.

Detailed guidelines for the presentation of long essays for examination are available from the Department Office and posted on Moodle

Options: each option is examined by an essay of (maximum) 4,000 words. Options essays must be submitted via Moodle by 10am on Thursday, 31st May 2018, with hard copies handed in to the English Department Office by 1pm on the same date.

Dissertation: Before the summer term, students choose topics for their dissertation. During the term students are expected to finalise a title and submit an outline description of the proposed topic to the course convenor. Students will then discuss the proposed topic in a half-hour viva with their primary and secondary supervisor, who will pass the title as acceptable or suggest revisions. Two further half-hour meetings with the student's primary supervisor take place over the summer.

The dissertation should be submitted via Moodle with two hard copies handed in to the English Department Office. The final date for the submission of dissertations is 3rd September 2018. The length of the dissertation is 12,000 words (including footnotes but excluding the list of works cited). All dissertations should be word-processed. Please follow the guidelines in the document 'Guidance on Presentation of Long Essays for Examination' (taking particular note of the anonymity guidelines), which is available on Moodle. The dissertation should be bound (ring-binding is recommended); this can be done at the University of London Union or at any other print shop of your choice.

N.B. There should be no duplication of material in any part of the examination (the Authors take-home examination, the Context and Options essays and the dissertation).

Guidelines for submission of course essays and dissertation:

The essays and dissertation should be word processed, double-spaced, on one side of standard size (e.g. A4) paper. Leave generous margins (at least 1"/2.5cm). You must acknowledge all quotations and references in a proper scholarly fashion: see the English Department Style Sheet for Essays in Moodle.

Each course essay and the dissertation must include a statement of the word count, which includes quotations and notes but not bibliography. Candidates who exceed the maximum word-limit are warned that the examiners will not be obliged to read beyond this limit. If a quotation needs to be translated, the translation should not be included in the word count.

Each essay and dissertation should include a title page giving the following information: title; the name of the course being examined; word-count; and your candidate examination identifier, which will be provided by the UCL Examinations Department. It is essential that your name should not appear anywhere on your essays or dissertation. However, each candidate's submitted work should be accompanied by a separate, detachable cover sheet giving your name and a statement that the essay or dissertation is your own work. This might simply take the form: 'I certify that this essay [give title] is my own work, and that I have not compromised my anonymity within it' with your signature appended below. These will be available in the Department Office to fill in when you hand in your essays.

The dissertation should be bound (coursework essays and any take-home exam scripts only need to be stapled). Ring-binding is recommended; this can be done at the University of London Union or at any other print shop of your choice.

Two hard copies should be submitted of each coursework essay, take-home exam script and dissertation.

UCL uses the Turnitin detection system to scan work for evidence of plagiarism, and this has been built into the programme's Moodle site. All course essays and the dissertation must be submitted via Moodle. Details about this process will be explained by the course convenor prior to your first deadlines. Information about UCL's plagiarism procedures is provided in one of the following sections.

SUMMARY OF DEADLINES, 2017/18

COURSE	LENGTH OF ESSAY(s)	TURNITIN DEADLINE	HARD COPY DEADLINE	COPIES REQUIRED
<u>AUTHORS</u>	2x 2,500 words	26 April, 10am	26 April, 1pm	2 of each essay
<u>CONTEXTS</u>	6,000 words	19 Feb, 10am	19 Feb, 1pm	2
<u>OPTIONS</u>	2x 4,000 words	31 May, 10am	31May, 1pm	2 of each essay
<u>DISSERTATION</u>	12,000 words	3 September, 10am	3 September, 1pm	2

7.1.5 Weighting and classification

The weighting of elements in the final degree profile will be as follows:

- one-third for the Authors examination (60 credits)
- one-sixth for the Contexts coursework (30 credits – which may be gained by taking other courses in the Faculty).
- one-twelfth for each Option (15 credits each – which may be gained by taking other courses in the Faculty).
- one-third for the dissertation (60 credits)

Awards will be determined as follows:

- To achieve a 'Pass', candidates must achieve an overall average of 50%.
- To achieve a 'Merit,' candidates must achieve an overall average of 60% or higher; a mark of 60% or higher in the dissertation; and there are no marks below 50%, no condoned marks; no re-sit marks, and all marks are first attempts.
- To achieve a 'Distinction', candidates must achieve an overall average of 70% or higher; a mark of 70% or higher in the dissertation; and there are no marks below 50%, no condoned marks, no re-sit marks and all marks are first attempts.

7.1.6 Standard borderline criteria

If the overall weighted average mark is 69% after rounding to the nearest integer, the candidate is in the borderline zone. An award of Distinction must be made where:

- Marks for at least half of the taught credits are at or above 70%; and
- The mark for the dissertation is at or above 70%; and

- There are no marks below 50%, no condoned marks, no re-sit marks and all marks are first attempts.

If the weighted average mark is 59% after rounding to the nearest integer, the candidate is in the borderline zone. An award of Merit must be made where:

- Marks for at least half of the taught credits are at or above 60%; and
- The mark for the dissertation is at or above 60%; and
- There are no marks below 50%, no condoned marks, no re-sit marks and all marks are first attempts.

7.1.7 Marking criteria

To achieve a mark of 70% or above, a candidate will:

- demonstrate originality and independence of thought;
- highlight the problems posed by the question or topic;
- show a thorough and accurate acquaintance with descriptive and theoretical issues;
- draw on a wide and discriminating range of reading;
- write clearly, structure the work transparently and illustrate points with pertinent examples.

Candidates who achieve marks in the range 60% - 69% will:

- show a good understanding of a wide variety of texts;
- construct coherent arguments;
- draw on a reasonably wide range of reading;
- structure the work coherently, write clearly and illustrate points with appropriate examples.

Candidates with marks in the range 50% - 59% will:

- demonstrate that the course has been followed with active seriousness;
- show some familiarity with the material and with the main authorities;
- avoid irrelevance and serious errors.

Candidates with marks in the range 40% - 49% will:

- demonstrate little evidence that the course has been followed with active seriousness;
- show little familiarity with the material and with the main authorities;
- have few coherent arguments;
- have one or more serious errors in their work;
- show little grasp of relevant material;
- have poor expression and structure.

Candidates with marks from 20%-39% will:

- demonstrate no evidence that the course has been followed with active seriousness;
- show no familiarity with the material and with the main authorities;
- have no coherent arguments;
- have many serious errors in their work;
- show no grasp of relevant material;
- have poor expression and little or no structure.

Candidates with marks from 0%-19% will:

- have written too little (fewer than 100 words) for the examiners to assess their abilities.

7.1.8 Part-Time Students

Part-time students take the Contexts and Options courses (or other courses offered in the Faculty to make up their 60 credits) in their first year, and Authors in their second year. The dissertation is submitted on 1st September at the end of the second year. A part-time candidate who fails the written paper in his/her first year is required to enter for it in his/her final year.

7.1.9 Tutoring and dissertation supervision

Students will be assigned a 'Contexts' tutor for the Autumn term, and this member of staff will be their first point of contact until January. In the spring term, students will have meetings with both Options tutors, and after this they will be assigned both a primary and a secondary Dissertation supervisor. Students are encouraged to approach these members of staff for both academic and, if needed, personal development guidance.

Arrangements for dissertation supervision are outlined in 7.1.1 and 7.1.4 above.

7.2 MA in English Linguistics

The programme extends over one calendar year for full-time students and two calendar years for part-time students. Teaching takes place over two terms: the autumn term runs from October to December and the spring term runs from January until the end of March. Examinations take place after the Easter break at the end of April/early May. Students write their dissertations over the summer.

7.2.1 Curriculum

Students on the MA in English Linguistics take either Pathway 1 or Pathway 2, as shown in the tables below:

Pathway 1	Autumn term	Spring term	Assessment
Modern English Grammar (30 credits)	10 sessions	10 sessions	Written three-hour examination: three questions to be answered.
English Corpus Linguistics (30 credits)	10 sessions	10 sessions	Course essay of 4,000-6,000 words, based on the project in the Spring term. To be handed in by 30 April 2018.
Research Methodology (30 credits)	10 sessions	10 sessions	Assessment is based on two essays chosen from the essays written during the course which are submitted in a portfolio (50%), and on a number of assignments submitted during the year (50%).
Topics in English Linguistics (30 credits)	Two option courses to be chosen from the current offering of courses. Each option course is taught in 10 sessions over one term. Recently offered courses: English Words, Phonetics & Phonology, Literary Linguistics. The first terms of the English Corpus Linguistics and English in Use courses can also be taken as options.		Written three-hour examination divided into sections, one for each option course: three questions to be answered.
Dissertation (60 credits)			10,000 word dissertation to be submitted by 3 September 2018.
Total credits 180			

Pathway 2	Autumn term	Spring term	Assessment
Modern English Grammar (30 credits)	10 sessions	10 sessions	Written three-hour examination: three questions to be answered.
English in Use (30 credits)	10 sessions	10 sessions	Course essay of 4,000-6,000 words. To be handed in by 30 April 2018.
Research Methodology (30 credits)	10 sessions	10 sessions	Assessment is based on two essays chosen from the essays written during the course which are submitted in a portfolio (50%), and on a number of assignments submitted during the year (50%).

Topics in English Linguistics (30 credits)	Two option courses to be chosen from the current offering of courses. Each option course is taught in 10 sessions over one term. Recently offered courses: English Words, Phonetics & Phonology, Literary Linguistics. The first terms of the English Corpus Linguistics and English in Use courses can also be taken as options.	Written three-hour examination divided into sections, one for each option course: three questions to be answered.
Dissertation (60 credits)		10,000 word dissertation to be submitted by 3 September 2018.
Total credits 180		

Students on Pathway 1 can also take the *English Language in Use* as an option course, and students on Pathway 2 can take *English Corpus Linguistics* as an option course.

Modern English Grammar, *English in Use* and *Research Methodology* are taught in weekly seminars over two terms. The option courses are taught in weekly seminars over one term, either in the autumn or spring term.

Over the year students write a number of essays, which are discussed in one-to-one tutorials. They also carry out a number of assignments, including presentations during the Spring Term. All students are required to attend the research seminars organised by the Survey of English Usage which typically take place twice a term.

7.2.2 Part-time students

Special arrangements regarding the attendance of courses are made for part-time students. These students can choose to take one or more examinations at the end of their first year. The dissertation is submitted on at the beginning of the second year (see above for the 2017-18 submission date).

7.2.3 Choosing modules

Modules are the individual units of study which lead to the award of credit. Students will need to select on Portico whether they are taking Pathway 1 or Pathway 2. Students will be advised how and when to do this during induction.

Further information:

- [Selecting Modules](#)

7.2.4 Learning outcomes

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

- Knowledge and understanding of:
 - the grammar of Modern English syntax and morphology;
 - English Corpus Linguistics;
 - English in use;
 - selected topics in the study of the English language;
 - research methodology.

b) Intellectual (thinking) skills: this MA programme aims to train students to:

- analyse evidence;
- assess evidence;
- understand and use central concepts in the study of English and linguistics in general;
- think logically;
- be precise;
- be consistent;
- be clear;
- be critical of published work and to question interpretations;
- define and defend an independently formed point of view;
- understand the nature of theories of language and linguistics;
- formulate solid research questions and carry out an independent project.

c) Practical skills (able to):

- coherently and clearly present a topic in English language studies to fellow students;
- use the library and all its resources, specialised websites, discussion lists, databases, etc.;
- read and assimilate the primary literature;
- communicate ideas in writing and orally;
- summarise the main points of a book or article;
- write coherently and clearly in an academic style;
- manage time and work to deadlines;
- word-process and use other IT skills, e.g. databases and web-based resources, email, etc.;
- work independently;
- collect and interrogate data;
- develop problem-solving strategies.

d) Transferable skills (able to):

- analyse evidence;
- assess evidence;
- examine arguments critically;
- define and defend an independently formed point of view;
- communicate ideas in writing and orally;
- participate constructively in the work of a group;
- manage time and work to deadlines;
- word-process and use other IT skills, e.g. become familiar with databases and web-based resources;
- work independently.

7.2.5 Assessment

Important: please read what follows in conjunction with the document entitled '*Guidelines for the submission of written work: tutorial essays and dissertation*' which is available on the MAEL Moodle page, and in conjunction with Section 8.

Important: please read the following in conjunction with Section 8.

The MA operates sampled double-marking, with all dissertations double-marked. An external examiner scrutinises the examination process.

Your name must not appear on any assessed work (hard copy and electronic submission). You will be allocated a confidential candidate number identifier by the Examinations Office for use on all assessed work.

There will be two written desk examinations of three hours each which take place after the Easter break:

1. **Modern English Grammar:** three questions to be answered from a range.
2. **Topics in English Linguistics:** three questions to be answered on two option courses, i.e. two questions on one option course and one question on a second option course.

These desk examinations will be timetabled during UCL's examination period in the summer term. Exact dates and locations will be announced towards the end of the spring term. You will be required to present your College ID card and individual examination timetable at the examination hall.

There is provision for you to take exams in special places or by special means (e.g. if you are unable to write). You should let the course convenor know as soon as possible if there are any circumstances which make this necessary, and contact the Examinations Section in the Registry and/or the Student Disability Services office to arrange for an assessment (<http://www.ucl.ac.uk/disability>). Requirements for special equipment or extra time must have the approval of a UCL Panel. Please see Section 9 for further information.

If you are absent from a desk exam without good reason, you cannot be awarded a degree and are officially deemed to have 'retired' from the examination.

English Corpus Linguistics and **English in Use** are examined by a long course essay of 4,000-6,000 words, based on a project in the Spring term. This essay is to be submitted via Moodle by **30 April 2018, 10.00am**.

Research Methodology is examined by course work (assignments handed in at various points during the year), as well as by a *Portfolio of Essays*. This portfolio consists of two essays on a range of topics in English Linguistics, selected by students from the tutorial essays which they have written during the course of the year. Essays must not exceed 2,000 words in length. The portfolio must be submitted to the Course Convenor via email (*not* Moodle) by the first day of the Summer Term.

Dissertation: Students write their dissertation over the summer, with a maximum 10,000 words; to be handed in by **3 September 2018**. The title of the dissertation, together with an abstract of the proposed topic, must be submitted to the Course Convenor on the first day of the Summer Term. Your proposal will be considered by the examiners, and you will be told if it needs reconsideration and resubmission. Once approved, your title cannot normally be changed, and your finished dissertation will be examined against it.

Supervision during the writing of the dissertation takes place informally during the summer until mid-July. After that date examiners are not available for supervision, except in cases of emergency. Examiners do not read *Dissertation* drafts.

See the document *Guidelines for the submission of written work: tutorial essays and dissertation* available on Moodle for further details about the presentation of the *Dissertation*.

The length of the dissertation must not exceed 10,000 words (excluding the references, but including tables, footnotes and quotations). Penalties apply if the prescribed length of the dissertation is exceeded.

The dissertation must be submitted via Moodle and one copy must be handed in to the English Department Office by **3 September 2018, 2 p.m.** (for part-time students, this is in the second year). The dissertation should be bound (ring-binding is adequate), and the text should be single-spaced. It may be posted, but it is your responsibility to ensure that it arrives before the deadline.

Failure to meet the submission deadline may mean that it cannot be examined until the following September. Extensions to the deadline will **not** be granted **unless** evidence is submitted as to why the deadline cannot be met (e.g. a medical certificate).

N.B. Students are reminded that there should be no duplication of material in any part of the examination, and their attention is drawn to the UCL regulations on plagiarism. To accord with UCL's anti-plagiarism policy, you must keep copies of all your essays and your dissertation in both electronic and paper form. These copies must be exactly the same as the work submitted. The electronic copy must be in a format which is compatible with UCL's computer system (i.e. preferably a Word document).

If there are any circumstances, medical or other, which candidates believe may affect either their preparation for the examinations, or their performance, they should ensure that information and appropriate documentation reaches the Course Convenor as soon as possible (see the document *Guidelines for the submission of written work: tutorial essays and dissertation*, available on Moodle for further details). Extensions to deadlines can only be granted if such documentary evidence is supplied.

7.2.6 Classification

All essays and examinations are marked out of 100, though it is a peculiarity of the British marking system that marks in the range 75-100 are rare.

Awards will be determined as follows:

- To achieve a 'Pass', candidates must achieve an overall average of 50% or higher and a mark of at least 50% in the Dissertation.
- To achieve a 'Merit,' candidates must achieve an overall average of 60% or higher; a mark of 60% or higher in the dissertation; and there are no marks below 50%, no condoned marks; no re-sit marks, and all marks are first attempts.
- To achieve a 'Distinction', candidates must achieve an overall average of 70% or higher; a mark of 70% or higher in the dissertation; and there are no marks below 50%, no condoned marks, no re-sit marks and all marks are first attempts.

The Board of Examiners may allow the possibility of a *condoned fail* in one of the components provided that the candidate achieves an average mark of 50 overall and a pass mark in the *Dissertation* of at least 50. This means that a narrow fail in any one of the three examination papers can be compensated for by an appropriate performance in another element. For example, a result of 40 (the lowest permitted failure) in one examination paper may be off-set by a higher result (of at least 60) in another examination paper.

Deferment of the whole examination or of the *Dissertation* may be granted for reasons judged adequate in the particular case at the discretion of UCL

7.2.7 Standard borderline criteria

If the overall weighted average mark is 69% after rounding to the nearest integer, the candidate is in the borderline zone. An award of Distinction must be made where:

- Marks for at least half of the taught credits are at or above 70%; and
- The mark for the dissertation is at or above 70%; and
- There are no marks below 50%, no condoned marks, no re-sit marks and all marks are first attempts.

If the weighted average mark is 59% after rounding to the nearest integer, the candidate is in the borderline zone. An award of Merit must be made where:

- Marks for at least half of the taught credits are at or above 60%; and
- The mark for the dissertation is at or above 60%; and
- There are no marks below 50%, no condoned marks, no re-sit marks and all marks are first attempts.

7.2.8 Marking criteria

To achieve a mark of 70% or above, a candidate will:

- demonstrate originality and independence of thought;
- highlight the problems posed by the question or topic;
- show a thorough and accurate acquaintance with descriptive and theoretical issues;
- draw on a wide and discriminating range of reading;
- write clearly, structure the work transparently and illustrate points with pertinent examples.

Candidates who achieve marks in the range 60% - 69% will:

- show a good understanding of data and theory;
- see the point of questions, and be able to conduct arguments in response to them;
- draw on a reasonably wide range of reading;
- structure the work coherently, write clearly and illustrate points with appropriate examples.

Candidates with marks in the range 50% - 59% will:

- demonstrate that the course has been followed with active seriousness;
- show some familiarity with the material and with the main authorities;
- avoid irrelevance and serious errors.

Candidates with marks in the range 40% - 49% will:

- demonstrate little evidence that the course has been followed with active seriousness;
- show little familiarity with the material and with the main authorities;
- have few coherent arguments;
- have one or more serious errors in their work;
- show little grasp of relevant material;
- have poor expression and structure.

Candidates with marks from 20%-39% will:

- demonstrate no evidence that the course has been followed with active seriousness;
- show no familiarity with the material and with the main authorities;
- have no coherent arguments;
- have many serious errors in their work;
- show no grasp of relevant material;
- have poor expression and little or no structure.

Candidates with marks from 0%-19% will:

- have written too little (fewer than 100 words) for the examiners to assess their abilities.

8 Information on Assessment

It is essential that students read the following information in conjunction with information on assessment provided in Section 7.

8.1 UCL Feedback Turnaround Policy

Regular feedback is an essential part of every student's learning. It is UCL policy that all students receive feedback on summative assessments within one calendar month of the submission deadline. This feedback may take the form of written feedback, individual discussions, group discussions, marker's answers, model answers or other solutions (although students should note that UCL is generally unable to return examination scripts or comments on the same). Students writing dissertations or research projects should also expect to receive feedback on a draft on at least one occasion.

If, for whatever reason, we cannot ensure that the one calendar month deadline is met then we will tell students when the feedback will be provided - it is expected that the extra time needed should not exceed one week. Where feedback is not provided within the timescale, students should bring the matter to the attention of the Programme Convenor or Head of Department.

Further information:

- [UCL Feedback Turnaround Policy](#)

8.2 Examinations

Students must ensure that they are aware of the regulations governing written examinations detailed in the *UCL Examination Guide for Candidates* on the [Examinations and Awards website](#). Students should pay particular attention to the regulations around examination irregularities. Students who are suspected of any form of cheating or of breaching the Examination Regulations will be investigated under UCL's Examination Irregularities and Plagiarism procedures.

Further information:

- [Examinations and Awards website](#)
- [Examination Regulations](#)
- [Examination Irregularities and Plagiarism procedures](#)

8.3 Late Submission Penalties

Planning, time-management and the meeting of deadlines are part of the personal and professional skills expected of all graduates. For this reason, UCL expects students to submit all coursework by the published deadline date and time, after which penalties will be applied.

If a student experiences something which prevents them from meeting a deadline that is sudden, unexpected, significantly disruptive and beyond their control, they should submit an Extenuating Circumstances (EC) Form. If the request is accepted, the student may be granted an extension. If the deadline has already passed, the late submission may be condoned i.e. there will be no penalty for submitting late.

Further information:

- [Late Submission Penalties](#)
- [Extenuating Circumstances](#)

8.4 Absence from Assessment

Any student who is absent from an assessment will receive a mark of zero unless they obtain authorisation for the absence and formally defer their assessment to a later date by submitting a request for [Extenuating Circumstances](#). Absences from assessment need to meet the criteria for Extenuating Circumstances and be supported by appropriate evidence. If Extenuating Circumstances are not approved, the mark of zero will stand.

In line with UCL's obligations for students studying under a visa, Tier 4 students must also obtain authorisation for any absence from teaching or assessment activities under the Authorised Absence procedures.

Further information:

- [Extenuating Circumstances](#)
- [Authorised Absence Policy](#)

8.5 Word Counts

Assignment briefs will include clear instructions about word counts, the inclusion of footnotes, diagrams, images, tables, figures and bibliographies etc. Students are expected to adhere to the requirements for each assessment. Students exceeding these parameters may receive a reduction in marks.

For submitted coursework where a maximum word count has been specified, the following Faculty policy will be applied:

- For work that exceeds a specified maximum length by less than 10% the mark will be reduced by five percentage marks, but the penalised mark will not be reduced below the pass mark: marks already at or below the pass mark, including marks in the condonement range, will not be reduced
- For work that exceeds a specified maximum length by 10% or more the mark will be reduced by ten percentage marks, but the penalised mark will not be reduced below the pass mark: marks already at or below the pass mark, including marks in the condonement range, will not be reduced.
- Discretion may be exercised where word limits are exceeded by small amounts likely to fall within the margin of error of conflicting word counts generated by different software.
- Particular assessments or assessment types where word limits are considered inappropriate or counterproductive can be exempted. The authority to do so rests with the Board of Examiners. The decision to exempt an assessment will be made and published to students at the outset.

In the case of coursework that is submitted both late and over-length, the greater of the two penalties shall apply.

Further information:

- [Word Counts](#)

8.6 Information about the consequences of failure

8.6.1 Re-assessment

The Programme Scheme of Award describes the modules which students must complete and pass in order to achieve their degree. Where a student fails to meet these requirements at the first attempt, and there are no [Extenuating Circumstances](#) material to that failure, they may be reassessed on one more occasion only, unless they have been awarded a degree, are eligible for the award of a degree, or have been excluded from UCL on the grounds of academic insufficiency or as a result of misconduct. Students who have passed a module are not permitted to resit or repeat that module.

Students who fail in up to 60 taught credits will be required to Resit in the Late Summer Assessment Period. Students failing 60 or more credits will be required to Repeat the module(s), with tuition, in the following academic year.

There are separate provisions for students who fail due to [Extenuating Circumstances](#) - the Extenuating Circumstances Panel will determine the nature and timing of the Deferral, which may be offered with or without tuition/ attendance.

Students who fail a Masters dissertation/ research project will normally resit by 31 January (30 April for January-start programmes). Exceptionally, the Exam Board may decide that the extent of failure is such that the student needs to Repeat the dissertation with tuition and fees.

Taught Postgraduate students who meet the [Condonement Criteria](#) will meet the Progression and Award Requirements and will not be permitted a further attempt.

8.6.2 Capping of Reassessment Marks

The marks for modules passed at the second attempt will be capped at the Pass Mark: 50% for PG modules. Students who defer their first attempt due to Extenuating Circumstances will not have their marks capped. Students deferring their second attempt (i.e. who have Extenuating Circumstances on a Resit or Repeat) will have their marks capped.

Further information:

[Consequences of Failure](#)

8.7 Academic Integrity (plagiarism)

UCL defines plagiarism as “the presentation of another person’s thoughts or words or artefacts or software as though they were a student’s own”.

It is therefore important that you make clear acknowledgement of all works you have used in writing your essays, coursework assignments, and Dissertation.

Sources for any of the following kinds of material must be cited precisely in essays: facts that are not widely known; opinions directly derived from a secondary work; paraphrase of any part of a primary or secondary work; and quotations. The purpose of citing sources precisely is to refer the examiner unequivocally to a particular place in a work or collection of works; without proper citations the examiner may not be able to assess your essay adequately. Referencing guides, as well as style sheets, will be provided in your programme’s Moodle page.

You are assumed to be familiar with the College guidelines about plagiarism outlined in the relevant section of the Academic Manual and which are listed in section 8.8.

Plagiarism is a serious examination offence and may result in your degree being withheld.

8.8 Examination Irregularities and Plagiarism

UCL students are expected to be aware of and adhere to UCL's referencing and examination requirements as a condition of their enrolment:

- **For examinations**, the *UCL Examination Guide for Candidates* is published annually on the Examinations and Awards website. All candidates for written examinations must ensure they are familiar with the requirements for conduct in examinations set out in this guide.
- **For coursework submissions**, students must ensure that they are familiar with the UCL Library Guide to References, Citations and Avoiding Plagiarism which provides detailed guidance about UCL's referencing and citation requirements. Students should also ensure that they are familiar with the specific referencing requirements of their discipline.

UCL will use plagiarism detection software to scan coursework for evidence of plagiarism against billions of sources worldwide (websites, journals etc. as well as work previously submitted to UCL and other universities). Most departments will require students to submit work electronically via these systems and ask students to declare that submissions are the work of the student alone.

Any student suspected of examination misconduct, plagiarism, self-plagiarism, collusion, falsification or any other form of academic misconduct which is likely to give an unfair advantage to the candidate and/or affect the security of assessment and/ or compromise the academic integrity of UCL will be investigated under the Examination Irregularities and Plagiarism procedures. If misconduct is found, students are likely to be failed for that assignment and/ or module. Serious or repeated offences may lead to failure of the whole year, suspension or even expulsion. A breach of copyright or intellectual property laws may also lead to legal action.

Further information:

- [UCL Examination Guide for Candidates](#)
- [Library Guide to References, Citations and Avoiding Plagiarism](#)
- [Examination Irregularities and Plagiarism procedures](#)
- Students can also seek advice from the [Students' Union Rights & Advice Centre](#)

8.9 Marking, Second-marking and Moderation

All work that is submitted for summative assessment is marked by a UCL Internal Examiner or Assistant Internal Examiner. All UCL programmes also include rigorous second-marking and internal moderation processes to ensure that marking is consistent and fair. Second-marking can take a number of different forms depending on the type of assessment, but the overall aim is to ensure that marking is as accurate as possible. Internal moderation also helps UCL to ensure that marking is equitable across different modules, pathways, options and electives.

8.10 External Examining at UCL

External Examiners are senior academics or practitioners from other universities who help UCL to monitor the quality of the education we provide to our students. In particular, External Examiners scrutinise the

assessment processes on each programme, helping UCL to ensure that all students have been treated fairly, that academic standards have been upheld and that the qualifications awarded are comparable with similar degrees at other UK universities.

Each External Examiner submits an annual report. Faculties and departments are required to reflect on any recommendations and address any issues raised in a formal response. The report and response are discussed with Student Reps at the Staff-Student Consultative Committee, and are scrutinised by faculty, department and institution-level committees. Students can access their External Examiner's report and departmental response via their Portico account or by contacting their Departmental Administrator in the first instance or Student and Registry Services directly at examiners@ucl.ac.uk.

9 Extenuating Circumstances and Reasonable Adjustments

If you have **extenuating circumstances** that you wish to be taken into account, please read the Extenuating Circumstances information in the UCL Academic Manual at <https://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/principles>, complete the UCL Extenuating Circumstances Request Form, available <https://www.ucl.ac.uk/srs/academic-manual/c4/annexes>, and submit it to Clare Stainthorp in the English Department Office (together with appropriate evidence) so that it can be considered at a departmental/faculty level.

Extenuating Circumstances forms need to be submitted **no later than one week** after the circumstance concerned; if there is a delay in getting evidence such as a doctor's note, the form should be submitted on time with a note saying that the evidence is to follow.

9.1 Reasonable Adjustments

UCL will make Reasonable Adjustments to learning, teaching and assessment to ensure that students with a disability are not put at a disadvantage. UCL also provides Reasonable Adjustments for students who might not consider themselves to have a 'disability' but who nevertheless would benefit from additional support due to an ongoing medical or mental health condition. It is the responsibility of the student to request Reasonable Adjustments, and students are encouraged to make a request as early as possible.

Further information:

- [Reasonable Adjustments](#)
- [Student Disability Services](#)

9.2 Special Examination Arrangements

Special Examination Arrangements (SEAs) are adjustments to central or departmental written examinations which can be made as a Reasonable Adjustment for students with a disability or longer-term condition or as a form of mitigation for students with shorter-term medical Extenuating Circumstances. This may include, but is not limited to extra time, a separate room, rest breaks and specialist equipment. Students must make an application to use the special examination facilities.

Further information:

- [Special Examination Arrangements](#) – guidance and forms
- [Special Examination Arrangements](#) – regulations
- [Student Disability Services](#)
- [Reasonable Adjustments regulations](#)

9.3 Extenuating Circumstances

9.3.1 Illness and other extenuating circumstances

UCL recognises that some students can experience serious difficulties and personal problems which affect their ability to complete an assessment such as a sudden, serious illness or the death of a close relative. Students need to make sure that they notify UCL of any circumstances which are **unexpected, significantly disruptive and beyond their control**, and which might have a significant impact on their performance at assessment. UCL can then put in place alternative arrangements, such as an extension or a deferral of assessment to a later date. The Extenuating Circumstances Panel will determine the nature and timing of the deferral, which may be offered with or without tuition/attendance.

9.3.2 Longer-term conditions

The Extenuating Circumstances regulations are designed to cover unexpected emergencies; they are not always the best way to help students who might have a longer-term medical or mental health condition or a disability. Although there may be times when it is necessary for such students to use the EC regulations, students should make sure they are aware of, and take advantage of, all the other support mechanisms provided by UCL such as:

- [Reasonable Adjustments](#)
- [Special Examination Arrangements](#)
 - [Student Disability Services](#)
 - [Student Psychological Services](#)
 - [Student Support and Wellbeing](#)
 - [Support to Study Policy](#)
 - [UCL Student Mental Health Policy](#)

Further information:

- [Extenuating Circumstances Regulations](#)
- [Grounds for Extenuating Circumstances](#)
- [Extenuating Circumstances Form](#)

9.4 Support to Study Policy and Fitness to Study Procedure

Students with physical or mental health concerns are encouraged to make contact with the available support services as early as possible so that UCL can put in place reasonable adjustments to support them throughout their studies. However there may be occasions when a student's physical or mental health, wellbeing or behaviour is having a detrimental effect on their ability to meet the requirements of their programme, or is impacting on the wellbeing, rights, safety and security of other students and staff. In such cases UCL may need to take action under the Fitness to Study Procedure.

Further Information:

- [Support to Study Policy](#)
- [Fitness to Study Procedure](#)
- [Student Disability Services](#)
- [Student Psychological Services](#)
- [Student Support and Wellbeing](#)
- [Learning Agreements, Barring, Suspensions and Terminations of Study](#)
- [Student Disciplinary Code and Procedures](#)
- [UCL Student Mental Health Policy](#)

10 Changes to Registration Status

10.1 Changes to Registration

Students wishing to make changes to their registration status should first discuss their plans with the Programme Convenor who can explain the options available and help students to make the right decision. Students should also ensure that they read the relevant sections of the UCL Academic Manual before making any requests to change their academic record.

Applications must be made in advance of the effective date of change.

10.1.1 Changing modules

If a student wishes to make changes to their individual modules, an application must be made by the Programme Convenor to the Examinations Office, via the Faculty Office. The deadline for changes to modules during the session is **15 December** each year. Any student wishing to make a change after this date must be referred to the relevant Faculty Tutor.

Further information:

- [Change of Course Unit/ Module Selection](#)
- [Changes to Registration Status](#)

10.1.2 Changing programme

If a student wishes to transfer from one UCL degree programme to another, they must make a formal application. The deadline for change of degree programme during the academic session is **31 October** each year. Students should log in to their Portico account and complete the online application under the 'C2RS Home' menu. Students are strongly advised to discuss their plan with the departments involved before requesting a change of programme on Portico.

Further information:

- [Programme Transfers](#)
- [Changes to Registration Status](#)

10.1.3 Interruption of studies

If a student requires a temporary break from their studies and plans to resume their programme at a future date, they must apply for a formal Interruption of Study.

Further information:

- [Interruption of Study](#)
- [Changes to Registration Status](#)

10.1.4 Withdrawing from a programme

If a student wishes to leave their degree programme prior to completing their final examinations they must apply for a formal withdrawal from their studies. Once withdrawn, the student cannot return to the programme at a later date. Applications must be made in advance of the effective date of change. Students should log in to their Portico account and complete the online application under the 'C2RS Home' menu.

Further information:

- [Changes to Registration Status](#)

11 Student support and wellbeing

11.1 Information regarding central well-being and support services, including what services are offered, locations and contact information

UCL Student Support and Wellbeing

UCL is committed to the wellbeing and safety of its students and tries to give assistance wherever possible to ensure that studying at UCL is a fulfilling, healthy and enjoyable experience. There is a wide range of support services for student - the [Current Students Support](#) website provides more information. Students should be aware that, while there are many services on offer, it is their responsibility to seek out support and they need to be proactive in engaging with the available services.

11.1.1 The Student Centre

The Student Centre provides front-line administrative services to UCL students and is an excellent source of information about the services provided by Student Support and Wellbeing. They can also provide advice about a range of Student Records enquiries and fulfil requests for proof of student status.

Further information:

- [Student Centre website](#)

11.1.2 Student Disability Services

Student Disability Services provide a comprehensive range of support services for students who have a disability which impacts upon their studies at UCL. They support students with physical and sensory impairments, specific learning difficulties, autistic spectrum disorders, mental health difficulties, and long-term health conditions. As well as arranging for adjustments to learning environments, the team loan out specialist equipment and provide one-to-one tutoring and support for students with specific learning difficulties.

Further information:

- [Student Disability Services](#)

11.1.3 Student Psychological Services

Student Psychological Services is dedicated to helping UCL students with personal, emotional and psychological concerns. The Student Psychological Services Team is diverse and consists of a variety of highly trained and experienced professionals, who offer short-term CBT and psychodynamic support. There are currently two psychiatrists and ten therapists on staff with varying kinds of psychological training and expertise.

Further information:

- [Student Psychological Services](#)

11.1.4 International Student Support and Welfare

The International Student Support and Welfare Team provide specialist support and advice for all non-UK students at UCL. As well as immigration information, they help to support students through the transition to university in the UK by organising the International Student Orientation Programme (ISOP) at the start of each term, and arranging regular regular workshops for international students which tackle particular issues.

Further information:

- [International Student Support and Welfare](#)

11.1.5 Accommodation

UCL Residences provides a range of accommodation options including three Halls of Residence, self-catered student houses and intercollegiate halls shared with other colleges of the University of London. Each Hall has a Warden and Vice-Warden to support students and foster a positive environment within the accommodation.

Further information:

- [Wardens and Vice Wardens at UCL Residences](#)

11.1.6 Financial support

At UCL we understand students can face a range of financial issues. We aim to help and advise students as much as possible, so that they have more control over their own financial situation. The Student Funding Team offer online information and one-to-one support through appointments as well as a drop-in service. Students with a more complex or sensitive circumstances can make an appointment with the Student Funding Welfare Adviser.

Further information:

- [UCL Financial Support](#)

11.1.7 Student of Concern

There are many sources of support for students who are having difficulties, but sometimes it is hard to know how to help a student who appears to be struggling, particularly if they seem unwilling or unable to seek the help they need. Anyone concerned about the behaviour of a student, who believes the problem may be related to health and wellbeing issues, is encouraged to complete the online [UCL Student of Concern Form](#). Depending on the concerns raised, Student and Registry Service may respond by offering support or advice to the student or the person who submitted the form, liaise with support services or, if necessary, work with the relevant authorities to ensure the student is safe.

Further information:

- [Student of Concern](#)

11.2 Information about registering with a doctor and out-of-hours support services

11.2.1 Registering with a Doctor

Students are strongly encouraged to register with a doctor as soon as possible after they arrive in London so that they can access healthcare as quickly as possible if they become ill or injured. When attending a university in the UK students are also advised to be vaccinated against Meningitis C.

The Ridgmount Practice is a National Health Service (NHS) practice providing healthcare and dental services for students living within its catchment area (i.e. near the main UCL campus). Students can also choose to register with a practice closer to where they live if they prefer. The Ridgmount Practice also runs a Walk-in Surgery which any UCL student can attend, even if they are not registered with the practice.

Further information:

- [Register with a Doctor](#)
- [Ridgmount Practice website](#)

11.2.2 Out-of-hours support and information helpline

UCL works in partnership with Care First to provide an out-of-hours support and information helpline. The helpline is free of charge and includes access to information specialists who are trained by Citizens Advice and to professionally-qualified and BACP-accredited counsellors who can help students with a range of emotional and psychological difficulties.

Further information:

- [Care First](#)

11.2.3 Crisis support - immediate help

If a student is in crisis there are a range of UCL and external sources of help such as Nightline, Ridgmount Medical Practice, Hall Wardens, Student Psychological Services and the Samaritans.

Further information:

- [Crisis Support – immediate help](#)

11.3 Information on how students can access support/information related to Equality and Diversity

Equality and Diversity

UCL fosters a positive cultural climate where all staff and students can flourish, where no-one will feel compelled to conceal or play down elements of their identity for fear of stigma. UCL is a place where people can be authentic and their unique perspective, experiences and skills seen as a valuable asset to the institution. The Equalities and Diversity website brings together a range of information on issues relating to race, gender, religion and belief, sexual orientation, and disability amongst other equalities initiatives at UCL.

Departmental Equal Opportunity Liaison Officers

Departmental Equal Opportunity Liaison Officers (DEOLOs) provide support and assistance for students and staff about issues relating to equalities and diversity.

The English Department's DEOLO is Dr Clare Stainthorp (c.stainthorp@ucl.ac.uk).

Further information:

- [Equalities and Diversity](#)
- [Support for Pregnant Students](#)
- [Support for Students who are Parents](#)
- [Religion and Belief Equality Policy for Students](#)
- [UCL LGBT Student Support Pages](#)
- [UCL Chaplain and Inter-Faith Adviser](#)
- [DEOLOs \(Departmental Equal Opportunity Liaison Officers\)](#)

11.4 Information about UCL's Zero Tolerance Policy on Harassment and Bullying

11.4.1 Harassment and bullying

Every student and member of staff has a right to work and study in a harmonious environment. UCL will not tolerate harassment or bullying of one member of its community by another or others and promotes an environment in which harassment and bullying are known to be unacceptable and where individuals

have the confidence to raise concerns in the knowledge that they will be dealt with appropriately and fairly. See also, section 12.4 on the use of social media.

Further information:

- [UCL Policy on Harassment and Bullying](#)
- [Students' Union Rights & Advice Centre](#)

11.4.2 Sexual harassment

It is unacceptable for any person at UCL, whether staff or student, to be subjected to any unwanted and persistent behaviour of a sexual nature. UCL is working with the Students' Union to implement a two-year action plan to tackle issues of sexual harassment and make sure that staff and students have access to relevant training. Any UCL student experiencing sexual harassment may access confidential support from a range of sources including their personal tutor or any other member of staff in their department or faculty who they trust, their Hall Warden, a UCLU student officer, the trained staff in the [Students' Union Rights & Advice Centre](#), or the [UCL Student Mediator](#).

Further information:

- [Zero Tolerance to Sexual Harassment](#)

11.4.3 Support for students who have been affected by sexual violence

UCL will do its utmost to support anyone who has been, or is being, affected by sexual violence. If a student would like to talk to somebody at UCL, the Student Support and Wellbeing Team can offer advice on the support available both internally and externally.

Further information:

- [Support for Students Who Have Been Affected by Sexual Violence](#)

12 Learning resources and key facilities

12.1 UCL Library and Learning Resources

12.1.1. UCL Library Services

UCL has 19 libraries and a mixture of quiet study spaces, bookable study rooms and group work areas. Each library has staff that students can ask for help. The UCL Library Services page has information for students about using the library, services available, electronic resources and training and support.

Further information:

- [Library information for students](#)

The University Libraries

UCL LIBRARY, Gower St., WC1E

Enquiry Desk 020 7679 7700, renewals 020 7679 7792/7795. <http://www.ucl.ac.uk/library>

UNIVERSITY OF LONDON LIBRARY, Senate House, Malet St., WC1E; 020 7862 8500 (enquiries). Includes an American literature collection. <http://www.ucl.ac.uk>

You should get to know the resources of both these libraries. You can search the online catalogues to find what you want, but also get into the habit of browsing the shelves and dipping into the books you find. Don't limit yourself to the sections on Milton or Dickens or Old English but explore more widely in the relevant periods and look at the shelves of general criticism as well.

Online Resources

The UCL Library webpage is the gateway to a huge range of electronic resources, at <http://www.ucl.ac.uk/library/electronic-resources>. You should certainly familiarise yourself with, and get into the habit of using, the online versions of the Oxford English Dictionary and the Oxford Dictionary of National Biography.

Useful research links can also be found in the English Department website Resources page, at <http://www.ucl.ac.uk/english/resources>.

A word of warning: easily accessible websites like Wikipedia need to be treated with caution, as they are not always reliable. In short, Google by all means but don't use this as your only research tool and treat the results with caution, especially if they are not from the website of a reputable academic institution. Remember to cite any webpages you may consult in the notes and bibliography of your essay.

Other libraries of the University of London

In the UCL and Senate House libraries you can get computer access to the current catalogues of other London University libraries. Many of these libraries will also admit you if you turn up with your UCL ID card. They include:

BIRKBECK COLLEGE LIBRARY, Malet St., WC1H;
020 7631 6063, <http://www.bbk.ac.uk/lib/>

KING'S COLLEGE LIBRARY, Strand, WC2;
020 7848 2424, <http://www.kcl.ac.uk/library/index.aspx>

Other libraries in London

THE BRITISH LIBRARY, 96 Euston Road, NW1;
0330 333 1144.

Undergraduates can apply to register for a Reader Pass. The catalogue can be consulted at <http://www.bl.uk/>.

THE NATIONAL ART LIBRARY, The Victoria and Albert Museum,
Cromwell Road, SW7;
020 7942 2400, <http://www.vam.ac.uk/page/n/national-art-library/>

THE WOMEN'S LIBRARY, at the London School of Economics;
020 7955 7229, <http://www.londonmet.ac.uk/thewomenslibrary/>
specialises in books by and about women and the campaign for female suffrage.

The public library system is administered by the boroughs (e.g. Westminster, Camden) and computerised so that you can normally discover if any other library in the same borough has the book you want, though some card catalogues are still in use. To borrow you need an address in the borough, but UCL will do for Camden. Some big libraries are:

HOLBORN LIBRARY 32-8 Theobalds Road WC1;
020 7974 4444.
www.camden.gov.uk/holbornlibrary

WESTMINSTER CENTRAL REFERENCE LIBRARY,
35 St. Martin's St. WC2;
020 7641 6200 (press 2).
<https://www.westminster.gov.uk/westminster-reference-library>

Library Resources for English and American Literature

[Sarah Burn](#) (Subject Librarian)

[UCL Library Explore](#)

Primary works

Resource	Content	Help
British Literary Manuscripts Online: Medieval and Renaissance	British literary manuscripts dating from roughly 1120 to 1660	
Drama Online	Bloomsbury's Methuen Drama and Arden Shakespeare imprints, Faber, and modern plays from Nick Herne	Video user guides http://www.dramaonlinelibrary.com/pages/libraryresources
Early English Books Online (EEBO)	Digital images of works printed in English from 1473-1700	
Eighteenth Century Collections Online (ECCO)	Digital images of eighteenth-century works	
Historical Texts	New interface enabling cross-searching of EEBO , ECCO and British Library 19th Century Collection (1789-1914)	Quick ref guide (offline): http://historicaltexts.jisc.ac.uk/files/HT-QRGv2.pdf Video guides available under 'Support'
Literature Online (LION)	Works in English, primarily Penguin and Faber poetry (new content is added): English, American, African American and Canadian poetry from the eighth century to the present day English and American drama 1280 - 1915 English and American prose 1500 - 1914 Heinemann African Writers Series (AWS)	
Oxford Scholarly Editions Online	OUP's scholarly editions of literary works, all pre-20 th Century	10 min demonstration https://www.youtube.com/watch?v=fN1MiuJC4qQ

Moving Images

Resource	Content	Help
BoBNational	Streaming database of TV and radio for education. Must Login. Does not work with Internet Explorer. Can be searched more effectively using TRILT	Video user guides http://bufvc.ac.uk/tvandradio/bob/bob-video-tutorials
BBC Shakespeare Archive	Streaming programmes and photographs from the BBC's Shakespeare archive.	
Kanopy	Streaming access to thousands of programmes and films.	
Theatre in Video	Streaming video of performances of more than 100 plays and 60 film documentaries.	

Criticism & Reference

Resource	Content	Help
American National Biography	Biographies of over 17000 Americans	
Arts and Humanities Citation Index	Fully indexes over 2300 arts and humanities journals	
Drama Online	Includes works of 'Context and criticism' and the play introductions	Video user guides http://www.dramaonlinelibrary.com/pages/libraryresources
International Medieval Bibliography	Index of literature on the Middle Ages, 400-1500 AD	
Literary Encyclopedia	Encyclopedia of global literature, includes profiles of authors, works and literary and historical topics	
Literature Online (LION)	Includes full text of journals, reference and critical works, the Annual Bibliography of English Language and Literature (ABELL) and the MLA	
MLA International Bibliography (Proquest)	International index on language, literature, linguistics and folklore	
Oxford Bibliographies	Authoritative research guides to literature	Online tours http://www.oxfordbibliographies.com/page/take-a-tour
Oxford Dictionary of National Biography	Biographies of the people who shaped Britain	3 min user guide https://www.youtube.com/watch?v=-0IK43xa3w
Oxford English Dictionary	Definitive record of the English language	3 min user guide https://www.youtube.com/watch?v=LV8Z2e1f7o Quick Start Guide http://www.oed.com/public/quick/quickstart/
Shakespeare Collection	Includes historical editions, works by contemporaries, critical works and reference materials	
World Shakespeare Bibliography	Annotated index of all important works and theatrical productions related to Shakespeare published 1960 - 2016	

For a complete list of the databases available at UCL, see: <http://www.ucl.ac.uk/library/database/>

Websites (freely available)

[British Library: Discovering Literature](#) BL digitised items, articles, short documentaries.

[Copac](#) Union catalogue of major research libraries in the UK.

[Cambridge Literature Timeline](#) Visual Literary Timeline which links to academic sources.

[The First World War Poetry Digital Archive](#) Text, images, audio, and video for teaching and research.

[Folger Shakespeare Library](#) Digital Image collection and [Folger Digital Texts](#) downloadable source code

[Nineteenth-Century Studies Online \(NINES\)](#) Scholarly organization.

[Palaeography: reading old handwriting 1500 - 1800](#) A practical online tutorial from The National Archives.

[Six Degrees of Francis Bacon](#) Digital reconstruction of the early modern social network.

12.1.2 UCL Information Services Division (ISD)

The UCL Information Services Division (ISD), the primary provider of IT services to UCL, offers IT learning opportunities for students and staff in the form of 'How to' guides which provide step-by-step guidance to all of ISD's key services, including email and calendar services, user IDs and passwords, print, copy and scanning, wifi and networks. There are also opportunities for [digital skills development](#) through face-to-face training in areas such as data analysis, programming, desktop applications and more, along with individual support through drop-ins and via the ISD Service Desk. UCL also has a licence for [Lynda.com](#) which provides thousands of high quality video-based courses from programming to presentation skills. [Learning on Screen](#) provides students with access to an archive of 65 free-to-air channel programming for educational usage. In addition, [Kanopy](#) is available to UCL students, and offers a wide range of movies.

[E-learning services](#) available to students include Moodle, Turnitin and Lecturecast and allow students to access online course materials or take part in online activities such as group work, discussions and assessment. Students can re-watch some lectures using the Lecturecast service and may also use interactive tools in the classroom.

ISD provides desktop computers and laptops for loan in a number of [learning spaces](#). A [map of computer workrooms](#) is available on the ISD website. Computers at UCL run a Desktop@UCL service which provides access to hundreds of software applications to support students. It is also possible to access a large range of applications remotely, from any computer, using the [Desktop@UCL Anywhere](#) service. Students also have access to a range of free and discounted software via [ISD Software for Students](#).

All students are encouraged to download the UCL-Go app, available for iOS and Android devices. The app gives access to Moodle and timetabling and shows where desktop computers are available on campus.

12.1.3 UCL Centre for Languages & International Education (CLIE)

The UCL Centre for Languages & International Education (CLIE) offers courses in over 17 foreign languages (including English), along with teacher training courses, across a range of academic levels to support UCL students and staff and London's wider academic and professional community. CLIE provides degree preparation courses for international students, courses satisfying UCL's Modern Foreign Language requirements and a range of UCL summer school courses. Students can also access a database of language-learning resources online through the CLIE Self-Access Centre, including film and documentary recommendations and books for self-study.

Further information:

- [CLIE website](#)
- [CLIE Self-Access Centre](#)

12.2 How to access Moodle and support contacts

Moodle is UCL's online learning space. It includes a wide range of tools which can be used to support learning and teaching. Moodle is used to supplement taught modules, in some cases just by providing essential information and materials, but it can also be integrated more fully, becoming an essential component of a module. Some modules may use Moodle to provide access to readings, videos, activities, collaboration tools and assessments.

Students can access Moodle via www.ucl.ac.uk/moodle and logging in using their UCL username and password. There are designated Moodle pages for both the MA English: Issues in Modern Culture and the MA in English Linguistics and students are enrolled onto their programme Moodle page after induction.

Further information:

- [Moodle](#)
- [Frequently Asked Questions](#)

- [Quick Start Guide](#)

12.3 Portico – what it is, why it is important and who to contact for support

Portico is the main UCL student information system which is used by all students for:

- Updating personal data such as addresses or contact numbers
- Completing online module registration
- Viewing information about programmes/modules
- Viewing examination timetables and results
- Pre-enrolment and re-enrolment
- Applying for graduation ceremonies

Further information:

- [Portico login](#)
- [Portico Helpdesk](#)

12.4 Social media usage

We ask that all graduate students read and respect the following etiquette guidelines:

- There should be no tweeting or other use of social media during teaching occasions; there are good academic reasons for such distractions to be avoided.
- Think before you tweet, especially if your tweet reflects in any way on staff or other students. Refrain from criticisms, mockery, and personal attacks. If you wouldn't say it to the person's face, it's probably unwise to put it on social media, too, and could be seen as a form of bullying.
- Facebook groups and other similar resources are a great way to share information and build a community, but it is good practice to keep these private.
- Remember that, without the appropriate privacy restrictions, anything that you post on social media can be read by anyone – not just the (un)intended target, but also tutors, future employers, colleagues, supervisors, etc.

The Department is keen to provide opportunities for students to share opinions on teaching (e.g. through the SGSCC and the end-of-year questionnaires), and all staff, from the Head of Department downwards, are happy to hear your thoughts and practical suggestions at any time.

All official communications from the Department will take place only via official university channels: our Department website, handbook, notice board, Moodle pages, and messages to your university email address. Any information about regulations, assessments, or other aspects of your degree that you might come across on social media does not come from the Department and should not be considered reliable.

13 Student representation

13.1 Information on Students' Union UCL, how to run for election and how to find a representative

Students' Union UCL

The Union helps you to do more at UCL, experience something you've always dreamt of, turn a curiosity into a new passion and help you reach your potential. The Union cares about the things you care about, it's made up of all kinds of people from all kinds of places and it's there to fight for you when you need someone in your corner.

Students' Union UCL is the representative body of all UCL students. It's run by students for students and is a registered charity, independent of UCL. All UCL students at every level are automatically members of the Union (but can opt out), and the Union's leaders are elected annually by and from all current students. The elected leaders are called Sabbatical Officers and they represent students on various UCL committees and campaign on the issues that matter to students. Alongside the Sabbatical Officers are more than 1000 voluntary representatives, elected or appointed to cover every part of UCL life.

Further information:

- [Students' Union website](#)
- [Membership information](#) (including how to opt out)
- [Elections information](#) (including how to run for office)

13.2 Student societies

UCL students currently run over 250 different clubs and societies through the Students' Union, providing a wide range of extra-curricular activities for students to get involved with during their time at UCL.

Further information:

- [Students' Union Clubs & Societies](#)

13.3 English Department Graduate Society

The **UCL English Graduate Society** exists to enrich the social, academic, and professional lives of graduate students in the Department. All MA and MPhil/PhD students automatically become members of the Society on entering the Department; there is no membership fee. The society sponsors a variety of activities and events and suggestions for new ones are always welcome.

Ad hoc discussion groups meet regularly to discuss texts, films and cultural issues of general interest. The groups are an important social focus for graduate students and offers a friendly and informal context for the exchange of ideas. The society also helps to run the English Department's fortnightly Graduate Research Seminar, which presents papers by academics and writers from around the UK, and by UCL staff and PhD students.

Members also run the annual UCL Postgraduate Conference, now in its thirteenth year, which gives graduates from the Department, around the UK and overseas a chance to present their research at a lively, well-attended academic conference.

13.4 Information on Academic Representatives

Your Students' Union is there to make sure students have the best possible time while they're studying at UCL. One of the ways we do that is by working with departments and faculties to ensure that every student is represented and has a voice in the way that the university works.

Every student at UCL will have a Course Representative or a Research Student Representative who will be your eyes, ears, and voice. They'll work closely with staff in your department to make sure that they understand what you most value, and take action to deal with things you'd like to see improve. They'll also work with representatives in your faculty and the Students' Union to make things better across the whole of UCL.

If you take up a representative role, the Students' Union will work closely with you to provide training, support, and advice, and you'll be able to change the experience of everyone on your course or in your department for the better. Course and Research Student Representatives are appointed during early October – if you'd like to take up the role, staff in your department can tell you how.

Further information:

- [Academic Representation website](#)
- [Find your Representative](#)
- [Become an Academic Representative](#)

13.4 Role of the Staff-Student Consultative Committee

Every department at UCL has a Staff-Student Consultative Committee (SSCC) that meets at least twice a year. The SSCC provides a forum for discussion between staff and student academic representatives. It's a great chance to work closely with staff to improve students' learning experience, and a big part of how together we make education better at UCL.

The English Department's Staff-Graduate Student Consultative Committee (SGSCC) meets once a term in the autumn and spring terms and includes one student from each of the MA programmes. The meetings are chaired by the Graduate Tutor, who reports back to Department's Staff Meeting and Board of Studies as appropriate; minutes are posted on the noticeboard in the Student Common Room.

13.5 Students' Union Advice Service

The Students' Union Advice Service is available to UCL students. Trained and experienced caseworkers are ready to support you with any difficulties that might occur during your time at UCL. The Advice Service specialises in:

- **Academic issues** - including examination irregularities and student complaints
- **Housing** - including contract checking and housemate disputes
- **Employment** - including unpaid wages and part time employment contracts
- **Money advice** - including advice on benefits
- Many other legal and university matters

Students can make an appointment or attend a drop-in session for free, confidential and independent advice and support.

Further information:

- [Students' Union Advice Service website](#)

13.6 Informal and Formal Student Complaints

UCL aims to ensure that every student is satisfied with their experience of UCL. However we recognise that from time to time problems do arise and students may wish to express concern or dissatisfaction with aspects of UCL or the quality of services provided.

Informal resolution

Many complaints can be resolved at an informal or local level without needing to submit a formal complaint. Students can speak to their Personal Tutor, Programme Leader, Departmental or Faculty Tutor, Course Representative, or Research Student Representative if they have any concerns about their programme. They can also speak to the UCL Student Mediator or the Students' Union Advice Service. UCL strongly encourages this kind of resolution and does expect students to have attempted some form of informal resolution before making a formal complaint.

Formal complaints

If an issue cannot be resolved at a local level, students may feel they need to submit a formal complaint using UCL's Student Complaints Procedure. UCL aims to ensure that all complaints are treated fairly, impartially, effectively and in a timely manner, without fear of victimisation. The Complaints Procedure applies across all Schools, Faculties, Academic Departments and Professional Service Divisions.

Further information:

- [Student Complaints Procedure](#)
- [UCL Student Mediator](#)
- [Students' Union Advice Centre](#)

14 Student feedback

14.1 The importance of feedback and how UCL uses the results

UCL's goal is to put students' feedback, insights and contributions at the heart of our decision-making. We value students' feedback and work with students as partners in the process of shaping education at UCL. In recent years, as a direct result of student feedback, we extended library opening hours, opened new study spaces and scrapped graduation ticket fees for students.

14.2 Student surveys and how UCL uses the results, including information about the NSS, PTES and Student Barometer

One of the principal ways in which UCL gathers and responds to student feedback is via online student experience surveys such as the National Student Survey, The Postgraduate Taught Experience Survey and the Student Barometer. Whether it's about teaching, accommodation, or facilities, surveys are a chance for students to have their say about what works and what needs improving, to help us make sure that UCL is as good as it can be for current and future students. Each survey usually takes just a few minutes to complete, all responses are anonymous and some include a generous prize draw. Every piece of feedback is read and the results of each survey are then shared with staff right across UCL – including President & Provost Michael Arthur.

Further information:

- [UCL Student Surveys](#)

14.3 Student Evaluation Questionnaires – when they occur and why they are important

Departments also run Student Evaluation Questionnaires on individual modules throughout the year. This gives students the opportunity to feedback about the teaching on their specific modules, helping departments to continuously improve learning, teaching and assessment. Feedback from SEQs feeds into the Annual Student Experience Review process.

In the Department of English Language & Literature forms are distributed during the second half of the Spring Term. Results are analysed by the Programme Convenors who report back to the Board of Studies and to the Staff-Graduate Student Consultative Committee. The questionnaires are available for inspection by all members of staff: programme convenors hold programme review meetings during the

Summer Term at which the results of student evaluation of the programmes are discussed, and appropriate action taken.

14.4 The Annual Student Experience Review (ASER) process and how student representatives are involved

UCL's Annual Student Experience Review (ASER) process requires all departments to undertake an annual self-evaluation and produce a development plan for how they plan to improve in the coming year. The self-evaluation involves looking at student feedback from surveys and student evaluation questionnaires as well as other data about student performance and academic standards, such as the feedback provided by the External Examiner, which helps departments to understand what is working well and what might need improving. Student's Academic Representatives are active participants in the evaluation process and creation of the development plan through discussions at departmental and faculty committees, giving students an important role in identifying and planning improvements within their department. Students can view the completed reports and action plans on the faculty/departmental intranet.

Further information:

- [Annual Student Experience Review](#)

15 ChangeMakers

15.1 About the project, who they are and how a student can find out more or become involved

UCL ChangeMakers encourages students and staff to work in partnership with each other on educational enhancement projects to improve the experiences of students across UCL. **UCL ChangeMakers Projects** supports students and staff in running projects to improve the learning experience at UCL. Anyone with an idea, or who wants get involved, can submit a proposal for funding and support. **UCL ChangeMakers ASER facilitators** are students who work with Student Academic Representatives and staff in selected departments to formulate the departmental educational enhancement action plan.

Further information:

- [UCL ChangeMakers](#)

16 Employability and Careers

16.1 Opportunities available, where and how to get advice, career planning tips

The Department has a designated UCL Careers Consultant from UCL Careers, [Colm Fallon](#) (tel. 020 3549 5920; UCL Careers, 4th Floor, Student Central, Malet Street). During the year there will be a variety of events and activities (which will be publicized to students via email and Moodle) as well as programme-specific sessions on career planning as an information professional. Dr Kathryn Allan is the departmental careers liaison tutor for 2017-18.

The Department often receives requests to pass on adverts for both paid and unpaid positions, which we circulate to students; this does not, however, mean that we endorse or support these - we pass them on as a service to help students.

Your tutors, personal or academic, and the Head of Department may be named as referees in any job applications you make. It is courteous to let them know which jobs you are applying for. The Department will continue to supply references for jobs even after your first post on leaving, but in this case please warn your chosen referee first.

16.2 Information on UCL Careers

UCL Careers provides a wide variety of careers information, one-to-one guidance and events for UCL students and recent graduates, and assists them through the entire job hunting process, including exploring options, searching for vacancies, preparing CVs and applications, practicing for interviews, aptitude tests or assessment centres, and providing access to recruitment fairs and other employment-related events. They can also advise on exploring options for further study and funding. These specialised services and events are available to graduates, international students and Master's students for up to two years following course completion.

UCL Careers also supports work-related learning, including internships and placements. UCL students who are required to complete a placement or internship as part of certain courses are supported in their search, application, and work by UCL Careers. Students can also sign up for UCL Talent Bank, a shortlisting service connecting students to small and medium sized organisations.

Further information:

- [UCL Careers](#)

16.3 Entrepreneurship at UCL

UCL has a long and successful track record of supporting spin-outs and start-ups developed by its academic and student communities. Many of the student and staff entrepreneurs have won external awards and achieved substantial investment allowing their enterprises to grow and reach their full potential. UCL offers a wide range of support to students ranging from training programmes, advice on whether an idea has commercial potential, one-to-one sessions with business advisers, funding, competitions and incubator space to help them start or grow their business.

Further information:

- [UCL Enterprise](#)

17 Global Citizenship

17.1 What is it, who a student can contact or where they can go to find out more, or become involved

UCL Global Citizenship Programme

The UCL Global Citizenship Programme is a two-week programme for UCL undergraduates and taught postgraduates offering the chance to put their studies in a global context, learn new skills and see the world differently. The Programme runs for two weeks after summer exams have finished, providing a range of opportunities to help students boost their studies, enhance their future and make an impact on the world. Participation is free and open to all UCL undergraduate and taught postgraduate students on a first come, first served basis.

Further information:

- [UCL Global Citizenship Programme](#)

18 Data Protection

18.1 How UCL uses student information, for what purposes, and the steps taken to safeguard this information; where to find information security, intellectual property and email policies; Information on how to enquire or make a related complaint

UCL uses student information for a range of purposes connected with their studies, health and safety. UCL takes the protection of student information very seriously and complies with the Data Protection Act (DPA) 1988. Information about students will only be shared within UCL when necessary. UCL may also be required by law to share information with some external agencies for a variety of purposes, such as the Students' Union, the Higher Education Statistics Agency and UK Visas and Immigration. After students leave UCL their data is retained in the permanent archives.

Further information:

- [UCL General Student Privacy Notice](#)
- [UCL Confidential Information Statement](#)
- [UCL Information Security Policies](#)
- data-protection@ucl.ac.uk

19 Health, Safety and Security

19.1 UCL Health, Safety and Security information

UCL's overall objective is to provide and maintain a safe and healthy environment for staff, students, people who work with UCL and those who visit. Health and safety is an integral part of the way in which UCL's activities are managed and conducted. The UCL Safety Services webpage includes further information about health and safety policies and useful guidance and tools for risk assessment. The UCL Security Services webpage includes information regarding security operations, emergency contacts and tips for staying safe at UCL.

Further information:

- [UCL Health and Safety Policy](#)
- [UCL A-Z Safety Guidance](#)
- [General Fire Safety for UCL Students](#)
- [UCL Security Services](#)
- [Staying Safe at UCL](#)

19.2 Health and Safety information concerning the department

The policy of the Department of English Language & Literature is to promote the safety, health and welfare of all its students on its premises.

19.2.1 Security

You will probably spend at least some of your time in Foster Court. The building is used by students from across UCL as well as the general public so please take care of your property and don't leave it unattended.

19.2.2 ID Card

You must always carry your UCL identity card. If you lose it, a replacement must be obtained from [Security and Access Systems](#) in the Andrew Huxley Building on the main campus. You will need to take some form of identification with you, for example a driving licence or passport.

If you see anything suspicious please report it to UCL Security - their office is also on the ground floor of Foster Court.

19.2.3 Lost & Found

Please see the [Lost and Found Property](#) website for information on what to do if you lose or find any personal items on the UCL campus.

19.3.3 Accidents

Any accident should be reported to the Departmental Safety Officer, [Stephen Cadywold](#), as soon as possible.

19.3.4 Fire

If the fire alarm rings, please vacate the building immediately following instructions from the lecturer or from a Fire Evacuation Marshal. Fire Evacuation Marshals wear a yellow jacket.

Go to the fire assembly point - for Foster Court this is outside the Print Cafe. Do not re-enter the building until you are told it is safe to do so.

If you are in Foster Court in the evenings or weekends, please dial 222 on a UCL telephone and state the fire zone number 040.

19.3.5 Emergency Situation

In the event of an emergency or major injury:

- dial 222 on a UCL telephone;
- state your location and telephone number. In case of fire in Foster Court, you should state the fire zone number 040;
- describe the nature of the emergency or give details of the accident;
- obtain assistance from the nearest First Aider.

19.3.6 Smoking

UCL operates a No Smoking policy throughout the institution, except in a limited number of designated areas. Smoking is not permitted in any public areas, toilets, lecture theatres, meeting rooms, seminar rooms, common rooms and offices. In the Students' Union the bars are non-smoking areas. Those areas where smoking is permitted will display signs to that effect.

19.3.7 First Aid

The nearest Foster Court **First Aid points** is the Security Operations Desk on the ground floor (internal extension 32152 (020 7679 2152)).

19.3.8 Further Health and Safety advice

If you have any queries about safety, please contact the Departmental Safety Officer, [Stephen Cadywold](#).

20 After Study

20.1 Information on transcripts and how to access replacements

An official transcript, detailing examinations taken and results achieved, is issued automatically to all graduating students and sent to their contact addresses as held on PORTICO approximately 8-10 weeks after the awards have been ratified by the UCL authorities.

UCL Student Records can produce additional transcripts for students on taught programmes as well as for affiliate students via the [UCL Transcript Shop](#).

Further information:

- [Transcripts](#)

20.2 Information on UCL and English Alumni activities and key contacts

The UCL Alumni Online Community is a global network of more than 200,000 former students of UCL. Alumni can take advantage of a wide range of benefits, services and discounts – on campus, across the UK and globally – including the Alumni Card, access to thousands of e-journals and library services and a free UCL-branded email service. The UCL Alumni Online Community also posts information about events and reunions happening around the world and other ways to get involved, including the UCL Connect professional development series.

The English Department organises lectures, receptions and special events throughout the year, to which alumni are warmly invited. For a full list see our [News & Events page](#). The Department also organises early-evening seminars for alumni on a theme related to an academic member of staff's research. Recent seminars include Jane Austen, poetry, and night-walking.

The Department is also very keen for alumni to come and give careers advice to students.

Further information:

- [UCL Alumni](#)
- [English Alumni](#)

