

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. Whatever your degree programme, your UCL education offers fantastic opportunities to stretch your intellect, expand your experience and develop your skills. And you are in London, which was this year recognised by QS as the best city in the world for students.

We want you to learn how to think, not what to think: through our Connected Curriculum you have the opportunity to take part in research and enquiry and to create new knowledge. Your programmes are informed by the work of UCL's world-leading researchers and are designed to develop your skills of analysis and problem-solving, preparing you for your career, wherever it takes you. At UCL, we believe the best way to solve a problem is to bring together thinking from different academic disciplines. This is reflected in the UCL Grand Challenges, our joined-up approach to the world's most pressing problems. Most of our degrees allow you to take elective modules from other disciplines within UCL and we encourage language study, to bring new perspectives to your studies.

I warmly encourage you to shape your journey at UCL. 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

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[Map](#)

About this handbook

This handbook has been compiled to assist all MA 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 understood 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 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 website. 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 contribute as tutors of language studies in the Department.

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 (2018) 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 2018.

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: <http://www.ucl.ac.uk/arts-humanities>

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	Dr Arne Hofmann
Deputy Faculty Tutor	Ashley Doolan
Faculty Students Officer	Claire Hartill
Faculty Quality Assurance and Governance Officer	Joe Noteboom

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, Foster Court) 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). He has recently edited two editions of H.G. Wells's science fiction. 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. He is particularly interested in the work of the New York School of poets, and has published editions of the poetry of John Ashbery and Frank O'Hara. 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* (Vintage, 2018).

[Dr Julia Jordan](#)'s research focuses on chance, late modernism, experimental literature of the 60s and 70s, and the avant garde from 1945. Her monograph, *Chance and the Modern British Novel*, was published in 2010. 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 Matthew Sperling](#) is the author of a novel, *Astroturf* (riverrun, 2018), a monograph, *Visionary Philology: Geoffrey Hill and the Study of Words* (OUP, 2014), and many essays and book chapters. His research interests include modern and contemporary poetry and fiction, and the history of the book. He regularly writes about visual art for *Apollo: The International Art Magazine*.

[Dr Hugh Stevens](#) is the author of *Henry James and Sexuality* (CUP), 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 Christine \(Xine\) Yao](#)'s primary research focuses on early and nineteenth-century American literature through affect theory, critical race and ethnic studies, and feminist and queer of colour theory. She is completing a manuscript on the racial, sexual, and cultural politics of unfeeling as challenges to the culture of sentiment in the period. Her interests include histories of science and law, literatures in English from the Black and Asian diasporas, science fiction, the Gothic, comics/graphic novels, and digital humanities. Xine's recent publications explore solidarity and comparative racialization between Black, Asian, and Indigenous peoples.

2.2 MA in English Linguistics

Programme Convenor: [Dr Rachele De Felice](#) (Room 125, Foster Court) 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 UP). 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](#), Principal 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: 2018/19

First Term	Monday, 24 September 2018– Friday, 14 December 2018
Second Term	Monday, 7 January 2019 – Friday, 22 March 2019
Third Term	Tuesday, 23 April 2018 – Friday, 7 June 2019

No classes are scheduled during Reading Weeks, which are the weeks beginning Monday 5 November 2018 (Term 1, Week 7), and Monday 11 February 2019 (Term 2, Week 6).

Christmas College Closure	Close 5.30pm Friday 21 December 2018
	Open 9.00am Wednesday 2 January 2019
Easter College Closure	Close 5.30pm Tuesday 16 April 2019
	Open 9.00am Tuesday 23 April 2019
Bank Holidays	Closed - Monday 6 May 2019
	Closed - Monday 27 May 2019
	Closed - Monday 26 August 2019

Further information:

- [Term Dates 2018-19](#)

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 Module Selection and Verification Deadlines

Students select modules for the year ahead (any changes to Term 1 modules will also need to be made by this deadline)	October (Term 1, Week 3)
Departments approve selections for the year ahead	October (Term 1, Week 5)
Students verify module selections and notify the Department if they want to make any changes to their Term 2 modules.	December (Term 1, Week 11)
Departments approve any changes to Term 2 modules.	December (Term 1, Week 12)

Exact deadlines will be published each year in the Student and Registry Services calendar and in the 'Module Selection Task' on Portico. It is very important that module selections are verified by the above dates as the examination timetable will be based on the information recorded on Portico at this point.

3.1.3 UCL Examination Period 2018-19

Examination Period: Tuesday, 23 April 2019 – Friday, 7 June 2019

Late Summer Assessment Period: Monday 19 August 2019 – Friday 6 September 2019

MA in English Linguistics students should note that the desk examinations for *Modern English Grammar* and *Topics in English Linguistics* will take place during the UCL examination period. Please do not arrange to be absent from London during this 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 fourteenth 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. This is held towards the end of the summer term.

Graduate Research Seminars

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 department students. The seminar consists of a 20-minute paper, followed by questions and then an opportunity to discuss further and network over drinks in the student common room. It is hoped that every doctoral 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.

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, which will be listed on [their website](#).

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 on [their website](#).

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 (on your left as you enter the 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. Clare Stainthorp works Tuesday-Friday in the Departmental Office (Room 225, Foster Court). The office is open Monday to Friday, 9:30-13:00 and 14:00-17:00.

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

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

5 Hours of study

5.1 Hours of study

5.1.1 MA English: Issues in Modern Culture

During the autumn and spring terms full-time students have two two-hour seminars per week while part-time students have one two-hour seminar per week. In addition, students will meet with their supervisors to discuss coursework. There is no teaching in the summer term but students will meet with their dissertation supervisor and also attend a viva to discuss their research project.

5.1.2 MA English Linguistics

During the autumn and spring terms full-time students have four two-hour sessions per week while part-time students have two two-hour seminar per week. In addition, students will meet with their supervisors to discuss coursework. There is no teaching in the summer term but students will meet with their dissertation supervisor.

5.2 Personal Study Time

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

This majority of this time will be independent study, in addition to the formal learning and teaching events such as lectures, seminars and tutorials outlined above and occasional research seminars and lectures by department and visiting speakers.

5.3 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:

- [Academic Manual Chapter 3, Section 3: Attendance and Absence](#)
- [Academic Manual Chapter 6, Section 4: Learning Agreements, Barring, Suspensions and Termination of Study](#)

5.4 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. UCL is required to report to UK Visas and Immigration (UKVI) and engagement monitoring is undertaken by departments at regular points during a student's registration. This is not only to meet the UKVI requirements, but also to identify any problems as early as possible to ensure action is taken to advise or assist the student.

Further information:

- [Academic Manual Chapter 3, Section 3: Attendance and Absence](#)
- [UCL Immigration and Visas](#)

5.5 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](#)

5.6 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 in the correct format(s) 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.

6 Our expectations of students

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 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 other related policies and should be aware that any inappropriate behaviour may lead to actions under UCL's Student Disciplinary Procedures.

Please see section 14.10 for the departmental social media usage policy.

Further information:

- [UCL Code of Conduct for Students](#)
- [UCL Disciplinary Code and Procedure in Respect of Students](#)
- [UCL Policy on Harassment and Bullying](#)
- [UCL Code of Practice on Freedom of Speech](#)
- [Religion and Belief Equality Policy for Students](#)

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 15.4). 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 with whom they feel comfortable discussing the matter, who will be able to get advice on the various options available to them. The department's Gender and Sexuality Welfare Officer, [Rachele De Felice](#), is trained to provide support and guidance. 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.

Issues of bullying, harassment and sexual misconduct can be reported by students and staff via [Report + Support](#). This tool enables individuals to report 'anonymously' or 'contact an advisor' to find out options for support and resolution. This initiative is part of [UCL's Full Stop campaign](#) to combat unacceptable behaviour in the institution.

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 James Joyce to Alison Bechdel, and from Henry James to Chinua Achebe.

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 include 'Early Cinema and the City', 'Underworlds', and 'Blackness and the City'.

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): Walter Pater, Henry James, James Joyce, T. S. Eliot, D. H. Lawrence, Willa Cather, Sylvia Townsend Warner, Samuel Beckett, Elizabeth Bishop, Alfred Hitchcock, Patricia Highsmith, Chinua Achebe, Bob Dylan, Sylvia Plath, Maxine Hong Kingston, Octavia Butler, Toni Morrison, Bill Manhire, Alan Hollinghurst, and Alison Bechdel.

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; Underworlds; City Symphonies; Blackness and the City; Class and the City; Abstract Expressionism; Filming New York; Queer Fictions and the City; TV and the City; Domestic Space.

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 modules run by other MA courses in the Faculty of Arts and Humanities.

Option seminars for spring 2019 are: Complicated Feelings; Chance and the Avant Garde; Queer Literature, Queer Theories; The American Counterculture; Inventions of Cinema; Cultures of Offence.

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)

In the spring term students must begin deciding upon a topic for their dissertation. They will meet with their Contexts tutor to discuss ideas and by the beginning of the summer term students are expected to have finalised a title; they will submit an outline description of the proposed topic to the course convenor by 10 May 2019. Students are then assigned supervisors and will 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

Modules are the individual units of study which lead to the award of credit. While the majority of students only take modules from the English department, in place of Contexts and/or Options modules, students may choose to take a module worth equivalent credits from another department in the Faculty of Arts and 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.

The deadlines for making module selections for the English department are outlined in the Key Dates section and are posted on Portico each year.

Further information:

- [Selecting Modules](#)
- [Academic Manual Chapter 3, Section 2: Module Selection](#)

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 12.

All elements of the examination are double-marked. An external examiner scrutinises the examination process (see 12.12 below).

Your name must not appear on any assessed work (hard copy and electronic submission). You will be allocated a confidential candidate number identifier (five letters followed by a digit) by the Examinations Office for use on all assessed work – this can be found on Portico.

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.

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 Tuesday 23 April 2019, and should be submitted through Turnitin on the Moodle page by 10am on Friday 26 April 2019.

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 assigned Contexts tutor at the end of the autumn term. An essay draft of up to 6,000 words should be handed in to the tutor by 11 January 2019 and discussed in a subsequent session in January. The final completed version should be submitted through Turnitin via Moodle by 10am on Monday 18 February 2019.

Options: each Option module is examined by an essay of (maximum) 4,000 words. Options essays must be submitted through Turnitin via Moodle by 10am on Thursday 30 May 2019.

Dissertation: In the second half of the spring term, students meet with their Contexts tutor to discuss ideas for a dissertation topic and a formal proposal (comprising of a finalised title and an outline description) is to be submitted by 10 May 2019. 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. The supervisor may read and provide feedback on up to 1000 words of draft work prior to submission.

The dissertation should be submitted through Turnitin via Moodle by 10am on Friday 30 August 2019. The length of the dissertation is 12,000 words (including footnotes but excluding the list of works cited).

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

7.1.5 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.

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. When you submit a piece of work via Turnitin you also make a declaration that your essay is your own work. 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 sections 12.9 and 12.10.

7.1.6 Summary of Deadlines, 2018/19

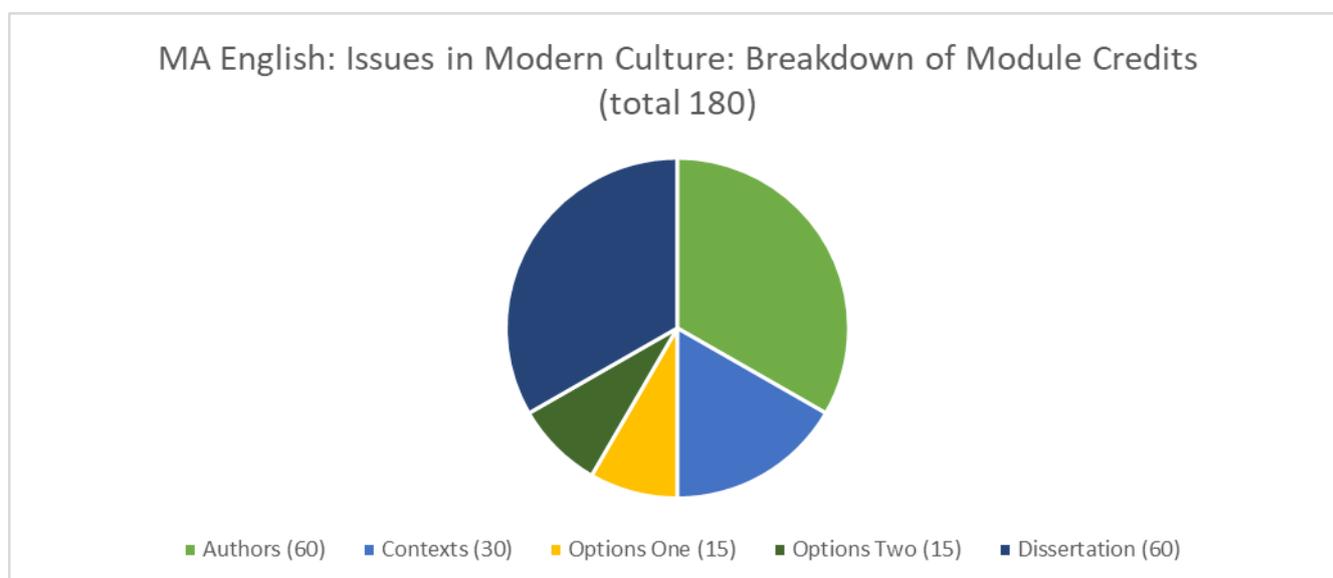
COURSE	LENGTH OF ESSAY(s)	TURNITIN DEADLINE
<u>AUTHORS</u>	2x 2,500 words	26 April, 10am
<u>CONTEXTS</u>	6,000 words	18 Feb, 10am
<u>OPTIONS</u>	2x 4,000 words	30 May, 10am
<u>DISSERTATION</u>	12,000 words	30 August, 10am

7.1.7 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)

This programme uses the Taught Postgraduate Classification Scheme in the UCL Academic Manual, [Chapter 4, Section 10: Classification](#) and the Masters Progression and Award Requirements in the UCL Academic Manual, [Chapter 4, Section 9: Progression and Award](#).



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.

7.1.8 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.

7.1.9 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.

7.1.10 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 at the end of the second year. See 7.1.4 for relevant assessment deadlines. A part-time candidate who fails the written paper in their first year is required to enter for it in their final year.

7.1.11 Tutoring and dissertation supervision

The course convenor, Dr Matthew Sperling, holds a weekly office hour for Issues students – dates and times for each term are posted on Moodle. Students are welcome to drop in to discuss anything arising from the course. In addition, students are welcome to email the course convenor or other staff teaching on the MA to seek an appointment for a one-to-one meeting. Students are encouraged to approach these members of staff for both academic and, if needed, personal development guidance.

Students will be assigned a 'Contexts' tutor for the autumn term, and this member of staff will be their first point of contact until the end of the spring term. Students meet with this tutor to receive formative feedback on a draft of their Contexts essay in January. Students meet with them again in the second half of spring term to discuss dissertation ideas in advance of submitting the official proposal in May.

In the spring term, students also have meetings with their Options tutors to discuss individual essays.

Students will be assigned both a primary and a secondary dissertation supervisor after their proposal is received in May. The dissertation proposal will be discussed by the student with an appointed supervisor and another member of staff in early June; the proposal will either be accepted or rejected (for resubmission). During the summer, the student may have two consultations with the appointed primary supervisor of the dissertation who can read up to 1,000 words of the dissertation in draft form.

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. 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 7 May 2019.
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; 33%)			10,000 word dissertation to be submitted by 2 September 2019.
Total credits 180			

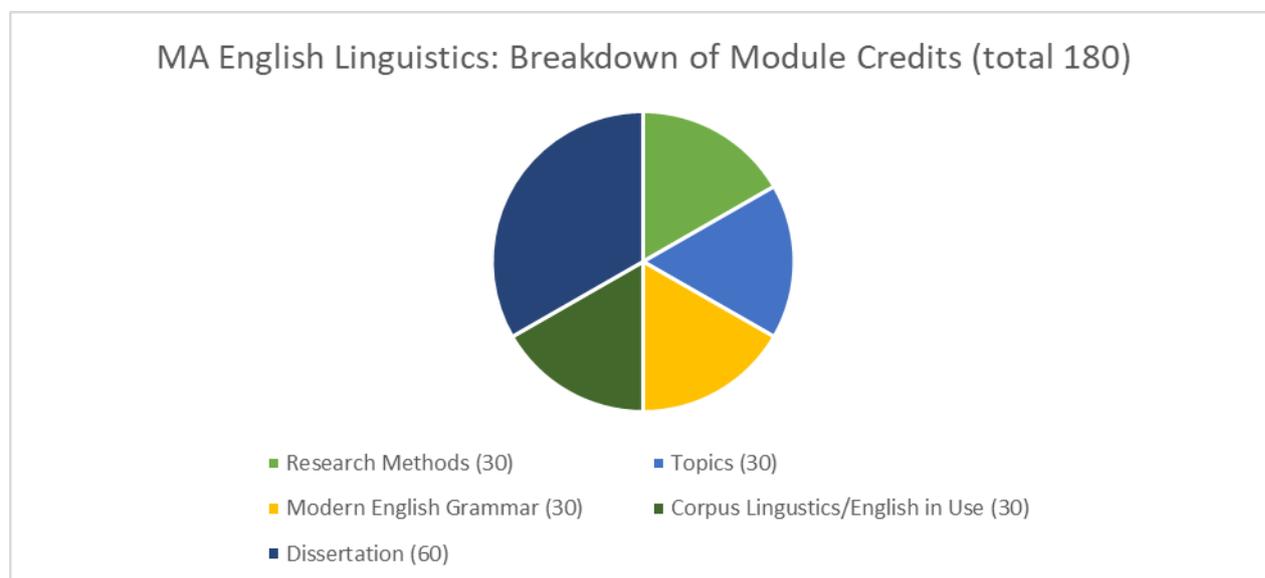
Pathway 2	Autumn term	Spring term	Assessment
Modern English Grammar (30 credits)	10 sessions	10 sessions	Written three-hour examination: three questions to be answered.
English in Use (30 credits)	10 sessions	10 sessions	Course essay of 4,000-6,000 words. To be handed in by 7 May 2019.
Research Methodology (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 2 September 2019.
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

Part-time students typically take the Modern English Grammar course in their first year, together with one option course. During the second year they take their second core course (either English Corpus Linguistics or English Language in Use), as well as a second option course. The dissertation will be written during the summer of the second year of study (see 7.2.1 for the 2018-19 submission dates). Part-time students are encouraged to work on their dissertations over the summer following their first year.

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:

a) 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.

Overall, the dissertation is worth 1/3 of your final mark, the two written desk exams are worth another 1/3, and the course essay and research methods assignments make up the final 1/3 of the grade.

Please read the following in conjunction with Section 12.

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 13 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 **Tuesday 7 May 2019, 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 **Monday 2 September 2019**. 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 **2 September 2019, 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). See sections 12.9 and 12.10 for further details.

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

This programme uses the Taught Postgraduate Classification Scheme in the UCL Academic Manual, [Chapter 4, Section 10: Classification](#) and the Masters Progression and Award Requirements in the UCL Academic Manual, [Chapter 4, Section 9: Progression and Award](#).

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 Tutorials and supervision

8.1 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 Tutors](#), as it is the responsibility of the student to keep in touch.

MA English: Issues in Modern Culture students should refer to Section 7.1.11 for tutorial arrangements.

MA English Linguistics students will be assigned a tutor early in the autumn term.

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.

8.2 Dissertation supervision

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

9 Choosing module options and electives

Modules are the individual units of study which lead to the award of credit. Many programmes offer students the opportunity to choose between different modules that they are interested in. However some new students will find they do not need to make selections as all their modules are compulsory. If students need to choose modules, their department will advise them of how and when to do this during departmental introductions.

The deadlines for making module selections are outlined in the Key Dates section and are posted on Portico each year.

MA English: Issues in Modern Culture

The majority of MA students in the English department take all their modules within the department. If you are thinking about taking an alternative route please talk to your course convenor. See Section 7 for programme-specific information about module choices.

MA English Linguistics

It is not possible to take modules from outside of the Department of English Language and Literature on this programme.

9.1 Contact details for staff who can give advice

[Dr Rachele De Felice](#) (Convenor: MA English Linguistics)

[Dr Matthew Sperling](#) (Convenor: MA English: Issues in Modern Culture)

[Dr Clare Stainthorp](#) (Postgraduate Administrator)

Further information:

- [Selecting Modules](#)
- [Academic Manual Chapter 3, Section 2: Module Selection](#)

10 Changes to Registration Status

Students wishing to make changes to their registration status should first discuss their plans with their Personal Tutor or Supervisor 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 Changing modules

If a student wishes to make changes to their individual modules they will need to do so by the deadlines in the Key Dates section. Students should contact their Department Office as soon as possible as all changes will need to be approved.

Further information:

- [Changing your degree programme or modules](#)
- [Academic Manual Chapter 3, Section 2: Module Selection](#)

10.2 Changing programme

If a student wishes to transfer from one UCL degree programme to another, they must make a formal application. The usual deadline for change of degree programme during the academic session is the end of **October** each year (for students registering in September, with a later date for students registering in January) to be compatible with module selection deadlines, although later transfers may be possible, where the transfer does not affect module selections. 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.

If you wish to transfer from full-time to part-time study, please contact your course convenor and programme administrator to discuss this process.

Further information:

- [Changing your degree programme or modules](#)
- [Academic Manual Chapter 3, Section 6 Programme Transfers](#)

10.3 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:

- [Interrupting or withdrawing from your studies](#)
- [Academic Manual Chapter 3, Section 5: Interruption of Study](#)

10.4 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. 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:

- [Interrupting or withdrawing from your studies](#)
- [Academic Manual Chapter 3, Section 8: Withdrawing from a programme](#)

10.5 Key contacts in the department and faculty for assistance with any of the above

[Dr Rachele De Felice](#) (Convenor: MA English Linguistics)

[Dr Matthew Sperling](#) (Convenor: MA English: Issues in Modern Culture)

[Dr Clare Stainthorp](#) (Postgraduate Administrator)

You can contact the Faculty by emailing ah-shs-faculty@ucl.ac.uk

11 Progression, Award and Classification

11.1 Information on how a student progresses through the programme – what does a student need to complete and pass to be awarded a degree.

UCL's Progression and Award Requirements define how many credits and modules students need to pass to progress from one year of study to the next and to be awarded a UCL qualification.

This programme uses the Masters Progression and Award Requirements in the UCL [Academic Manual Chapter 4, Section 9: Progression and Award](#).

11.2 Information on Condonement

Condonement allows a student to progress from one year to the next and/ or to be awarded a qualification where they are carrying a small amount of failure, as long as their overall performance is of a good standard and the requirements of any relevant Professional, Statutory or Regulatory Bodies are met. Students who meet the Condonement Criteria will not be reassessed.

A student's eligibility for Condonement in any given module is determined by the programme on which they are enrolled - some modules may be 'Non-Condonable' i.e. students must pass them. Condonement applies to module marks falling within a certain range, and students will need to meet defined criteria to be eligible for Condonement.

Further information:

- [Academic Manual Chapter 4, Section 9: Progression and Award](#)

11.3 How will marks be combined to reach a classification?

Students who have successfully completed the Progression and Award Requirements will be awarded a Classification. The UCL Academic Manual (Chapter 4, Section 10: Classification) defines the Classification Schemes for each qualification.

This programme uses the Taught Postgraduate Classification Scheme in the UCL [Academic Manual Chapter 4, Section 10: Classification](#).

12 Information on Assessment

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

12.1 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. Please note that UCL is generally unable to return examination scripts. Students writing dissertations or research projects should also expect to receive feedback on a draft on at least one occasion.

If, for whatever reason, a department/division cannot ensure that the one calendar month deadline is met then they 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 their Departmental Tutor or Head of Department.

Further information:

- [Academic Manual Chapter 4, Section 8: Assessment Feedback](#)

12.2 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 Assessment 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 Assessments](#)
- [Academic Manual Chapter 4, Section 4: Examinations](#)

12.3 Coursework submissions

For dates and details of coursework submissions please see Section 7.

All work must be submitted via Turnitin. In order to do this, log into Moodle, and from your My Home page, follow the link to the MA course page. Follow the link to the Turnitin Assignment and note any information given on the Assignment's Summary Page, specifically the due date and time.

The 'Submit Paper' page contains a form for you to complete. Type in your submission title. This should be the same as the title of the file you will be uploading. The file name of your finalised essay document should include your candidate number (make sure your name is not given in the title (or in any other part of your submission)). Attach your file via the 'File picker' box. There is no need to fill in the 'Rename' or 'Author' fields. Check the Declaration of Ownership box, and then press the 'Add Submission' button to upload your work to Turnitin. There will then be a short period while Turnitin synchronises data (i.e.

uploads your work from Moodle to its own servers). Once your submission has been accepted, the confirmation screen below displays. Turnitin also sends you an email receipt which should be with you within 30 minutes – keep that as proof of submission.

Turnitin will produce a Similarity score or Originality Report for each submission. This may take a little time – if no Similarity score is showing after a while, press the Refresh Table link. We ask that you only submit the finished version of your essay. However, if circumstances necessitate you can resubmit up to the deadline using the ‘Submit Paper’ button. Resubmitting overwrites the existing file. Upon resubmission you will not receive a Similarity Score for the new document (although this will be available to the department). After the deadline, you are limited to one submission only.

If you have problems with submission please contact the programme administrator ([Clare Stainthorp](#)) immediately so that this can be resolved.

MA English: Issues in Modern Culture students. See 7.1.4 for details.

MA English Linguistics students are also required to submit a hard copy of their dissertation. See 7.2.5 for details.

12.4 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.

Please contact [Clare Stainthorp](#) to submit an extenuating circumstances form or receive further guidance about the process.

Further information:

- [Academic Manual Chapter 4, Section 3: Module Assessment](#)
- [Academic Manual Chapter 4, Section 6: Extenuating Circumstances](#)

12.5 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.

Please contact [Clare Stainthorp](#) to submit an extenuating circumstances form or receive further guidance about the process.

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 for Students on a Tier 4 Visa procedures.

Further information:

- [Academic Manual Chapter 4, Section 6: Extenuating Circumstances](#)
- [Academic Manual Chapter 3, Section 3: Attendance and Absence](#)

12.6 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 will receive a reduction in marks:

For submitted coursework where a maximum word count has been specified, the following Arts and Humanities 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 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 will not be reduced.

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](#)

12.7 Information about the consequences of failure

12.7.1 Reassessment and Deferred Assessment

The Programme Summary describes the modules which students must pass in order to achieve their degree. Where a student fails to meet these requirements the Consequences of Failure regulations in the UCL Academic Manual apply.

If a student fails one or more modules the Board of Examiners may offer them a Reassessment opportunity. Depending on the amount of failure, this may take the form of either a Resit in the Late Summer or a Repeat in the following academic session. The marks for modules successfully completed at the second attempt will be capped at the Pass Mark: 50% for PGT modules at Masters Level (Level 7). Students are permitted a maximum of two attempts at any given assessment.

If an assessment has been affected by Extenuating Circumstances (ECs) students may be offered a Deferral i.e. a 'new first attempt' or a 'new second attempt'. If the student successfully completes a Deferral of their first attempt, their module marks will not be capped. If the student successfully completes a Deferral of their second attempt (i.e. they have ECs on a Resit or Repeat), their module marks will be capped at the Pass Mark (i.e. the existing cap will not be removed).

There are some circumstances in which students will not be offered another attempt:

- If students are eligible for Condonement their marks will be Condoned and they will not be offered a Resit (however if a student has Extenuating Circumstances the Condonement Criteria won't be applied until all Deferrals are complete).
- Students cannot be reassessed in a passed module (unless they have valid Extenuating Circumstances).
- Students might not be allowed a second attempt if they have been excluded for academic insufficiency, academic misconduct or disciplinary issues.

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.

Further information:

- [Academic Manual Chapter 4, Section 11: Consequences of Failure](#)
- [Academic Manual Chapter 4, Section 6: Extenuating Circumstances](#)

12.7.2 Absence from assessment

Any student who is absent from an examination without prior permission will receive a mark of 0 and will be considered to have made an attempt.

Further information:

- [Academic Manual Chapter 4, Section 4: Examinations](#)

12.8 Information about accepted referencing methods on the programme

12.8.1 MA English: Issues in Modern Culture

Several systems of referencing are available, and we're happy for you to use whichever system you prefer, provided that it's a recognised system and that you apply it consistently. Some humanities scholars prefer the system recommended in *The MHRA Style Guide*, which can be downloaded for free from <http://www.mhra.org.uk/Publications/Books/StyleGuide/>

Further information about referencing can be found in documents uploaded to the programme's Moodle page.

12.8.2 MA English Linguistics

Please see the Essay and Dissertation Style Sheet uploaded to the programme's Moodle page.

12.9 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, are provided on 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 12.10.

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

12.10 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, contract cheating, ghost writing (paying and/or instructing someone to write an assignment for you) 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:

- [Academic Manual Chapter 6, Section 9: Examination Irregularities and Plagiarism Procedure \(PDF\)](#)
- [Library Guide to References, Citations and Avoiding Plagiarism](#)
- [UCL Plagiarism Guidelines](#)
- Students can also seek advice from the [Students' Union Advice Service](#)

12.11 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.

12.12 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 on-line 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.

12.13 UCL policy on re-marking

One of the most common grounds for making a complaint about an academic decision is in relation to the marks assigned to coursework, examinations, or dissertations. The robust second-marking and external examining procedure within the English Department (as outlined in 12.11 and 12.12) means that requests for re-marks on academic grounds will not be granted.

In this context, disparities in a student's performance between examinations (or between performance and a student's expectations) are not necessarily evidence of procedural irregularity or bias in the assessment process. It is not uncommon for students' attainment in examinations to be lower than they hoped for; similarly, student performance in some subject areas and assessment types will often be stronger than in others.

The UCL student complaints procedure only consider whether or not UCL's academic regulations and related procedures have been followed correctly, the Procedure *cannot* interfere with the operation of academic judgment. Complaints will not be considered where these are made on the grounds that the examiners' assessment of the performance of the candidate in the examination was incorrect or against academic decisions properly arrived at in accordance with approved procedures.

For further information about student complaints procedures please see Section 17.8 of this handbook.

Further information:

- [Academic Manual Chapter 6, Section 10: Student Complaints Procedure \(PDF\)](#)

13 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, complete the [UCL Extenuating Circumstances Request Form](#), 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.

Meeting this deadline is important: UCL will only consider late applications if it can be shown that ongoing circumstances meant that the student was 'unable' to file a timely application as it was 'impossible' to do so. UCL enforces these conditions and rejects late applications that do not meet these criteria. Unless it is genuinely impossible to do so, it is therefore imperative to submit the EC form on time. **Students should not wait for the supporting evidence to become available before submitting their EC claim.** UCL's extenuating circumstances policy clarifies that 'If a student is unable to obtain the necessary evidence within the deadlines ... they should still submit their form on time and indicate that their evidence is to follow'.

Further information:

- [Grounds for Extenuating Circumstances \(PDF\)](#)

13.1 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:

- [Academic Manual Chapter 4, Section 5: Reasonable Adjustments](#)
- [Student Disability Services](#)

13.2 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 Exam Arrangements](#)
- [Academic Manual Chapter 4, Section 4: Examinations](#)
- [Student Disability Services](#)
- [Academic Manual Chapter 4, Section 5: Reasonable Adjustments](#)

13.3 Extenuating Circumstances

13.3.1 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.

13.3.2 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:

- [Student Disability Services](#)
- [Student Psychological Services](#)
- [Student Support and Wellbeing](#)
- [UCL Student Mental Health Policy](#)
- [Grounds for Extenuating Circumstances \(PDF\)](#)
- [Academic Manual Chapter 4, Section 5: Reasonable Adjustments](#)
- [Academic Manual Chapter 4, Section 4: Examinations](#)
- [Academic Manual Chapter 3, Section 5: Interruption of Study](#)
- [Academic Manual Chapter 6: Section 3: Fitness to Study Procedure](#)

13.4 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:

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

13.5 Key contacts in the department for assistance with any of the above

[Dr Rachele De Felice](#) (Convenor: MA English Linguistics)

[Dr Matthew Sperling](#) (Convenor: MA English: Issues in Modern Culture)

[Dr Clare Stainthorpe](#) (Postgraduate Administrator)

14 Learning resources and key facilities

14.1 UCL Library and Learning Resources

14.1.1 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](#)

14.1.2 The University Libraries

UCL LIBRARY, Gower St., WC1E

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

UCL SPECIAL COLLECTION, Gower St., WC1E

Enquiries: spec.coll@ucl.ac.uk UCL Library Special Collections is one of the foremost university collections of manuscripts, archives and rare books in the UK. <http://www.ucl.ac.uk/library/special-collections/>

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.

14.1.3 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.

14.2 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>

14.3 Other libraries in London

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

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

MA English Linguistics students will be introduced to further language-specific resources in the library resources session early in the academic year.

Sarah Burn (Subject Librarian)

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
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 (PDF download) 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)	
19th Century British Library Newspapers	Searchable database of full runs of 48 newspapers including national and regional newspapers.	
19th Century UK Periodicals	Searchable database of nineteenth-century journalism: Series 1 'New Readerships' and Series 2 'Empire'	
Oxford Scholarly Editions Online	OUP's scholarly editions of literary works, all pre-20 th Century	10 min demonstration

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
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
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
Oxford Dictionary of National Biography	Biographies of the people who shaped Britain	3 min user guide (youtube)
Oxford English Dictionary	Definitive record of the English language	3 min user guide (youtube) Quick Start Guide
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/>

14.4 Websites (freely available)

- [Archive.org](#) Not-for-profit library containing millions of scans of out-of-copyright texts.
- [BRANCH](#) Short peer-reviewed articles on Britain, Representation, and Nineteenth-Century History.
- [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](#) Scholarly website relating to nineteenth-century studies.
- [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.
- [Worldcat](#) The world's largest network of library content and services.

14.5 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 \("bob"\)](#) provides students with access to a vast archive of 65 free-to-air channel programming for educational usage – you can view TV programmes and films, and listen to radio programmes. In addition, [Kanopy](#) ("thoughtful entertainment") 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.

ISD provides desktop computers and [laptops for loan](#) in a number of learning spaces

Information on Learning and Teaching spaces as well as 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.

- [Learning and Teaching Rooms and Spaces](#)
- [Map of Computer Workrooms](#)

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.

14.6 UCL Centre for Languages & International Education (CLIE)

The UCL Centre for Languages & International Education (CLIE) offers courses in 13 foreign languages and English for Academic Purposes (EAP), across a range of academic levels to support UCL students, staff and London's wider academic and professional community. CLIE provides modern foreign languages and EAP modules for UCL students, including courses satisfying UCL's Modern Foreign Language requirements and degree preparation courses for international students. CLIE also offers UCL summer school courses. Students can access language-learning resources online through the CLIE Self-Access Centre, including films and documentaries and books for self-study.

Further information:

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

14.7 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](#)
- [Moodle Frequently Asked Questions](#)
- [Moodle Quick Start Guide](#)

14.8 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 programme transfer
- Applying for graduation ceremonies

Further information:

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

14.9 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.

15 Student support and wellbeing

15.1 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 [Student Support and Wellbeing](#) 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.

15.1.1 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](#)

15.1.2 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](#)

15.1.3 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](#)

15.1.4 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 workshops for international students which tackle particular issues.

Further information:

- [International Student Support and Welfare](#)

15.1.5 Accommodation

UCL Accommodation provides a range of housing options which includes two Halls of Residence (catered), self-catered Student Houses and Intercollegiate Halls (both catered and self-catered) shared with other colleges of the University of London. Each Hall has a designated Warden supported by a number of live in Student Residence Assistants to provide support for students and to foster a positive environment within the accommodation.

Further information:

- [Wardens at UCL Residences](#)

15.1.6 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](#)
- [Manage your Money](#)

15.1.7 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](#)

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

15.2.1 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](#)

15.2.2 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](#)

15.2.3 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](#)

15.3 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.

15.3.1 Inclusion Lead (formally Departmental Equal Opportunity Liaison Officer)

Inclusion Leads provide support and assistance for students and staff about issues relating to equalities and diversity. Their role is:

- to help the Head of Department with the local implementation, where appropriate, of UCL's Equality, Diversity & Inclusion Strategy 2015-20, institutional action plans on Athena SWAN and the Race Equality Charter and Faculty and Departmental Equality Action Plan.
- to be a local resource within the department to whom staff and students can come for information and advice, distributing and drawing attention to new equality developments and legislative change and ensuring staff and students are familiar with the relevant UCL equality and diversity policies and procedures.
- being a first point of contact for individual equality and diversity issues within the department.
- liaising with the Head of Department about implementation of good practice on equalities and diversity within the department.
- to provide feedback about equalities and diversity implementation at a departmental level, on any specific issues, problems or successes within the department.

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

Further information:

- [Equality, Diversity and Inclusion](#)
- [Support for Pregnant Students](#)
- [Support for Student Parents](#)
- [Religion and Belief Equality Policy for Students](#)
- [LGBTQ+ Students](#)
- [UCL Chaplain and Inter-Faith Adviser](#)
- [Inclusion Leads \(formerly DEOLOs\)](#)

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

15.4.1 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 14.10 on the use of social media.

Further information:

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

15.4.2 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, or a Students' Union student officer. Support is also available from the trained staff in the [Students' Union Advice Service](#).

Further information:

- [UCL Student Mediator](#)
- [Zero Tolerance to Sexual Harassment](#)

15.4.3 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:

- [Violence Support for students affected by sexual misconduct and/or sexual violation](#)

15.4.4 Report + Support

Issues of bullying, harassment and sexual misconduct can be reported by students and staff via [Report + Support](#). This tool enables individuals at UCL to report 'anonymously' or 'contact an advisor' to find out options for support and resolution. This initiative is part of [UCL's Full Stop campaign](#) to combat unacceptable behaviour in the institution.

[Bullying](#) is offensive, intimidating, malicious or insulting behaviour involving the misuse of power that can make a person feel vulnerable, upset, humiliated, undermined or threatened. Power does not always mean being in a position of authority, but can include both personal strength and the power to coerce through fear or intimidation.

[Harassment](#) is unwanted conduct related to a protected characteristic (such as age, disability, gender reassignment, pregnancy or maternity, race and ethnicity, marriage and civil partnership, religion or belief, sex or sexual orientation) which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

[Sexual misconduct](#) is unacceptable behaviour of a sexual nature. It can include: sexual harassment; sexual violence; intimate partner violence; sexual assault; grooming; coercion or bullying with sexual elements; sexual invitations and demands; comments; non-verbal communication; creation of atmospheres of discomfort; and promised resources or advancement in exchange for sexual access. Sexual misconduct is an abuse of power.

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. Dr Kathryn Allan is the departmental careers liaison tutor for 2018-19.

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. Services and events are available to all taught students, researchers (PhD students and postdocs) and graduates (for up to 2 years after course completion).

UCL Careers also supports employability activities within departments such as work-related learning, including internships and placements.

UCL students are helped with applications and sourcing opportunities with web resources and advice. They can book appointments via myUCLCareers and can source opportunities via myUCLCareers, UCL Talent Bank - a shortlisting service connecting students to small and medium sized organisations, and apply for opportunities within our summer internships and global internships schemes.

Further information:

- [UCL Careers](#)
- [myUCLCareers](#)
- [UCL Careers Information on internships and placements](#)

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 Innovation and Enterprise](#)

17 Student representation

17.1 Students' Union UCL

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

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.

If you are a UCL student, you automatically become a member of Students' Union UCL during enrolment. Membership is free of charge. You can opt out of membership (or opt back in) by contacting the Systems Team. If you have opted out of membership you will not be able to access some parts of our website, purchase online memberships to clubs and societies and most importantly you will not be able to vote in our elections.

Further information:

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

17.2 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. The Welcome Fair will be your opportunity to meet all of the clubs and societies in one place and will take place on 29 and 30 September.

Further information:

- [Students' Union Clubs & Societies](#)
- [Club and Society Welcome Events](#)

17.3 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 fourteenth 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.

17.4 Academic Representatives

Your Students' Union is there to make sure you have the best possible time while you're studying at UCL. One of the ways they 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.

These Academic Representatives are appointed during early October – if you'd like to take up the role, staff in your department can tell you how. 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.

Even if you don't fancy taking up a role yourself, keep an eye out for your chance to vote for which students you feel will do the best job.

Further information:

- [Academic Representatives](#)
- [Find your representative](#)
- [Academic Representative](#)

17.5 Role of the Staff-Student Consultative Committee

Every department at UCL has a Staff-Student Consultative Committee (SSCC) that meets at least three times a year. The SSCC is 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, spring, and summer 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.

17.6 Other ways that students can give feedback

MA students are encouraged to speak to the department about any ideas or concerns that arise during the year. You can talk to the course convenors or programme administrator in person or via email.

Departmental feedback questionnaire are sent to students during the spring term. These questionnaires are the main way that the English department gathers feedback from students. All responses are read by relevant staff, and comments and statistics gathered from the questionnaires are considered at the Staff Meeting and at the MA course planning meeting in order to respond to and act upon suggestions. Responses also feed into the department's 'Annual Student Experience Review', which each department has to complete and return to College. MA students will also be invited to respond to the Postgraduate Taught Experience Survey (PTES) in the summer term. The PTES is a national survey of postgraduate taught students inviting them to comment on their course and experience.

17.7 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

Sessions are confidential and will not be reported to your department or any other university staff unless at your request. 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](#)

17.8 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.

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 privately discuss anything that is a cause for concern. Your student academic representative, the [UCL Student Mediator](#) and [Students' Union Rights & Advice Centre](#) 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](#).

17.8.1 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's 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.

17.8.2 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:

- [UCL Student Mediator](#)
- [Students' Union Advice Centre](#)
- [UK Quality Code for Higher Education](#)

18 Student feedback

18.1 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.

18.2 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 New to UCL survey. 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. We aim to minimize the volume of surveys students are asked to take, so undergraduates will be invited to take just one institutional survey per year, and full-time postgraduate students will be invited to take two. Each survey 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 shared with staff across UCL – including President & Provost Michael Arthur.

Further information:

- [You Shape UCL](#)

18.3 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.

18.4 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.

19 ChangeMakers

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

UCL ChangeMakers supports students and staff to work in partnership to enhance the student learning experience across UCL. **UCL ChangeMakers Projects** supports students and staff in running projects to improve the learning experience at UCL. Anyone with an idea 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. **UCL ChangeMakers Student reviewers** work with staff to review their teaching practice.

Further information:

- [UCL ChangeMakers](#)

20 UCL Global Citizenship Programme

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

The UCL Global Citizenship Programme is aimed at UCL undergraduates and taught postgraduates offering them the chance to put their studies in a global context, connect with students across UCL 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, develop hands-on skills and make an impact on the world. Participation is free and is not assessed. Places are awarded on a first come, first served basis.

Further information:

- [UCL Global Citizenship Programme](#)

21 Data Protection

How UCL uses student information, for what purposes, and the steps taken to safeguard this information.

UCL uses student information for a range of purposes, including the provision of teaching and learning, managing accommodation and ensuring health and safety. Information about students will only be shared within UCL when necessary or appropriate. UCL may be required by law to share student information with some external agencies for a variety of purposes, such as the Higher Education Statistics Agency and the Office for Students. After students leave UCL, certain information is retained in accordance with UCL's Data Retention Schedule. You can see how UCL uses student information in the UCL privacy statement.

Further information:

- [UCL General Student Privacy Notice](#)
- [UCL Information Security Policies](#)
- [Guidance on Writing a Local Privacy Policy](#)

Students may send queries on data protection matters to the University Data Protection Officer: data-protection@ucl.ac.uk

22 Health, Safety and Security

22.1 UCL Health, Safety and Security at UCL

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](#)

22.2 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.

22.2.1 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.

22.2.2 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 on the premises please report it to UCL Security, their office is on the ground floor of Foster Court.

22.2.3 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.

22.2.4 Accidents

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

22.2.5 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.

22.2.6 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.

22.2.7 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.

22.2.8 First Aid

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

22.2.9 Further Health and Safety advice

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

23 After Study

23.1 Information on transcripts and how to access replacements

Five copies of your 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 via the [UCL Transcript Shop](#).

23.2 Graduation Ceremonies

Following successful completion of their studies, graduation ceremonies are held to celebrate students' achievements:

Further information:

- [Graduation Ceremonies](#)

23.3 Information on UCL Alumni activities and departmental contact

The UCL Alumni Community is a global network of more than 250,000 former students. Alumni can take advantage of a wide range of benefits 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 for life. All students and alumni can connect through the UCL Alumni Online Community, an exclusive mentoring platform with sector based and international networks, and get involved through events, reunions, and 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 organises occasional early-evening seminars for alumni on a themes related to an academic member of staff's research.

Departmental Director of Alumni Relations: [Berry Chevasco](#)

Further information:

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