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About your Student Handbook

This handbook gives you essential information about your Department and the University.

Other helpful sources of information are available at www.essex.ac.uk/myessex and www.essex.ac.uk/students. Our friendly departmental staff are also here to help and you can find their contact details in this handbook.

At our three uniquely intimate campuses we celebrate diversity and challenge inequality. Whatever your background or identity, you’re part of a vibrant community that lives, learns and plays together.

Introduction and Department information

Welcome to the University of Essex and to the Department of Literature, Film, and Theatre Studies (LiFTS). We hope that you will enjoy your time at Essex and that you will find your studies with us challenging, inspiring and rewarding.

Your first port of call for any queries should be the General Office (Room 5NW.6.16) which is open daily from 10.00am until 4.00pm. Our Admin team will always do their best to help you, or to point you in the right direction for the support you need.

As soon as you have your e-mail address and internet access you should look at the Department’s website at http://www.essex.ac.uk/lifts/. The site is packed with useful information about module content. Most lecturers will use Moodle to inform you of required reading and essay titles.

Teaching staff will always be happy to answer any questions you have about your course, but you have also been allocated a Personal Tutor to whom you can turn for advice on your course or any other aspect of your life as a student. Make sure you find out your Personal Tutor’s office hours as this is when you can just pop in to see them; or else you can email to arrange an appointment. Don’t let a small problem become a big problem; find someone to talk to, and we will always do our best to solve it with you.

It’s obviously vial to attend all your scheduled classes, lectures, and screenings, and keep up to date with your coursework – otherwise you are not getting the most out of your time here, and you won’t get the best degree you are capable of. There are strict deadlines for handing in coursework that, if not adhered to, will result in zero marks for your essay. If you have particular unforeseen or uncontrollable circumstances that make a deadline impossible, then speak to your class tutor or your personal tutor as there are processes to follow.

The Department is an exciting and stimulating environment – we hold readings, book launches, poetry competitions, seminars with guest speakers, performances in the Lakeside Theatre, screenings, and much, much more. Take all opportunities!

And, of course, if you have any spare hours or minutes left in your day, the Students’ Union offers an array of services including bars, cafés, and shops. All registered students are automatically members of the Union and can take advantage of all the facilities, including the myriad of clubs and societies: see https://www.essex.ac.uk/colchester-campus/get-involved.

University is a precious, all too brief, period in your life, when there is so much for you to explore, enjoy and achieve. On behalf of the whole Department, we wish you a wonderful journey as a student at Essex, and the very best of luck with all your endeavours.

Dr Elizabeth Kuti, Head of Department
Department of Literature, Film, and Theatre Studies
About Literature, Film and Theatre Studies

Term dates, calendar and academic week numbers

Information relating to the University’s term dates for students can be found at https://www.essex.ac.uk/governance/key-dates

The University Calendar is available at http://www.essex.ac.uk/about/governance/information/calendar.aspx

Details of the academic week numbers can be found at http://www.essex.ac.uk/students/course-admin/timetables.aspx

Departmental contact information

- **General Office**
  Located in room 5NW.6.16, the General Office is staffed by Emily Banks, Jack Parker and Antonio Vivas, our Student and Academic Service Administrators. The office is open from 10.00am to 4.00pm, Monday to Friday. The team are here to help you with every aspect of your course. Call in, email: liftstt@essex.ac.uk or phone 01206 872626

- **Department Manager**
  Daniela Wachsening is responsible for the overall administration of the Department. Her office is located in room 5NW.6.18. You can email Daniela at d.wachsening@essex.ac.uk or phone 01206 872604

- **Deputy Department Manager**
  Rachele Winn, in room 5NW.6.12, looks after student administration such as change of course, module enrolment, special syllabus requests. Rachele deals with student welfare and support issues such as late submissions and extenuating circumstances and pastoral care. You can call into her office, email rachele@essex.ac.uk or phone 01206 872611

- **Senior Student Administrator**
  Deanna McCarthy’s area of responsibility is dealing with student queries for MA and PhD as well as Postgraduate Admissions. Deanna is based in room 5NW.6.14, or you can email dlmcca@essex.ac.uk or phone 01206 872176

- **Academic Staff and Graduate Teaching Assistants (GTAs)**
  Contact details for all Academic Staff can be found at http://www.essex.ac.uk/lifts/staff/

Departmental Support

If you have any pastoral or academic problems or questions, the following staff are available to help or can advise you on whom to contact.

| Rachele Winn | Deputy Department Manager | Office: 5NW.6.12  
| Email: rachele@essex.ac.uk | Phone: 01206 872611 |
| John Haynes | Director of Education | Office: 5NW.5.7  
| Email: jhaynes@essex.ac.uk | Phone: 01206 872625 |
John Gillies
or
Kate Armond
Departmental Disability Liaison Officers
Office: 5NW.6.7
Email: jgillies@essex.ac.uk
Office: 5NW.6.9
Email: k.armond@essex.ac.uk

Patricia Gillies (Autumn term)
Fatima El Issawi
(Spring/Summer term)
Senior Tutor
Office: 5NW.6.7
Email: pgillies@essex.ac.uk
Office: 5NW.5.8
Email: feliss@essex.ac.uk

Academic Responsibilities

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<tr>
<td>Shohini Chaudhuri</td>
<td>Deputy Head of Department</td>
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<tr>
<td>John Haynes</td>
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<td>Susan Oliver</td>
<td>Director of Research</td>
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<td>Nic Blower</td>
<td>Employability Director</td>
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<td>Jak Peake (AU) Chris McCully (SP, SU)</td>
<td>Director of Admissions</td>
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<td>Matthew De Abaitua</td>
<td>Director of the Centre for Creative Writing</td>
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<tr>
<td>Jeff Geiger (AU, SU) Eirini Konstantinidou (SP)</td>
<td>Director of Film Studies and Screen Media</td>
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<tr>
<td>Shohini Chaudhuri</td>
<td>Director of Graduate Studies</td>
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<tr>
<td>Jonathan Lichtenstein</td>
<td>Theatre Studies Student Recruitment</td>
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<td>Jonathan Baker</td>
<td>Journalism Student Recruitment</td>
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<tr>
<td>John Gillies/Jak Peake (AU)/ Deirdre Serjeantson (SP)</td>
<td>Literature Student Recruitment contact</td>
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<td>Patricia Gillies (AU)/Fatima El Issawi (SP)</td>
<td>Academic Offences Officers</td>
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<tr>
<td>Sean Seeger</td>
<td>Attendance/Progress Officer</td>
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Staff research interests

Our research is at the heart of our activities and feeds directly into our undergraduate and postgraduate teaching. We follow a distinctly comparative approach through critical and creative work in literature, drama, film, and creative writing that extends across genres and media forms.

We have internationally-recognised expertise in literatures in English from both Europe and the Americas, and our work covers areas from Shakespeare and transatlantic romanticism to global modernism and world literature. This is combined with strengths in world cinema, film theory and practice, contemporary theatre and poetry, as well as myth, adaptation, and translation studies. For more information visit our Research pages at http://www.essex.ac.uk/lifts/research/default.aspx.

Our academic staff are the authors of numerous major publications, http://www.essex.ac.uk/lifts/research/publications/default.aspx. See our academic staff profiles http://www.essex.ac.uk/lifts/staff/Staff.aspx?type=academic for full lists of individual research.
Royal Literary Fund Fellows (RLF)

The Royal Literary Fund exists to help writers, and champion good writing. It provides two resident fellows, here at Essex, to help our students with the writing of their essays, dissertations, theses, or even job and grant applications. This year, the fellows are Clare Pollard and Neill Rollinson - both published authors and poets. If you want to visit them for an hour, just book a slot in the General Office. The service is entirely free, confidential and independent of the University. Ask in the Office for directions to the RLF office.

Film Library

Our Departmental Film Library has a collection of hundreds of movies and documentaries. Students are welcome to borrow DVDs from our collection at no cost. The film library is catalogued electronically and searchable via the Department website. We also have a printed version in the office. Please visit the General Office for more details.

Department Seminars

A programme of extra-curricular seminars will take place at 5pm on Tuesday afternoons during term time. These seminars are intended to bring our students and staff together to hear presentations of work in progress, given by our research students, staff members, and external speakers. Whatever your own interests, these occasions will be useful to you in the development of your work and you are very welcome to attend. The seminars are advertised on the Department’s Twitter and Facebook pages https://www.facebook.com/LiFTS.UoE/ and on our Student Noticeboards.

Location of Department, common room, noticeboards

The Department is based in the 2001 Building, located on square 4, entrance 4N, next to Santander Bank. The staff offices are located on floors 4, 5 and 6.

The Department has a Common Room in 5NW.6.1. The space is open from 9.00am – 5.00pm, from Monday to Friday, for you to relax and meet informally with fellow students and staff.

Noticeboards are located through the Department.
Academic Matters

Personal Tutor

During your time as an Undergraduate Student you will be assigned to an academic member of staff who will take on the role as your Personal Tutor. Their role is to help you reflect on your skills and experience, both within and outside of your programme of study, in an academic context, and where appropriate, to use this reflection to assist you in planning for your academic development and for your life after university. Your Personal Tutor is your academic contact within your chosen discipline, helping you to maximise your academic opportunities. They will also direct you to other sources of academic guidance within or beyond the Department.

Your Personal Tutor will listen to you, providing encouragement and support. They will offer guidance and advice on the availability of appropriate support concerning study, financial and other matters offered by the University where these are affecting your ability to complete your studies successfully.

You will meet with your Personal Tutor in an introductory meeting during Welcome Week.

You can book appointments with your Personal Tutor throughout the year to discuss any issues or concerns. You may ask tutors to contribute to any references you require for paid or voluntary work or internships. You will be matched to academic staff specialising in the subjects relevant to your programme of study wherever possible.

Peer Mentoring

You might be feeling confused about where to find things on campus, how to use the library, who’s who in your department, or how to get to know other students. Alternatively, you might feel like just having a chat with someone who’s had experience of adjusting to university life and who can give you tips about how to settle in. Your peer mentor can help you!

Your peer mentor is a fellow student who can provide informal support and information to help you settle in to student life. For more information have a look at the Peer Mentoring web page http://www.essex.ac.uk/students/study-resources/mentoring/peer-mentoring/default.aspx or contact Rachele Winn, email rachele@essex.ac.uk.

In addition, our Students' Union https://www.essexstudent.com/ co-ordinates a buddy scheme for specific groups of students including mature students and LGBT students. For more information please email vpwelfare@essex.ac.uk.

Timetables

Information about teaching timetables and your individual timetable can be found at www.essex.ac.uk/students.

Academic Research Leave and Reference Requests

Many of your lecturers and tutors are on work contracts which oblige them to combine teaching and research duties. As part of their research duties, our academic staff are eligible to apply for research leave and can spend a term away from their teaching duties to concentrate exclusively on their research projects. During these periods, your teaching will be covered by someone else equally well qualified.

When requesting academic reference, please allow at least 3 weeks for our staff to write the reference. Please consult with your referee about the most appropriate contact details to
include. It is also important for you to enclose as much information as possible with your reference request, and include an up to date copy of your CV.

**Reading Week**

The Department does not have a formal reading week, but some individual modules may have a module-specific reading week built into their timetable.

**myEssex**

myEssex is your online account. Use it to see your timetable, keep your personal details up-to-date, see how you’re doing on your course, let us know if you’ll miss a lecture or class, contact the Student Services Hub and much more. [https://www.essex.ac.uk/myessex/](https://www.essex.ac.uk/myessex/)

**Communication**

We use email to contact you about important information relating to your studies and other issues such as welfare. **Please check your University email regularly as we will not email alternative personal addresses.**

You can access your email on any lab computer using Microsoft Outlook. We also provide an Outlook Webmail service that you can access through a web browser anytime, anywhere: [https://email.essex.ac.uk/](https://email.essex.ac.uk/). You can also send and receive University emails on the move by setting up your smart phone or tablet. Go to [www.essex.ac.uk/it/email/access/](http://www.essex.ac.uk/it/email/access/) where you will find instructions on how to set up your mobile device with email.

**Email guidance**

Email will be a very important part of your University life. Information about your modules, news that a reserved book is back in the library for you to borrow, and details of internships that might launch your career will all be communicated via your inbox. It is vital that you check your University email account daily – even if you maintain another address or prefer to use twitter for private communications.

**We will only write to your Essex address and you should also only correspond with us from your Essex address.** We may otherwise not be able to identify you as one of our students. The University has some general expectations about the use of emails, such as:

- **The level of formality:** Please write in a relatively formal register (i.e. no emojis*). Remember, almost all emails involve asking someone to do something for you, so please be polite, clear, and to the point in all your emails.

- **Addressing the message:** If you are writing to your lecturer for the first time, make sure you have checked their title. A doctor should be addressed as, ‘Dear Dr [add: surname]’; to a professor, you’ll write ‘Dear Professor [add: surname]’. If your lecturer signs their reply using their first name, then you can use their first name in your next message; if not, stick with the formal address. Please do not start off your conversation without addressing your lecturer by name; ‘Please also always ensure that you are writing to the most appropriate person. If your question is about the lecture, then email the lecturer rather than your tutor, even if you know your tutor quite well and you’ve never met the lecturer. You’ll get a more useful answer from the right person!

- **Identify yourself:** In the early days of term, it is very helpful to our academic staff who will still be busy getting to you all their students by name, if you could please give your name and say ‘I’m taking LT111 and was at your lecture about Dracula on Tuesday morning’ in any email communications with your new lecturer.
Consider your question: Please bear in mind that most lecturers receive a large volume of emails every day. Before you contact your lecturer, please check that your query isn’t something which you could easily resolve yourself, for example by checking the university’s or your lecturer’s website, or consulting ORB or Moodle, or by contacting a subject librarian.

Consider the likely answer: Email should only be used for shorthand precise communications. If you have a question which is likely to require a longer or more detailed answer, it might be quicker to go and see your lecturer in person. For example, if you are planning an essay on a particular topic and want to do further research on it, but aren’t quite sure how to start, why not try to see your lecturer for a personal chat during their office hours?

Timing: Please allow at least two working days to get a response to your email.

As a student, you will be on a number of University email lists. Some are mandatory and reflect your current course, modules, department, year and so on. You cannot unsubscribe from these lists but they will primarily be used to send out important information relating to your studies. You will also automatically be subscribed to a small number of opt-out lists, again, based on your course. To opt in or out of any lists, please visit: www.essex.ac.uk/dsh/mailinglists. We do not send out marketing information unless you have opted in to it.

Departmental Prizes

• The University of The Third Age Prize
  This is a sum of money awarded each year to the best second-year student in the Department; the prize is decided by the Board of Examiners at the end of June.

• Best Student Prize
  This is a sum of money awarded each year to the best third-year student in the Department; the prize is decided by the Board of Examiners at the end of June.
Learning and Teaching

Modules are taught in a variety of ways: you will be required to attend lectures, classes, and seminars. Some modules will include workshops and involve group work. You will be given more details on the individual modules’ teaching methods at the start of the term. The Module Directory [https://www.essex.ac.uk/modules/](https://www.essex.ac.uk/modules/) also gives information about the teaching and learning methods used.

The University is committed to providing equal opportunities for all our students regardless of where or how you study. Our diverse student population is taken into account when developing the resources, services and facilities on and off campus, when we create our courses, write publications and course materials, and set our policies and regulations. Where appropriate, reasonable adjustments will be set in place for individual students to support them through their studies.

Independent Study Project

In your third year you will undertake a project within your subject areas. Independent Study gives you an opportunity to work under the supervision of an academic member of staff to pursue a particular enthusiasm that might not be covered in third-year modules; and it offers you an invaluable training for graduate work. However, Independent Study requires a high level of organisation and self-discipline; it asks for a willingness to focus quite narrowly on one subject for more than six months; it tests the ability to sustain an argument over 10,000 words, probably three times the length at which you’ve worked before.

The Independent Project reflects the diversity of a dynamic department, and can take many forms. Whatever form it takes it gives you an opportunity to design your own project on a subject of your choice. This could be a dissertation on your favourite author, or on film theory and practice, or it could be making a film or writing a film script, or writing a sequence of stories or poems, or making a piece of collaborative theatre, or it could be something we haven’t thought of yet. It is your opportunity to surprise us and surprise yourselves. You can choose anything you like, but one thing you could do, among others, would be to have a look at the modules on offer in the third year, as you could choose one of these topic areas in which to conduct your work. So you might think about looking forward in the degree, as well as looking at what you have already done, when it comes to choosing a topic.

While many of you will choose to do individual projects, you can also collaborate on a project eg. a collection of poems or collaborative theatre or a co-written study of gothic novels. There is also the possibility to collaborate with students from different areas eg. film and creative writing students could work together on a cine-poem, or literature and film students on a documentary on the life and work of John Milton. Further details, and information about supervision arrangements, will be available at a meeting for second-year students in the spring term.

Learning outcomes

Your course’s learning outcomes are set out in Programme Specifications. They are categorised under the headings of knowledge, intellectual, practical and key skills, and are linked to the aims, learning outcomes, and assessment on the modules you take. You can measure your progress against the outcomes, for example when reviewing coursework feedback, and they can be used to guide you when undertaking independent study. You can find a copy of the module map showing how your course learning outcomes are connected to the modules [http://www.essex.ac.uk/programmespecs/degreeslist.asp here.](http://www.essex.ac.uk/programmespecs/degreeslist.asp) Full module outlines are available here [https://www.essex.ac.uk/modules/](https://www.essex.ac.uk/modules/).
Multimedia Journalism Course

The Multimedia Journalism course is accredited by the industry's two principal training bodies.

The National Council for the Training of Journalists was founded by the newspaper industry in 1951, but now covers all forms of media - print, broadcast online. Three-quarters of qualified journalists have an NCTJ qualification. It is recognised by hiring editors as the industry standard, a kite mark for excellence in journalism training. In some sections of the media, it is very difficult to secure a job without an NCTJ qualification. To be accredited by the NCTJ, a course has to fulfil a large range of criteria across subjects such as reporting, media law, public affairs and shorthand.

The Broadcast Journalism Training Council works in partnership with all the main UK broadcasters (including BBC, Sky, ITV, ITN, Channel 4 News) to accredit courses within high education to high standards, which are directly linked to the operational demands of today's broadcast industry. Our Multimedia Journalism course is fully accredited by the Broadcast Journalism Training Council.

Course Structures

For full details of courses available http://www.essex.ac.uk/programmespecs/

Within these courses you will be required to take modules. Some modules will be compulsory and core but you may be given some options.

- Core modules must be taken and must be passed;
- Compulsory modules must be taken, but some condonement of fails may be possible;
- Optional modules you have a choice of which module to take from a designated list.

You will find module descriptions, learning and teaching methods and assessment information on the Module Directory http://www.essex.ac.uk/modules/.

Credits

Each module is worth a certain number of credits. AU (Autumn) or SP (Spring) modules are worth 15 credits, whereas FY (full year) modules are worth 30 credits. You are required to achieve 120 credits each year in order to progress to the next stage.

Choosing your Optional Modules (eNROL)

You will need to choose your optional modules when you arrive at University. The eNROL website has all in information you need http://www.essex.ac.uk/enrol/home/home_phase1.asp.

We will make every effort to accommodate your selected options, but please note that your choices cannot always be guaranteed.

You may request changes until the end of Week 3, Monday 23 October 2017 at 8.59am. No changes will be considered after this date for Autumn term modules.

If you have any problems with the online web pages, please email enrol@essex.ac.uk.

If the issue is of an academic nature, e.g. your query is about a course, or a module, please contact the Deputy Department Manager, Rachele Winn, rachele@essex.ac.uk
eNROL is a secure web environment and will require you to enter some of your personal details to authenticate your access.

You will be shown a list of the modules that make up the first/next year of your course. Any core/compulsory modules are displayed for information but you cannot change them. Some programmes of study have all core/compulsory modules so there will be no action for you to take.

**Essex Abroad**

We value the international dimension of higher education at Essex, and we encourage our students to add a period of study abroad – either to your Essex course, or by attending Essex whilst you’re a student elsewhere. Essex students can include a term or a year abroad in their courses, students from other universities can spend a term or year abroad at Essex, and we offer exchange programmes and other relationships with universities across the world. See [www.essex.ac.uk/ycgdsh/essexabroad](http://www.essex.ac.uk/ycgdsh/essexabroad) for more details, or contact the Essex Abroad Office, or call into the General Office.

**Employability modules**

Many of your modules here in the Department are designed to encourage you to develop a range of practical and transferable skills, through a variety of teaching and assessment methods.

These include

- Developing critical and independent thinking
- Managing your own time and acquire high levels of self-motivation and organisation
- Meeting deadlines
- Being on time
- Performing well under stress
- Collaborating with others
- Seeing projects through to their completion

You may like to refer to these skills when applying for jobs or internships.

The LiFTS Facebook page [https://www.facebook.com/LiFTS.UoE/](https://www.facebook.com/LiFTS.UoE/) is an important source for finding career and work experience opportunities that may not be advertised elsewhere.

Recent opportunities for our students have included internships and paid work with theatre companies, creative writing workshops, producer training programmes and a researcher/producer runner position in the film industry.

**Moodle, ORB and FASER**

Our online resource bank (ORB), stores important module materials such as reading lists and past exam papers.

We primarily use Moodle as our online learning environment, to enhance face-to-face teaching. It lets you get to course materials, and has built-in features to enhance learning such as discussion forums, chat facilities, quizzes, surveys, glossaries and wikis.

FASER is our online coursework submission and feedback system. Use it to check coursework deadlines, upload coursework and receive electronic feedback all in one place.

[fasers.essex.ac.uk](http://fasers.essex.ac.uk)
[www.essex.ac.uk/it/services/learning-technology/](http://www.essex.ac.uk/it/services/learning-technology/)
Changing your degree and maximum period of study

Changing your course
If you want to change your course, you should talk to someone in your department first. Check the deadlines for course changes with the Student Services Hub. www.essex.ac.uk/students/course-admin/changing-course.aspx

You should discuss your thoughts about changing course with someone in your school/department/centre. If your new course is in a different department, you should also speak to someone in that department.

Investigate your potential new course by looking at course information on the department’s web pages, talking to students on the course and speaking to tutors. You should also look at our Rules of Assessment for the new course to check whether there are any course-specific requirements.

If you are considering changing course due to academic worries with your current course you might find it useful to seek academic support before changing course by contacting the Talent Development Centre. www.essex.ac.uk/students/study-resources/tdc

If you want to make a formal request for a course change, you should do so via the online Course Change form available here: www.essex.ac.uk/esf/

Maximum period of study
Undergraduate students have a maximum period in which to complete their studies. This is set at the point at which you register, and is normally the length of your programme plus two additional years. This is to allow some flexibility in cases where you find you must intermit, or you fail a stage of study and must repeat it, or you want to transfer to a new course and must retake a stage of study.

Reading Lists
Please refer to our Online Resource Bank at: http://orb.essex.ac.uk/lt/ for reading lists. Alternatively, you can visit the Talis Aspire website which has full and comprehensive reading lists https://essex.rl.talis.com/index.html.

Listen Again
Did you miss something? Our Listen Again digital recording service lets you listen again to lectures so you grasp every detail. It’s available in teaching rooms or lecture theatres where you see the sign. listenagain.essex.ac.uk

Disability and emotional wellbeing
We would encourage all new students with a disability, long term medical condition, specific learning difficulty or mental health difficulty to disclose and register with the Student Services Hub so that we can plan how best to support you in your studies.

You can find out about the support we offer here: www.essex.ac.uk/students/contact/help.aspx

UK students may be eligible for a Disabled Students’ Allowance grant. See our webpages for more information, including application forms and key changes: www.essex.ac.uk/students/disability/funding.aspx
International students

We are proud to be a global community and we recognise that living and studying in the UK may be very different from your own country.

Essex has a wide range of support covering academic and health and wellbeing issues. Our friendly and professional staff will be able to guide, give advice and assist you during your time at Essex.

You can find helpful information here -
www.essex.ac.uk/students/new/international/default.aspx

If you are studying on a Tier 4 visa, don’t forget to read Tier 4 Information of this handbook which has further information and links.

Mature students

As a mature student you’ll be in very good company – around 37% of our students are mature students.

We appreciate that studying as a mature student can present challenges. This is particularly true if this is your first experience of higher education and you have other commitments and responsibilities to meet such as work and family. We want you to be aware of the support available so that you can make the most of your time at Essex.

You can find more information here: www.essex.ac.uk/students/groups/mature-students.aspx

Student representation/SSLC/SAMT/Student Surveys

Student feedback is a vital part of the University's approach to quality assurance and enhancement. It is therefore important that you are given the opportunity to feedback and that you take time to feedback to the University. You can do this in a number of ways:

You can contact (or volunteer to be) a student representative who represent the voice of fellow students in departmental Student Staff Liaison Committees (SSLCs) and other University level committees.

http://www.essexstudent.com/representation/coursereps/
http://www.essex.ac.uk/quality/student_representation/student_rep.asp
http://www.essex.ac.uk/quality/student_representation/sslc.asp

Every year, we will ask you to complete the Student Assessment of Module and Teaching (SAMT). This survey will be summarised and discussed by SSLCs and will inform reports written by us for central University committees as part of our quality assurance processes.

Student satisfaction surveys enable the University to gauge overall satisfaction amongst students. When the results have been reviewed and analysed, the University can then enhance your experience of learning at Essex. The National Student Survey (NSS) for final year students feeds into university league tables. NSS also lets us know how we’re doing and where we can make improvements. The survey is run online and you will receive a link to the survey via email. Students not eligible for NSS will be invited to complete the UK Engagement Survey (UKES) which asks about how you spend your time on your course, what kind of learning you’ve taken part in and your views on your teaching and learning experience.
Library Services

At our Colchester Campus, the Albert Sloman Library on Square 5 has a variety of study spaces over six floors, including 24/7 facilities and group work areas. The Library offers a wide range of learning resources, online and in print, with a dedicated Helpdesk, overnight chat service and the opportunity to book appointments with your Subject Librarian to help you through your studies and beyond.
libwww.essex.ac.uk

The library has a team of Subject Librarians who can help you to find appropriate resources for your assignments and show you how to search effectively. They can also provide advice on referencing and how to avoid plagiarism, using reference management software, and evaluating sources. Your Subject Librarian is Esther Wilkinson – contact her ewilkin@essex.ac.uk or use the Book a librarian form on the Library website to get in touch.

For guidance in relation to third-party proofreading of student work: www.essex.ac.uk/proofreading

Attendance monitoring (Count-me-in) and absence from sessions

Your attendance at lectures and classes has a significant impact on how successful you are in your studies. At Essex, we monitor attendance so we can identify students who may need guidance and support.

You’ll need to record your attendance at teaching events using the electronic reader in the teaching room. Just ‘tap in’ for every timetabled teaching event you attend.

You should not tap in for someone who is not attending the class; and also you should not tap in if you then immediately leave the teaching event. This may result in disciplinary action being taken against you.

If you lose your card or it is faulty, go to the Student Services Hub to get a new card (a fee may be applicable). If you attend a teaching event but are unable to record your attendance as you don’t have your registration card, you should speak to a member of administrative staff in your department. In the case of a lost card, your department will normally record you as present for up to seven days.

For more information on attendance, and for links to forms and guidelines visit: www.essex.ac.uk/students/course-admin/attendance.aspx

If you need to report an absence from a teaching event, test or exam due to medical or other circumstances you should do so by completing the relevant form in myEssex for a notified absence. We will consider the reasons and may record it as an authorised absence. Be aware that you may need to provide evidence, including medical evidence if relevant.

Please contact your Personal Tutor, department staff or the Student Services Hub for advice and support, particularly if you are going to be absent for several weeks.
Assessment

Rules of Assessment

The Rules of Assessment are used to calculate your results. 
[link]

The following is only a summary of the key points. You should read the rules and make sure you understand them. If you need advice, ask your personal tutor, deputy departmental manager, or SU Advice.

Decisions about your results are made at the meeting of the Board of Examiners at the end of the Summer Term.

The rules cover:

- whether you have passed the modules you have studied and can be awarded credit
- whether you have met the requirements to move on to the next stage of your course
- whether you have met the requirements to pass your course, and what classification you will receive
- if you have not passed, what reassessment you could be offered
- if you have not passed, whether you must withdraw from your course, with or without an exit award

Marks and degree classification

<table>
<thead>
<tr>
<th>Marks</th>
<th>Degree Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Pass/third class (3)</td>
</tr>
<tr>
<td>50</td>
<td>Lower second class (2.2)</td>
</tr>
<tr>
<td>60</td>
<td>Upper second class (2.1)</td>
</tr>
<tr>
<td>70</td>
<td>First class (1)</td>
</tr>
</tbody>
</table>

Your final degree classification is based upon your marks in stage 2 and stage 3 (for a three year course). You must meet the requirements for stage 1 (first year) to continue on the course.

Core, compulsory and optional modules

To understand the requirements to pass your course, you need to know the status of the modules that you are taking. You can find details of the status of your modules in Section C of your programme specification via [link].

<table>
<thead>
<tr>
<th>Core</th>
<th>Compulsory</th>
<th>Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must take this module</td>
<td>You must take this module</td>
<td>You can choose which module to study</td>
</tr>
<tr>
<td>Must pass this module. No failure can be permitted.</td>
<td>There might be limited opportunities to continue on the course/be eligible for the degree if you fail it.</td>
<td>There might be limited opportunities to continue on the course/be eligible for the degree if you fail it.</td>
</tr>
</tbody>
</table>

Most modules in each year must be passed, with only a small number of credits, if any, being allowed to be failed in the degree.

What do I need to do to pass my course?

To understand what you need to do to pass your course you should read the Rules of Assessment webpages; look up the status of the modules you are taking; and see whether...
there are any additional course requirements by checking any variations for your department (Appendix A under the rules of assessment).

If you are thinking of undertaking a work placement or year abroad, you should check the requirements for these programmes.

**Class Participation**

The Department dedicates 5% of the overall coursework mark for each module to class participation. Attendance at classes and seminars is not optional and we expect excellent attendance from all our students. The participation mark awarded isn’t solely based on the number of classes/seminars you have attended but also appropriate contribution to class discussion and in some modules, oral presentations.

The department also expects you to take all relevant readings (or equivalents) which need to be read in advance to class, failure to do so will have a negative impact on your mark. Participation marks are awarded out of 5. 5=100%, 4=80%, 3=60%, 2=40%, 1=20%, 0=0%.

**Attendance and participation in Theatre Studies modules**

Our Theatre Studies modules are taught mainly through seminars and workshops which involve a range of creative theatre exercises, group work, and rehearsal processes which absolutely require the physical presence and participation of all of our students.

Students taking any Theatre Studies (TH) modules are therefore required to achieve a minimum of 70% attendance over the entire module in order to pass the module.

This means that you **must** attend for the full duration of any timetabled teaching event (class, workshop, assessment, etc.) which will be deemed **compulsory** by your module tutor and supervisor. Extra **voluntary** teaching events such as voluntary tutorials or recommended trips to the theatre etc. are not included.

In addition to using the Count-me-in tap system, your module tutors will keep records of your attendance and remind you half-way through the module of your attendance level. If you are close to falling below the 70% attendance threshold, you will receive a written reminder of the attendance you need to achieve in the rest of the module to ensure that you pass the module. Copies of these reminders will also be sent to the Student Progress Team.

If your attendance is affected by illness or other circumstances beyond your control, you should submit a notified absence and/or make an application for extenuating circumstances. If your application is accepted, your non-attendance can be condoned.

If you do not satisfy the attendance requirement for the module because your attendance falls below the 70% attendance threshold, and your extenuating circumstances are NOT accepted, then **in order to PASS the module, you must undertake supplementary assessment** before the summer.

The supplementary assessment consists of:

1) An invigilated assessment on the theoretical content of the module.
2) A practical (solo) examination designed by the module supervisor to prove the student’s competence in the essential practical learning outcomes.

These assessments will be marked on a Pass/Fail basis. If you have been required to undertake supplementary assessment, you must PASS BOTH these assessments in order to pass the module. If you fail either or both assessments, the ‘Fail’ for the module stands.
You may attempt re-assessment in this component in September (one written and one practical examination).

If you failed a module because of a failure in this component after September re-assessment you may proceed carrying failed credits, where this is permitted by the University’s Rules of Assessment. You may also be permitted to repeat the stage of study, or repeat the failed module(s) by part-time study, where this is permitted by the Rules of Assessment. You may not undertake re-assessment out of residence in any module to which these provisions apply.

**Exit Awards**

If you decide to withdraw from your course before you finish, or you fail too many credits to be awarded a Bachelor's degree, you may be awarded a qualification at a lower level, if appropriate.

**Extenuating Circumstances, withdrawing and intermitting**

[www.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx](http://www.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx)

**Extenuating circumstances** are circumstances beyond your control which cause you to perform less well in your coursework or examinations than you might have expected. In general, extenuating circumstances will be of a medical or personal nature that affect you for any significant period of time and/or during the examination period. You need to submit your form by the deadline given here – [www.essex.ac.uk/students/exams-and-coursework/ppg/general/assess-rules.aspx](http://www.essex.ac.uk/students/exams-and-coursework/ppg/general/assess-rules.aspx)

You will **not** get extra marks if you hand in an extenuating circumstances form. Boards of Examiners use other methods to take into account extenuating circumstances, such as permitting further reassessment opportunities for uncapped marks.

You should read the guidance on extenuating circumstances very carefully before submitting your form and evidence. Seek advice from the Students’ Union Advice Centre ([www.essexstudent.com/services/advice_centre/](http://www.essexstudent.com/services/advice_centre/)) or the Student Services Hub ([www.essex.ac.uk/students/contact/default.aspx](http://www.essex.ac.uk/students/contact/default.aspx)).

**Thinking of leaving or taking a break from your studies?**

You may experience doubts at some point during your studies, if you’re thinking about leaving Essex, we’re here to support you and give you the advice you need to help you make an informed choice.

**Intermission** is a temporary withdrawal or leave of absence from the University and provides you with the opportunity to take a break from your studies. Normally, this is for reasons beyond your control (e.g. health or personal problems) although other reasons are permitted. Intermission must be approved by the University first, so if you are thinking about intermitting, we strongly advise you to contact your department and your Student Services Hub to talk to one of our advisers.

You should also read our guidance on intermitting very carefully at [www.essex.ac.uk/see/intermit](http://www.essex.ac.uk/see/intermit). If your intermission is agreed to, we will also give you the advice and support you need to help you carry on with your studies.

**Withdrawing** is the formal process for permanently leaving your programme of study and the University. If you are thinking of withdrawing, you should seek advice from your Department or the Student Services Hub at the earliest opportunity. It is very important that you discuss your circumstances with the University and follow the formal procedure for withdrawing. If the university is not formally notified, then you may risk continuing to incur
further tuition or accommodation fees. More advice and information is available at www.essex.ac.uk/see/withdraw.

Marking of coursework

Most of our modules use a combination of formative and summative assessment of your coursework. Summative assessments contribute directly to your module mark, award mark or degree classification. Formative assessments include general feedback on your work and may include marks, but these marks do not count towards your overall module mark.

Re-marking of coursework

You have the right to request a re-mark of your coursework under certain circumstances which your department will advise you on. The University Marking Policy can be found here: www.essex.ac.uk/quality/university_policies/examination_and_assessment/marking_policy. You will need to complete a form and be aware that marks can go down as well as up.

Moderation, second marking policies and External Examiners

The University policy on moderation is part of the Marking Policy, however, the process of moderation itself is primarily about providing assurance that assessment criteria have been applied appropriately. When work is moderated, it means that a second member of academic staff takes a random sample of the work for a particular assessment and reviews the marks given. A moderator would not change individual marks for the work, but would liaise with the first marker to agree whether marks should be reviewed across the particular piece of assessment or module, which may lead to marks being adjusted. Second marking is where a second marker marks the work but has access to the first marker’s marks and/or comments.

External Examiners are usually academics from other universities but may be from industry, business or the profession depending on the requirements of the course. They give an impartial view of the course and independent advice to ensure that courses at the University meet the academic standards expected across UK higher education. External Examiners write reports on the courses and modules they are responsible for which are made available to you via your department. You can find the name and institution of the External Examiner for your course and modules by looking on the Programme Specifications Catalogue and the Module Directory. You can find out more about how the University uses External Examiners here: www.essex.ac.uk/quality/external_examiners/default.asp

Please note: you may not contact External Examiners directly under any circumstances. If you have any concerns about the quality and standards of your course, please contact your student rep, your Head of Department or the Students’ Union.

Appeals, complaints, and fitness to practise

Appeals on academic grounds can be made following the meeting of the Board of Examiners and the publication of your results. Be aware that there are strict deadlines for the submission of the appeal form and your evidence.

We strongly advise all students thinking about making an appeal to contact the Students’ Union Advice Centre.

You may not appeal against academic judgement. This means that you can’t appeal against the marks you have been given by a Board of Examiners without evidence of extenuating circumstances or procedural irregularity.
More information about appeals, including the deadlines and forms to complete, can be found online at: www.essex.ac.uk/see/appeals.

**Making a Complaint:** The University is a large community engaged in many activities of both an academic and non-academic nature. From time to time, you may feel dissatisfied with some aspect of your dealings with the University and, when that happens, it is important that the issue is dealt with constructively and as quickly as possible without risk of disadvantage or recrimination.

A complaint is defined as the expression of a specific concern about matters that affect the quality of a student's learning opportunities (this is in line with the QAA Quality Code for Higher Education, Chapter B9: Academic Appeals and Student Complaints). The University aims to resolve complaints quickly and informally.

You can find the complaints procedure and the forms here: www.essex.ac.uk/see/complaints

**Fitness to practise** is only applicable to students on certain professional courses (such as nursing or social work). If this applies to you, you will have been told by your department. You can find the full Fitness to Practise procedure online at: www.essex.ac.uk/students/exams-and-coursework/ppg

**Academic Integrity and Academic Offences**

The University expects students to act with honesty and integrity in relation to coursework, examinations and other assessed work, and to follow our conventions for academic writing (including appropriate referencing of sources) and ethical considerations. If you don't meet these expectations, then you may be charged with having committed an academic offence, a matter the University takes very seriously.

It is your responsibility to make yourself aware of the regulations governing examinations and how to correctly prepare your coursework. An academic offence can take place even if you didn't mean to commit one, and examples include plagiarism, falsifying data or evidence, and communicating with another candidate in an examination.

If you aren't sure what the conventions are, particularly in relation to referencing, you should ask your department, contact the Talent Development Centre, and also refer to **Referencing and good academic practice** in this handbook.

More information about academic offences and getting support can be found at: www.essex.ac.uk/see/academic-offence

**Purchasing Essays Online (‘Essay Mills’)**

You must not under any circumstances purchase any written-to-order essays, projects or assignments online or otherwise. This is a very serious academic offence which will be dealt with strictly by the University and may have serious implications for your degree.

Students should be prepared to provide their assignment notes and drafts upon request.

If you are concerned about progress with your coursework, please speak to your class teacher, supervisor or Personal Tutor as soon as possible.
Ethics

All research involving human participants, whether undertaken by the University's staff or students, must undergo an ethics review by an appropriate body and ethical approval must be obtained before it commences.

You can find our Guidelines for Ethical Approval of Research Involving Human Participants here - www.essex.ac.uk/reo/governance/human.aspx - along with the Ethical Approval application form.

‘Human participants’ are defined as including living human beings, human beings who have recently died (cadavers, human remains and body parts), embryos and foetuses, human tissue and bodily fluids, and personal data and records (such as, but not restricted to medical, genetic, financial, personnel, criminal or administrative records and test results including scholastic achievements). Research involving the NHS may require and research involving human tissue or adults lacking capacity to consent will require Health Research Authority approval.'
Coursework

Anonymous marking in coursework policy

All coursework which contributes to your final module mark should be marked anonymously where it is practical to do so, where this is not possible, departments will inform you in advance of the assessment task.

www.essex.ac.uk/quality/university_policies/default.asp

Coursework Deadlines

All coursework deadlines are published on FASer.

Coursework deadline policy

We have a single policy at the University of Essex for the late submission of coursework in Undergraduate courses: all coursework submitted after the deadline will receive a mark of zero. No extensions will be granted. A student submitting coursework late will have the University’s and department’s arrangements for late submission drawn to their attention. The policy states that the mark of zero shall stand unless you submit satisfactory evidence of extenuating circumstances that indicate that you were unable to submit the work by the deadline. More information about extenuating circumstances relating to late submission of coursework is available at: www.essex.ac.uk/exams-coursework.

If you have experienced extenuating circumstances immediately around the time of the deadline, which prevent you from submitting your work by the deadline, you should submit your late work along with a Late Submission of Coursework Form with supporting evidence to the General Office within 7 days (including weekends and/or bank holidays) of the deadline date. Your Late Submission of Coursework Form will then be considered by the Department’s Late Submissions Committee.

Return of marked Coursework

University’s Marking Policy requires that feedback on assessed work should be provided to students within twenty working days of submission, excluding any Bank Holidays and Christmas closure period. If for any justifiable and unavoidable reason the Department is unable to meet this deadline for the provision of feedback, you will be informed of this and advised of the revised arrangements.

Group work and performance

Drama practical assessment takes many different forms. Please see relevant module listing on ORB for details https://orb.essex.ac.uk/lt/.

Referencing in coursework

Respecting other people’s authorship through good academic referencing is one of the key values of higher education, and we take it very seriously. Poor referencing will be reflected in your marks. It also puts you at risk of charges of plagiarism. The University takes such academic offences very seriously. You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully.

Please also see our Departmental Style Guide – at the back of this handbook. This is perhaps one of the most important texts we will give you during your time in the Department.

The Talent Development Centre offers a Moodle course in referencing via their website www.essex.ac.uk/students/study-resources/tdc/writing/default.aspx.
You can also find online referencing guides for the main referencing guides used by the University at: www.essex.ac.uk/students/study-resources/tdc/research/referencing.aspx and attend workshops http://www.essex.ac.uk/students/study-resources/tdc/study/workshops.aspx. Further information relating to authorship and plagiarism is available at: www.essex.ac.uk/plagiarism/index.html.

If you have any questions about referencing you can ask our academic staff, or staff in the Talent Development Centre.

Examinations

Examination regulations

The General Regulations which govern examinations can be found via the website here: www.essex.ac.uk/governance/regulations.

Attendance at examinations is compulsory. For exams that are more than an hour long, you will not be allowed to enter the examination room if you arrive later than 55 minutes after the start of the exam. If your exam is only an hour long, you will only be admitted up to ten minutes after the start of the exam.

Access to exam scripts

If you want to see your exam script, you should normally make the request within four weeks after the exam to the department which is responsible for that module. The department should either: let you see the script in the presence of one of the staff responsible for teaching the module or give you a copy or summary of the examiners’ comments on your performance.

General information about summer exams and examination results

You can find your personalised exam timetable online at: www.essex.ac.uk/examtimes/

You must bring your registration card and exam entry form with you to the exam. You will not be allowed entry without them. Remember to check your exam entry form carefully and contact the Examinations Office if there are any errors.

You can download a guide to examinations at: www.essex.ac.uk/students/exams-and-coursework/default.aspx and watch a short video at: www.essex.ac.uk/students/exams-and-coursework/default.aspx.

You will receive an email to your Essex email account as soon as your results are published. You can find the publication schedule at: www.essex.ac.uk/students/exams-and-coursework/schedule.aspx.

Anonymous marking policy in examinations

All formal examinations at the University of Essex are marked anonymously.

Your Exam Entry form also has your candidate number in large print in the centre of the page. This is the number you should write on your examination scripts.
Reassessment in examinations

You can find information relating to resitting exams at www.essex.ac.uk/students/exams-and-coursework/resits.aspx.

Remember that reassessment in examinations (and coursework) carries a fee.

Use of dictionaries in exams

Unless otherwise advised, you will be permitted to bring a dictionary (hard copy only) into the examination room. If English is a second language for you, you will be permitted to bring a translation dictionary – English to foreign language or foreign language to English (hard copy only) into the examination room.

Referencing and good academic practice

Respecting authorship through good academic practice is one of the key values of higher education in the UK.

The University takes academic offences very seriously. You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully.

Referencing is a key academic/scientific skill. It is how you will acknowledge all sources used within a piece of work. You must reference all works used directly (quotes) and indirectly (paraphrasing and summarising).

Referencing allows you to give credit to authors’/researchers’ concepts and ideas/ideas and results, demonstrate your breadth of reading and knowledge on a subject, direct readers to your sources, and avoid plagiarism.

You should always use the best available sources of evidence, such as peer reviewed journals and recognised books.

To find out about your departmental referencing style, and for help with referencing, visit the library website: http://libwww.essex.ac.uk/referencing.htm

The University Academic Offences Policy

The Academic Offences Policy applies to all students www.essex.ac.uk/about/governance/policies/academic-offences.aspx.

Academic Offences Procedure

www.essex.ac.uk/see/academic-offence

All students are expected to behave with honesty and integrity in relation to coursework, examinations and other assessed work. If you do not do so, you may be found to have committed an academic offence. The University takes academic offences very seriously.

Academic offences can include plagiarism, false authorship, collusion, falsifying data or evidence, unethical research behaviour and cheating in an examination (this list is not exhaustive). Academic offences can be committed as a result of negligence, meaning that you may be found guilty of an academic offence even if you didn’t intend to commit one.

It is your responsibility to make yourself aware of the Academic Offences Procedure, the regulations governing examinations, and how to correctly reference and cite the work of others. If you aren’t sure what referencing system you should use, you should ask your department and also refer to Referencing and good academic practice in this handbook.
You may also be accused of an academic offence if you repeat work previously submitted for an assessed assignment without full acknowledgement of the extent to which that previous work has been used; in other words, if you hand in the same or a very similar essay to one that you have already submitted. You should note that it is also an offence for a student knowingly to assist another student to commit an academic offence, whether in an examination, or in any other piece of work.

Sometimes students who have been working together end up submitting almost identical work and are accused of an academic offence. While we do not want to dissuade you from working with or discussing your work with another student, you must be careful that you do not collaborate too closely, and it would be wise to seek advice from your tutors on the limits of collaboration before you submit your work.

If an allegation of an academic offence is made against you, we strongly advise contacting the Students’ Union Advice Centre. Please visit www.essexstudent.com/advice for more information.
Practicalities: Getting started and IT matters

Registration

All new and returning students are required to register at the start of each academic year. The process for new students includes activating an IT account, completing Pre-Arrival Online, and attending the University's main registration event in the Sports Hall.

New students: www.essex.ac.uk/students/new/registration.aspx

Returning students are required to complete Online Registration. In addition to this, returning students who hold Tier 4 visas are required to complete a document check in person at the University’s main registration event in the Sports Hall.

Returning students: www.essex.ac.uk/students/course-admin/registration.aspx

Module enrolment

Students registered on programmes of study leading to a degree may have options to select as part of their course structure. The eNROL system is an online tool to review and select available modules specific to a particular course and year of study. All new and returning students should use the online system prior to the start of each academic year. Returning students will access the system from the April preceding the next academic year. New students will access the system from the end of August. Departments will approve student selections within a few weeks of eNROL use and timetables will take module enrolment into account when planning for the next academic year. Early module enrolment will ensure students know which modules to attend and where the lectures and classes are held.

Award documents

As your studies draw to a close, and once your exam board has met, it takes up to five working days for your results to be confirmed. You will be sent an email to inform you when the results are live on a password protected web page. Graduating students will receive a degree certificate and graduating undergraduate students also be able to access their electronic HEAR which gives details of all marks obtained during their studies.

Further information can be found at: www.essex.ac.uk/students/graduation/award-documents/default.aspx

Find Your Way and room numbering system

Find Your Way is our interactive campus map app. Download it to help you find any location on campus and get directions quickly and easily. There’s also a handy web version - http://findyourway.essex.ac.uk/

If you’re looking for a specific room, follow these rules.

If the room number has three parts and the first is alphabetical eg TC.1.20 then the room is in one of the outer buildings. The format is building.floor.room. The first part indicates the building - "TC" is the Teaching Centre and "LH" is the Ivor Crewe Lecture Hall. The second part tells you the floor and the third the room number. For example, LH.1.12 is Ivor Crewe Lecture Hall, floor 1, room 12.

If the number has three parts and the first contains numbers and letters eg 5N.7.16, then the room is in square 4 or 5. The format is entrance.floor.room. The first part tells you the square and corner (eg 4S is the south corner of square 4), which matches the labels on the entrances (eg door 4NW is next to The Store). The second part is the floor and the third
part the room. For example, 5NW.6.12 is in the north-west (NW) corner of Square 5 (entrance "5NW"), floor 6, room 12.

**If the number has two elements and the second element has three digits** eg 4.722, the room is in the Maths/Social Studies/Rab Butler/Square 1 building area. The first number shows the floor and the last three digits show the room number.

Also… if the last three digits are 700-799 the room is off Square 1, and if the last three digits are 500-599 the room is in the Square 2 area (Computer Science). For example, 5.512 is room 512, floor 5.

**IT support, wifi, email account, free MS office, computer labs, m:drive**
Visit our website to set up your IT account and password, register an external email address and passphrase and request a reminder for a forgotten passphrase: [www.essex.ac.uk/it/getaccount](http://www.essex.ac.uk/it/getaccount).

You must change your password within four weeks of your account being created, and then once every four months after that. The easiest way to **change your password** is online at: [www.essex.ac.uk/password](http://www.essex.ac.uk/password).

Once you’re set up, you can access email, log on to lab computers, connect to eduroam wi-fi and much more.

As part of your Office 365 email account you get 1TB cloud storage space for all your documents with OneDrive. OneDrive lets you create, edit, and share documents online. You also get at least 300 MB of local storage, known as your M: drive. You can access this by going to ‘My Documents’ on any lab computer.

Visit the IT Services website for helpful information, including how-to guides, answers to frequently asked questions, and links to video screencasts. [www.essex.ac.uk/it](http://www.essex.ac.uk/it)

If you can’t find what you’re looking for, or if you need to talk to someone, then you can get help from the IT Helpdesk in the Silberrad Student Centre. Open Monday to Thursday 8.30am to 6.00pm, and Friday 8.30am to 5.45pm.

Information on computers and software is available here: [www.essex.ac.uk/it/services/computers-and-software/default.aspx?tab=3](http://www.essex.ac.uk/it/services/computers-and-software/default.aspx?tab=3)

If you need to use a **computer on campus** our computer labs are the perfect place to study or work. Many labs stay open until late and some are open 24/7. For computer lab locations, opening hours and real-time availability visit: [www.essex.ac.uk/it/services/computers-and-software/default.aspx](http://www.essex.ac.uk/it/services/computers-and-software/default.aspx)

**Immigration information**

If you are a citizen of a country that is not part of the European Economic Area or Switzerland it is likely that you will require a **visa** to enter or remain in the UK to study. The type of visa you need to apply for will depend on your circumstances including what passport or travel document you hold, the length of your proposed study and where you are applying from. Find out more on the University’s website at: [www.essex.ac.uk/immigration/](http://www.essex.ac.uk/immigration/)

**On-campus facilities**

There is a broad range of **facilities** to support your living and learning experience at our Colchester Campus – including study-based services like the IT helpdesk and group study pods, but also various food and drink venues, two banks, a general store run by the
Students' Union, a printing and copy centre, market stalls each Thursday, a Post Office, launderettes, and much, much more.

Full details on all on-campus facilities feature on our student webpages and in the campus guide you received with your welcome information when you joined us as a student member.  
www.essex.ac.uk/students  
www.essex.ac.uk/welcome

**Graduation**

The culmination of all your hard work, **Graduation** ceremonies take place at our Colchester Campus each July in the Ivor Crewe Lecture Hall. All eligible students studying at our Colchester, Loughton and Southend Campuses will be invited to attend. For more information visit our graduation pages:  
www.essex.ac.uk/students/graduation/default.aspx
Skills, Employability and Experience

Employability and Careers Centre

Get valuable, one-to-one advice from careers specialists throughout your time at Essex and beyond. Come and see us or log in to CareerHub+ whether you have one hundred questions or just don’t know where to start! We offer one-to-one advice and guidance, job-hunting workshops, CV and job application reviews, and online services for creating CVs, interview preparation and job vacancies.

www.essex.ac.uk/careers

Learning Languages at Essex

Learn a language at Essex to increase your global and cultural awareness. Language learning can give you the confidence to work and travel internationally, expand your options for studying abroad, and get a competitive edge when you’re looking for a job. There are a number of ways to do it, so look online to discover the best option for you.

www.essex.ac.uk/study/why/languages

Talent Development Centre

Our specialist academic skills advisors are on hand to give you guidance on all aspects of study skills such as assignment planning; essay writing; English language and academic style; maths, numeracy and stats support. Visit us to find out how to book in for one-to-one sessions and small-group workshops.

www.essex.ac.uk/students/study-resources/tdc/

CareerHub+

Find hundreds of part-time jobs, internships and graduate vacancies, book on to careers events and workshops, take career assessments, practice your interview skills, build your CV, and connect with employers on CareerHub+, the online Essex careers and jobs portal. Login with your Essex IT ID and password.

careerhub.essex.ac.uk/students/login

Frontrunners

Challenge yourself. Frontrunners is Essex’s unique on-campus work placement scheme for students. You’ll get the chance to work on real projects in real workplaces and develop real skills for you to brag about on your CV. You’ll get fully trained in your role and you’ll get paid for it.

www.essex.ac.uk/frontrunners

Student Ambassadors

Be a Student Ambassador and make a difference to others and make a difference on your CV! Student Ambassadors help to promote the University and higher education. You’ll be a valued part of the Student Recruitment and Outreach teams. Keep an eye out for Student Ambassador vacancies on CareerHub+ at the start of the Autumn Term.

www.essex.ac.uk/careers/job_hunting/on_campus

Volunteering

Join the vTeam and be the difference. There are plenty of opportunities to volunteer during your time at Essex. The vTeam, run by the Students Union, is a fantastic opportunity to meet new people, make friends, give something to the local community, and gain valuable skills.

www.essex.su/vteam
Big Essex Award

The University’s employability award is a guaranteed way to help you stand out from the crowd and get University recognition for all your extra-curricular experience on your Higher Education Achievement Record (HEAR). Sign up and start your journey! [www.essex.ac.uk/careers/bige](http://www.essex.ac.uk/careers/bige)

Essex Interns

Essex interns create paid internships exclusively for you as an Essex student. They're flexible too; part time during term time or full time in vacations. You can even take part up to three years after you graduate, as part of our Essex graduates support package. Sign up for Essex Interns to kick-start your career. [www.essex.ac.uk/careers/internships](http://www.essex.ac.uk/careers/internships)
You Matter: Health, Welfare, Support and Safety

Wellbeing, counselling and confidential issues

If you need practical advice, a confidential conversation, or general information and guidance on University life, no matter what the issue is, the Student Services Hub is the place to go. Want to know how and when to apply for accommodation? Having problems with your funding? Struggling with exam stress? Your questions matter and you’ll get answers from our team of experts.

Colchester email: askthehub@essex.ac.uk
www.essex.ac.uk/students/health-and-wellbeing/default.aspx

If you get into financial difficulty get help and talk to someone as soon as possible. The sooner your problem is identified, the sooner it can be solved. Advisers in our Student Services Hub and our independent SU Advice Centre can listen and talk you through the issues.
www.essex.ac.uk/fees-and-funding/money/

Harassment advisory network, dignity and respect

We are Essex. We encourage a culture of dignity and respect. We’re committed to upholding an environment that’s free from any form of harassment or bullying. Though rare, these incidents can occur and if they do our network of trained harassment advisors are on hand to help.
www.essex.ac.uk/equality
www.essex.ac.uk/equality/harassment
www.essex.ac.uk/students/new

Faith groups

We’re proud of our vibrant and diverse multicultural community and we recognise and support the many different religions and beliefs on campus. The calm, friendly and supportive atmosphere in our Multi-Faith Chaplaincy is a welcoming place for staff, students and the wider community to meet, interact and engage with each other.
www.essex.ac.uk/students/experience/mfc/default.aspx

Nightline

Established at Essex in 1970, Nightline is a friendly help and support service run by students, for students. We work under strict confidentiality ensuring complete anonymity, and we’re always willing to listen. From tea and toast to campbeds, whether you’re waiting for a taxi, need a revision break, or just want to chat, pop in or call us.
www.essex.ac.uk/students/health-and-wellbeing/nightline.aspx

Health and safety on campus

Our campuses are generally very safe environments. We want to ensure that things stay this way. In order to achieve this we work closely with local agencies including the police and borough councils. Take a look at our website for general advice and information:
www.essex.ac.uk/students/experience/safety.aspx

Please read the emergency evacuation notice in your accommodation, work or study location for fire safety procedures. If you have a permanent or temporary disability that may mean you have difficulty in evacuating one or more areas, you can arrange for a Personal Emergency Evacuation Plan (PEEP).
www.essex.ac.uk/students/experience/safety.aspx
Safety Bus*
www.essex.ac.uk/students/campus/emergency.aspx
Personal Emergency Evacuation Plan (PEEP)

Residence Life

Our Residence Life team is here to help you settle in and support you during your time living on campus. Each residents’ assistant (RA) is assigned an area and will aim to get to know you and organise a range of social activities. Plus they can help if you’ve got any concerns or complaints. Residence Life operates outside of office hours when other University support services are closed.
www.essex.ac.uk/accommodation/support/reslife

Health Centre

If you’re studying on a course for more than six months, you’re required to register with a local doctor. Our Colchester Campus has its own health centre or you can use the NHS Choices postcode finder to find your nearest doctor.
www.rowhedgesurgery.co.uk
www.nhs.uk

Students’ Union Advice Centre

Our SU advice centre offers free, confidential, independent and impartial advice on any issue that might be affecting you. Our friendly, trained staff are on hand to support you throughout your time at Essex.
www.essex.su/advice
suadvice@essex.ac.uk
01206 874034

University Privacy Statement

Under the Data Protection Act 1998, any individuals about whom the University may be holding personal data have the right to access the data that is being held about them. Full details about how this works, and how to request such information are available on the Records Management web pages, see: ‘How to access your personal data’.
www.essex.ac.uk/site/privacy_policy.aspx
www.essex.ac.uk/records_management/request
Essex Matters

The Essex Student Charter

Our Student Charter is developed by the University of Essex and our Students' Union as a part of our ongoing commitment to create an outstanding environment that offers the highest standards of teaching, research and support in an international and multi-cultural community. www.essex.ac.uk/students/experience/charter

Freedom of speech policy and 12.3 Code of Conduct – Terms and Conditions Apply booklet for 2017

For regulations relating to the Code of Student Conduct, see the University’s website: www.essex.ac.uk/students/study-resources/handbooks/default.aspx www.essex.ac.uk/governance/regulations

Essex Spirit, social media and What’s on?

Keep up-to-date with important news, events and offers from across the University with our Essex Spirit blog. Go to our email lists to subscribe to the fortnightly e-bulletin. http://blogs.essex.ac.uk/essexspirit/ www.essex.ac.uk/news

We have more than 60 Facebook pages, including one for each department. We’re also on Twitter. www.facebook.com/uniofessex/ https://twitter.com/Uni_of_Essex

Our ‘What’s on?’ calendar brings together all the events happening across our three campuses, so you can make the most of your time at Essex. www.essex.ac.uk/events

Students’ Union

We’re famous for our Students’ Union at Essex, and for good reason. Here you’re not just a member of a normal Students’ Union, you’re part of a family. We’re here to cheer you on as you walk into exams and to help you absolutely destroy the competition in interviews and land your dream job. We’ve given students the tools to set up over 100 societies for anything they want. And if you’re into sport – we run more than 40 sports teams and unlike other Universities ours are free to join. You choose what drinks we serve in our bar and what products we stock in our shops, just write it on the wall and we’ll do our absolute best to get it in stock for you ASAP. Say hello at https://www.essexstudent.com/

Alumni

Your time will fly by. But Essex is forever, not just for a few years, and you’ll be part of this place for life. When you graduate, you’ll get an alumni card, which gets you access to all alumni events, like our popular Sports Weekend, and allows you to keep using the gym and the library, so stay in touch. http://alumni.essex.ac.uk/home

What comes next?
Choosing to be a **postgraduate student** at Essex is one of the few decisions in life that's black and white. Our research degrees include PhD, MPhil, MSc, MA and MD, and our culture of world-class research provides an outstanding and supportive environment in which to undertake your research study. If you decide to stay on for further study with us, you'll have a great opportunity to study a challenging course within a research-intensive and supportive environment. You'll develop knowledge in your chosen area and learn from some of the top academics in the field, while becoming a valued member of our postgraduate community. Explore our courses on our coursefinder, and find out more about the value of being a postgrad.

[www.essex.ac.uk/masters](http://www.essex.ac.uk/masters)
[www.essex.ac.uk/phd](http://www.essex.ac.uk/phd)
[www.essex.ac.uk/coursefinder](http://www.essex.ac.uk/coursefinder)
Appendix 1: Assessment Criteria

Assessment Criteria for Creative Writing

20% or below:

- Lack of insight
- Very limited understanding of genre
- Weak and superficial stylistic command
- Inconsistent and incomplete approach
- Excessive brevity
- Very poorly organised material
- Inappropriate expression of unsupported subjective views
- Non-adherence of minimal standards of presentation
- Very weak analysis of material and context
- Lack of reflection on process of composition
- Very poor command of grammar and bibliographic reference
- No engagement with theoretical or intellectual background

21-39%:

- Lack of insight and imaginative flair
- Poor understanding of genre
- Weak or superficial stylistic command
- Inconsistent or incomplete approach
- Excessive brevity
- Poorly organised material
- Inappropriate expression of unsupported subjective views
- Non-adherence of minimal standards of presentation
- Weak analysis of material and context
- Lack of reflection on process of composition
- Poor command of grammar and bibliographic reference
- Poor engagement with theoretical or intellectual background

40% - 49%:

- Patchy consistency and coherence of approach
- Limited insight and imaginative flair
- Patchy stylistic command
- Limited presentation and exemplification of ideas
- Limited understanding of genre
- Limited analysis of material and context
- Limited structural skills
- Few really serious shortcomings
- Limited reflection on process of composition
- Limited command of grammar and bibliographic reference
- Limited engagement with theoretical or intellectual background

50% - 59%:

- General consistency and coherence of approach
- Adequate insight and imaginative flair
- Adequate understand of genre
- Adequate stylistic command
- Reasonably well-structured
- Acceptable standard of presentation
- Very few if any, serious shortcomings
- Adequate analysis of material and context
- Adequate reflection on process of composition
- Adequate command of grammar and bibliographic reference
- Adequate engagement with theoretical or intellectual background

60% - 69%
- A consistent and coherent approach
- Some insight and imaginative flair
- Ability to write in a well-structured way
- High level of stylistic command
- Clear understanding of genre
- A well informed and intelligent treatment of the subject
- Evidence of an independent perspective
- Good standard of presentation
- No major shortcomings
- Intelligent reflection on the process of composition
- Some original thinking in analysis of material and context
- Good command of grammar and bibliographic reference
- Good engagement with theoretical or intellectual background

70% or above
- An original and refreshing approach
- Real insight and imaginative flair
- Acute literary perceptions and understanding of genre
- Extremely fine stylistic command
- Unusually skilful command of language
- Fluent and accurate expression of difficult ideas
- Lucid critical evaluation of material and context
- Some independent research
- High level of presentation
- Lucid reflection on process of composition
- Strong command of grammar and bibliographic reference
- Strong engagement with theoretical or intellectual background

It is department policy that a mark of 75% should be given for pieces of work judged to be of clear-cut first-class standard, with no significant shortcomings; and a mark in the range of 70% - 74% for work judged to be overall of first-class standard, but with one or two relatively minor shortcomings. A mark of 75-85% should be awarded to work which is not only of clear-cut first-class standard (but no significant shortcomings), but is also truly exceptional.
## Assessment Criteria for Theatre Studies

### Critical and Creative Work

<table>
<thead>
<tr>
<th>GRADE</th>
<th>1st (70+)</th>
<th>2.1 (60% - 69%)</th>
<th>2.2 (50% - 59%)</th>
<th>3 (40% - 49%)</th>
<th>Fail (-39%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Craft</strong></td>
<td>Demonstrates a sophisticated level of craft/skill appropriate to the creative task.</td>
<td>Demonstrates a highly capable level and range of craft/skills.</td>
<td>A capable but uneven range of craft/skills demonstrated.</td>
<td>Basic level of craft/skills, inconsistently applied.</td>
<td>Poor craft/skills level throughout</td>
</tr>
<tr>
<td><strong>Research/Knowledge</strong></td>
<td>Meticulous research; an excellent grasp of a wide range of materials referenced. Practical/written work that demonstrates confidence in formulating an independent view drawn from extensive knowledge.</td>
<td>Evidences a thorough understanding of the module’s concerns and draws on appropriate materials.</td>
<td>Demonstrates a good understanding of a limited number of relevant adjacent texts or practitioners in practical/written work.</td>
<td>Displays a limited understanding/knowledge of the module’s concerns/core ideas; limited coverage of the topic.</td>
<td>Displays little evidence of research or having absorbed the work explored in tutor-led sessions. Inappropriate expression of unsupported subjective views.</td>
</tr>
<tr>
<td><strong>Commitment</strong></td>
<td>Excellent commitment throughout the process evidenced in the high quality and detail of the work.</td>
<td>A high level of commitment and engagement with the work.</td>
<td>Good level of commitment, although it may only translate partially in performance/written work.</td>
<td>Poor attendance, limited commitment to group/individual tasks, exposed in the quality of the work.</td>
<td>Serious lack of engagement or attendance; resulting in work that is of a poor standard.</td>
</tr>
<tr>
<td><strong>Originality</strong></td>
<td>Sophisticated work, evidencing original thinking and an innovative approach.</td>
<td>Demonstrates good ability to invent and employ experimental processes where appropriate.</td>
<td>Shows an inconsistent level of experimentaton and inventiveness</td>
<td>Follows existing structures/received ideas without demonstrating significant creativity or invention.</td>
<td>Displays little ability to work inventively in the creative task.</td>
</tr>
<tr>
<td><strong>Self-reflection</strong></td>
<td>Demonstrates excellent insight and critical flair. Acute, self-reflexive and extremely fine</td>
<td>A high level of cogency, consistency and coherence, demonstrating a clear</td>
<td>Fair coverage of most relevant aspects of the topic. General consistency and</td>
<td>Patchy consistency and coherence of analysis/evaluation. Limited structural</td>
<td>Lack of self-reflection in relation to the task. Weak or superficial evaluation. Excessive</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; (70+)</td>
<td>2.1 (60% - 69%)</td>
<td>2.2 (50% - 59%)</td>
<td>3 (40% - 49%)</td>
<td>Fail (-39%)</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
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<td></td>
</tr>
<tr>
<td>evaluative analysis; ability to scrutinize the process/outcomes with clarity and insight</td>
<td>understanding of the main issues and awareness of their own contribution.</td>
<td>coherence of analysis. Reasonably well-structured response. Few if any serious shortcomings.</td>
<td>skills. Few really serious shortcomings.</td>
<td>brevity or inclusion of a substantial amount of irrelevant thoughts.</td>
<td></td>
</tr>
<tr>
<td>Theoretical Concepts/ Methodology</td>
<td>Highly accurate understanding and/or application of theoretical ideas or approaches to theatre-making. Evidence of original thinking in the analysis of module materials/class practical work</td>
<td>A high level of awareness of key theories and approaches, with evidence of a coherent independent perspective.</td>
<td>Good awareness of relevant concepts and methodological approaches. Application of methods/ theories may be limited or show some inconsistencies</td>
<td>Limited awareness of relevant theories or methods; ideas may be applied inaccurately or without considering the implications.</td>
<td>Poor understanding of critical ideas. Inconsistent or incomplete argumentation.</td>
</tr>
<tr>
<td>Collaborative Skills</td>
<td>Excellent organization/time management skills; evidence of ability to effectively facilitate, participate and problem solve within team working contexts. Demonstrates acknowledgement and respect for diverse opinions and the social, cultural and ideological positions from which they arise.</td>
<td>Evidence of very good collaborative work and effort invested in maintaining good group dynamics.</td>
<td>Good performance/work, but evidencing lack of rehearsals/group development; signs of individual, rather than group commitment</td>
<td>Limited or patchy organization/consideration of other group members</td>
<td>Serious breakdown in group dynamics or commitment, leading to poor or under-developed work.</td>
</tr>
</tbody>
</table>
### Expression (written work)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Excellent attendance; demonstrates a consistently high level of engagement in class discussion/practical work.</td>
</tr>
<tr>
<td>4</td>
<td>Very good attendance; actively contributes to class activities.</td>
</tr>
<tr>
<td>3</td>
<td>Mostly good attendance but with some absences; demonstrates some awareness of key ideas through participation but with limited class engagement.</td>
</tr>
<tr>
<td>2</td>
<td>Poor attendance and makes a limited contribution to the exploration of ideas in class through discussion/practice.</td>
</tr>
<tr>
<td>1</td>
<td>Lack of class attendance, inadequate contribution or evidence of little engagement with module readings.</td>
</tr>
</tbody>
</table>

### Referencing

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Referencing will be complete and correct in both notes and bibliography. There are virtually no formatting errors and the writing is consistent with the departmental style guide.</td>
</tr>
<tr>
<td>4</td>
<td>All sources will be acknowledge d, although there may be minor errors in the presentation of notes and/or bibliography.</td>
</tr>
<tr>
<td>3</td>
<td>Sources will be acknowledge d, but notes and/or bibliography may be incorrectly presented/inconsistent with the departmental style guide.</td>
</tr>
<tr>
<td>2</td>
<td>Errors in the acknowledgement and referencing of sources.</td>
</tr>
<tr>
<td>1</td>
<td>Serious errors or omissions in the acknowledgement and referencing of sources.</td>
</tr>
</tbody>
</table>

### Exam Criteria

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Offers a sustained, coherent, original and analytical argument.</td>
</tr>
<tr>
<td>4</td>
<td>Argument is coherent and analytic and/or Argument may not be fully sustained or relevant,</td>
</tr>
<tr>
<td>3</td>
<td>Argument may be descriptive, shallow,</td>
</tr>
<tr>
<td>2</td>
<td>Argument is wholly lacking, and/or</td>
</tr>
<tr>
<td>1</td>
<td>Argument is wholly lacking, and/or</td>
</tr>
</tbody>
</table>

### Participation

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Evidences a skillful command of language and the ability to write in a precise, concise, and well-structured way. Virtually no errors of punctuation, grammar, or spelling.</td>
</tr>
<tr>
<td>4</td>
<td>Work will be fluent, well structured with few errors of punctuation, grammar, or spelling.</td>
</tr>
<tr>
<td>3</td>
<td>Reasonably well-structured response. Acceptable standard of presentation, though there may be some errors of punctuation, grammar, or spelling.</td>
</tr>
<tr>
<td>2</td>
<td>Consistent, serious errors of punctuation, grammar, or spelling may obscure meaning in places.</td>
</tr>
<tr>
<td>1</td>
<td>Consistent, serious errors of punctuation, grammar, or spelling; sections of the work are incomprehensible.</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; (70+)</td>
<td>2.1 (60% - 69%)</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>highly persuasive argument.</td>
<td>reflective</td>
</tr>
</tbody>
</table>

**Textual Analysis**

| Highly perceptive textual analysis. Demonstrate s a detailed working knowledge of the texts examined and is able to draw on appropriate examples to support the argument. Evidence of original thinking in the analysis of module material | Adequate textual analysis; knowledge of the text may be slightly generalized, but relevant. Very few if any serious shortcomings. | Limited analytical skills, with only a basic understanding of the texts examined. Few really serious shortcomings. | Weak or superficial textual analysis. Inclusion of a substantial amount of irrelevant material/examples. |

| Evidence of some original thinking in the analysis, and use of materials to develop an independent perspective. | Adequate response to the question; some thoughts may be simply repeated rather than scrutinized/or used to develop original thinking. | Superficial engagement with module materials; ideas expressed are repeated and as a result the thinking may lack originality. | Lack of original response to the question; ideas are entirely received, demonstrating very little or no independent thinking. |

| An original and refreshing analysis. Acute literary perceptions, combined with real insight and critical flair | Work will be fluent, well structured with few errors of punctuation, grammar, or spelling. | Reasonably well-structured response. Acceptable standard of presentation, though there may be some errors of punctuation, grammar, or spelling. | Consistent, serious errors of punctuation, grammar, or spelling; sections of the work are incomprehensible. |

<p>| Evidences a skilful command of language and the ability to write in a precise, concise, and well-structured way. Virtually no errors of punctuation, grammar, or spelling. | | | |</p>
<table>
<thead>
<tr>
<th>1st (70+)</th>
<th>2.1 (60% - 69%)</th>
<th>2.2 (50% - 59%)</th>
<th>3 (40% - 49%)</th>
<th>Fail (-39%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Excellent coverage of a wide range of materials that are relevant to the question, accompanied by a lucid critical evaluation of the materials. Evidence of comprehensive revision of the module materials.</td>
<td>Relevant materials referenced in support of a focused and clear argument, but may express a slight narrowness in the range of issues addressed.</td>
<td>Received ideas may be repeated or described rather than critically interrogated; lack of reflexivity to what the exam question is asking.</td>
<td>Demonstrates some awareness of materials studied in the answer, but overly endorses or repeats ideas rather than developing them.</td>
</tr>
<tr>
<td>Referencing</td>
<td>All quotes/references are attributed to the correct author/source. Evidence of meticulous revision</td>
<td>All sources will be acknowledged, although there may be slight errors in accuracy (e.g. the wrong scene number cited etc.).</td>
<td>Sources will be acknowledge, but may be prone to regular errors or inaccuracies.</td>
<td>Consistent errors in the acknowledgement and referencing of sources.</td>
</tr>
</tbody>
</table>

### Independent Practical Projects

<table>
<thead>
<tr>
<th>1st (70+)</th>
<th>2.1 (60% - 69%)</th>
<th>2.2 (50% - 59%)</th>
<th>3 (40% - 49%)</th>
<th>Fail (-39%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craft</td>
<td>Demonstrates a high level of craft/skill appropriate to the creative task.</td>
<td>Demonstrates a good level and range of craft/skills.</td>
<td>Uneven range of craft/skills demonstrated.</td>
<td>Basic level of craft/skills, inconsistently applied.</td>
</tr>
<tr>
<td>Originality</td>
<td>Thorough awareness of the scope of the research, and how the project is making an original contribution to the field/self-knowledge. Demonstrates creative</td>
<td>A very good awareness and understanding of relevant adjacent practices/research materials, leading to a clear awareness of how the Independent research is limited in scope; project may repeat existing ideas or practices, without significant development or creative risk taking.</td>
<td>Lacking in originality and inventiveness; unable to identify the unique contribution that the project is making to the candidate's own understanding</td>
<td>Project lacks originality and inventiveness; ideas are mostly or entirely received and repeated without making a unique or original contribution</td>
</tr>
<tr>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; (70+)</td>
<td>2.1 (60% - 69%)</td>
<td>2.2 (50% - 59%)</td>
<td>3 (40% - 49%)</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Intelligence</strong></td>
<td>intelligence in both practice and reflective critical writing. High level of invention and creative risk taking.</td>
<td>project is making an original contribution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
<td>Evidence that the project has effectively fulfilled the terms of the project proposal. A skilfully managed and meticulously realised independent project with a clear and coherent research focus.</td>
<td>Demonstrates a clear understanding of the main issues set out in the proposal; a high level of discrimination in drawing on relevant materials for research/analysis.</td>
<td>Adequate discrimination of relevant materials and/or processes for developing the work.</td>
<td>Patchy knowledge of the major issues. Limited presentation and exemplification of ideas. Aspects of the practical/written work may stray from the aims expressed in the project's proposal.</td>
</tr>
<tr>
<td><strong>Self-management</strong></td>
<td>Demonstrates excellent ability to work independently set goals and manage own workloads. Meets all milestones set out for the project. Effectively communicate with their IPP supervisor and any collaborators involved in the successful realization of the practical work.</td>
<td>Evidence of a well managed creative process; reflexive to critical feedback, very good communicational skills and ability to meet the goals set out by the candidate.</td>
<td>Adequate ability to self-manage and co-ordinate the project; time is effectively managed and communicational is adequate; evidence of competency in leadership and ability to meet goals.</td>
<td>Limited self-management; may miss some key deadlines or not fully structure the process in a way that enables the successful realization of the project.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Excellent ability to examine information, materials and experiences,</td>
<td>Evidence of independent thinking, developed through close reading of</td>
<td>Adequate analysis and self-reflection on creative choices explored and</td>
<td>Analysis may be superficial or lacking in rigour. Evaluation of creative</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
<td>Grade</td>
<td>Description</td>
<td>Grade</td>
</tr>
<tr>
<td>-------</td>
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<td>-------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>1st</td>
<td>(70+)</td>
<td>2.1</td>
<td>(60% - 69%)</td>
<td>2.2</td>
</tr>
<tr>
<td>formulating independent judgements, and articulate reasoned arguments through reflection, review and evaluation</td>
<td>relevant research materials; evaluation may be reasoned but not fully developed</td>
<td>methods applied. Some ideas may be repeated or described rather than critically interrogated</td>
<td>choices/methods may be under-developed or lack coherence.</td>
<td>methods; poor evaluative reflection</td>
</tr>
<tr>
<td>Referencing</td>
<td>Referencing will be complete and correct in notes and bibliography.</td>
<td>All sources will be acknowledged, although there may be minor errors in the presentation of notes and/or bibliography</td>
<td>Sources will be acknowledged, but notes and/or bibliography may incorrectly presented</td>
<td>Errors in the acknowledge ment and referencing of sources.</td>
</tr>
</tbody>
</table>
Assessment Criteria for Multimedia Journalism

20% or below:
- Lack of basic accuracy
- Consistently poor grammar/spelling
- Very limited understanding of core principles
- Inconsistent and incomplete approach
- Very poorly organised and presented material
- Inappropriate inclusion of subjective views
- Very little evidence of awareness of current events
- No engagement with theoretical or intellectual background
- Low class participation

21-39%:
- Poor basic accuracy
- Poor grammar/spelling
- Limited understanding of core principles
- Inconsistent and incomplete approach
- Poorly organised and presented material
- Inappropriate inclusion of subjective views
- Little evidence of awareness of current events
- Little engagement with theoretical or intellectual background
- Lack of initiative and imagination in pursuing stories
- Poor command of style and structure
- Weak analysis
- Lack of reflection on process of composition
- Weak class participation

40% -49%
- Patchy consistency and coherence of approach
- Limited insight and imaginative flair
- Lapses in basic accuracy
- Lapses in grammar and spelling
- Poor engagement with current events
- Limited understanding of core principles
- Limited analysis of material and context
- Limited command of style and structure
- Few really serious shortcomings
- Limited reflection on process of composition

50% -59%
- General consistency and coherence of approach
- Adequate grasp of core principles
- Adequate insight and imaginative flair
- Adequate understand of principles and context
- Good engagement with news and current events
- Reasonable command of style and structure
- Acceptable standard of accuracy and presentation
- Very few if any, serious shortcomings
- Adequate analysis of material and context
- Adequate reflection on process of gathering/composition
- Adequate engagement with theoretical or intellectual background
60% - 69%

- A consistent and coherent approach
- Some insight and imaginative flair
- Few issues with accuracy, spelling, grammar
- Ability to write in a stylish and well-structured way
- Clear understanding of story form and function
- A well informed and intelligent treatment of the subject
- Evidence of initiative and imagination in gathering/presentation
- No major shortcomings
- Intelligent reflection on the process of composition
- Some original thinking in analysis of material and context
- Good engagement with theoretical or intellectual background

70% or above

- An original and refreshing approach
- Real insight and imaginative flair
- Clear understanding of different forms of media
- High level of accuracy, spelling and grammar
- Strong command of language
- Strong ability to summarise difficult or complicated stories
- Lucid critical evaluation of material and context
- Some independent research
- High level of presentation
- Lucid reflection on process of composition
- Strong engagement with theoretical or intellectual background

It is department policy that a mark of 75% should be given for pieces of work judged to be of clear-cut first-class standard, with no significant shortcomings; and a mark in the range of 70% - 74% for work judged to be overall of first-class standard, but with one or two relatively minor shortcomings. A mark of 75-85% should be awarded to work which is not only of clear-cut first-class standard (but no significant shortcomings), but is also truly exceptional.
Assessment Criteria for Film Studies

20% or below:

A mark in this range reflects a piece of work that shows a high number (even if not all) of the problems below:

- Sustained incorrect uses of film and media terms and definitions;
- Incorrect statements of fact or other verifiable information;
- Very limited understanding of contexts and key issues at stake;
- Failure to address the question assigned;
- Poor presentation and uses of writing conventions;
- Poor or unclear organisation of materials and argument;
- Lack of required word count;
- Excessive plot summary, or summary of other sources;
- Excessive expression of opinion rather than analysis;
- Weak analysis of material and context;
- Poor command of grammar and conventions of composition;
- Failure to provide accurate sources and bibliographic referencing;
- Minimal engagement with theoretical or intellectual background.

30-39%:

While there should be evidence of efforts to structure an argument and work with the essentials of analysis and further research into the topic, this work shows sustained incorrect uses of terms for analysis and fails to provide accurate definitions of terms; there may be incorrect statements of fact or other verifiable information. There is more limited understanding on display of contexts and key issues at stake. Among the problems that could be identified: There may be a failure to address the question assigned. There may be quite weak presentation, and problems in the uses of writing conventions, and there may be poor or unclear organisation of materials and argument. There may be a lack of the required word length. There may be excessive plot summary, or summary of other sources (though referencing is still essential), and excessive expression of opinion over analysis. At the lower end of the scale (30-34%), there may be further or extensive weaknesses in analysis of material and context, and more frequent problems in the command of grammar and conventions of composition. The reduced mark would also result from a failure to provide accurate sources and bibliographic referencing.

40-49%:

Works marked in this category adequately achieve most objectives. On the lower range of the scale (40-44%), one or two aspects may be quite poorly developed or show flaws; at the upper end, there will still be evidence of solid, pass-level work in most regards. The work will show reasonable knowledge, but some of the presentation might lack clarity, coherence, or focus, demonstrating in places a limited analytical approach and a restrictive or overly reductive argument. It may miss some proper supporting evidence, and may contain errors in written expression and academic standards. There may be a slight lack of the required word count (up to 10%). Though evidence will show that efforts have been made, the work may have further problems with providing a correct referencing system and bibliography.

50-59%:

Marks in this category will be awarded for solid work that displays good qualities in elements of clarity, organisation, grammatical presentation and proofreading, and scholarly engagement. There may be some shortcomings in these respects, but they should not greatly detract from the main ideas and analytical points being made. The attention to detail
and accuracy will be satisfactory throughout. The work will show a good degree of analytical understanding and sound knowledge of the texts and contexts. The work may be somewhat restricted and at times descriptive rather than analytical, relying on more obvious research materials and not engaging with more complex aspects of the texts at hand. On the lower range of the scale (50-54%) there could be a greater reliance on description or some plot summary, with more limited analytical abilities on display. While properly presented, there may be some faults in the presentation and minor problems with referencing and bibliography.

60-64%:

Marks in this category will demonstrate good qualities in all respects, including clarity, organisation, grammatical presentation and proofreading, and scholarly engagement. The work will give evidence of a well-constructed, insightful argument that is appropriately informed by a range of sources and analytical approaches. Though there may be some minor problems in organisation and analysis, it will show clear knowledge and appropriate awareness of contexts, and will be attentively and persuasively presented, without an excessive number of minor faults in language, spelling, and academic format. Referencing and bibliography should be clearly and competently provided, and carefully checked through for consistency.

65-69%:

Work marked in this range will demonstrate very good qualities in all aspects, and excellence in many respects. The work will be fully informed, focused along a well-planned line of argument that clearly lays out aims, and will demonstrate a competent and complex understanding of key issues. The work should display some independence of analytical thought and a clear understanding of key terms and concepts. It will engage with a comprehensive range of critical and scholarly sources, with clear efforts to extend beyond the module syllabus to evidence independent research. The work will communicate clearly, be carefully proofread and grammatical, presented with care, and offer a consistent and carefully checked referencing system and bibliography.

70-74%:

Marks in this range will be awarded for work that is extremely good in all aspects, excelling in originality in most respects. The work will demonstrate deep knowledge, a secure grasp of complex ideas and material, and will be intelligently and inventively framed through a coherent and sophisticated level of argumentation. The essay will be throughout effectively constructed and eloquently presented. The investigation will explore a range of appropriate research beyond that offered on the module syllabus, showing awareness of problems and raising questions about established notions. The proofreading, presentation, and grasp of writing conventions will be largely without fault. Sources and bibliography will be expertly presented.

75-80%:

The work is of exceptional quality and it expresses complex and imaginative ideas in a clear and perceptive argument, deploying a wide range of resources and supporting material with rigour and responsiveness, and with a clear scholarly and critical voice. The argument and analysis are perceptively constructed with precision, displaying critical awareness and advancing and/or challenging received knowledge and understanding. The essay’s argument should be faultlessly presented and communicated. All sources and bibliographical references should be faultlessly presented.

Please note: students achieving marks below 59% in most cases will be given advice on seeking writing support services available at the University. Cases of plagiarism will be
referred to Academic Offenses, and can face more strict penalties than the marking reductions mentioned here.

It is department policy that a mark of 75% should be given for pieces of work judged to be of clear-cut first-class standard, with no significant shortcomings; and a mark in the range of 70%-74% for work judged to be overall of first-class standard, but with some relatively minor shortcomings. A mark above 75% should be awarded to work which is not only of clear-cut first-class standard (with no significant shortcomings), but is also truly exceptional in originality, analytical sophistication, presentation, scope, and depth of research.
## Assessment Criteria for Literature

<table>
<thead>
<tr>
<th>Knowledge and Research</th>
<th>Written expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% + First class</td>
<td>Demonstrates exceptionally deep, original and extensive knowledge and research; wide-ranging, and diligent use of many critical sources.</td>
</tr>
<tr>
<td>89–80% First class</td>
<td>Demonstrates deep, original and extensive knowledge and research; wide-ranging, diligent, perceptive use of many secondary sources.</td>
</tr>
<tr>
<td>79-70% First class</td>
<td>Demonstrates considerable knowledge and research, appropriate to the question; diligent research which refers appropriately to some secondary sources.</td>
</tr>
<tr>
<td>69-60% 2.1</td>
<td>Demonstrates some limited knowledge in response to the question; some relevant references to critical sources, though this may be limited in range, depth or perceptive-ness.</td>
</tr>
<tr>
<td>59 -50% 2.2</td>
<td>Demonstrates very little knowledge relevant to the question; too brief; scarce or no evidence of use of critical sources.</td>
</tr>
<tr>
<td>49 -40 Third class</td>
<td>Demonstrates virtually no relevant knowledge; too brief; scarce or no use of critical sources.</td>
</tr>
<tr>
<td>39 -30 Fail</td>
<td>Demonstrates virtually no relevant knowledge; excessive brevity; no evidence of relevant research.</td>
</tr>
<tr>
<td>29 -20 Fail</td>
<td>Demonstrates no relevant knowledge; excessive brevity; no use of critical sources.</td>
</tr>
<tr>
<td>19 -10 Fail</td>
<td>Demonstrates virtually no relevant knowledge; too brief; scarce or no use of critical sources.</td>
</tr>
<tr>
<td>10 -0 Fail</td>
<td>Demonstrates no relevant knowledge; excessive brevity; no use of critical sources.</td>
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<table>
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<tr>
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<tbody>
<tr>
<td>90% + First class</td>
<td>Near flawless grammar, spelling, sentence construction and punctuation. Elegant, creative, nuanced, and lucid expression in a flawless academic register.</td>
</tr>
<tr>
<td>89–80% First class</td>
<td>Excellent grammar, spelling, sentence construction and punctuation; few errors. Lucid and fluent expression in an academic register.</td>
</tr>
<tr>
<td>79-70% First class</td>
<td>Very good grammar, only a few relatively minor mistakes in spelling, sentence construction and punctuation. Lucid and well-expressed in an academic register.</td>
</tr>
<tr>
<td>69-60% 2.1</td>
<td>Generally good grammar, spelling, punctuation, and sentence construction. Mostly clear and mostly appropriate essay style and tone; some lapses in accuracy, clarity, register or style.</td>
</tr>
<tr>
<td>59 -50% 2.2</td>
<td>Some major errors in grammar, spelling, sentence construction and punctuation; clumsy and/or illogical expression throughout in a consistently non-academic register.</td>
</tr>
<tr>
<td>49 -40 Third class</td>
<td>Major inaccuracies in grammar, spelling, sentence construction and punctuation; clumsy and/or illogical expression throughout in an inappropriate register.</td>
</tr>
<tr>
<td>39 -30 Fail</td>
<td>Major inaccuracies in grammar, spelling, sentence construction and punctuation; clumsy, illogical and incomprehensible in an inappropriate register.</td>
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<td>29 -20 Fail</td>
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<table>
<thead>
<tr>
<th>Written expression</th>
<th>Knowledge and Research</th>
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</thead>
<tbody>
<tr>
<td>Flawless grammar, spelling, sentence construction and punctuation. Elegant, creative, nuanced, and lucid expression in a flawless academic register.</td>
<td>Demonstrates exceptionally deep, original and extensive knowledge in response to the question; exceptionally wide-ranging, exhaustive use of a wealth of critical sources.</td>
</tr>
<tr>
<td>Near flawless grammar, spelling, sentence construction and punctuation; few errors. Lucid and fluent expression in an academic register.</td>
<td>Demonstrates deep, original and extensive knowledge and research; wide-ranging, diligent, perceptive use of many secondary sources.</td>
</tr>
<tr>
<td>Excellent grammar, spelling, sentence construction and punctuation; few errors. Lucid and fluent expression in an academic register.</td>
<td>Demonstrates considerable knowledge and research, appropriate to the question; diligent research which refers appropriately to some secondary sources.</td>
</tr>
<tr>
<td>Very good grammar, only a few relatively minor mistakes in spelling, sentence construction and punctuation. Lucid and well-expressed in an academic register.</td>
<td>Demonstrates some limited knowledge in response to the question; some relevant references to critical sources, though this may be limited in range, depth or perceptive-ness.</td>
</tr>
<tr>
<td>Generally good grammar, spelling, punctuation, and sentence construction. Mostly clear and mostly appropriate essay style and tone; some lapses in accuracy, clarity, register or style.</td>
<td>Demonstrates very little knowledge relevant to the question; too brief; scarce or no evidence of use of critical sources.</td>
</tr>
<tr>
<td>Some major errors in grammar, spelling, sentence construction and punctuation; clumsy and/or illogical expression throughout in a consistently non-academic register.</td>
<td>Demonstrates virtually no relevant knowledge; too brief; scarce or no use of critical sources.</td>
</tr>
<tr>
<td>Major inaccuracies in grammar, spelling, sentence construction and punctuation; clumsy and/or illogical expression throughout in an inappropriate register.</td>
<td>Demonstrates virtually no relevant knowledge; excessive brevity; no evidence of relevant research.</td>
</tr>
<tr>
<td>Major inaccuracies in grammar, spelling, sentence construction and punctuation; clumsy, illogical and incomprehensible in an inappropriate register.</td>
<td>Demonstrates no relevant knowledge; excessive brevity; no use of critical sources.</td>
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<tbody>
<tr>
<td>Generally good grammar, spelling, sentence construction and punctuation; few errors. Lucid and fluent expression in an academic register.</td>
<td>Demonstrates exceptionally deep, original and extensive knowledge in response to the question; exceptionally wide-ranging, exhaustive use of a wealth of critical sources.</td>
</tr>
<tr>
<td>Excellent grammar, spelling, sentence construction and punctuation; few errors. Lucid and fluent expression in an academic register.</td>
<td>Demonstrates deep, original and extensive knowledge and research; wide-ranging, diligent, perceptive use of many secondary sources.</td>
</tr>
<tr>
<td>Very good grammar, only a few relatively minor mistakes in spelling, sentence construction and punctuation. Lucid and well-expressed in an academic register.</td>
<td>Demonstrates considerable knowledge and research, appropriate to the question; diligent research which refers appropriately to some secondary sources.</td>
</tr>
<tr>
<td>Generally good grammar, spelling, punctuation, and sentence construction. Mostly clear and mostly appropriate essay style and tone; some lapses in accuracy, clarity, register or style.</td>
<td>Demonstrates some limited knowledge in response to the question; some relevant references to critical sources, though this may be limited in range, depth or perceptive-ness.</td>
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<td>Some major errors in grammar, spelling, sentence construction and punctuation; clumsy and/or illogical expression throughout in a consistently non-academic register.</td>
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<tr>
<td>Major inaccuracies in grammar, spelling, sentence construction and punctuation; clumsy, illogical and incomprehensible in an inappropriate register.</td>
<td>Demonstrates no relevant knowledge; excessive brevity; no use of critical sources.</td>
</tr>
<tr>
<td>Critical Insight</td>
<td>Perceives and explicates a wealth of nuanced, very sophisticated and highly original points of literary analysis with exceptional insight</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Argument and Structure</td>
<td>Flawless essay structure; perfectly organised argument, always supported persuasively by evidence; perfect balance of quotation and discussion</td>
</tr>
<tr>
<td>Originality and Flair</td>
<td>Hypothesizes many exceptionally original ideas; delivered utterly compellingly with flair and style</td>
</tr>
<tr>
<td>Technical presentation</td>
<td>Flawlessly accurate and complete footnotes and bibliography; meticulous use of appropriate font, spacing, layout etc.</td>
</tr>
</tbody>
</table>
Appendix 2: Assignment and Essay Guidelines

Structure

- Opening: concise summary of the main points of your argument.
- Argument: one or, at most, two points per paragraph – each supported by textual references.
- Conclusion: just that – conclude your argument.

Argument

- You must have a clear argument and sustain it through the essay. The single most important issue to address is the essay title.
- Decide what are the stages of the argument that you wish to conduct and arrange them in an order which will be clear to your reader. Each sentence and each paragraph should contribute to the support of your argument. Make sure each point you make is linked logically, clearly and fluently to the next.
- Most importantly, don’t just retell the action of the text.
- Try to distinguish between feelings and thought, and between opinion and analysis.
- If you make a specific point, you must provide evidence in the form of details or quotations from the text.
- A single sentence does not comprise a paragraph. Paragraphs should, ideally, be approximately half a page in length.
- Also remember to use the correct layout: the first line of a paragraph should be marked (i.e. indented), for the ease of the reader. It is not easy to read multiple blocks of text.
- Quality of thought is related to concision. Never write a single word more than is strictly required by your argument. Go through your essay after you have drafted, it striking out anything that is not essential. Make sure, however, that you have given sufficient information, and a broad enough context, for your reader to understand the point you are making.

Secondary Reading

- Locating and analysing appropriate secondary sources are important academic skills. Make sure you analyse and do not simply reproduce what a published critic writes. Comment on any facts or opinions cited.
- Why is a secondary text interesting? What evidence that you yourself see in the primary text leads you to agree, or modify, or challenge the cited material? Signpost where indebtedness to others ideas begins (often with explicit comment: As Robert Alter notes/suggests/asserts . . . ) and ends (with a footnote to Alter’s book and to the relevant page numbers).

Plagiarism

- If you do not indicate your sources clearly and in detail, you will be open to a charge of plagiarism, and your essay will be referred to the Head of Department The penalties for plagiarism are severe: for the first offence, an essay usually receives a mark of zero. Please refer to p. 22 and pp. 24-6 of this handbook and to the University web pages for information on plagiarism if you are at all unclear about its definition: http://www.essex.ac.uk/plagiarism/
- Remember that you need to reference not only all quotations, but also any ideas that you paraphrase or that have influenced your own argument. All texts, including secondary articles, books, and websites consulted for the essay must be included in
your bibliography; it is not necessary to cite lectures or seminars. It counts as self-plagiarism if you reproduce substantial sections from other essays you have written.

Language

- Vernacular (i.e. slang) is not acceptable in an academic essay. Abbreviations are usually too colloquial.
- Avoid claims which are vague (such as ‘effective’ as general praise) and those which you could not substantiate on the basis of your own reading (such as calling a poet ‘the greatest’ or ‘the first’).
- ‘You’ is normally avoided in academic arguments—as distinct from practical advice like this.
- ‘I’ is acceptable, but best used sparingly to define an individual response (‘when I saw a production of Electra, I felt . . .’) or an independent line of argument (‘Although Melville, in the introduction to his edition of Metamorphoses, asserts that . . . , I would argue that . . .’). In opening paragraphs of essays, avoid a tedious series of statements announcing what you intend to do (‘I will discuss . . . I will compare . . .’), especially when these statements repeat the title of the essay. Just do it! Name the authors and texts you are comparing, and make a point about their similarities or differences.

Spelling

- Pay careful attention to spelling, particularly titles of texts and names of authors and characters.
- Be careful about your use of apostrophes, especially avoiding ‘it’s’ for ‘its’.

Grammar

- Pay equal attention to your grammar. Try to avoid clumsy and/or over-long sentences.
- Be aware that marks will be lost for poor spelling and grammar.
- Remember you are not writing for yourself, but for another reader. Make sure your writing style is clear and your argument and ideas easy to follow.

Presentation of essays

- Essays must be word processed.
- Always include your bibliography as a separate sheet.

Suggested Reading

- If you are unsure about academic essay writing, there are a variety of publications that will give you advice and guidance on all of the points outlined above. A good buy is: Brian Greetham, *How to Write Better Essays* (Basingstoke: Palgrave Macmillan, 2001).
- There are also various publications that give advice on locating and researching secondary critical sources. A good buy is: Ellie Chambers and Andrew Northedge, *The Arts Good Study Guide* (Milton Keynes: Open University Press, 1995).

Word Count

- The Essay word count will be set by the Module Supervisor and will vary depending on which module you are studying. All details will be available on ORB, but please check with the Module Supervisor or the General Office if you have any questions. Unless you are told otherwise by your Module Supervisor, you can assume that the
word limit EXCLUDES your bibliography but INCLUDES footnotes. (This is to prevent the eager among you from carrying on a lengthy argument in the footnotes, which is not good academic practice.)
Appendix 3: Departmental Style Guide

This guide should be used as the stylistic basis for all coursework submitted to the Department. It describes good practice in all the aspects of formatting, quotation, and referencing that you are likely to need to use, and adheres to widely recognised standards in scholarly writing. It is based upon the Chicago style, further information on which can be found here: http://www.chicagomanualofstyle.org/tools_citationguide.html

There is often a good deal of nervousness regarding academic style, particularly over referencing. However, it is, for the most part, simply a case of following straightforward models, which are described in this document. Nothing outlined here is particularly complex, so following these guidelines should help you in submitting clear, well-referenced work. You should always bear in mind that good, coherent style and accurate, properly formatted references are vital research skills. As such, note that you can expect to lose marks if this style sheet is not followed for second- and third-year and MA essays. By the end of your first year, you should be a confident user of all the conventions.

When writing your first few essays, you may finding the process of checking these conventions for every footnote is quite time-consuming. Don’t leave it to the last minute: you will probably need several hours, unless you have taken care to format correctly as you go along. You will, however, find that you become much speedier as the process becomes more familiar.

QUOTATIONS

- Always make sure that your quotations are clearly identified as another’s words, cited in the manner described in the ‘Referencing’ section, below.
- Short quotations do not need to be indented from your main text.
  - Prose quotations of fewer than 50 words should be run on as part of the text, in quotation marks.
  - Two or three lines of verse should be run on with the lines separated by a forward slash: e.g. ‘In the room the women come and go / Talking of Michelangelo’.
- Long quotations of more than 50 words, or of several lines of verse, dialogue, etc., should be indented from the text, single-spaced, and not enclosed in quotation marks.
- If you wish to skip over part of a sentence you are quoting, indicate this by three spaced dots . . . or four if you run over the end of a sentence. Explanatory words added by you within quotations are indicated by square brackets.
- Make sure that you use punctuation to make your quotations fit in smoothly and logically with your own prose.
  - If the quotation begins a new sentence or distinct new point, a colon or full stop is probably most appropriate: ‘Punctuation is as vital to strong writing as the words used.’
  - If the quotation continues the point, functioning as a new clause in a sentence, ‘then a comma should be sufficient.’
- As well as correctly citing your quotation with a footnote, identify the source in your main text, using such phrases as ‘As John Smith suggests’. This is much better practice than just putting John Smith’s name in the footnote – it lends his authority to your argument, and avoids the baffling effect of a random quotation in the middle of your own prose.
- Do not italicise quotations, unless the original text is italicised. If you use italics to emphasise a particular word or phrase in a quotation, make this clear in square brackets [my italics]. Do this sparingly.
FOOTNOTES AND REFERENCES

You must ALWAYS acknowledge the source of:
• any direct quotation from a published work;
• any idea from a published work which has significantly influenced your argument, even if
you do not make a direct quotation (i.e. if you paraphrase someone else’s argument, it
remains his or her argument and must be acknowledged);
• any repetition of material from another of your own essays.

The rule of thumb for footnotes is to be brief and clear.

Please refer to the University webpages for information on plagiarism if you are at all unclear
about the definition: http://www.essex.ac.uk/plagiarism/ There will also be workshops on
plagiarism available via the Talent Development Centre.

Footnotes and parenthetical citations: the basics

After quotation from, or reference to, any work, indicate a footnote by a raised number,
thus.1

Footnotes should appear at the foot of the page to which they apply. Your word-processing
package will allow you to enter footnotes automatically (usually ‘Insert Footnote’), but pay
attention to the ‘Options’ menu (always choose Arabic numbering) and use ‘Format Style,
Footnote Text’ to arrange the notes in readable fashion.

Footnote formatting: general

Footnote formatting for citing book, journal, film, internet (and so on) sources generally
follows the very similar format as for bibliographical citations (see ‘Bibliography,’ below, for
key differences), except that the author name runs ‘forename surname’ followed by citation
details. For instance,

2 Sigmund Freud, Civilization and Its Discontents [1929], trans. James Strachey (New

If you are quoting from a source multiple times in the same essay, you can provide one
footnote with the citation details of the text, followed by the statement ‘subsequent page
references in text.’ For example, footnote 2 might read:

2 Sigmund Freud, Civilization and Its Discontents [1929], trans. James Strachey (New

After this, page references for this text can go in parentheses after quotations:

Freud describes the word ‘civilization’ as, ‘the whole sum of the achievements and the
regulations which distinguish our lives from those of our animal ancestors’ (544).

Woolf’s novel concludes with the third section, ‘The Lighthouse,’ where Lily’s memory of
Mrs Ramsey is reframed; Lily finds herself ‘tunnelling her way’ into the past (355).

Bear in mind, however, that you cannot use this method for more than one or perhaps two
texts in a single essay. You might find that it works well if there is a primary text which you
quote frequently, but avoid a scenario in which a number in parentheses after a quotation
could refer to any of several books you have previously mentioned in your footnotes. You
must aim to be as clear as possible in your writing.

1 Full citation here.
Citing dramatic works

The first footnote reference should cite author, title, place, publisher, date, and either a page number for modern plays, or, for something like Shakespeare, with details of act, scene, and line numbers. (for more detailed examples see below). In subsequent quotations, either act, scene, and line numbers, or page numbers (as appropriate) should always appear in parentheses after the quotation. No further footnote is needed for the same play, unless you are quoting other material in the edition (e.g. an editorial introduction). The correct form for citing act, scene, line numbers is as follows: (V.ii.19-22), where the sequence of upper case Roman, lower case Roman, and finally Arabic signifies act V, scene ii, lines 19-22. No page number is needed if you have provided this information.

Citing poetry

The first footnote should cite author, title, place, publisher, date, page number. Line numbers should always appear in parentheses after the quotation. NO further footnote is needed for the same poem, though further parenthetical citations should cite page and line number(s) (for example: p. 12, l. 12). Multiple lines of a poetic work are signified by ‘ll.’, which is the abbreviation for ‘lines’ (for example, p. 12, ll. 12-15). Long poems, such as The Aeneid or The Faerie Queene are referenced by their internal divisions into, for example, books and cantos and stanzas (III. x.12). Shorter poems are referenced simply by line numbers (ll. 45-53).

Citing films

The first mention of all films in an essay should immediately be followed by a parenthetical reference to the year in which it was released. For example, ‘In Alfred Hitchcock’s The Birds (1963), Tippie Hedren plays Melanie Daniels …’ A direct quotation from a film does not usually need to be cited, but a complete filmography can be included in the essay. See ‘F,’ below.

FOOTNOTE SAMPLE ENTRIES

from the Chicago Manual of Style (15th edition)
(more details can be found at: http://www.chicagomanualofstyle.org/tools_citationguide.html)

Book

One author

Two authors

Four or more authors: use ‘et al’

Author’s work as edited (scholarly) edition: note that original publication date is also provided.

Editor, translator, or compiler instead of author
Edited, translated, or compiled poetry collection


Edited, translated, or compiled dramatic work


Chapter or other part of a book

Book published ONLY in digital form (but see also the section below on digital / online texts)

Journal article (or individual poetic work)
Poem in collection

Article in a print journal

Article in an online journal (but see section below on digital / online texts)

Popular magazine or newspaper article

Book review

Paper presented at a meeting or conference

Websites
Web entry or comment
Digital and Online Publishing

There are some important distinctions to be observed when citing texts you have accessed online. For instance, there is a difference between an article in an online journal, and an article from a print journal which is available online, or a print book which the Sloman has digitised under licence for your use, and a book published only in digital form. The point of footnotes and bibliographies is to allow your reader to follow up on anything you quote. If you read something on a website, you will therefore provide the appropriate web address, as in the example below:


You'll notice that date of access is also included, because websites are subject to change – you want to make clear to the reader who checks, and finds your quotation is missing, that it was there on the 28 March. The same is true for various journals which only publish online (e.g. The Journal of the Northern Renaissance) – you will give the same details, including the website. Sometimes the journal will offer a permanent url, in which case you won't need to provide details of the day you accessed the site. The same holds true for books, poetry, etc, published online.

This is not the same thing as texts you will find in other places – on Google Books, on Archive.org, or via the databases on the Sloman site (e.g. Jstor, Project Muse). These are primarily print texts that have been digitised, and they should be cited as print texts, with page numbers etc, and without website addresses. This is not made easier by the fact that some database providers provide citation details which include website addresses. If you take a closer look at these (Jstor is a good example) you will see that these direct the reader to Jstor. However, there are several things to bear in mind here. Firstly, your duty as writer is to allow the reader to track down this text as easily as possible. Jstor is a subscription-only database: your reader may not have access to it. However, if you provide the full details of the print text, which are available in the article you have downloaded, the reader can look it up in the nearest library catalogue and may be able to access it in print and / or digital formats. Just providing web details makes this much more difficult. Providing the digital access details is a bit like providing the shelf-mark for a book in the Albert Sloman Library – too much information, and only helpful to a few of your readers. Secondly, you have no duty to advertise for the database providers, who are already paid for the service they provide. Your duty is to the author. Give the most helpful details, and show some solidarity with your fellow writers and the people who publish them!

The same principles hold true for digitised books in the Sloman collection or elsewhere online – unless they are e-book only publications, treat them like a printed text.

Kindles and e-readers
Kindles are undoubtedly very useful, and will become more so as various problems around accessing footnotes etc. are ironed out over time. However, they are not ideal for citation purposes, because they tend to offer a location number rather than a page. This isn't true of every kindle book, so if you can identify a page number, that's fine. A location number, on the other hand, fails the test of helpfulness. Will your reader be able to locate this quotation with ease? Not if he or she doesn't have a kindle to hand. Until the technology improves, you will have to double-check your references in a library copy of the text.
BIBLIOGRAPHY

Whether or not you have referred to them directly, list at the end of an essay all the books and articles you have consulted. Bibliographies are arranged in alphabetical order by author with the author’s surname given first.


Book

One author

Two authors

Author’s work as edited (scholarly) edition

Editor, translator, or compiler instead of author

Edited, translated, or compiled poetry collection


Edited, translated, or compiled dramatic work


Chapter or other part of a book

Book published electronically

Journal article (or individual poetic work)

Poem in collection

Article in a print journal

Article in an online journal
Popular magazine or newspaper article

Book review

Spoken lecture (or seminar)

Paper presented at a meeting or conference

Websites

*Web entry or comment*

*Item in online database*

Filmography

*Model one*: After the first direct reference to a film in an essay, a footnote should appear which includes the following information: the film title, director’s name, two or three of the principal players, the studio or production company that released it, and the year. Further citations are not necessary. For example:


OR

*Model two*: Rather than a footnote, the essay can simply quote directly from the film without any references. It should, however, present a *filmography* at the end of the document, which includes: the film title, director, principal players, the studio or production company, and the year of release. For example:


Referencing in Creative Writing commentaries
Referencing for creative writing commentaries should be done in the same way as for essays. Creative work itself does not usually require referencing. If references are used, students are advised to follow the departmental style guide or, where this interferes with the aesthetic of the writing, to consult their tutor.
University policy and guidance on proofreading

Please see the University policy and guidance booklet regarding proofreading.