STUDENT HANDBOOK
CENTRE FOR PSYCHOANalytic STUDIES

Postgraduate taught student handbook

2016–2017
Welcome

I would like to offer a warm welcome to all new students this autumn and welcome back all who are returning for another year. I hope that you will enjoy your time at the Centre and find your studies rewarding and engaging. All the modules and courses we run encourage both learning and personal growth, so you can look forward not only to being intellectually and emotionally stimulated, but also challenged to think about new problems in new ways. As people search for individual meaning and for an understanding of social and political relatedness in a conflicted and uncertain world, our field is relevant as never before.

The Centre provides the setting for a very wide range of courses and modules, from foundation degree to doctoral programmes, and across a multitude of subjects including psychoanalysis, analytical psychology, refugee care, counselling and management and organisational dynamics. Our research explores theoretical and clinical knowledge, as well as applying these in many different social and cultural settings. You will be tapping into this breadth of interest and expertise and starting to make your own particular contribution to a vibrant and expanding field.

We know you will be busy with your chosen studies, but we hope you will also make broader use of what the Centre and the University have to offer. As well as conferences and workshops, the Centre holds Open Seminars monthly in term time – these are free talks with invited speakers on a wide range of topics. We have regular announcements on our facebook page and there is also a research student blog at http://moodle.essex.ac.uk/. We also encourage you to follow your interests and take full advantage of the rich offerings in other departments, and make full use of the University environment and facilities.

All of us at the Centre want to help make your time here successful and enjoyable. There are many sources of advice and support available to you, should you require it. Besides the teaching staff on individual modules, many courses will provide you with a personal tutor, while the members of the Administrative Team are knowledgeable and helpful about all aspects of Centre and University life.

You will also have many opportunities to let us know how you are experiencing your time here: individually, in tutorials; through end-of-module evaluation questionnaires; through the Student-Staff-Liaison Committee; and through student satisfaction surveys. It is important for us to have feedback and we take your input seriously and use it to improve our programmes. As Director and Senior Tutor I will also be available by appointment if you have a specific concern. You can arrange this through Mrs Debbie Stewart in room 4SB.6.2, or by phone (873640) or email cpseo@essex.ac.uk. Please also feel free to e-mail me direct at mffytche@essex.ac.uk. I am always happy to meet with you.

This handbook should be your first resource whenever you have a question. It contains important information that the University and Centre staff will assume you know.
Whatever you are studying at the moment, also bear in mind the opportunities for further study. The Handbook contains information on all the Centre’s activities, and what you cannot find in it, you can follow up on our web pages, at: http://www.essex.ac.uk/cps.

I look forward to seeing you around the Centre. Best wishes for your time with us.

Matt ffytche
Director

About your Student Handbook

This handbook has been designed to give you essential information about your Centre and the University.

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

Remember that at Essex, we don't separate our students and academic staff, or our professional services staff from our alumni. Everyone is a member of our community for life. Our three uniquely intimate campuses encourage an inter-weaving of people, ideas and disciplines. We celebrate diversity and challenge inequality. Whatever your background, race or sexual orientation, you are part of a vibrant community that lives, learns and plays together.
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Term dates

2016-2017
Autumn term       6 October 2016 – 16 December 2016
Spring term       16 January 2017 – 24 March 2017
Summer term       24 April 2017 – 30 June 2017

2017-2018
Autumn term       5 October 2017 – 15 December 2017
Spring term       15 January 2018 – 23 March 2018
Summer term       23 April 2018 – 29 June 2018
# About our Centre

Meet your Centre staff (please note all emails end in @essex.ac.uk)

## CENTRE DIRECTOR
Dr Matt ffytche  
4SB.6.18 3958 mffytche

## PROFESSORS
- Professor Roderick Main  
  4SB.6.14 4842 rmain  
- Professor Renos Papadopoulos  
  4SB.6.12 3558 renos  
- Professor Andrew Samuels  
  4SB.6.12 3558 samua

## SENIOR LECTURERS
- Sue Kegerreis  
  4SB.6.16 3263 skeger  
- Dr Chris Nicholson  
  4SB.6.10 3075 cnich  
- Chris Tanner  
  4SB.6.13 3972 ctanne

## LECTURERS
- Dr Elena Della Rosa  
  4SB.6.11 3903 edella  
- Dr Kevin Lu  
  4SB.6.9 4971 klu  
- Dr Zuhura Mahamed  
  4SB.6.12 3558 zmaham  
- Dr Christian McMillan  
  4SB.6.14 2921 ckhmcm  
- Leonardo Nascimento  
  4SB.6.13 3962 nnasci  
- Dr Jochem Willemsen  
  4SB.6.11 3903 jawill

## EMERITUS PROFESSORS
- Professor Karl Figlio  
  2921 kfiglio  
- Professor Bob Hinshelwood  
  2921 rhinsh

## ADMINISTRATIVE STAFF
Debbie Stewart - Centre Administrator Part-time  
4SB.6.2 3640 cpseo  
Alison Evans - Student Administrator (UG) Part-time  
4969 cpsugrad  
Fiona Gillies - Student Administrator (PGT) Part-time  
3745 cpsgrad  
Anne Snowling - Student Administration Assistant (PGR) Part-time  
4554 cpsasst

Centre for Myth Studies
Director  
Professor Roderick Main  
4SB.6.14 4842 rmain

Centre for Trauma, Asylum and Refugees (CTAR)
Director  
Professor Renos Papadopoulos  
4SB.6.12 3558 renos
Further details about all of our staff can be found at: http://www.essex.ac.uk/cps

Who to go to if you need help
If you have any queries relating to your department or course of study, please contact Fiona Gillies for postgraduate enquiries.

Need to talk to your tutor?
All members of academic staff are able to meet with students, office hours will be displayed on their office door or they can be contacted via email.
Staff research interests

Dr Elena Della Rosa

- Psychoanalytic psychotherapy with adolescents
- Young people’s relationship and use of mental health services
- Qualitative and process research in psychotherapy
- Psychotherapeutic technique and short term psychoanalytic psychotherapy

Dr Matt ffytche

- The history of psychoanalysis and analytical psychology
- Psychosocial Studies and integrations of psychology with sociology
- Nineteenth-century theories of the unconscious
- German Romantic psychology and philosophy
- Psychoanalysis and critical theory
- Modernist poetry and poetics

Sue Kegerreis

- Child and Adolescent Psychotherapy
- Psychodynamic Counselling with Children and Adolescents
- Applications of Psychodynamic Thinking in non-clinical work
- Organisational Dynamics
- Eating Disorders
- Training issues with Counsellors and Psychotherapists

Dr Kevin Lu

- C. G. Jung, analytical psychology, Jungian and Post-Jungian theory
- Psychoanalytic history, psychohistory and oral history
- Transgenerational transmission of trauma
- Chinese/Vietnamese Diaspora
- Psychology of Religion
- Graphic Novels

Dr Zuhura Mahamed

- Trauma
- Refugees
- Migration and health
- Autism and maternal migration

Professor Roderick Main

- Historical, philosophical, religious and cultural contexts of the work of C. G. Jung
- Depth psychology (especially Jungian psychology), religion and modernity
- Analytical psychology and society
- Synchronicity
- Myth
Leonardo Nascimento

- History of Psychoanalysis, Psychology and Psychological Practices
- Epistemology of Psychoanalysis, Psychology and Psychological Practices
- Psychoanalysis and Neuroscience
- Consciousness and Philosophy of Mind

Dr Chris Nicholson

- 'Looked after' children, particularly trauma, transition and leaving care
- Psychodynamic assessment
- Therapeutic communities and group processes
- Robert Graves and modernism
- Psychoanalytic theory and literature

Professor Renos Papadopoulos

- Involuntary dislocation (forced migration), trauma and refugees
- Working with survivors of violence and disasters
- Psychosocial humanitarian interventions
- Psychosocial perspectives on Human Rights
- The interface between Analytical Psychology and systems, family therapy, and culture
- Epistemology of therapeutic endeavours
- Academic and professional interface with Eastern Orthodox Christianity

Professor Andrew Samuels

- Application of psychoanalytic thinking to politics
- Comparative theoretical research in depth psychology
- Political, social and cultural aspects of transference and counter-transference
- The father
- The construction of masculinity;
- The history of Jungian psychology

Mr Chris Tanner

- Creating effective learning environments
- Psychoanalytic perspectives on organisational dynamics
- Executive coaching and consultancy practice in organisations
- Leadership development-psychodynamic perspectives
- Compassionate care in health and social care

Dr Jochem Willemsen

- Forensic psychotherapy
- Psychotherapy process research
- Crime, conscience and rehabilitation
- Narrative perspective on (change in) subjectivity
- Lacanian psychoanalysis
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<tr>
<th>Position</th>
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<tr>
<td>Director</td>
<td>Matt ffytche</td>
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<td>Deputy Director</td>
<td>Chris Nicholson</td>
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<td>Director of Education</td>
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<td>UG Director</td>
<td>Roderick Main</td>
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<td>Director of Graduate Studies</td>
<td>Kevin Lu</td>
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<td>PGT Director</td>
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<td>GTA Co-ordinator</td>
<td>Kevin Lu</td>
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<td>Director of Research</td>
<td>Jochem Willemsen</td>
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<td>Director of Employability</td>
<td>Jochem Willemsen</td>
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<tr>
<td>Progress Officer (CO/SE)</td>
<td>Roderick Main (CO), Chris Nicholson (SE)</td>
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<td>Academic Offences Officer (CO/SE)</td>
<td>Roderick Main (CO), Jochem Willemsen, Chris Nicholson (SE)</td>
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<td>Taught Academic offences committee members (2)</td>
<td>Roderick Main, Jochem Willemsen</td>
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<td>PGR Academic Offence Representatives</td>
<td>Kevin Lu</td>
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<td>Open Seminars Convenor (CO/SE)</td>
<td>Jochem Willemsen</td>
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<td>Social Media Officer</td>
<td>Leonardo Nascimento</td>
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<td>Athena Swan</td>
<td>Kevin Lu</td>
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<td>Green Impact</td>
<td>Kevin Lu</td>
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<td>Tavistock Link</td>
<td>Sue Kegerreis</td>
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<td>MA Course Directors:</td>
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<td>MA Jungian and Post-Jungian Studies</td>
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<td>Sue Kegerreis</td>
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<tr>
<td>Graduate Diploma Psychodynamic Counselling</td>
<td>Sue Kegerreis</td>
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Your personal tutor
All undergraduate and taught postgraduate students have a personal tutor who you’ll meet soon after you’ve arrived, and who you’ll meet regularly throughout your course. Your personal tutor is there to help you feel connected to your department, school or centre, and is someone you can talk to if you have questions about your course or encounter any difficulties which affect your studies. Your personal tutor may also recommend other support services on campus that might be able to help. If you’re unsure who your personal tutor is, this should be displayed in your MyEssex.

Our location
Colchester Campus
Centre for Psychoanalytic Studies
University of Essex, Wivenhoe Park
Colchester CO4 3SQ
Direct tel: 01206 873745
General enquiries: cpsgrad@essex.ac.uk
Pre-registration programme enquiries: cpsgrad@essex.ac.uk
Website: www.essex.ac.uk/cps

Opening hours
Our Administrative Office (4SB.6.2) is open: Monday, Thursday, Friday 10am to 1pm, Tues and Wed 10am to 4pm. The location of the Student Administration Office is 4SB.6.2, just off Square 4. Enter by the doors labelled 4SW. Proceed along the corridor to the end and go up one floor to level 6. Turn left at the top of the stairs and the office is the third door on the right. All staff offices are located along the same corridor.

Common room
The Centre’s common room is located on the floor directly below our offices in room 4SB.5.10. Please ask any of the Centre’s administrators for the door code.

Centre Library
We have a small Centre library in room 4SB.6.15. All the books have been donated. Books and journals are for reference, and should be used in the library during office hours and when it is available. Information and a searchable database can be found at: http://www.essex.ac.uk/centres/psycho/current/library.aspx

Photocopying
If you need to photocopy material in connection with your studies, please use either the Albert Sloman Library or the Copy Centre on Square 4. Additional copying facilities are available during office hours in the Centre for Psychoanalytic Studies, where you can purchase a photocopy card from the Centre Administrator. There are copyright laws which must be adhered to.

Correspondence and communication
You are entitled to free e-mail supplied by the University. Please ensure that you know how to access this. The Computer Helpdesk can assist you. You can visit in person, or telephone them on extension 2345 (internal) or 01206 872345 from outside the University. Further information on how to use your University email can be found online at: http://www.essex.ac.uk/it/ The teaching and office staff will use this method of communication regularly, especially to tell you about last-minute changes in teaching arrangements or to send you other important messages. The University of Essex expects you to check your e-mail regularly. You can arrange for your University emails to be forwarded to your private e-mail address if you prefer. See the Computing Services webpages for further information.
Recording Lectures
A student may not make a personal recording of a teaching event, supervisory meeting, oral examination or other formal meeting or committee which considers the student’s academic progress or performance without the permission of all other individuals present. If this permission is granted, the recording may be made for the personal use of the student only, in support of their studies and learning. The recording must not be made publicly available or shared for other purposes without the consent of those present. Disabled students who have difficulty with note-taking are encouraged to contact Student Support for further information on when recording is permissible and other access strategies.

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

The Centre does not routinely participate in Listen Again, but if a module is participating the module lead will inform you.

Centre PGT annual prizes
The Centre currently awards the following prizes:

The Freud Prize
This prize is awarded to the student with the best overall performance in MA Psychoanalytic Studies and MA Management & Organisation Dynamics courses. Students must achieve an overall distinction and it is awarded to the highest distinction mark.

The David Holt Prize
This prize, generously donated by Mrs Edith Holt, the widow of distinguished Jungian analyst David Holt, is awarded to the student with the best overall performance in the MA Jungian and Post-Jungian Studies and must achieve a distinction with the best overall profile of marks.

Paul Ford Memorial Prize
This prize is awarded to the best (dissertation mark) in MA Psychoanalytic Studies (PA981)
Learning and teaching methods

Introduction:

Factual information on academic matters and course programmes is given elsewhere in this Handbook. First I would like to set the ethos of learning within the Centre for Psychoanalytic Studies and tell you are the teaching and learning methods used.

Success on any degree programme requires sustained effort on your part throughout the course. It is necessary for you to find and maintain an efficient way of working that suits your abilities and needs. Finding a manageable routine is the key!

You will be provided with tutorials and a variety of learning resources which may include lectures, seminars, groups, workshops and on-line activities as a foundation for your study, and from which you can develop your own unique relationship to the subject.

It cannot be emphasised too strongly that the contact hours with the teaching staff, though crucial to your learning, is only a guide. It is essential that you spend time on your own in order to work through and understand the material you are reading. You must read round the subject in the recommended books and papers and other books you find in the Library. The more you engage with the readings in and out of seminars the better your assignment will be.

Lectures, seminars:

Lectures/ theory seminars define the scope of your study, demonstrating ideas, concepts, practices and techniques described in your readings and conveying the lecturer's/tutor's personal interpretation and experience of the topics and practices being considered. Discussion seminars are a chance to engage in more discursive way with the topics and issues being studied. You can use your tutor to check and clarify on points and also can learn much through listening to other students. This is a shared learning space and everyone should be able to make a contribution.

Workshops, observations seminars, reflective groups

Some courses include workshops, observations seminars and reflective groups. Workshops are activity sessions which aim to engage you practically in the topics and issues. They may involve pair discussion, research and presentation, role play and clinical practise. Observation seminars usually involve bringing clinical, work-based vignettes and experiences into the seminar for group discussion. At the Centre for Psychoanalytic Studies observation is seen as a key skill, and these seminars function as a unique research methodology into the unconscious behaviour of individuals, groups and organisations. Reflective Groups are spaces in which you can reflect without an agenda upon your individual and group experience of your programmes, consider and discuss what affect this has upon you academically, personally and professionally. In all these modes you will be learning from experiences in the here and now rather than learning about a simple topic. Participation is the key to learning in these kinds of experiential modes and making good use of these experiences will help you to integrate your learning.
Time, Teaching Staff and Transition into University:

The 'ideal' amount of time that you should spend on academic work is a matter for your own discovery. Since there is so much variation of ability, temperament and need amongst different people, it is impossible to lay down a definite number of hours that will suit everyone. Naturally, there will be occasions when you will have to work more intensively, for example, when meeting assignment deadlines. Aim to work steadily throughout the programme - not in a sudden rush at the end. Plan ahead.

Members of the teaching staff are very willing to help students on an individual basis. If you have questions about a lecture/seminar, it is best to consult the tutor involved but make sure that you have really tried to solve the problem yourself by using textbooks or discussion with other students. The answers to a few questions, or a short time spent clearing up some misunderstanding, can quickly lead to a much better grasp of the module material.

If you are encountering general problems of understanding or not keeping up with the requirements of your programme, you should discuss this with your tutor as soon as possible. However, don't be too worried at first. It will take some time to adjust to your life as a university student. This is a transition, and it is natural that this feels confusing at first. Not all anxiety is bad: give yourself time to adjust; talk to other students about it. The Centre for Psychoanalytic Studies is a learning community for all: students and staff, so use others for support and also give your support to others. In this way your experience will be enriched.

In general it will be easier if you:

- Find a study routine that works with your situation
- Always take notes, even when hand-outs are provided
- Be prepared to ask questions during seminars: if you do not understand something, it is very likely that others are in the same position and will welcome an intervention; it also helps the lecturer to know what elements of the programme students find difficult.
- Try to clarify any aspect theory that you did not understand before your next seminar and make sure your personal notes are updated accordingly.
- Use the support of your fellow students and learning community within CPS.

The University is committed to providing equal opportunities for all our students regardless of your background, the level and kinds of need you bring, your strengths and weaknesses and 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 made for individual students to support them through their studies. All of this information is provided at greater length within other sections of this handbook.

Within the Centre for Psychoanalytic Studies support is provided through a combination of resources drawn from within the Centre and from referral to the wider services of the University. Whatever your individual needs, your first resource will usually be your personal tutor. Within tutorials you are able to discuss your academic and other needs. If you need additional support or advice your tutor can direct you to whichever service you may require.

Apart from your personal tutor, each student will also have a named Tutor who is usually the Course Director. They will inform you of the key information concerning your programme at the start of your study. If you have needs regarding specific learning issues the Centres' Disability Liaison Officer can support you in making contact with the Disability Team in Student Support and liaise with them on your
behalf. It is also possible for you to plan for your future by discussing your situation with our Director of Employability. They can advise you, or otherwise direct you to the University Employability and Careers Centre which is open to all students. Should you wish to extend your language skills whilst a student you are, as an Essex student, eligible for one year of language tuition at no additional cost. Many of these services are provided by the Talent Development Centre (formerly the University Skills Centre) which offers support and training on a range of generic skills for both academic study and employment preparation, including free workshops.

In some cases, where you need advice in regard to funding opportunities and other benefits, or immigration issues, or personal matters, we will advise you to contact Student Support who are able to help you with a wide spectrum of welfare issues, including counselling.

Overall, you will find the approach adopted by staff within The Centre for Psychoanalytic Studies is a friendly and personal one. We value each student's contribution and we strive to be sensitive and attentive to any issues that arise which relate to diversity within our student population. Both our administrative and academic staff are here to assist you to use every opportunity to make the most of your potential, so whatever the issue, please do speak to us about it by email, phone or in person.

**Moodle and FASER**

We 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 submit your coursework electronically, produce a watermarked copy of your work and receive electronic feedback all in one place.

[www.essex.ac.uk/e-learning/tools/faser/account/login](http://www.essex.ac.uk/e-learning/tools/faser/account/login)

[www.essex.ac.uk/it/elearning](http://www.essex.ac.uk/it/elearning)

**Course structures**

**MA Jungian and Post-Jungian Studies**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PA971-7-FY</td>
<td>Key Texts of CG Jung</td>
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<tr>
<td>PA972-7-FY</td>
<td>Jung in Contexts (Historical, Philosophical and Cultural)</td>
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<tr>
<td>PA973-7-FY</td>
<td>Key Concepts in Jungian and Post-Jungian Psychology</td>
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<tr>
<td>PA974-7-FY</td>
<td>Selected Applications of Analytical Psychology</td>
</tr>
<tr>
<td>PA981-7-FY</td>
<td>Dissertation (12,000 words)</td>
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Students are also required to attend PA915-7-FY (Research Skills & Methods in Depth Psychology) and are strongly encouraged to attend the Centre for Psychoanalytic Studies Open Seminars, as well as other Centre events.


**MA Management and Organisational Dynamics**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PA901-7-FY</td>
<td>Psychoanalytic theory (CPS)</td>
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<tr>
<td>BE450-7-AU</td>
<td>Management in Organisations (EBS)</td>
</tr>
<tr>
<td>PA927-7-FY</td>
<td>Psychoanalysis of groups and organisations (CPS)</td>
</tr>
<tr>
<td>BE455-7-SP</td>
<td>Management Psychology (EBS)</td>
</tr>
<tr>
<td>PA910-7-AP</td>
<td>Joint Seminar in Psychoanalysis and Management</td>
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PA981-7-FY  Dissertation (12,000)
Further information: http://www.essex.ac.uk/coursefinder/course_details.aspx?course=MA++C8N212

Graduate Diploma Psychodynamic Counselling
PA210-6-AU  Counselling Skills with Children and Adolescents
PA221-6-FY  Personal Development
PA215-6-SU  Counselling Contexts
PA211-6-PS  Organisational Dynamics - Theory
PA218-5-SP  Personality Development
PA217-5-AU  Psychodynamic Concepts
PA216-6-FY  Psychodynamic Observation
Further information: http://www.essex.ac.uk/coursefinder/course_details.aspx?course=DIPLC89D09

MA Psychodynamic Counselling
Year 1
PA961-7-AU  Psychodynamic Theory and Practice 1
PA963-7-SP  Psychodynamic Theory and Practice 2
PA967-7-FY  Personal Development
PA968-7-FY  Professional Development 1
PA965-7-SU  Applications of Research to Psychodynamic Practice
Year 2
PA964-7-FY  Advanced Counselling Theory and Practice
PA969-7-FY  Professional Development 2
PA966-7-FY  Different Approaches
PA985-7-FY or PA984-7-FY  Dissertation (10,000)
Further information: http://www.essex.ac.uk/coursefinder/course_details.aspx?course=MA++C89D24

MA Psychoanalytic Studies
PA901-7-FY  Psychoanalytic Theory
PA915-7-FY  Research Skills and Methods In Depth Psychology
PA927-7-AU  Psychoanalysis of Groups and Organisations
PA928-7-SP  Psychoanalytic Methodology
PA976-7-AU  Freud in Contexts
PA977-7-FY  Thinking Psychoanalytically
PA981-7-FY  Dissertation (12,000 words)

Students are also required to attend the PA915-7-FY (Research Skills & Methods in Depth Psychology) seminars and the dissertation day (for full time students and second year part time students). Students are also strongly encouraged to attend the Centre Open Seminars, as well as other Centre events.

Further information: http://www.essex.ac.uk/coursefinder/course_details.aspx?course=MA++C89012

MA Refugee Care
TV900-7-FY  Therapeutic Care for Refugees (Tavistock Clinic)
PA931-7-FY  Contexts of the Refugee Experience (University of Essex)
PA927-7-AU  Psychoanalysis of Groups and Organisations (University of Essex)
PA932-7-SP  Psychosocial Perspectives on Human Rights (University of Essex)
TV901-7-FY  Placement (Tavistock Clinic)
Programme specifications
Programme Specifications provide key information, such as the structure and aims of your course, as well as the knowledge and skills you will develop. The relevant Programme Specification for your course and stage of study will be available to you when you log onto either myEssex or eNROL. Upon request, your Centre will provide you with a copy of the module map showing how your course learning outcomes are connected to the modules.

Credits
The published Programme Specification for each course will describe the contribution of individual modules to the assessment of the degree. These details can be accessed online at: http://www.essex.ac.uk/programmespecs/

Learning outcomes
Your course’s learning outcomes are set out in Programme Specifications. They are categorised into 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 via your MyEssex. Full module outlines will be distributed before teaching commences for each module.

Changing your degree
If you want to change your course, you should talk to someone in your department first. Normally, you would be required to make a new application for admission.

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 want to change your mode of study from full-time to part-time, you should discuss this with our departmental staff. If this is possible, you will need to make a formal request using the online Change of Mode of Study form which you can find here: www.essex.ac.uk/efsl/

Changing your mode of study may affect your immigration status if you have a Tier 4 visa and you may need to contact the Home Office or make a new Tier 4 application.

Please read carefully our guidance on Tier4 and course changes here: www.essex.ac.uk/immigration/studies/changes

Reading lists
Please refer to your module outlines.

Information for disabled students
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 disability service so that we can plan how best to support you in your studies.
You can find out about the academic and learning support we offer here:
www.essex.ac.uk/students/disability/academic.aspx

UK students may be eligible for a Disabled Students' Allowance grant. Go here for more information including application forms and key changes for 2016-17
www.essex.ac.uk/students/disability/funding.aspx

Information for 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

If you are studying on a Tier 4 visa, don't forget to read Tier 4 Information, page 29 of this handbook which has further information and links.

Mature and part-time 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/life/students/mature

Student representation, Student Staff Liaison Committees, Student Assessment of Modules and Teaching and Student Surveys

Student feedback is a vital part of the University's approach to quality assurance and enhancement. It is important that you are given the opportunity and that you take time to feedback to the University.

You can do this in a number of ways:

1. You can contact (or be elected as) a student representative who represent the voice of fellow students in departmental Student Staff Liaison Committees (SSLCs) and other University level committees.
2. You can find more information on the Students' Union website www.essexstudent.com/representation/courserereps/ and the University’s policy here: www.essex.ac.uk/quality/student_representation/student_rep.asp.
3. You can find out information about Student Staff Liaison Committees here: 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 the student experience of learning at Essex. You will probably be aware of the National Student Survey (NSS) for final year undergraduate students which feeds into university league tables. We also run our own Student Satisfaction Survey (SSS) which tells us on a local level how we’re doing and where we can make improvements. It’s for all postgraduate students (except those in the first year of a part-time postgraduate taught programme). The surveys are run online and you will receive a link to the survey in your email.

Library Services
At our Colchester Campus, the Albert Sloman Library on Square 5 has long opening hours, a new extension, and 24 hours a day access in the weeks leading up to exam time, the library has a wide range of learning resources, including books, journals, British and foreign-language newspapers, databases, microfilms and audio-visual materials. There are quiet group study areas and networked PCs on all floors.

libwww.essex.ac.uk

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 your registration card and the electronic reader in the teaching room. Just ‘tap in’ for every timetabled teaching event you attend. Your tap will count from 15mins before the start time and up to 15mins after the start time on your timetable.

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 is breaking the Student Code of Conduct and you could be fined.

Attending is especially important if you are here on a Tier 4 visa.

If you lose your card or it is faulty, go to the Student Services Hub to get a new card (a small fee is applicable for lost cards).

If you need to report an absence from a teaching event you should do so by completing the notified absence on MyEssex. 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 see www.essex.ac.uk/see/attendance for acceptable reasons to be absent.

You will be able to check your attendance record, and notified absences on MyEssex. We are introducing this by department during the year.

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.

For more information on attendance, and for links to forms and guidelines visit: www.essex.ac.uk/see/attendance

Assessment

Rules of Assessment and Credit Accumulation

The Rules of Assessment are the rules, principles and frameworks which the University uses to calculate your course progression and final results. These decisions are made by the Board of Examiners who use the Rules of Assessment to decide:

- you can be awarded credit for the modules you have studied
- you have done enough to move on to the next stage of your course (if you are on a course which lasts more than one year)
- you need reassessment
- whether you have done enough to pass your course
- whether you are eligible to receive a merit or distinction

If you fail your course you are not able to repeat it. The Rules of Assessment for Postgraduate Taught Awards only allow reassessment for up to a maximum of 60 credits worth of modules for taught masters degrees. The Board of Examiners will inform you if you are eligible for reassessment once it has considered your marks.

If you fail your dissertation you may be permitted by the Board of Examiners to resubmit your work, provided you meet the criteria as set out in the Rules of Assessment for Postgraduate Taught Awards. Alternatively, if you have obtained enough credits in your taught modules, you may be eligible for another award such as a postgraduate diploma or certificate.

You can decide if you want to accumulate credit by taking individual modules with the aim of achieving a postgraduate award; this is called Modular study. There are opportunities to achieve postgraduate awards through credit accumulation study in an increasing number of departments, as an alternative to standard full or part-time study.

Individual modules can yield 15, 20, 30 or 40 credits depending on which department you are studying in. Each award has a defined structure, normally consisting of a combination of core, compulsory and optional modules, and requires a specific volume of credit to be achieved:

- Graduate/Postgraduate Certificates - 60 credits (all taught module credits)
- Graduate/Postgraduate Diplomas - 120 credits (all taught module credits)
- Masters Courses - 180 credits (normally 120 credits of taught module credits and a 60 credit dissertation or equivalent)

Credit is awarded for successful completion of individual modules. Students taking a credit-accumulation route of study register for the separate modules individually and accumulate the required volume of credit for the relevant award, including the dissertation if necessary. You will be given a different registration number for each module.

The Rules of Assessment are different when you study individual modules; make sure you check the relevant Rules of Assessment for the award you’re studying towards.

You will have a maximum of six years to study (this is usually five years with a sixth year for a dissertation). We measure the six years from the first module you register on towards the award.

You can find out more information here: [www.essex.ac.uk/students/exams-and-coursework/ppg/pgt/modular](http://www.essex.ac.uk/students/exams-and-coursework/ppg/pgt/modular) and you should talk to your tutors about fees, and applying accumulated credit towards an award.

**Extenuating Circumstances, withdrawing and intermitting**

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

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.

Please read the guidance on extenuating circumstances very carefully before submitting your form and evidence. Please seek advice from the Students' Union Advice Centre ([www.essexstudent.com/services/advice_centre/](www.essexstudent.com/services/advice_centre/)) or the Student Services Hub ([www.essex.ac.uk/students/contact/registry](www.essex.ac.uk/students/contact/registry)) if you need any guidance.

Intermitting is a temporary withdrawal or leave of absence from your studies for one term, two terms or one academic year (stage). In exceptional circumstances, a period of up to two academic years away from our University may be allowed as long as it does not exceed your maximum period of study. Normally this is for reasons beyond your control such as health or personal problems. An intermission is approved for a defined period of time after which you would return to your studies. This is a formal process which needs formal approval.

If you are thinking about intermitting, there are some practical things you need to consider such as academic issues, for example, the impact on your module choices and maximum period of study, accommodation, financial matters including the impact on your tuition fees, and visas if you have a student or Tier 4 visa.

If you decide to intermit you will no longer be entitled to attend tuition but you will still have access to your Essex email account (which we will use to communicate with you) and some Library access.

If you decide to intermit, you will need to complete the online form at: [www.essex.ac.uk/esf/](www.essex.ac.uk/esf/) and you will receive an email confirming whether your request to intermit has been successful.

You should read the guidance on intermitting very carefully before submitting your form at [www.essex.ac.uk/students/course-admin/intermission](www.essex.ac.uk/students/course-admin/intermission). You are strongly advised to discuss intermitting with your department.

You may experience doubts about continuing on your course at some point during your studies. **Withdrawing from your course** is the formal process for permanently leaving your programme of study and the University. There are plenty of people at Essex who can provide you with information, advice, guidance and support to help you to make a decision that’s right for you. For instance, you might find that taking a temporary break from your studies (intermitting) will enable you to resolve the current situation that is causing you to think about leaving. Also, please note that if you are thinking about withdrawing from the University, there are some practical things you need to consider: accommodation, financial matters including your tuition fees, visas if you have a student or Tier 4 visa, and careers advice. Who to contact for advice, the practical matters that you need to consider, your options, and the withdrawal process are all detailed here: [http://www.essex.ac.uk/students/course-admin/withdrawing.aspx](http://www.essex.ac.uk/students/course-admin/withdrawing.aspx)

If you decide to withdraw, you will need to complete the online form at [www.essex.ac.uk/esf/](www.essex.ac.uk/esf/) and you will receive a letter confirming that your withdrawal has been completed.

**Re-marking of coursework**

You have the right to request a re-mark of your coursework under certain circumstances which your
The University Marking Policy can be found here: www.essex.ac.uk/quality/university_policies/examination_and_assessment/marketing_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* can be found as part of the Marking Policy. 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 the individual marks for the work, but would liaise with the first marker if s/he believed that the marks were not at the correct level, with a view to the first marker reviewing and adjusting the marking.

*Second marking* is where a second marker marks the work but has access to the first marker’s marks and/or comments. Where two members of staff are involved in marking a piece of work, the markers should make every effort to agree a mark, rather than merely averaging the two marks. Departments must keep a full record of both individual and agreed marks for all work which is second or double marked.

*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 by following this link: www.essex.ac.uk/quality/external_examiners

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**

Following the release of your end of year results, you are eligible to submit a formal appeal against the **progress decision** of the Board of Examiners that have made the decision regarding your academic progress. Formal appeals can take up to 6 weeks to be considered, however, if you are not in the final year of your programme of study, you can “Consult the Dean” before submitting a formal appeal. The Dean can take action and change the original progress decision, and can also consider requests from students who want to repeat the year rather than take reassessment across the summer. Please visit the Appeals webpage for information regarding the deadline by which you must “Consult the Dean” and/or submit your formal appeal by.

As with all appeals, you would be required to provide any relevant evidence that substantiate your claims. The main legitimate grounds for appeal are any extenuating circumstances that you could not make the Board of Examiners’ aware of in advance, or procedural irregularities in the conduct of the Board of Examiners (including alleged administrative error) of such a nature as to cause reasonable doubt as to whether the result might have been different had they not occurred. Other grounds will be considered on their merits but 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.
The Appeals Procedure gives examples of grounds for appeal which are not considered legitimate. You should read these before submitting an appeal. You may also appeal against the outcome of academic offences committees and progress committees under certain circumstances.

**We strongly advise all students thinking about making an appeal to contact the Students’ Union Advice Centre. Please visit [www.essexstudent.com/advice](http://www.essexstudent.com/advice) for more information.**

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**The Complaints Procedure:**

The University is a large community engaged in many activities, both academic and non-academic. If you feel dissatisfied with some aspect of your dealings with the University, it is important that the issue is dealt with constructively and as quickly as possible without risk of disadvantage or recrimination. You can find the complaints procedure and the forms here: [www.essex.ac.uk/see/complaints](http://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 read the procedures on the University website at: [www.essex.ac.uk/students/exams-and-coursework/ppg](http://www.essex.ac.uk/students/exams-and-coursework/ppg)

**Academic Offences Policy** [www.essex.ac.uk/see/academic-offence](http://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 8: Referencing and good academic practice in this handbook.

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](http://www.essexstudent.com/advice) for more information.

**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](http://www.essex.ac.uk/reo/governance/human) - along with the University 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.
Maintaining Confidentiality in Your Work:
Confidentiality Policy: Centre for Psychoanalytic Studies
You will find this under useful links on our website, http://www.essex.ac.uk/cps/current-students/default.aspx

Coursework
Please refer to your module outline. You should be thinking about your coursework all along. Discuss your plans with your tutor or seminar leader. Essay questions are provided and you must choose a topic from these questions, unless you receive permission from the module co-ordinator for an alternative (module co-ordinators are listed with module descriptions later in the handbook). If you do write on an alternative topic, agreed with your module co-ordinator, you must declare it in writing at the beginning of your essay. Try to write your essays promptly – perhaps submitting ahead of the deadlines.

Modules are assessed by an essay or essays with various word counts, and dissertations should be 12,000 words, 10,000 words for MA Psychodynamic Counselling. A margin of ± 10% will be allowed in both cases. Please note that marks will be deducted if the essay/dissertation is more than 10% over the permitted word count, details below:

- Between 10-20% - 3 marks deducted
- Between 20-30% - 8 marks deducted
- Over 30% - 15 marks deducted

The word count is the total number of words it contains excluding the final reference list and any appendices. All other text must be included (quotations, footnotes, references in the text, tables etc.) You must supply a computer-generated word count, preferably printed at the beginning of the written work.

Coursework submission
The online submission facility is available at https://www.essex.ac.uk/e-learning/tools/faser/. You may also access the site via your myEssex portal.

All assignments should have the following information at the front of the essay. Please do not add your name on your work.
- Title of essay
- Registration number
- Module number
- Word length

Please note:

- When you log on to the link you should see a list of all your modules. If a particular module is not listed, please contact the Senior Student Administrator.
- For each of the modules listed, you will be able to store your work-in-progress while you are preparing your assignments. You can add or delete files just as often as you wish.
- All work (essay, reference list, appendices) related to any one assignment must be submitted in one file.
- You must supply a computer generated word count on your essays and Dissertation as the word count generated by FASer will include reference lists.
- Essays and Dissertations must be double spaced and the font in at least 12pt type size.
• You must only submit Word files. Microsoft Works (.wps) files must not be submitted. If you create a
document with Works, you must convert (file, followed by save as) the file to Rich Text format (.rtf)
before submitting to the system.

• Only the file submitted immediately before the deadline will be treated as the formal electronic
submission.

• Do not put your name on your work. Your work is identified as yours by your registration number
which is captured electronically. Your work is marked by staff who will not know your registration
number. They will not know if any piece of work belongs to a specific student. If you do not trust
electronic capture of your work, you are welcome to put your registration number on your essay.
Essays are identified by the Student Administrators after marking.

• FASer provides you with an ideal place to keep partially completed work. It can act as a backup to
your own files and prevents work being lost if your computer crashes.

• Submission dates for each module are published in this handbook but also check the submission
deadlines on FASer.

• This will give the exact date and time for submission of work.

• Read the online instructions very carefully. If you experience any problems, please contact the
Student Administrators.

• You will automatically receive an email receipt to your University of Essex email address once
your essay has been successfully submitted. However, if you do not receive a receipt
immediately this might mean you have not submitted correctly. Please try again ensuring that
you have submitted to the correct assignment code. We have had students who have
submitted to the test page by mistake.

• Finally, check that you have submitted the correct essay.

Late coursework policy
We have a single policy at the University of Essex for the late submission of coursework. 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: http://www.essex.ac.uk/students/exams-and-coursework/late-submission.aspx

Essay feedback
Essay feedback and marks will be returned via FASer, using the recommendations which were approved
by Senate in June 2011. The University has a policy to provide feedback on assessed work within four
weeks from the date of submission. http://www.essex.ac.uk/dsh/marking

Disputing an essay mark
Students have the right to request formal re-marking of an essay if they are unhappy with the original
mark, unless the work has already been marked by two readers as the work has already been through a
moderation process. If your essay has been marked by one reader and you do wish to have it re-marked
please contact the Graduate Administrator, Fiona Gillies, cpsgrad@essex.ac.uk. You must request your
essay to be remarked within 5 working days of receiving your mark and feedback, your request must also
be with good reason for the appeal. We recommend you speak to the marker, to discuss feedback.
Further information on procedures for challenging a disputed coursework mark can be found at http://www.essex.ac.uk/dsh/assessmentpolicy

Please note that the grade may go down as well as up. As Dissertations are all automatically double marked and also moderated by the External Examiners they cannot be re-marked.

Anonymous marking in coursework policy
Effective feedback helps students to understand the mark given for a particular piece of work, and helps students to reflect on their own learning and to achieve better marks in future pieces of work. A variety of methods of providing feedback are used across the University, and departments chose the most appropriate for their courses and modules. The University does not have an institution-wide approach to anonymous marking in coursework. Departments decide whether to use anonymous marking in coursework or not.

This department operates a system of anonymous marking in coursework. The Quality Assurance Agency for Higher Education defines anonymous marking as the ‘marking of students’ submitted work without their identity being revealed to the person carrying out the marking at the time the work is marked, so that the assessment is unbiased.’ Anonymity helps to ensure that conscious or unconscious prejudice does not affect marks, and that each piece of work is judged on its merits and not in relation to the marker’s other impressions of a student. Anonymity should not prevent you discussing your work with academic staff, although systems for permitting this may vary depending on factors such as the nature of the exercise.

Please see coursework submission above for details of how to submit your coursework.

If you take optional modules outside your home department, you should make sure you are aware of the policy on whether coursework is marked anonymously or not and how to submit your coursework.

Essay writing
To make your essay a good one you must answer the question, whether given to you or posed by you, have a theme and present an argument on the theme convincingly to the reader.

The reader should know at the outset what case you are making, and why – why it is important, why they should bother reading it. The grade will reflect the degree to which your submission fulfils the rubric of the essay and carries through with your argument. You could submit a paper with many accurate pieces of information and not achieve a pass, because your paper did not do these things. To gain a good mark you should propose and pursue a topic, show a grasp of relevant literature and methodological issues, and consistently follow through with your argument.

To give you an idea of how marks are awarded and to help you steer away from elements which would gain a low grade, you can find below a description of the features of essays across the range of standards.

1. Not quite a pass (40 – 49%) This would not in itself pass, but might not hold you back, depending on how the module is assessed and its status. (Students should check the rules of assessment, core modules must be passed).

An essay of this standard might show a grasp of taught material and basic reading and would pick up most of the leading themes accurately, collect them and report upon them. However, it might perhaps jump about, fail to address the question or constitute more of a report on the material without marshalling evidence in support of an argument. It might describe and summarize information, with no convincing relationship to a particular theme, little exploration of a theme in depth and no critical engagement with it. In general, it might just achieve a pass if it adequately carried out the basic task of presenting all the relevant important ideas and literature, and if it strove to answer a question, even
with little evidence of assimilation, reflection or purpose. But the emphasis in a postgraduate essay is upon argument and evidence, built on a foundation of a clear grasp of the literature.

2. Pass (50+) This would be more coherent and structured in presenting debates in the field and more selective in gathering relevant material. It would show an understanding of the themes in the literature or other material, not just report on or summarise. It would review relevant literature in order to make a case: an essay should have an argument. You will sometimes compare ideas from different sources, and disagree with some of them. You will be critical, not in the judgmental sense, but by probing, testing and assessing the strong and weak points of an argument.

An essay at postgraduate level needs to go beyond a grasp of the literature to show awareness of trends, clusters of topics, arguments through which different approaches are discriminated – a sense of a field. It will have its own purpose, argument, and place in the field. A borderline pass would give a hint of this transition from a factual to a field level; a solid pass would be clearly structured around an argument and the field within which it is relevant. A high pass would have something clearly to add with evidence of a full grasp of the issues in hand.

3. Merit (60-69.9%). This would be an essay that demonstrated more individuality of approach, greater depth and breadth of understanding, clearer definition of its argument, and better use of evidence to support its argument.

4. An essay of first-class standard (70%+) will be even better in presenting these aspects, and it will also have a properly critical stance. It will demonstrate facility in handling the relevant material and in developing an argument. But it will also show sufficient depth of understanding both to be critical in evaluation and to extend an idea with your own thinking.

It will have an individual vantage point from which the literature and the field are viewed. An essay or dissertation of this standard might make use of other fields or areas of the field in question or in other ways step outside the usual frame of reference. You might bring a conceptual analysis to bear on empirical material, or the other way around. A borderline distinction would show a hint of this transition to an individual view; a solid distinction would show clearly that you have a distinctive voice and can say something distinctive with it.

5. A high distinction essay (80% plus) would potentially be of publishable standard, in the quality of argument, the comparative or synthetic approach, the application of appropriate methods (whether empirical, comparative, historical, interpretive, or other), the marshalling of evidence, the grasp of the field and its literature, the style of writing, the completeness of scholarly apparatus (citations, notes, references, methodological approach, presentation of data), grammatical accuracy and general evidence of thoughtful work.

To summarise the distinguishing features of essays of different standards:

<table>
<thead>
<tr>
<th>Fail  40 – 49%</th>
<th>Information presented as a summary, showing some understanding, but with little structure and no case or argument: not an essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass  50 – 59%</td>
<td>More of a review, rather than a summary of literature; selected literature, marshalled to support an argument and demonstrating a clear understanding of the literature</td>
</tr>
<tr>
<td>Merit  61 – 69%</td>
<td>Increasingly individual in approach; understanding deep and broad enough, essay topic clearly enough defined, to allow a comparative approach; literature used as evidence in support of an argument, as well as to be rebutted</td>
</tr>
</tbody>
</table>
Distinction 70-79%
All of the above, plus a critical dimension, a capacity to stand back from the literature, to analyze it, compare it and present your own view in a well-argued way.

Distinction 80+
Outstanding. A publishable piece of written work.

Referencing
Drawing on the wide range of reading you do around your subject area, and demonstrating how you have used this to develop your knowledge and form your own views, is a key aspect of your coursework. It’s essential that you reference your source materials so it’s clear where the information has come from, and to avoid any misunderstanding over whether you are presenting ideas as your own. Please refer to the section on academic offences in Section 4 of this handbook for information on referencing and where to seek advice.

Dissertations
- The expectations of the Master’s Dissertation will be outlined in PA915-7-FY Research Skills & Methods in Depth Psychology.
- The dissertation must be 12,000 words (10,000 for MA Psychodynamic Counselling students), with a 10% margin.
- Dissertation specific training is provided in MA Research Forum seminars, the schedule for which has been provided to you both electronically and in your welcome packs.
- Students are free to approach any member of staff to act as a dissertation supervisor.
- You are expected to produce a research proposal of about 2,000 words by the end of the Spring Term of the year in which you will be completing. Guidance on how to develop and present your research proposal will be given in PA915-7-FY.
- Supervisory arrangements are made individually by the student and supervisor. The supervisor will provide at least four hours of supervision, apart from reading drafts of written work.
- Supervisors will read only sections of your dissertation, and will not read final drafts.
- Your dissertation must be submitted by the deadline unless you have formally applied for and been granted an extension.
- Your supervisor can be available to help you over the summer vacation but make sure you agree the summer arrangements before the end of term, as staff have their own vacation and other commitments.

Samples of dissertations
The Centre office holds copies of dissertations, which students can have access to.

Referencing and good academic practice
Respecting authorship through good academic practice is one of the keys to academic integrity, and a key value of higher education in the United Kingdom.

The Talent Development Centre provides online courses and guides to help you fully understand what is required from you. You can find out about the full range of workshops and resources that are available to you by visiting www.essex.ac.uk/see/tdc. You can also complete the online Academic Integrity course moodle.essex.ac.uk/login/index.php
You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully. Failure to understand the academic conventions may result in you being found to have committed an academic offence (see section 5.6 Academic Offences Procedure).

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

**Information relating to the University's policy on academic offences**

Please remember that the Academic Offences Policy applies to all students [www.essex.ac.uk/about/governance/policies/academic-offences.aspx](http://www.essex.ac.uk/about/governance/policies/academic-offences.aspx).

**The University Academic Offences Procedure**

The Academic Offences Procedure applies to all students [www.essex.ac.uk/see/academic-offence](http://www.essex.ac.uk/see/academic-offence)
Practicalities: Getting started and IT matters

Registration, enrolling and transcripts

All new and returning students must register at the start of each academic year. The full process for new students includes activating your student record for the academic year, getting your email account, gaining access to IT and library services, and enrolment on modules and confirming your contact details. As your studies draw to a close, once your exam board has met, it takes up to ten working days for your results to be confirmed. The Assessment Team will publish your results, close your record and send you an award confirmation letter. You will receive an email when your results have been published on a secure web page. Your award certificate and academic transcript cannot be produced until the Assessment Team has released the results. For more about registration, visit our student webpages.

www.essex.ac.uk/students/new/registration
www.essex.ac.uk/students/graduation/award-documents

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.

www.essex.ac.uk/about/colchester/documents/location_of_teaching_rooms.pdf
IT support, wifi, email account, free MS office, computer labs, m:drive

Visit our website to set up your IT account and password. Once you're set up, you can access email, log on to lab computers, connect to eduroam wi-fi and much more. [www.essex.ac.uk/it/getaccount](http://www.essex.ac.uk/it/getaccount).

You must change your password within four weeks of starting, 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).

As part of your Office 365 email account you get unlimited 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.

You can also download Microsoft Office 365, for free. You can install it for free on up to five computers, and up to five mobile devices. [www.essex.ac.uk/see/software](http://www.essex.ac.uk/see/software).

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/computers/labs](http://www.essex.ac.uk/it/computers/labs).

**Tier 4 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 personal circumstances, 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, three 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](http://www.essex.ac.uk/students)
[www.essex.ac.uk/welcome](http://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](http://www.essex.ac.uk/students/graduation).
Skills, Employability and Experience

Employability and Careers Centre
Our careers specialists can give you valuable advice throughout your time at Essex and beyond. We offer one-to-one advice and guidance, job-hunting workshops, CV and job application reviews, and online access to graduate and part-time 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
Unleash your potential and visit our Talent Development Centre. Providing support on academic literacy, numeracy, English language, employability and IT to help you be the best you can be.
www.essex.ac.uk/students/study-resources/tdc/

Career Hub
Browse hundreds of top jobs and graduate vacancies, sign up to exclusive careers events, book CV reviews and one-to-one careers advice, and connect with employers on CareerHub, our online jobs portal.
www.essex.ac.uk/welcome/careerhub

Frontrunners is the on-campus work placement scheme, and one of the best ways to enrich Frontrunners is our unique placement scheme for students. We'll give you challenging employment opportunities on campus and help you develop the skills you need to compete for the best jobs. We'll even give you on-the-job training and pay you, too.
www.essex.ac.uk/welcome/frontrunners

Student Ambassadors
Student Ambassadors are current students who help to promote the University and higher education. As a Student Ambassador you can get involved in a whole range of opportunities, in particular helping our Student Recruitment and Outreach teams. Student Ambassadors are normally recruited at the start of the Autumn Term. www.essex.ac.uk/careers/job_hunting/on_campus

Volunteering
There are plenty of opportunities to volunteer during your time at Essex. The Students’ Union runs the vTeam, which 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
This is the University’s employability award and will help you stand out from the crowd and get University recognition for all your extra-curricular experience. 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. www.essex.ac.uk/careers/internships
You Matter: Health, Welfare, Support and Safety

Student Services Hub, including contacts for disability, wellbeing, counselling and confidential issues (also see page 15?)

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
Southend email: askthehub-sc@essex.ac.uk
Loughton email: askthehub-lc@essex.ac.uk
www.essex.ac.uk/students/health-and-wellbeing

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.


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

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

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. http://www.essex.ac.uk/students/experience/safety

Please read the emergency evacuation notice in your accommodation, work or study location for fire safety procedures. If you have a permanent or temporary disabilities 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
www.essexstudent.com/services/safety_bus
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.
http://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
www.essex.ac.uk/records_management/request
The Essex Experience

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 Code of Conduct
For regulations relating to the Code of Student Conduct; procedures for investigating breaches; appeals process please refer to the Terms and Conditions apply booklet all new students receive with welcome information, previously known as the Code of Student Conduct and The Rulebook. This information is on the University’s website and is updated annually.
www.essex.ac.uk/students/study-resources/handbooks
www.essex.ac.uk/about/governance/regulations/code-conduct.aspx

Essex Spirit, social media and other channels of communication with students
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/students/new/

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.
http://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 essex.su

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.
alumni.essex.ac.uk/home
What comes next?
Choosing to be a postgraduate research student at Essex is one of the few decisions in life that's black and white. Our research degrees include PhD, MPhil, MSc 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/study/pg
www.essex.ac.uk/coursefinder
Further information and links

Centre for Psychoanalytic Studies Web Page:  www.essex.ac.uk/cps

Centre for Psychoanalytic Studies Facebook page:

Centre for Psychoanalytic Studies LinkedIn group:
https://www.linkedin.com/pub/university-of-essex-centre-for-psychoanalytic-studies/8a/134/a83

Centre for Psychoanalytic Studies Vimeo Channel:
http://vimeo.com/channels/pyscho
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<th>Description</th>
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* NB Graduation - Provisional, subject to change. Graduation dates apply to all three campuses.