Welcome

Department of Literature, Film, and Theatre Studies
http://www.essex.ac.uk/lifts/

We hope that you will enjoy your time at Essex, especially as a student in the Department of Literature, Film, and Theatre Studies (LiFTS), 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 (closed for lunch between 1.00pm-2.00pm). 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 our research and teaching, including our people and departmental news. Our lecturers will use Moodle to inform you of the teaching contents on their module, any required reading and coursework assignments.

Teaching staff are always 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 Academic Support Hour 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 vital 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.

Professor Elizabeth Kuti
Head of Department
Department of Literature, Film, and Theatre Studies
(ejkuti@essex.ac.uk)
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Introduction

This Handbook is designed to provide you with an overview of all the essential information about the University and the department of Literature Film and Theatre Studies. Your Student Handbooks provides details of your department, including staff and contact details, facilities and ways to communicate and receive updates, as well as information relating to your course of study at Essex, including Rules of Assessment and the related policies, prizes awarded by the department each year, student feedback and meetings, and University regulations regarding progress, appeals and extenuating circumstances.

At our three uniquely intimate campuses 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.

Essex is about more than just getting a degree: we have so much to offer our students! This Student Handbook contains information on your Essex Experience, including the Students’ Union, sports clubs and societies, Essex Sport, Careers Services, campus information, IT support and services and our extensive range of student support and services.

The Student Directory contains a wealth of other helpful sources of information which can be found at https://www.essex.ac.uk/student.
Practicalities and Getting Started

You’ve made it to Essex! We’ve outlined below the most important things you need to make sure you do as soon as possible to get set up and started at Essex.

Complete your Registration
Whilst you have accepted your offer and made your way to Essex, you still need to officially register yourself. At the start of each academic year, all new and returning students are required to register at the University. Registration is not only a formal procedure of enrolling you into the University, but it also connects you up to a number of vital systems you will need access to, including your IT account. As part of this process, you will need to complete online pre-arrival, physically attend a registration event on campus, and also activate your IT account.

To begin your registration, use one of the links below:

New students: https://www.essex.ac.uk/welcome/registration
Returning students: https://www.essex.ac.uk/student/registration/returner-registration

eNROL
You may have to select options to select as part of your course structure. If you do, you must choose the options that you wish to enrol on before the academic year begins. New students will access the system from the end of August. Returning students will access the system from the April preceding the next academic year. Departments will approve your selections within a few weeks of them being made, and timetables will take module enrolment into account when planning for the next academic year. Early module enrolment will ensure that you know which modules to attend and where the lectures and classes are ready for the start of term. You can view and choose your specific options through the eNROL system.

Balancing your module choices evenly across the Autumn and Spring term-
In order to balance your workload, the Department recommends that both full-time and part time students take an even number of modules in the Autumn and Spring terms of an academic year. An imbalance of workload will not be considered as part of an extenuating circumstances claim by the Department.

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

eNROL: https://www1.essex.ac.uk/enrol/Account/Login?ReturnUrl=%2Fenrol%2F

Explore your Campus
There is a broad range of facilities across each of our campuses to support your living and learning experience at Essex. We provide study-based services, like the IT helpdesk and group study pods, but also various food and drink venues and leisure facilities. The Students’ Union also runs a wide range of facilities, bars and general stores. 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.

https://www.essex.ac.uk/life/student-facilities
**Get connected**

**Your IT account**
You will need to set up your IT account and create a password through the University website [www.essex.ac.uk/it/getaccount](http://www.essex.ac.uk/it/getaccount). You will need to register an external email address and passphrase to set up your account. Once you’re set up, you can access your email, log on to lab computers, connect to campus wi-fi, and much more.

You must change your password within four weeks of your account being created, and then once every four months after that. You should receive email notifications to change your password shortly before it is due to expire. The easiest way to change your password is online at: [www.essex.ac.uk/password](http://www.essex.ac.uk/password). If you have forgotten your password, you can also reset it through this link using your external email address and passphrase. If you have forgotten those also, you should either visit the IT Helpdesk or call 01206 872345. Make sure you keep your password safe and do not share it with others!

**Campus Wi-fi**
Wi-fi is available across all campuses. Simply find the ‘eduroam’ network on your device and use the same log in details as your IT account to connect up!

**Essex Apps**
The University has a variety of online systems and platforms designed to enhance your learning and help make processes, such as submitting coursework, easier. We have rounded up the top platforms, portals and apps that you need to know about!

**MyEssex**
MyEssex is your online account. You can use it to see your timetable, keep your personal details up-to-date, request replacement registration cards or supporting documents, such as council tax exemption certificates, 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.

**PocketEssex**
Pocket Essex is the University's official app for students, giving you access to comprehensive information about living and learning at Essex. The app provides an interface of icons that act as a portal through to a variety of useful links, areas and resources. PocketEssex links to many areas that MyEssex does in a handy app form, but also takes you through to many other key contacts and resources, such as the Students’ Union, FindYourWay and the Library.

**Find Your Way**
We know that finding your way from one room to another can be challenging to start with. Our Colchester campus in particular can be difficult to navigate with a historically complex room numbering system that leaves even our final year students still baffled! FindYourWay is our interactive campus map that can either be accessed via PocketEssex, downloaded as its own app, or via web browser. It is designed to help you get from A to B on either the Colchester or Southend campuses with quick and easy directions. [http://findyourway.essex.ac.uk/](http://findyourway.essex.ac.uk/)

[https://www.essex.ac.uk/myessex/](https://www.essex.ac.uk/myessex/)

**Your personal belongings**
University insurance cover is very limited for the belongings of students using graduate study rooms. Therefore, you are strongly advised to take out personal insurance cover for your possessions. This is especially important for items of particular value, such as personal electronic devices (i.e., laptops, phones and tablets). The University does not cover costs for personal damage or loss of your
possessions; only in instances where the University has been negligent would a claim be viable for compensation for personal belongings.

**Right to Study**

The University must ensure all students have the right to study at the University of Essex for the whole duration of their course(s). If you require immigration permission to study in the UK, this will be checked when you first register on your course and as necessary thereafter.

For Tier 4 sponsored students, you will have conditions attached to your leave restricting study and work; some nationals are required to register with the Police. You are expected to have the finances in place to pay your tuition fees and living costs throughout your course and do not have access to state housing or benefits.

The Tier 4 rules and guidance include restrictions relating to the length of time you can spend studying in the UK and academic progress; this may mean you are unable to take an academic option offered to you or that we can’t continue to sponsor you under Tier 4. The University has many duties as a Tier 4 sponsor and must ensure we remain compliant in order to retain our Tier 4 licence. Find out more on the University’s website: [https://www1.essex.ac.uk/immigration/](https://www1.essex.ac.uk/immigration/) and [https://www.essex.ac.uk/about/governance/regulations](https://www.essex.ac.uk/about/governance/regulations).

If you would like to get additional support with your English language skills, you can find helpful information and a range of resources here: [https://www1.essex.ac.uk/students/study-resources/tdc/english/](https://www1.essex.ac.uk/students/study-resources/tdc/english/)

**English classes for the dependants of international students and staff (ECDIS)**

The Department of Language and Linguistics offers dependants of international students and staff at the Colchester Campus the chance to improve their English language, through our ECDIS programme, at no extra cost. Classes are taught at three basic levels: Elementary (A1/A2), Intermediate (B1/B2) and Advanced (C1/C2) and will focus on listening, speaking, reading and writing.

[https://www.essex.ac.uk/departments/language-and-linguistics](https://www.essex.ac.uk/departments/language-and-linguistics)

[ecdis@essex.ac.uk](mailto:ecdis@essex.ac.uk)
The Essex Experience

The University and the Students' Union have developed our Student Charter 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.

The Student Charter reiterates that you are a member of the University of Essex community, not just while you are a student or recent graduate here, but for life.

You can read the full Student Charter at:

www.essex.ac.uk/students/experience/charter

You are welcomed to a truly diverse community where differences are celebrated and individuality is valued. Your contribution is welcomed and encouraged based on your own thoughts and experiences. As part of our community you will have the freedom to explore, experiment, and challenge your discipline and have your ideas shaped by peer and professional knowledge from all over the world.

Your time at Essex will be an experience beyond the classroom; there is so much available to all students so you can make the most of your time at Essex and have a truly unforgettable Essex Experience.

Equality, Inclusion and Diversity

The University recognises the value of diversity and is committed to equality of opportunity within the University. It therefore aims to create the conditions whereby students and staff are treated with dignity and respect, and solely on the basis of their merits, abilities and potential, regardless of race, ethnic or national origin, gender, gender identity, sexual orientation, disability, age, socio-economic background, family circumstances, religious or political beliefs and affiliations, or any other irrelevant distinction.

The University is committed to a programme of action to ensure that this policy is fully effective. You can find out more information on the University’s policy, and get in touch with any comments or questions, here:

https://www.essex.ac.uk/information/equality-and-diversity/equality-and-diversity-policy-and-strategy

Embrace the Essex Values

We are different at Essex. We are brave, we are bold, and we embrace challenges and drive change. Our values are underpinned by this very culture. While we full heartedly encourage students to challenge the status quo and explore the unknown, we expect that students do so respectfully, intelligently and act as true ambassadors for the University.

The University’s Code of Student Conduct can be found on the website:

www.essex.ac.uk/governance/regulations
Essex Spirit, social media and events

Keep up-to-date with important news, events and offers from across the University with our Essex Spirit newsletter, delivered directly to your Essex email address.

Follow us on social:

Facebook: /uniofessex
Twitter: /Uni_of_Essex
Instagram: /uniofessex

Our Events 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

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 –

https://www.essex.ac.uk/welcome/international-students and http://www.essex.ac.uk/student/student-communities/international

Mature and part-time 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 Ambassadors

Be a Student Ambassador, make a difference to others and also 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+ in January.

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

Essex Sport

Be active at Essex! Learning doesn’t just happen in the classroom. Keeping active during your studies can help relieve stress, increase productivity, provide a sense of community and improve your employability.
Essex Sport offers a great range of sport courses, social active sessions, over 300 fitness classes a month and a state-of-the-art gym, so there’s something for everyone!

Visit the Essex Sport website or download the app to discover all the ways you can keep active during your time at Essex.

www.essex.ac.uk/sport
https://download.mobilepro.uk.com/a/1CJ8?p=4?pv=1

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. The Students’ Union is run by students for students, and you have the ability to shape what we do. From suggesting what we serve in our venues, to changing aspects of your course, we are here to represent you and work with you to make amazing things happen. There are opportunities to join 45 different Sports Clubs, to get involved with our BUCS teams which offer a wide individual championships programme of activities taking place across the year and lots of competitions take place on Wednesdays and weekends, or if you don’t want to commit to a regular team check out our Just Play programme of activities.

https://www.essexstudent.com

Get involved
We have 120 existing Societies where you can meet people with similar interests, challenge yourself with something new or, if you can’t find what you’re looking for, start your own society!

Furthermore, we have our very own letting agency SU Homes designed to offer help and support for students to find off campus accommodation.

https://www.essex.ac.uk/life/colchester-campus/get-involved
About the Department of Literature, Film and Theatre Studies (LiFTS)

Meet the team
A full list of all academic and professional services staff for the department can be found on our website at: https://www.essex.ac.uk/departments/literature-film-and-theatre-studies/people. Below is a summary of the roles of staff that you are likely to be in contact with most frequently.

- **General Office**
  Located in room 5NW.6.16, the General Office is staffed by Katherine Dickerson and Lisa Lewis, our Student and Academic Service Administrators. The office is open from 10.00am to 4.00pm (closed for lunch between 1.00 – 2.00pm), 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.6.12. You can email Daniela at d.wachsening@essex.ac.uk or phone 01206 872604

- **Deputy Department Manager**
  Rachele Winn, in room 5NW.6.14, 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 all general administrative matters for postgraduate taught and doctoral research students in the Department. Deanna is based in room 5NW.6.16, or you can email her at liftspostgraduatequeries@essex.ac.uk or phone 01206 872176

**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.

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<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Office</th>
<th>Email</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Rachele Winn</td>
<td>Deputy Department Manager</td>
<td>5NW.6.14</td>
<td><a href="mailto:rachele@essex.ac.uk">rachele@essex.ac.uk</a></td>
<td>01206 872611</td>
</tr>
<tr>
<td>Jordan Savage</td>
<td>Director of Education</td>
<td>5NW.4.4A</td>
<td><a href="mailto:jksava@essex.ac.uk">jksava@essex.ac.uk</a></td>
<td>01206 874135</td>
</tr>
<tr>
<td>Patricia Gillies</td>
<td>Departmental Disability Liaison Officer</td>
<td>5NW.6.7</td>
<td><a href="mailto:pgillies@essex.ac.uk">pgillies@essex.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>Penny Wrout and Karen Gooch</td>
<td>Senior Tutor/Progress Officer</td>
<td>5NW.5.10</td>
<td><a href="mailto:pw18707@essex.ac.uk">pw18707@essex.ac.uk</a></td>
<td>5NW.5.10</td>
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<td><a href="mailto:kgooch@essex.ac.uk">kgooch@essex.ac.uk</a></td>
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### Academic Responsibilities

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<tr>
<td><strong>Elizabeth Kuti</strong></td>
<td>Head of Department</td>
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<tr>
<td>Matthew De Abaitua (Autumn term)</td>
<td>Deputy Head of Department</td>
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<tr>
<td>Katharine Cockin (Spring and Summer Term)</td>
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</tr>
<tr>
<td>Jordan Savage</td>
<td>Director of Education</td>
</tr>
<tr>
<td>Matthew De Abaitua (Autumn Term)</td>
<td>Director of Research</td>
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<tr>
<td>Katharine Cockin (Spring and Summer Term)</td>
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<tr>
<td>James Canton</td>
<td>Director of Employability</td>
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<tr>
<td>Owen Robinson</td>
<td>Director of Admissions</td>
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<tr>
<td>Phil Terry</td>
<td>Director of Creative Writing</td>
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<tr>
<td>Nic Blower (Autumn term)</td>
<td>Director of Film Studies</td>
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<tr>
<td>Jeff Geiger (Spring and Summer term)</td>
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<tr>
<td>Liam Jarvis and Mary Mazzilli</td>
<td>Director of Theatre Studies</td>
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<tr>
<td>Tim Fenton</td>
<td>Director of Journalism</td>
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<tr>
<td>Sean Seeger (Autumn term)</td>
<td>Director of Literature</td>
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<tr>
<td>Jak Peake (Spring and Summer term)</td>
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<tr>
<td>Liam Jarvis</td>
<td>Director of Graduate Studies</td>
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<tr>
<td>Mary Mazzilli</td>
<td>MA Director</td>
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<tr>
<td>Chris Bundock and Paul Anderson</td>
<td>Study Abroad Officers</td>
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<tr>
<td>Anthony Clavane</td>
<td>Academic Offences Officer</td>
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<tr>
<td>Phil Terry</td>
<td>Examinations Officer</td>
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### Your Module Tutor

All teaching staff hold regular weekly academic support hours during term time. This is a time when you can go and see them about anything to do with your modules, from difficulties you might be having with your seminar readings, to discussions about feedback on your coursework. These academic support hours operate on a ‘drop-in’ basis - this means that you do not need to book an appointment; you can just turn up during the time advertised. Details of academic support hours are
posted on office doors. If you cannot make the advertised time for any reason, you can e-mail your tutor to make an appointment.

Please note that academic staff do not hold regular academic support hours during the vacations, and may, on occasions, be away from the University on research trips and visits. Therefore, if you need to get in touch with them during the vacation periods, you should e-mail them in the first instance.

You can find out who is the module tutor for each Module here: https://moodle.essex.ac.uk/

**Your Personal Tutor**

All undergraduate students have a Personal Tutor who will meet you soon after you arrive, and regularly throughout your course. Your Personal Tutor will be a member of the academic staff from within the LiFTS and is there to help you feel connected to your department. Your Personal Tutor is someone who you can talk to if you have questions about your course or encounter any difficulties that may affect your studies, and can recommend and direct you to other support services on campus that might be able to further help and support you. You can find out who your Personal Tutor is through MyEssex, and the contact details of all staff can be found on our website: https://www.essex.ac.uk/departments/literature-film-and-theatre-studies/people

**Your Peer Mentor**

All first-year students are assigned a Peer Mentor. Your Peer Mentor will be a current second or final-year Essex LiFTS undergraduate and should contact you before you arrive at Essex. You will have the opportunity to meet your Peer Mentor at the Induction Day in Welcome Week; from them on, how often you contact or meet your Peer mentor is entirely up to you. You may find that they are an incredibly useful source of information, especially during the first few weeks of term.

Further information on mentoring at Essex role can be found here:

http://www.essex.ac.uk/students/study-resources/mentoring/peer-mentoring/default.aspx

**Become a Mentor**

If you are in second or final-year and are interested in becoming a Peer Mentor, a call for mentor applications is usually circulated in the Spring term. If you have any questions in the meantime, you can contact Rachele Winn (rachele@essex.ac.uk) for further details.

**Staff research interests**

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

We have internationally recognised expertise in world literatures, and our work covers areas from Shakespeare and transatlantic romanticism to global modernism, women's suffrage literature, science fiction, dystopias, and postcolonial literature. This is combined with strengths in world cinema, film theory and practice, contemporary theatre, playwriting 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; see our academic staff profiles http://www.essex.ac.uk/lifts/staff/Staff.aspx?type=academic for full lists of individual research.
**Departmental resources and facilities**

A wide range of facilities and resources are available for all students to access and use as part of their study at Essex. Each department and school also has a selection for the exclusive use of their students. Below is a summary of the facilities and resources that are likely to be most useful to you.

**Common Room**

You are warmly invited to use our Department’s Common Room (5NW.6.1) and adjoining kitchen, both of which have tea/coffee making facilities and are open from Monday-Friday 9.00am-5.00pm.

**Royal Literary Fund Fellows (RLF)**

The Royal Literary Fund exists to help writers, and champion good writing. It provides one or 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, our fellow is Louise Millar - a published novelist and editor. If you would like to take up Louise’s advice, please book your slot in the General Office or email liftstt@essex.ac.uk for available appointments. The service is entirely free, confidential and independent of the University. Ask in the General 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.

**Booking Department Space**

Students are able to book department rooms for rehearsal and filming. Please allow 3 working days for your request to be processed. Full details on how to book rooms available on the department Moodle page https://moodle.essex.ac.uk/course/view.php?id=7123.

**Printing, photocopying and scanning**

All students can print, copy and scan for free at Essex! There are over 100+ multi-function devices that can be used at various locations across our three Campuses, including in the following areas:

- All IT labs
- Silberrad Student Centre
- Albert Sloman Library
- Orangery
- Limehouse
- Roding House and Unit 4 (Loughton)
- Gateway Building (Southend)
- The Forum (Southend)

Simply log in to the devices using your Essex login and password, or tap with your student card. These devices can also scan to email and feature mobile printing. Whilst printing is free for all students, please think of your carbon footprint and only print if necessary.

Premium services (chargeable) for printing and finishing, including binding your documents for presentational purposes are available at The Copy Centre (Square 4).

Please note that there are strict laws about infringement of copyright; more information can be found on the library website which explains what and how much you are permitted to copy. Usage is monitored and subject to a fair use policy. https://library.essex.ac.uk/copyright
Noticeboards
Every department and school has their own noticeboard(s) providing information on staff, courses and classes, updates, careers, events and opportunities.

Department Seminars
Throughout the academic year, our Department will host a series of Open Seminars and talks, involving all of our various Department disciplines. These seminars and talks bring together leading external scholars, academic staff, and postgraduate students in the Department, to discuss new research or work in progress. The seminars are also an opportunity for our postgraduate researchers to present key parts of their research. You are warmly encouraged to attend these events which will be useful to the development of your studies and allow you to gain new perspectives on current research.

The seminars are co-ordinated by Dr Holly Pester.

Seminars are advertised in advance via your Essex email, the Department’s webpage, Facebook and Twitter pages, and on the Graduate noticeboard and in the Common Room on level 6.

Departmental prizes
A money prize is awarded by the Board of Examiners for the following categories:

Best First Year student in Creative Writing or Creative Writing and degrees, Drama or Drama and Literature, Film Studies or Film and degrees, Literature or Literature and degrees, Journalism or Journalism and degrees

Best First Year student, two runner-ups, in Creative Writing or Creative Writing and degrees, Drama or Drama and Literature, Film Studies or Film and degrees, Literature or Literature and degrees, Journalism or Journalism and degrees

Best Second Year student in Creative Writing or Creative Writing and degrees, Drama or Drama and Literature, Film Studies or Film and degrees, Literature or Literature and degrees, Journalism or Journalism and degrees

Best Second Year student, two runner-ups in Creative Writing or Creative Writing and degrees, Drama or Drama and Literature, Film Studies or Film and degrees, Literature or Literature and degrees, Journalism or Journalism and degrees

University of the Third Age, Top overall mark for second year student in LiFTS

Best Independent Project in Creative Writing or Creative Writing and degrees, Drama or Drama and Literature, Film Studies or Film and degrees, Literature or Literature and degrees, Journalism or Journalism and degrees

Communication
It is important to keep up to date with information relating to your department and course. This section also summarises how the department/school will communicate updates with you and provides some guidance on communicating with University staff.

By email
The University’s departments and schools will predominantly use e-mail for routine communication between staff and students. Your Essex e-mail address will have been added to the relevant e-mail groups specific to your department or school, course and modules to ensure that you receive the essential information, updates and general communication related to your study and issues that may affect you. It is therefore vital that you check your Essex email regularly. It is recommended that you
check your Essex email each day to ensure you do not miss any important updates to classes and assessment.

If you are elected to a Student Representative position, work as a Student Ambassador, or volunteer in another form or means, it is even more important to regularly check your Essex email as should other students and staff need to get in touch, they will do so via your Essex email.

You will also automatically be subscribed to a small number of opt-out lists, again, based on your course. These will be used to send useful information and, while some of this may be about events, marketing or other opportunities, we try to avoid sending too much. To opt in or out of such lists, please visit:

https://www1.essex.ac.uk/it/services/forms/default.aspx

How you should communicate

While email can be a quick and easy means of communicating, you should still consider how you structure and write each email to ensure it is appropriate when contacting members of staff at the University. How you communicate is a reflection on your professional and academic self, and so we have provided some useful tips to consider when constructing an email for different purposes. These are also useful when contacting professionals and academics outside of the University and are widely recognised as a matter of courtesy in the United Kingdom.

The level of formality

- If you are writing to your lecturer for the first time, it is good practice to use a relatively formal manner and use their correct title, for example, ‘Dear Dr Bercow’ or ‘Dear Professor Hammond’.
- If your lecturer signs their reply using their first name, then it is generally acceptable to reply using just their first name in your response; if not, continue to address them with their full, formal name. If you are unsure of your lecturer’s title, you can find their full details here. If no title is noted, then you should use the member of staff’s full name.

Identify yourself

- In the first few weeks of term, academic staff will be busy getting to know all of their students. Therefore, it is important that you begin by introducing and identifying yourself to them as they will not know every student right away. For example, ‘I am taking module LTXXX and was at your lecture on Research Methods on Tuesday morning…’
- You should always use your Essex email as your full name will appear to the member of staff you are emailing, but still remember to sign off your email with your name, including your preferred name if this is different to your official legal name on your record and account.

Consider your question

- You should always check that who you are contacting is the most appropriate person to answer your query. The department contact list provided earlier in this section should help you determine who will be able to help you on a range of different queries.
- Before emailing the member of staff, you should make sure that you have checked the resources provided, including the University website, Student Directory, Departmental Moodle pages and this Student Handbook in case the answer to your question can be found in one of these.

If your question is particularly long or complex, it may be quicker and more useful to see someone in person. The General Office is open daily and all staff hold academic support hours when you can just drop in. If you cannot make the advertised support hours, or wish to notify the member of staff before you drop in, you can always email them beforehand to arrange an alternative time or make them aware you will be coming along.
Our website
Each department and school has its own section of the University website. This is an important source of information and news about all aspects of your studies. You can find the department website here: https://www.essex.ac.uk/departments/literature-film-and-theatre-studies

MyEssex
Your MyEssex student portal will alert you to updates about modules and other aspects of your course and studies. It is important that you check your MyEssex regularly, as well as email, to ensure you have the most up to date information.

By Telephone
You will only be contacted via phone in emergencies, or when it is otherwise necessary to receive an immediate response, but you should ensure that you provide the University with a contact number with your personal details.

By Text Message
In instances where a last minute change has been made, and the department or school need to communicate this with short notice, you may receive a text message to communicate the change, such as a lecture or class cancellation. You should ensure that you provide the University with a contact number with your personal details.

By Letter
Letters may be attached to your Essex email or posted to your term-time address, so please make sure the University has got your current contact details. Your address and contact details can be updated via the MyEssex portal.

Social Media
You are very much encouraged to visit, like or follow, and interact with our departmental Facebook and Twitter pages which are frequently updated with a range of news, information, reflections, anecdotes, and events taking place in and around the Department and the University. These pages contain a mix of informative, thoughtful and light-hearted entries and showcase our diversity, vibrancy and accomplishments at all levels of study and research. They are a good way of keeping in touch with what is going on in the Department and at the University as a whole.

Additionally, the Department has its own blog which features contributions from both staff and students. Postgraduate students are invited to become bloggers and use the site as an alternative outlet to share their creative work, advice and experiences. Please contact the General Office if you are interested in writing for the blog.
Learning and Teaching

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.

The academic year

The academic year uses a week numbering system that covers the 52 weeks of a calendar year, but corresponds to typical term dates. So, the start of the academic year is week 1, which is Welcome week.

<table>
<thead>
<tr>
<th>Term</th>
<th>Week numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>2-11</td>
</tr>
<tr>
<td>Spring</td>
<td>16-25</td>
</tr>
<tr>
<td>Summer</td>
<td>30-39</td>
</tr>
</tbody>
</table>

You can view the University’s week numbers with the equivalent dates in the week by week calendar. The University’s key dates include an overview of the start and end of each term and exam periods. Some courses within departments have slightly different term dates. You will find that all campus activities and events make reference to the standard academic year terms and schedule noted above.

The official University teaching day runs from 9am to 6pm, Monday to Friday and you are expected to be available during these times in term time to attend teaching events.

Module enrolment

You may have had to select some optional modules as part of your course structure. If this is the case, you should have done this prior to the start of term. More information on how to do this can be found in the ‘Getting Started’ section of this handbook and a full list of modules available in the department can be found here:

https://www1.essex.ac.uk/modules/modules.aspx?department=LT&filter=UG&year=19&campus=&level=&zs=true

Teaching timetable

Once you have chosen all of your modules (if applicable) and received confirmation, they will appear on your personal timetable. Each student has a personal timetable, this shows you when and where you teaching is taking place, as well as who is teaching you. Check your personal online timetable regularly for up to date teaching information. You can access your timetable on most mobile devices, including smart phones and tablets.

You may find that the first week of your timetable is blank if you do not have any course commitments during Welcome Week (week 1). Due to unforeseen, unavoidable circumstances, there may be some room changes during the year; therefore it is vital that you regularly check your timetable and Essex email where any changes will be communicated immediately.

Information about teaching timetables, including requesting a class change, reporting a timetable issue and accessing your individual timetable can be found AT:

https://www.essex.ac.uk/student/timetables/your-timetable
Reading Weeks
Check your module moodle page for information regarding reading weeks.

Course structure
Each course at the University has its own syllabus, full details of which can be found in the University’s Programme Specifications Catalogue at:

https://www1.essex.ac.uk/programmespecs/

Programme specifications provide key information, including the aims and learning outcomes of your course. Your own course structure, including your specific programme specification, can be found in the MyStudy section of your MyEssex homepage.

https://www1.essex.ac.uk/myessex/

Learning Outcomes
Each course has learning outcomes, as outlined in the Programme Specifications. Course learning outcomes are categorised into knowledge, intellectual, practical and key skills, and are also defined more specifically at a modular level highlighting the particular aims, learning outcomes and methods of assessment for each module. Having this information means that 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.

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, including print, broadcast, and online. Three-quarters of qualified journalists have an NCTJ qualification, which 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 wide 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 higher education to the 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.

Credits
You will take 360 credits worth of modules in total during your course at Essex. This is divided into 120 credits per each year of study.

Module information
Most modules taught reflect the individual research interests of members of our academic staff. New modules are regularly explored, researched and developed in collaboration with the University’s Quality and Academic Development Team to expand our transformative educational offering at Essex. Where optional modules are available, information can be found here

https://www1.essex.ac.uk/modules/modules.aspx

Module Choice
In the summer term, the department produces a Module and Enrolment information booklet with details of modules running in the following academic year. We also host a Module Fair, where you
can meet module supervisors and talk about the options available to you. The module fair is open to Essex Pathways students, and all first and second year undergraduate students.

**Changing Modules**
Where you must make a choice as to which optional modules you undertake, you should make every effort to research the module and discuss with your Personal Tutor and department before selecting them. In instances where you need to make a change to your module choice, you may do so up until the second week of the Autumn Term. If you wish to change an optional module after the deadline, you should seek advice from the Department or School Office that runs the particular module that you may wish to change to.

Late changes may be permitted, but will be subject to the approval of the department that runs the module and the relevant Dean. Late changes of modules that run for one term or less will not usually be permitted. Students may not change modules that are core or compulsory for the course for which they are registered.

**Module Directors**
Module Directors are responsible for the individual modules, which make up courses. They design the modules, teach them and examine them. They monitor student progress and talk to students about any academic issues related to their particular module.

**Module Materials**
Reading lists, information and module materials for each module can be found on TALIS https://essex.rl.talis.com/index.html and the module Moodle page.

**Study Abroad**
All LiFTS courses may also be taken as four-year courses, to include a year studying at a University abroad. It is also possible for students to study abroad for one term in their final year. You may have applied for and been accepted on a course with a Year Abroad. If you have not, but are interested in undertaking a Year Abroad or other international experience, you can get in contact with the Essex Abroad Team here: https://www.essex.ac.uk/study-abroad

**Work Placements**
All LiFTS course may also be taken as four-year courses, to include a Placement Year. It is your responsibility to find a work placement year, however, the Industry and Placements Team can help prepare and support you in finding placements and will advertise relevant placements available to Essex students. If you are interested in undertaking a Placement Year, or other work-based opportunities that may be available to you and your course, you can find more information, including who to contact, here: https://www1.essex.ac.uk/careers/placements/default.aspx

**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 acquiring 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 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, with major broadcasting services and newspapers, producer training programmes and a researcher/producer runner position in the film industry.

**Library Services**

At our Colchester Campus, the Albert Sloman Library on Square 5 is open 24/7 and has a variety of study spaces over six floors, including individual and group work areas. The Library offers a wide range of learning resources, online and in print, with a dedicated Helpdesk, live chat and the opportunity to book appointments with your Subject Librarian to help you through your studies and beyond. [library.essex.ac.uk](http://library.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 academic integrity, using reference management software, and evaluating sources. Find out who your subject Librarian is and get help with your subject area at [library.essex.ac.uk/studyres](http://library.essex.ac.uk/studyres)

**Skills for Success**

We are committed to ensuring that every student is able to get the most out of their academic study and achieve their potential on their course. Whether you need support with researching, assignment writing, mathematics and statistics, digital skills, or English language for academic purposes, support is available to help you succeed during your time at University. Reach your potential and enhance your chances of success with classes, workshops, drop-in clinics and on-line resources. Find out more at: [www.essex.ac.uk/students/study-resources/tdc/](http://www.essex.ac.uk/students/study-resources/tdc/)

**The use of proofreading services**

Many students seek ‘proofreading’ services at some point during their studies, but different editing practices at times go on in this name that may not be appropriate in an academic context, and could potentially qualify as an academic offence. In a context where work is to be assessed, the University is keen to ensure as far as possible that students understand what proofreading work should entail and the acceptable boundaries to which any proofreading or editing must adhere to.

The University maintain a list of local freelance proofreaders who offer services to students and staff at Essex that have read and agreed to abide by the University’s policy and guidance on proofreading. The University’s full policy and guidance can be found along with the list of local freelance proofreaders on the website: [https://www.essex.ac.uk/student/academic-skills/proofreading](https://www.essex.ac.uk/student/academic-skills/proofreading)

Before considering the use of proofreading services, all students should first discuss their work with their personal tutors.

**Learning a Language**

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](http://www.essex.ac.uk/study/why/languages)
Attendance Monitoring (Count me in)

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

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 extra guidance and support.

You should not tap in and then immediately leave the teaching event; you should not tap in for someone who is not attending the class. These are recognised by the University as a formal academic offence and may result in disciplinary action being taken against you.

Recording an absence
If you are unable to attend a teaching event, you must report your absence in your MyEssex portal.

Your department consider the reasons and may record it as an authorised absence. Accepted reasons for absence from teaching include extenuating circumstances (such as illness), participation in certain events (such as a significant extra-curricular University or SU Society event or Jury Service). Examples of reasons that will not be accepted include oversleeping, or missing the bus or train. Be prepared that you may need to provide evidence, including medical evidence, if relevant.

If you need to report an absence from an examination or class test, you must report your absence in your MyEssex portal and submit an extenuating circumstances form. You can find out how to do this in the Extenuating Circumstances section of this Handbook.

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.

Lost or faulty cards
If you lose your card or it is faulty, please go to the Student Services Hub to get a new card and have your attendance record updated (a fee may be applicable).

https://www.essex.ac.uk/student/advice-and-support/ssh-colchester
https://www.essex.ac.uk/student/advice-and-support/ssh-loughton
https://www.essex.ac.uk/student/advice-and-support/ssh-southend

Fitness to practise

Fitness to practise is only applicable to students on certain professional courses (such as nursing or social work) and is designed to ensure and regulate that a student is suitable for engagement in the relevant profession. Students are notified at the point of enrolment if their course of study is subject to the terms of this procedure. Students enrolled on courses where a practical professional placement is required have additional responsibilities placed upon them regarding not only their conduct but also their professional suitability as outlined in relevant regulatory and/or professional body codes of practice. Failure to meet these responsibilities can lead to the Breach of Professional Conduct with the Fitness to Practice and Termination of Training Procedure being invoked. 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
Making changes to your study

Changing your course
If you are thinking about changing course, we recommend that you speak to someone in your school/department as soon as possible. They will be able to advise you if there are any specific requirements for the course you are looking to change to. If the course you are looking to change to is within a different school/department, then you should also speak to someone in that department. If you are thinking of undertaking a placement year or year abroad, you should check the requirements for these programmes and contact the Industry and Placements Team or Essex Abroad Team.

There are deadlines in place for when you need to change course by, so please make sure you are aware of these deadlines before requesting to change. Further details on changing course and the relevant deadlines can be found at www.essex.ac.uk/students/course-admin/changing-course.aspx or by visiting your Student Services Hub.

You should 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.

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.

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. 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.

The use of personal devices in teaching
You can use laptops and tablet PCs during teaching classes for purposes related to the class you are attending. You should refrain from using your mobile phone during all teaching events, except in cases where a lecturer uses a programme which requires these devices to be switched on for participation.
**Assessment and Good Practice**

All schools and departments at the University should employ a variety of assessment methods designed to ensure that the learning outcomes of each module, and course, have been successfully met by the student.

The Regulations relating to Academic Affairs which govern assessment at the University can be found online:

www.essex.ac.uk/governance/regulations

**Rules of Assessment**

The Rules of Assessment are used to calculate your results. There is a main set of rules for 3 year and 4 year courses, but some departments also have additional variations which can be found in the Variation to the Rules of Assessment.

https://www1.essex.ac.uk/students/exams-and-coursework/ppg/ug/default.aspx

Each module you will take will have a credit value which you are awarded if you successfully complete the module. You need to obtain a certain amount of credits to be awarded your degree, and the Rules of Assessment and the Framework for undergraduate courses give you more information about this.

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, departmental administrator, or SU Advice.

**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 My Essex.

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

**Ethics in research**

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 - https://www.essex.ac.uk/staff/research-governance/ethical-approval-resources-for-applicants - along with a link to the online Ethical Approval application form in ERAMS (https://erams.essex.ac.uk/do/essex-login/login).

’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.

Academic Integrity and Academic Offences
The University expects students to complete all assessment with honesty and integrity 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 and contact Skills for Success via the Student Services Hub.

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

Methods of Assessment in LiFTS
Whether a module is core, compulsory or optional, all methods of assessment are compulsory. If you do not complete coursework or attend examinations, and do not have extenuating circumstances to support your non-submission or absence, then you are at risk of being withdrawn from the University.

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 and practical Film modules
Our Theatre Studies and practical Film modules (LT122, LT225, LT226, LT227 and LT322) are taught mainly through seminars and workshops which involve a range of creative theatre or practical film exercises, group work, rehearsal and filming processes which absolutely require the physical presence and participation of all of our students.

Students taking any Theatre Studies (TH) modules and any of our practical Film modules (LT122, LT225, LT226, LT227 and LT322) 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. These will be timetabled sessions where you must tap in or film shoots when you will keep an
attendance log of all team members for each shoot day. 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.

This assessment will be marked on a Pass/Fail basis. If you have been required to undertake supplementary assessment, you must PASS the required assessment/s in order to pass the module. If you fail the assessment/s, the ‘Fail’ for the module stands.

You may attempt re-assessment in this component in September.

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.

**Coursework**

**Academic writing support**

The Department offers several different kinds of academic writing support.

If you have specific questions about how to approach a coursework assignment for one of your modules, you should contact your seminar leader (class tutor) first of all. All teaching staff hold Academic Support Hours, which they will share with you at the beginning of term. This is a space in which you can work through any issues relating to your coursework with your own teacher.

Students in LiFTS can also make an appointment to talk to the Royal Literary Fund fellow, Louis Millar. Louise is a novelist who can help you with your writing – creative or academic. To make an appointment with Louise, ask for the RLF sign-up sheet in the LiFTS general office.

You may also make use of the central university Skills for Success team, who run academic support workshops throughout the year. Information about upcoming events is available here: [https://www.essex.ac.uk/student/academic-skills](https://www.essex.ac.uk/student/academic-skills)

**Referencing in coursework**

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/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.

Your departmental referencing style is based upon the Chicago style. To find out about your departmental referencing style and for help with referencing, visit the library website: library.essex.ac.uk/referencing, or take the Academic Integrity Moodle course: https://moodle.essex.ac.uk/course/view.php?id=5844

**Submission of coursework**

The online coursework submission system (FAFER) can be accessed through myEssex or at this web address: http://faser.essex.ac.uk/ where you will find full instructions. The system allows you to upload a digital copy of your assignment to the web.

You are encouraged to log on to FASER at the start of the year so that you understand how it works before you reach your first deadline. There is a trial module and deadline for you to use as a practice submission. There is a helpful guidance on how to use FASER here: https://www1.essex.ac.uk/e-learning/tools/faser/Student/HelpCentre#uploading

You can upload as many draft versions of your work as you like onto the server and are encouraged to use this as a safe and secure area to store your coursework. This can help to avoid the problem of your computer crashing at the last minute and your important files being lost. In cases where multiple versions are uploaded you will need to make any which you do NOT want to be included in the final submission a ‘draft’ otherwise just the most recently uploaded file will be taken as the final version. The maximum file upload size is 50MB.

**Problems with FASER**

If you have technical difficulties: Please contact the Learning Technology Team ltt@essex.ac.uk as soon as possible to find out if this is a University issue or whether it may be a problem with your computer. This will count towards your claim when submitting a late coursework form should you need to. You can also contact IT Services helpdesk on it.helpdesk@essex.ac.uk

If you are confused or unsure how to upload, or are having any non-technical difficulties you should contact your Undergraduate Administrator

**Late submission of coursework**

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.

Where a student is unable to undertake the assessment by the deadline, and it is deemed impossible to consider a late submission request due to the nature of the assessment (e.g. absence from in-class tests, practical assignments and presentations), an extenuating circumstances form should be submitted which will be considered by the Board of Examiners.
The University’s full Late Submission policy and further information can be found on the website:

https://www1.essex.ac.uk/students/exams-and-coursework/late-submission.aspx

Return of 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.

Examinations

Attendance at examinations is compulsory and if you do not attend them and do not have extenuating circumstances then you are at risk of being withdrawn.

You can find your personalised exam timetable online at: www.essex.ac.uk/examtimes/ The exam timetable will be published on the date shown at https://www1.essex.ac.uk/students/exams-and-coursework/dates-and-timetables.aspx and you will receive an email to your Essex account when it is available to view.

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 email the Examinations Office (exams@essex.ac.uk) if there are any errors.

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.

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

Sample and past papers

Past exam papers are available on the relevant module moodle page.

Exam stress

Exams create stress for most people, but there is a lot that you can do to prepare for them and help manage the levels of stress associated with exams. The University’s Skills for Success Team offers a series of Exam Workshops which are run by specialist staff. These sessions cover revision planning and techniques, as well as sessions on relaxation and how to cope with stress. Staff in the Student Services Hub can also provide sessions on stress management if required.

Dictionaries

Please note that dictionaries are not allowed during exams. If you take a dictionary into an exam, you will be reported on suspicion of committing an academic offence. Even if English is not your first language, you are still not entitled to use a translation dictionary or any other kind of dictionary.

Moderation and marking

The University’s Marking Policy can be found online and includes our policy and procedure on the moderation of work.

https://www1.essex.ac.uk/quality/university_policies/examination_and_assessment/marketing_policy/default.asp
**Moderation**
Moderation is a process separate from that of marking and provides assurance that the assessment criteria has 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. In instances where the moderator feels marks may not be entirely appropriate, the 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. Should a review of marks be agreed, this may lead to marks being adjusted accordingly.

**External Examiners**
External Examiners are typically academics from other universities, but may also be from industry, business or the relevant 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. Unless the External Examiner has been specifically sent work to arbitrate on a dispute between internal markers, the External Examiner’s role will in assessment will be as a moderator. 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](http://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 Representative, your Head of Department, or the Students’ Union.

**Second 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 keep a full record of both individual and agreed marks for all work which is second marked.

**Anonymous marking**
Anonymous marking is when your work is marked anonymously, i.e. your name is not attached to the piece of work for marking.

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

All formal examinations at the University of Essex are marked anonymously. You will be provided with a candidate number on your exam entry form. This will be in large print in the centre of the page. This is the number you should write on your examination scripts. It is important that you do this so we can, once the paper has been marked, allocate the marks to your record correctly.

**Re-marking of coursework**
You may, under certain circumstances, have the right to request a re-mark of your coursework. Should you feel that your work needs to be reviewed and potentially re-marked, you should first contact your department to advise you accordingly and assess whether you meet the criteria to be able to submit a request for re-marking.
The re-marking of work is included within the University's Marking Policy can be found here:  
www.essex.ac.uk/quality/university_policies/examination_and_assessment/marketing_policy.

In order to make a request, you will need to complete a form. By submitting your work for re-marking, your marks are not guaranteed to increase, but the mark awarded after re-marking will override your original mark. Therefore, please be aware that in all incidences where coursework is re-marked, it is possible that your marks could go down, as well as up.

**Appeals**

**Appeals on academic grounds** can be made following the meeting of the Board of Examiners and the publication of your results. There are limited grounds available to appeal on and strict deadlines to adhere to. As such, we strongly advise all students thinking about making an appeal to contact the SU Advice Centre.

More information about appeals, including the deadlines and forms to complete, can be found online at:  
www.essex.ac.uk/see/appeals

**Extenuating Circumstances**

**Extenuating circumstances** are circumstances beyond your control which cause you to perform to less of a standard in your coursework or examinations than you might have expected, or in some instances, may prevent you from submitting coursework or attending an exam entirely. In general, valid extenuating circumstances will be of a medical or personal nature that affect you for any significant period of time and/or during assessment.

Your department will review your claim at an Extenuating Circumstances Committee and determine whether it will be accepted or rejected. The Board of Examiners will determine an appropriate course of action and the corresponding methods, if appropriate, such as permitting further reassessment opportunities for uncapped marks. Please note that extra marks cannot be given in light of extenuating circumstances.

If you do need to make an extenuating circumstances claim, you should first read the guidance very carefully and seek advice from SU Advice (www.essex.su/advice) or the Student Services Hub (www.essex.ac.uk/students/contact/default.aspx). Please be prepared that you may need to include supporting evidence with your claim. Extenuating circumstance claims must be submitted via MyEssex by the appropriate deadline noted.

https://www1.essex.ac.uk/myessex/ExtenuatingCircumstancesHome.aspx

Further information and the full Extenuating Circumstances Policy can be found on the website:

https://www1.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx

**Feedback**

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. Whilst some feedback will be given verbally, written feedback will be uploaded to FASer.
The Board of Examiners

The Board of Examiners meet at the end of the Summer Term and use the Rules of Assessment to determine whether:

- you have passed the modules you have studied and can be awarded credit
- you have met the requirements to progress to the next year of your course
- you have met the requirements to pass your course and what classification you will receive for each module
- how your module marks are used to calculate your degree classification
- you are eligible to receive a merit or distinction

If it determined that you have not passed sufficient credits to progress to the next stage of study, or, for final year students, to graduate, the Board of Examiners will also determine:

- what reassessment you could be offered and when you can take it
- whether you must withdraw from your course, with or without an exit award

Examination results

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

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. If you need to undertake an exam as part of reassessment on a module, your department will provide you with written feedback on any elements being reassessed.

Students must not attempt to engage the member of staff in discussions about whether the work has been marked correctly. The marks will have been approved by the external examiners and ratified by the examination board.

A student who wishes to view an examination script or project should contact their Undergraduate Administrator. You can find further information about Assessment Policies at: [www.essex.ac.uk/quality/university_policies](http://www.essex.ac.uk/quality/university_policies)

Reassessment

You may only undertake reassessment if the Board of Examiners says that you may do so.

If you have to take compulsory reassessment, whether coursework or examination, it is really important that you do this. If you do not, it is likely that you will be unable to progress with your studies at the University. The Board of Examiners will not consider permitting you to proceed carrying fails if you have not undertaken the required reassessment offered.

Reassessed modules are normally capped at the pass mark of 40% unless you have extenuating circumstances which are accepted by the Exam Board. Please be aware that reassessment in examinations and coursework carries a fee.

Where a student has failed a module and wishes to pass it or needs to do so in order to proceed or to qualify for a degree, the department's policy is to require the student to retake or resubmit the component or components of the assessment that they failed.
Resit exams
Resit exams are scheduled in early September or ‘out of residence’ in the summer of the following year. A considerable amount of useful revision material is available on Moodle. Students can contact staff, particularly Module Supervisors for the modules they are resitting if they need help with revision or specific queries (do not leave this until the last minute as staff availability will be reduced throughout the summer). Staff can give individual feedback on summer exam performance, if requested. You can find further information relating to resitting exams at: www.essex.ac.uk/students/exams-and-coursework/resits.aspx

Feedback
If you need to undertake any reassessment on a module, your department will provide you with written feedback on FASer on any elements being reassessed.

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.

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 throughout the essay. The single most important issue to address is the essay title/research question you have decided upon.
• 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, 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 Academic Offences Officer. The penalties for plagiarism are severe: for the first offence, an essay usually receives a mark of zero. Please refer to the University web pages for information on plagiarism if you are at all unclear about its definition.
- 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 along with lectures and 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.
- ‘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.

Suggested reading

- If you are unsure about academic essay writing, there are a variety of publications with 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 is also a variety of 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 Moodle, but please check with the Module Supervisor or the General Office if you have any questions.
Computers, Learning Technologies and your Information

Computers

Using a campus computer

If you need to use a computer on campus our computer labs are the perfect place to study or work. We also have group study pods which are ideal for group projects. You can find a full list of computers available to use on our website: https://www1.essex.ac.uk/it/labs/usage/. Many labs stay open until late and some are open 24/7. Labs may be booked for teaching, and so it is best to check availability first.

As part of your IT account at Essex, all students have full access to:

- **Office 365**
  Office 365 is an online version of the Microsoft Office suite of programmes. You can access these by logging into your account from anywhere, which means you can use Microsoft programmes from at home too.

- **1TB of OneDrive cloud storage space**
  OneDrive lets you create, edit, and share documents online so you can access them from anywhere in the world and from any device.

- **1 GB of local storage**
  This is known as your M: drive. You can only access this when logged onto a lab computer on campus. Go to 'This PC' and select the M: drive network. If you want to access documents saved here from your personal laptop, you will need to either save them in your OneDrive or transfer the documents in another secure method, such as via USB.

Information on other software available to students and general IT matters is available here: www.essex.ac.uk/it/services/computers-and-software/default.aspx?tab=3

IT Help and Guidance

You can search the Student Directory for more IT information, including how-to guides, answers to frequently asked questions, and links to video screencasts.

https://www.essex.ac.uk/student

If you can’t find what you’re looking for, or if you need to talk to someone, then the IT Helpdesk team are here to assist you further. The contact details for your campus Helpdesk can be found online along with the opening times: https://www.essex.ac.uk/student/it-services/it-helpdesk

Learning Technologies and Systems

**eNROL**

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.

eNROL: https://www1.essex.ac.uk/enrol/Account/Login?ReturnUrl=%2Fenrol%2F
Learner Engagement Activity Portal (LEAP)

LEAP is our student centered, personalised engagement tool. LEAP displays your engagement with university resources (Moodle, FASER, Listen Again, the Library and university computers usage as well as attendance).

An algorithm within LEAP combines your engagement with university resources and activities to produce an overall engagement indicator. There are 5 engagement indicators (high, good, partial, low and very low) which will help you map and better understand your engagement pattern over time.

By providing you with a more holistic view of your studying experience, LEAP offers you the opportunity to take control of your own learning and make more informed choices about your studies, enabling you to:

- Reflect on your academic activities and overall engagement to make informed decisions about your academic studies
- Discover who your Personal Tutor is
- Review the notes created in LEAP from meetings with Tutors or other university staff
- Check your attendance and ensure the information is correct

Tutors and other university staff may use the information in LEAP to:

- Suggest ways you could achieve better outcomes
- Check that all is well and offer information, advice and guidance
- Help you in areas of their studies that you are finding a challenge

https://leap.essex.ac.uk/login

Moodle

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.

https://moodle.essex.ac.uk/

FASER

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.

faserc.essex.ac.uk

Talis Aspire

Talis Aspire is our online reading list system. Use it to find out the details of each week’s reading and to access resources through the library.

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
Your information

Changes to your information
During your period of study at Essex, you wish to be known by a preferred name or update your legal name on our student record database (ESIS) if your circumstances change. It is important you keep your information up to date. Information about updating your name on your student record is available at: https://www1.essex.ac.uk/students/course-admin/default.aspx

Keep your information up to date
During your period of study at Essex, your details may change, including your name. It is really important that your information on our student record database (ESIS) is accurate, so make absolutely sure that if your circumstances change that you let us know. Equally, you may wish to be known by a preferred name. You can add this to your record for staff to use, and find more information about updating your name on your student record at: https://www1.essex.ac.uk/students/course-admin/default.aspx

Your personal information
We collect and hold lots of information about you, your course, and your progress so that we know who you are, what you’re doing, and how you are getting on. This means we can support you and also improve our services to reflect the need of our students.

All information about you is kept securely, and access to your information is only given to staff who need it in order to do their job. Where possible, we will ask you for your permission to share.

You have a right to ask for copies of information we hold about you.

www.essex.ac.uk/records_management/request

To find out more about what information we collect, what we do with it, who gets to see it, and your rights under the data Protection Act 2018, read our Privacy Notice for students.

https://www1.essex.ac.uk/records_management/policies/students.aspx
Student Voice
At the University of Essex, the views, ideas and feedback of our students are at the heart of what the University does. The time students take to offer feedback is hugely appreciated. This feedback, both positive and developmental, is used to help make short and longer term improvements, both to the experience of current students, but also for Essex students of the future. You can do this in a number of ways.

Student Representatives
You can contact (or volunteer to be) a student representative who represent the voice of fellow students in departmental Student Voice Groups (SVG) and other University level committees.
http://www.essexstudent.com/representation/coursereps/
http://www.essex.ac.uk/quality/student_representation/student_rep.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 Voice Groups
Student Voice Groups (SVGs), formerly known as Student Staff Liaison Committees (SSLCs), are made up of elected student representatives and members of staff. SVGs typically meet once per term and provide an accessible arena for students to discuss with staff issues connected to teaching, learning and student support. They also provide an opportunity for the academic department/school/centre to consult with students and receive feedback on new proposals.
https://www1.essex.ac.uk/quality/student_representation/SVGs.asp

Student Surveys
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.

National Student Survey
The National Student Survey (NSS) is an independent survey commissioned by the Office for Students aimed mainly at final-year undergraduate students. The survey provides students the opportunity to provide feedback on their University course and experience. The feedback you provide will be used to help shape the future for your fellow students, and published on the Unistats website to help prospective students make informed decisions about where and what they want to study.
https://www.thestudentsurvey.com

Student Assessment of Module and Teaching
Every year, we will ask you to complete the Student Assessment of Module and Teaching (SAMT). This survey allows you to feedback on each of the modules you have studied. Receiving feedback at this level is critical for the University to understand what works well, and what could be improved, from the perspective of students. All feedback from SAMT will be summarised and discussed by SVGs and will inform reports written for central University committees as part of our quality assurance processes.

There are also many other satisfaction surveys taking place, to ensure students are happy with the services the University of Essex provides. From time to time you will be invited to participate via an email. If you have some feedback but don't know who to tell, email: studentexperience@essex.ac.uk
https://www.essex.ac.uk/student/feedback/student-voice
You Matter
We know university life can throw up all kinds of concerns and questions - if you need some information, advice or support to succeed, stay healthy and happy, we've got it covered.

Student Services Hub
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. Ask us about health and well-being, accommodation, careers services, money matters and much more. Your questions matter and you'll get answers from our team of experts.

Colchester: askthehub@essex.ac.uk / 01206 874000
Southend: askthehub-sc@essex.ac.uk / 01702 328444
Loughton: askthehub-lc@essex.ac.uk / 020 8508 5983

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

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

Your Student Services Hub provides advice, information and support on a range of health and wellbeing issues.

www.essex.ac.uk/students/health

Counselling services
Our University offers a range of services and resources to support students with a variety of counselling opportunities.

Validium
The University works in partnership with an organisation called Validium to offer short-term counselling to help you explore and work through problems and difficulties that are causing distress and interfering with your life at University.
You might be worried, depressed, confused or feeling bad about yourself. There might be a problem in your family, friendships or with your partner, or you might be experiencing difficulties with your work and exams. Counselling can provide a safe space for you to talk through and explore your feelings.

You can also contact the Validium 24-hour Student Wellbeing Support Line. You will be able to have an initial chat, in confidence, about the difficulties you’re experiencing and the support available to you.

Call **0800 970 5020** or **+44 141 271 7168**.

**Chat with Charlie**

Chat with Charlie offers online mental health support every evening between 6pm – 10pm. You can get support with exam stress, relationships, low mood, anxiety or anything else which may be troubling you, however big or small it may seem.

Log on just to chat or find out how to get additional support. For more information, contact wellbeing@essex.ac.uk.

https://mnessexmind.org/chat-with-charlie/

**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 camp beds, 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

If you feel you would benefit from support, including counselling, please contact your Student Services Hub. You can find more information, including the full range of counselling services available to you, on the website: https://www.essex.ac.uk/student/mental-and-emotional-health/counselling

**Money management**

If you get into financial difficulty you should 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 can listen and talk you through the issues you are experiencing.

www.essex.ac.uk/fees-and-funding/money/

**Students’ Union Advice**

Our SU Advice service also offers free, confidential, independent and impartial advice on many issues that might be affecting you. Our friendly, trained staff are on hand to support you throughout your time at Essex. You can speak to us about Academic processes and procedures, representation at University meetings, Tier 4 UK visa extensions, housing, complaints, welfare and consumer issues.

www.essex.su/advice

Colchester students - suadvice@essex.ac.uk, 01206 874034

Southend students – suacsou@essex.ac.uk, 01702 328235 (term time only)

Loughton students – suaclou@essex.ac.uk, 01206 874034
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.

https://www.essex.ac.uk/life/accommodation/living-on-campus/residence-life

Religion, faith and beliefs

We’re proud of our vibrant and diverse multicultural community and welcome everyone, of all faiths and none. The calm, friendly and supportive atmosphere in our Faith Centre 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

Harassment support

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 Harassment Report and Support Service of trained Harassment Support Workers are on hand to help.

https://www.essex.ac.uk/student/report/report-harassment
https://www.essex.ac.uk/student/equality-and-diversity
https://www.essex.ac.uk/welcome

We pride ourselves on being a welcoming and inclusive student community. We offer a wide range of support to individuals and groups of student members who may have specific requirements, interests or responsibilities – to help you fulfil your potential.

https://www.essex.ac.uk/student/student-communities
https://www.essex.ac.uk/student/access-and-disability

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 familiarise yourself with fire safety and emergency evacuation procedures for your accommodation, work or study location. 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).

https://www.essex.ac.uk/student/emergencies/fire-emergency-action
https://www.essex.ac.uk/student/fire-safety/peep

Please take note of our advice on the safe use of electrical items and prohibited electrical items in residential and non-residential areas.

https://www.essex.ac.uk/student/health-and-safety/electrical-safety

You will find further health and safety information connected with your studies and life on our campuses in the Student Directory under health, safety and wellbeing.
If you have any health and safety concerns or need to report an incident, please do get in touch:
https://www.essex.ac.uk/student/report

**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.

The University aims to resolve complaints quickly and informally in accordance with the [Student concerns and complaints procedure](https://www1.essex.ac.uk/students/experience/complaints.aspx) which can be found on our website.
Student Development

Careers Services
Get valuable, one-to-one advice from careers specialists throughout your time at Essex and beyond. You can access our services via the Student Services Hub 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 You can also undertake many courses that include a Placement year – for more information, see your department handbook and email placements@essex.ac.uk.

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 username and password.
careerhub.essex.ac.uk/students/login

Big Essex Award
The University’s Big Essex Award gives you recognition for all your extra-curricular achievements. All of your Big Essex Award activities go onto your Higher Education Achievement Report (HEAR). Get involved and get ahead of the game. Activate your HEAR and get started.
www.essex.ac.uk/careers/bige

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 enhance your CV. You'll get fully trained in your role and you'll get paid for it.
www.essex.ac.uk/frontrunners

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

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
You Are Essex

Year and Degree Marks
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. You will be able to see your marks obtained and any decisions that you must make in order to progress to the next stage of study.

When in your final year of study, graduating students will receive a degree certificate at Graduation 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

HEAR
When you study at Essex, you graduate with far more than just a degree. Along with showcasing your academic achievements, the Higher Education Achievement Report (HEAR) records any activities you have undertaken and logged through the Big Essex Award, and any other awards and prizes that you may have received.

When you graduate, you will have full electronic access to your HEAR for free for life. You will be able to share this with employers and other universities by providing them with a University-certified record of your achievements. To start making the most of your HEAR, visit our website to activate your account:
https://www.essex.ac.uk/student/awards-and-achievements/hear

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

Requesting References
Requesting references from members of staff
If you require a personal reference, always ask permission from a member of staff before giving their name as a referee. You should consider from whom it is most appropriate to request a reference and who will be best equipped to evidence your character and performance in the subject.

For example, final year project supervisors, year organisers, and core course supervisors are likely to be more suitable than lecturers that have taught you on a first-year option course. Every reasonable effort will be made to meet a request for reference for a student who has undertaken study within our Department. Requests received from students who have graduated from the University within the last three years will be prioritised. Requests received outside of this period may, of course, be met if a member of staff is equipped with the necessary information and is willing to provide a reference.

It is always helpful if you can provide the member of staff with details about the course or job you have applied for and, if relevant, a CV or other summary of your qualifications and experience. Please try to ask for references in good time – it is not always possible for a member of staff to write a reference immediately.
Copies of references

A copy of any reference provided will be retained within our department for no longer than three years for taught students.

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.

Alumni

Essex is forever and although your time here will fly by, you’ll be part of the Essex family for life. When you graduate, you’ll get an alumni card and join a community of over 100,000 fellow graduates around the world. We’d love to keep in touch and invite you to our alumni events, networking and volunteering opportunities, as well as offer you special alumni benefits. Want to know more? Visit our website https://www.essex.ac.uk/alumni

What comes next?

The world is your oyster! The options and opportunities open to you as a graduate can be overwhelming. You may know the exact path and next steps that you wish to take, or you might not, and this is okay. Our Careers Services can offer information, guidance and advice on your different options after graduation and you can return to Essex for these services at any time. Whether it is discussing different career paths, bringing your CV or LinkedIn profile up to date, or prepping for that interview you have worked all year for, the Student Development Team are here to support you.

Spread your wings graduand; but you can always come back! As an alumnus of Essex, you can take advantage of generous discounts on postgraduate qualifications and degrees if you chose to return to study at Essex as a postgraduate student.

https://www1.essex.ac.uk/fees-and-funding/masters/loyalty/

We are proud of our world-class research at Essex and your invitation to contribute is lifelong. If you do decide to stay on for further study with us, you’ll develop extensive knowledge in your chosen area and learn from some of the top academics in the field. You can explore our incredibly range of courses online.

Whatever you chose to do, please stay in touch! Keep us up to date with your achievements and explore the variety of ways through which you can give back to Essex too.

www.essex.ac.uk/masters

www.essex.ac.uk/coursefinder
Appendix 1

Departmental Style Guide

This guide should be used as the stylistic basis for all coursework and dissertations 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 guide.

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 MA essays and dissertations.

Basics

- Use 12-point font and at least 1.5 line spacing (except for footnotes, which can be 10-point and single spaced).
- Number all pages (using the page-numbering function on your word-processing package).
- Always read through your work carefully before submitting it, checking for spelling and grammatical errors. **DO NOT** rely on your computer’s automatic spelling and grammar checking functions, and **NEVER** use these without reading through the essay again afterwards.

Quotations

- 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
- If you wish to skip over part of a sentence you are quoting, indicate this by an ellipsis (. . .) or four dots (full stop plus ellipsis . . . . ) 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”.
  - 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].

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;
- any repetition of material from another of your own essays;
- any other quoted or directly influential source, such as lecture notes, presentations, or seminar discussions.

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.

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,


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 1 might read:


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 “tunneling her way” into the past (355).

**Citing dramatic works**

The first footnote reference should cite author, title, place, publisher, date, page number (for more detailed examples see below). Act and scene numbers should always appear in parentheses after the quotation. No further footnote is needed for the same play, though further parenthetical citations should indicate page, act, scene, and line numbers (if given) using the form (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.

**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.” (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), Tippi Hedren plays Melanie Daniels …” Any direct quotation from a film does not usually need to be cited, but a complete filmography can be included in the essay.

**Footnote sample entries: from the Chicago Manual of Style (15th edition)**

**Book**

*One author*


*Two authors*

Four or more 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)

Article in a print journal

Article in an online journal

Popular magazine or newspaper article

Book review

Spoken lecture (or seminar)
5 Jonathan White, lecture on Dracula (Bram Stoker), University of Essex, 15 December 2009.
Paper presented at a meeting or conference


Websites


Online database


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

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: *Grease*, dir. Randal Kleiser, feat. John Travolta, Olivia Newton-John (Paramount, 1978).

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: *Guys and Dolls*, dir. Joseph L. Mankiewicz, feat. Marlon Brando, Jean Simmons, Frank Sinatra (Twentieth-Century Fox, 1955).

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.
## Appendix 2
Marking Criteria for Theatre Studies, Critical and Creative Work

### Assessment Criteria for Theatre Studies

#### Critical and Creative Work

<table>
<thead>
<tr>
<th></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 experimentatio 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 evaluative analysis; ability to scrutinize the process/outcomes with</td>
<td>A high level of cogency, consistency and coherence, demonstrating a clear understanding of the main issues and awareness of their own contribution.</td>
<td>Fair coverage of most relevant aspects of the topic. General consistency and coherence of analysis. Reasonably well-structured response. Few if any</td>
<td>Patchy consistency and coherence of analysis/evaluation. Limited structural skills. Few really serious shortcomings.</td>
<td>Lack of self-reflection in relation to the task. Weak or superficial evaluation. Excessive brevity or inclusion of a substantial amount of irrelevant</td>
</tr>
<tr>
<td>Theoretical Concepts/Methodology</td>
<td>1st (70+)</td>
<td>2.1 (60% - 69%)</td>
<td>2.2 (50% - 59%)</td>
<td>3 (40% - 49%)</td>
<td>Fail (-39%)</td>
</tr>
<tr>
<td>----------------------------------</td>
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</tr>
<tr>
<td>clarity and insight</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 acknowledgment 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>
<tr>
<td>Expression (written work)</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>
<td>Work will be fluent, well structured with few errors of punctuation, grammar, or spelling.</td>
<td>Reasonably well-structured response. Acceptable standard of presentation, though there may be some errors of punctuation, grammar, or spelling.</td>
<td>Consistent, serious errors of punctuation, grammar, or spelling; sections of the work are incomprehensible.</td>
<td>Consistent, serious errors of punctuation, grammar, or spelling; sections of the work are incomprehensible.</td>
</tr>
<tr>
<td>Referencing</td>
<td>Referencing will be complete and all sources will be acknowledged, but notes</td>
<td>Sources will be acknowledged, but notes</td>
<td>Errors in the acknowledgment and</td>
<td>Serious errors or omissions in the</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Excellent attendance; demonstrates a consistently high level of engagement in class discussion/practical work.</td>
<td>Very good attendance; actively contributes to class activities.</td>
<td>Mostly good attendance but with some absences; demonstrates some awareness of key ideas through participation but with limited class engagement.</td>
<td>Poor attendance and makes a limited contribution to the exploration of ideas in class through discussion/practice.</td>
<td>Lack of class attendance, inadequate contribution or evidence of little engagement with module readings.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exam Criteria</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>Argument</td>
<td>Offers a sustained, coherent, original and highly persuasive argument.</td>
<td>Argument is coherent and analytic and/or reflective</td>
<td>Argument may not be fully sustained or relevant, may be over-general or oversimplified</td>
<td>Argument is wholly lacking, and/or irrelevant to the question or brief.</td>
<td></td>
</tr>
<tr>
<td>Textual Analysis</td>
<td>Extremely fine textual analysis. Demonstrates 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</td>
<td>Highly perceptive textual analysis. Evidences a clear understanding of the main issues and provides a well-informed and intelligent treatment of the subject. No major shortcomings.</td>
<td>Adequate textual analysis; knowledge of the text may be slightly generalized, but relevant. Very few if any serious shortcomings.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Originality</td>
<td>An original and refreshing</td>
<td>Evidence of some original</td>
<td>Adequate response to the</td>
<td>Superficial engagement</td>
<td>Lack of original response to the</td>
</tr>
<tr>
<td>Score</td>
<td>1st (70+)</td>
<td>2.1 (60% - 69%)</td>
<td>2.2 (50% - 59%)</td>
<td>3 (40% - 49%)</td>
<td>Fail (-39%)</td>
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<td></td>
<td>analysis. Acute literary perceptions, combined with real insight and critical flair.</td>
<td>thinking in the analysis, and use of materials to develop an independent perspective.</td>
<td>question; some thoughts may be simply repeated rather than scrutinized/or used to develop original thinking.</td>
<td>with module materials; ideas expressed are repeated and as a result the thinking may lack originality.</td>
<td>question; ideas are entirely received, demonstrating very little or no independent thinking.</td>
</tr>
<tr>
<td>Expression</td>
<td>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.</td>
<td>Work will be fluent, well structured with few errors of punctuation, grammar, or spelling.</td>
<td>Reasonably well-structured response. Acceptable standard of presentation, though there may be some errors of punctuation, grammar, or spelling.</td>
<td>Consistent, serious errors of punctuation, grammar, or spelling may obscure meaning in places.</td>
<td>Consistent, serious errors of punctuation, grammar, or spelling; sections of the work are incomprehensible.</td>
</tr>
<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>
<td>Little or no evidence of the candidate having revised or studied the work set for this module. Inclusion of material that is irrelevant to the question.</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 acknowledged, but may be prone to regular errors or inaccuracies.</td>
<td>Consistent errors in the acknowledgement and referencing of sources.</td>
<td>No attempt to attribute references to an author/source or serious omissions that evidence lack of revision.</td>
</tr>
</tbody>
</table>
## Assessment Criteria for Creative Writing

<table>
<thead>
<tr>
<th></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>Structure</strong></td>
<td>Fully achieved creative development across beginning, middle and end. Excellent understanding and skilful matching of form with content.</td>
<td>Ability to write in a well-structured way. Good narrative development across beginning, middle and end.</td>
<td>Reasonably well-structured. Adequate narrative development across beginning, middle and end.</td>
<td>Limited structural skills. Patchy narrative development and failures in progression across beginning, middle and end.</td>
<td>Poorly organised material. Excessive brevity.</td>
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</tr>
</tbody>
</table>

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 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 understanding 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

#### Assessment criteria for written work in Film and Screen Media

<table>
<thead>
<tr>
<th>Criteria</th>
<th>(80+)</th>
<th>(70-79)</th>
<th>(60-69)</th>
<th>(50-59)</th>
<th>(40-49)</th>
<th>(0-39)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research and knowledge</strong></td>
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<tr>
<td>Research skills of the very highest standard on display. Clear and coherent display of effective use of knowledge.</td>
<td>Meticulous; an excellent grasp of a wide range of materials. Work shows evidence of extensive research and incorporates this in a highly effective manner.</td>
<td>Evidences a thorough understanding of the scholarly field and has performed appropriate and careful research into the topic. Draws on and engages with appropriate scholarly materials.</td>
<td>Demonstrate a good understanding of a more limited number of relevant scholarly materials and makes a solid effort at critical engagement.</td>
<td>Some research undertaken but there is not strong evidence of the research in the written work. Failure to critically engage with scholarly materials.</td>
<td>Little relevant research in evidence and/or little critical engagement with referenced sources.</td>
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</tr>
<tr>
<td><strong>Originality</strong></td>
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<tr>
<td>Extremely effective and highly unique in approach, intervening in and furthering critical debates. Publishable standard.</td>
<td>Very effective and distinctive work with a unique voice, able to intervene in critical debates and make a unique contribution.</td>
<td>Distinctive work that evidences a good knowledge of critical debates and engages with these effectively.</td>
<td>Good work that is competent but not wholly distinctive or unique; may summarise critical material rather than contribute to insightful debate.</td>
<td>Work that is passing standard but may suggest a largely derivative approach; does not offer much of substance in terms of critical and scholarly debate.</td>
<td>Work that is derivative and/or unoriginal. Unable to effectively engage with critical debates.</td>
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<tr>
<td><strong>Conceptual and theoretical skills</strong></td>
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<tr>
<td>Impeccable project that clearly intervenes in scholarship and gets to the heart of complex meanings, themes, allusions. A project that makes its mark in critical thinking.</td>
<td>Excellent conceptual thinking in evidence, with a strong ability to produce complex analyses of texts, drawing on relevant ideas.</td>
<td>Very good conceptual and analytical skills in evidence, delivering a coherent account of meanings, themes, allusions with sufficient depth.</td>
<td>Delivers some concepts and ideas, but might lack focus and appear to lose track of the main argument and relevant analyses.</td>
<td>Solid in some respects, but may contain errors or lack of analytical depth; does not show evidence of complex conceptual thinking or application of theoretical ideas.</td>
<td>Failure to communicate complex ideas and concepts.</td>
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<tr>
<td><strong>Expression</strong></td>
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<tr>
<td>Impeccable writing that communicates ideas in highly sophisticated and effective manner.</td>
<td>Evidences advanced command of expression in English and an ability to produce precise and fluent, well-structured writing, with few errors of punctuation, grammar, or spelling.</td>
<td>Work that is fluent, well-structured, with few errors of punctuation, grammar, or spelling.</td>
<td>Reasonably coherent and well-structured. Acceptable standard of presentation, though there are consistent errors of punctuation, grammar, or spelling may obscure meaning in places.</td>
<td>Consistent and ongoing errors of punctuation, grammar, or spelling; sections of the work are not clear and comprehensible.</td>
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<tr>
<td>Referencing</td>
<td>Word length</td>
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<tr>
<td>Scrupulously referenced according to a standard professional format; no errors or omissions.</td>
<td>Exactly matches word length requirements.</td>
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<tr>
<td>Referencing complete and correct, according to Department Style Guide or another standard format. Virtually no errors or omissions.</td>
<td>Matches word length requirements.</td>
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</tr>
<tr>
<td>All sources acknowledge d, although possibly minor errors in the presentation of notes and/or bibliography.</td>
<td>Might be falling short of word length requirements – reduction in mark will correspond to percentage of shortfall.</td>
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<tr>
<td>Sources acknowledge d, but notes and/or bibliography may be incorrectly presented/ inconsistent with a standard referencing format.</td>
<td>Might be falling short of word length requirements – reduction in mark will correspond to percentage of shortfall.</td>
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<tr>
<td>Errors in the acknowledge ment and referencing of sources.</td>
<td>Might fall short of word length requirements – reduction in mark will correspond to percentage of shortfall.</td>
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</tr>
<tr>
<td>Serious errors or omissions in acknowledgm en t and referencing of sources.</td>
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</tr>
</tbody>
</table>

**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 practical work in Film and Screen Media

<table>
<thead>
<tr>
<th>Criteria</th>
<th>(80+)</th>
<th>(70-79)</th>
<th>(60-69)</th>
<th>(50-59)</th>
<th>(40-49)</th>
<th>(0-39)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craft</td>
<td>Technically perfect, highly sophisticated and adept, communicating story and ideas with absolute confidence and authority.</td>
<td>Very clear mastery of technical skills, carried out with flair and authority.</td>
<td>Very good technical skills in evidence, clearly delivering story and ideas.</td>
<td>Good technical skills in evidence though there may be some minor technical issues; largely communicates story and ideas.</td>
<td>Technical problems and some issues with clarity, but some ideas put across.</td>
<td>Ineffective technical skills in evidence and incomplete communication of ideas.</td>
</tr>
<tr>
<td>Originality</td>
<td>Extremely effective and highly unique in approach, vividly and innovatively putting ideas across.</td>
<td>Very effective and distinctive work with a unique voice, highly adept in putting ideas across.</td>
<td>Distinctive work that evidences a clear creative vision, though might have evidenced more original flair.</td>
<td>Good work that is competent but not wholly distinctive and unique in its conception and execution.</td>
<td>Work that is competent but not unique, that suggests a largely derivative approach.</td>
<td>Work that is derivative and/or ineffective in putting a unique story and ideas across.</td>
</tr>
<tr>
<td>Artistic coherence and clarity</td>
<td>Impeccable project that clearly achieves all aims in creative vision and storytelling.</td>
<td>Excellent project that delivers a strong creative vision and successfully tells a compelling story.</td>
<td>Very good project that delivers its ideas and story with confidence, but that might have a few shortcoming s.</td>
<td>Delivers a story and some ideas, but can lack focus and might appear to lose track of the project's aims.</td>
<td>A solid attempt at delivering story and creative intents, but lacking in significant respects.</td>
<td>Failure to achieve a project that communicates story and ideas.</td>
</tr>
<tr>
<td>Research</td>
<td>Extensive research amply in evidence, very clearly driving a complex and engaging story and ideas.</td>
<td>Thorough research in evidence, with story and ideas revealing complex and detailed understanding put into practice.</td>
<td>Well-researched, evidenced via informed and competent story and ideas.</td>
<td>Research evidently carried out but not always clear how this informs the practical piece; lacking some depth.</td>
<td>Some research carried out but little evidence; does not appear to inform the piece in relevant ways.</td>
<td>Little relevant research appears to have been carried out.</td>
</tr>
</tbody>
</table>
### Assessment criteria for presentations in Film and Screen Media

<table>
<thead>
<tr>
<th>Criteria</th>
<th>(80+)</th>
<th>(70-79)</th>
<th>(60-69)</th>
<th>(50-59)</th>
<th>(40-49)</th>
<th>(0-39)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal communication</strong></td>
<td>Highly engaged communication of very complex ideas, delivered with absolute confidence and authority.</td>
<td>Very clear communication of complex ideas carried out with authority.</td>
<td>Clear communication of ideas carried out with confidence.</td>
<td>Largely effective communication of ideas.</td>
<td>Some problems with clarity but some ideas put across.</td>
<td>Ineffective communication of ideas.</td>
</tr>
<tr>
<td><strong>Visual and other aids</strong></td>
<td>Aids such as slides and clips are designed and used extremely effectively, vividly putting ideas across.</td>
<td>Aids such as slides and clips are designed and used very skillfully and are highly relevant to putting ideas across.</td>
<td>Aids such as slides and clips are designed and used well and relevantly.</td>
<td>Aids such as slides and clips are used competently but are not always well designed or clearly relevant.</td>
<td>Visual aids are ineffectively or not extensively used in support of an argument.</td>
<td>Aids used ineffectively.</td>
</tr>
<tr>
<td><strong>Structure and organisation</strong></td>
<td>Impeccable structure, clear focus and clear argumentation – flawless and concise.</td>
<td>Excellent structure with clear focus and argumentation.</td>
<td>Very good structure, and largely clear focus and argumentation.</td>
<td>Structure generally clear but lacking some focus and originality.</td>
<td>There is an attempt at organisation but a lack of focus and complexity.</td>
<td>Lack of structure and focus.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Extensive research amply in evidence, with references and citations demonstrating thorough mastery of relevant scholarship.</td>
<td>Thoroughly researched topic, with citations evidencing complex and detailed understanding of relevant scholarship.</td>
<td>Well-researched, evidencing understanding of the key issues and scholarship.</td>
<td>Some research carried out but sources may be poorly referenced and/or lacking relevance or depth.</td>
<td>Some research carried out but not relevant or extensive enough.</td>
<td>Little relevant research has been carried out.</td>
</tr>
<tr>
<td><strong>Responses to questions and discussion</strong></td>
<td>Comprehensive and creative response to questions and discussion enhancing complex debate.</td>
<td>Excellent and fully engaged responses to questions and discussion.</td>
<td>Very good responses to questions and discussion, evidencing relevant knowledge.</td>
<td>Able to respond to questions and discussion but brief and/or with limited relevance.</td>
<td>Unable to respond clearly to questions, indicating a lack of preparation and/or relevant knowledge.</td>
<td>Does not respond relevantly to questions or participate in discussion.</td>
</tr>
</tbody>
</table>


## Assessment Criteria for Literature

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% + First class</td>
<td>Demonstrates exceptionally deep, original and extensive knowledge in response to the question; exceptionally wide-ranging, exhaustive 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 appropriate 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 some limited 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 no relevant knowledge; excessive brevity; no use of critical sources.</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 no relevant knowledge; excessive brevity; 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>
</tr>
</tbody>
</table>

### Knowledge and Research
- **Flawless grammar, spelling, sentence construction and punctuation.**
- **Elegant, creative, nuanced, and lucid expression in a flawless academic register.**

### Written expression
- **Very good grammar, only a few relatively minor mistakes in spelling, sentence construction and punctuation. Lucid and well-expressed in an academic register.**
- **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.**
- **Some major errors in grammar, spelling, sentence construction and punctuation; some persistent clumsy or illogical expression; some errors of tone or use of a non-academic register.**
- **Major inaccuracies in grammar, spelling, sentence construction and punctuation; clumsy and/or illogical expression throughout in a consistently non-academic register.**
- **Major inaccuracies in grammar, spelling, sentence construction and punctuation; clumsy, illogical and incomprehensible in an inappropriate style and tone.**

### Critical Insight
- **Perceives and explicates a wealth of points.**
- **Describes some appropriate and valid.**
- **Describes some valid critical points, but significant.**
- **Major persistent errors in critical understanding; little attempt to No valid points of literary analysis.**
<table>
<thead>
<tr>
<th>Argument and Structure</th>
<th>Flawless essay structure; perfectly organised argument, always supported persuasively by evidence; perfect balance of quotation and discussion</th>
<th>Near flawless structure and excellent organization of material; argument supported by evidence; and a deft balance of quotation and discussion</th>
<th>Very good structure and organization; argument very well supported by specific textual evidence and an appropriate balance between quotation and discussion</th>
<th>Good structure and organization; argument mainly well supported by specific textual evidence; well-balanced between quotation and discussion</th>
<th>Generally appropriate structure; some limited use of textual evidence to support argument; some passages achieving a balance between quotation and discussion</th>
<th>Attempt at appropriate logical essay structure; argument supported at times by evidence; some imbalance of quotation and discussion</th>
<th>Ilogical or incoherent essay structure; poor organization of material; argument generally unsupported by evidence; persistent imbalance of quotation and discussion</th>
<th>Weak and incoherent organisation of material.; argument unsupported by evidence</th>
<th>Incoherent and illogical structure and organization; argument incomprehensible or non-existent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Originality and Flair</td>
<td>Hypothesizes many exceptionally original ideas; delivered utterly compellingly with flair and style</td>
<td>Hypothesizes highly original ideas, delivered generally compellingly with flair and style</td>
<td>Proposes ideas of some originality or unexpectedness; delivered at times with evidence of flair and style</td>
<td>Occasional flashes of originality; and passages of emerging confidence and/or flair</td>
<td>Generally without originality but an apt answer to the question appropriately expressed.</td>
<td>Some very minimal evidence either of originality or flair</td>
<td>No evidence of originality or flair</td>
<td>No originality or flair</td>
<td>No evidence of originality or flair</td>
</tr>
<tr>
<td>Technical presentation</td>
<td>Flawlessly accurate and complete footnotes and bibliography; meticulous use of appropriate</td>
<td>Highly accurate and complete footnotes and bibliography with only very minor errors in font, spacing.</td>
<td>Very accurate footnotes and bibliography, with few or no omissions; only minor errors in layout.</td>
<td>Generally accurate footnotes and bibliography, with only minor omissions; generally good layout, use of</td>
<td>A fair attempt at footnotes and bibliography though possibly with some errors or omissions;</td>
<td>An attempt at footnotes and bibliography, with some omissions and inaccuracies; an attempt at appropriate</td>
<td>Inaccurate and/or incomplete footnotes and bibliography; major errors in font, spacing, layout etc.</td>
<td>Very inaccurate or no footnotes and bibliography; major errors in font, spacing etc.</td>
<td>No footnotes or bibliography; major errors in layout, use of font, spacing etc.</td>
</tr>
<tr>
<td>font, spacing, layout etc.</td>
<td>layout etc.</td>
<td>spacing etc.</td>
<td>font, spacing etc.</td>
<td>mainly acceptable layout etc.</td>
<td>font, spacing etc. layout etc. though with some errors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>