

**2018–2019 Programme Handbook for Undergraduate
Degree Programmes in the:**

Department of Classics, Ancient History and Archaeology

School of Arts, Languages and Cultures

Faculty of Humanities

The University of Manchester

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Teaching and Learning Team

School of Arts, Languages and Cultures

<http://www.alc.manchester.ac.uk/>



UoMSALCstudents



@UoMSALCstudents

**THE UNIVERSITY OF MANCHESTER
SCHOOL OF ARTS, LANGUAGES AND CULTURES**

STAFF AND STUDENT RESPONSIBILITIES

The School of Arts, Languages and Cultures strives to provide an excellent student experience. **You can expect us to:**

- Treat all students respectfully and equally and never use inappropriate or offensive language or behaviour
- Ensure that that course timetable information is available in order for course selection to take place and in order to create a personalised timetable through the My Manchester portal and/or any other appropriate means of communication when necessary.
- Provide you with a programme handbook containing all University and programme-related regulations, policies and procedures. This information outlines the support available to assist you in your studies. You will be notified of any updated information through your student email account
- Provide you with details of your academic Advisor during Welcome Week and ensure that you have regular opportunities to meet with them through your academic career
- Monitor your attendance at timetabled classes and contact you if this falls below programme expectations outlined in your programme handbook
- Provide you with clear guidance on the submission of assessed work and draw your attention to the University policy on academic malpractice
- Provide you with useful feedback on assessed coursework within the timeframe outlined in your programme handbook
- Discuss your exam performance with you if you make a request to do so
- Continue to monitor and encourage feedback on our performance and respond in a fair, timely and transparent manner to concerns or complaints
- Adhere to all University policies and procedures and help you to achieve your full potential

We acknowledge that an excellent student experience can only be achieved in partnership with you, our students. **To help us deliver this you are expected to:**

- Treat our staff and fellow students respectfully and equally and never use inappropriate or offensive language or behaviour
- Ensure that you have a copy of your programme handbook and make yourself familiar with the contents and any updated material sent to you
- Adhere to all University policies and procedures, and follow any advice we give you to help you in your studies, and check your university email account daily
- Ensure that you meet with your academic Advisor as stipulated in the programme handbook
- Take an active part in your learning, and in extra-curricular activities in your subject area
- Arrive fully prepared at the scheduled times for programme related activities and meetings; and inform us in advance if for any reason you are going to be late or are unable to attend
- Treat your studies like a full-time job, devoting 40 hours per week to them for each of the 30 weeks of the academic sessions (that is, 200 hours per 20 credit unit)
- Submit pieces of assessment on time and turn up to examinations promptly
- Ensure that you follow School guidelines on submitting assessed work and adhere to the University policy on academic malpractice
- Inform us as soon as possible of any problems, special needs or any circumstances that may affect your studies or progress
- Report any concerns or complaints that you have in relation to your experience as a student to your academic advisor or programme director in the first instance
- Make your views known through your student representative (or by becoming one yourself)

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Guide to handbook

The Handbook contains important subject- and programme-specific information (including staff details, degree-programme structure information and links to regulations, and aims and objectives of your degree programme, course details, teaching arrangements, outlines of communications within the school and subject area, work and attendance requirements etc.).

It will be assumed that you have read and understood the contents of your Programme Handbook. Please talk to your Academic Advisor or Programme Administrator if anything is not clear to you.

Part 1 presents information about your Department and your programme, and gives details of key contacts and sources of support which you can turn to for further advice.

Part 2 gives more detail on the Faculty of Humanities, the School of Arts, Languages and Cultures, and your programme.

The online version of the Programme Handbook is to be regarded as the definitive version.

Handbook link: <http://documents.manchester.ac.uk/display.aspx?DocID=13982>

Please note that some room / staff office numbers may be subject to change and will not be updated in the handbook. You should always refer to the online Staff Directory for information: <https://directory.manchester.ac.uk/>

My Manchester

My Manchester brings all your online university services together in one place. From My Manchester you can access the student self-service system, which allows you to view your timetable, select course units and access your grades for assessed work. My Manchester also allows you to access University services including Blackboard and your University library account.

You can login to My Manchester at:

my.manchester.ac.uk

PART 1 GETTING STARTED

1 Introduction to Classics, Ancient History and Archaeology

1.1 Welcome note from the Head of Department

Welcome and welcome back to all new and returning students in Classics, Ancient History and Archaeology! Yes, a new department is born! The subject areas of Archaeology and Classics & Ancient History came together in summer 2018 to form, from 1 September, the new Department of Classics, Ancient History & Archaeology (CAHA), comprising well over 20 academic staff, a dedicated technician, library, common room, and labs, all to be located together in the Samuel Alexander Building (the labs will move in the course of 2018/19).

We are thus one of the biggest and most dynamic departments of this kind in the UK. Our lecturers are committed to teaching of the highest quality, and are also widely respected as established or emerging researchers in their own fields. Our degree programmes offer a remarkably broad coverage of the Classical world, from prehistoric Britain and the Mediterranean Bronze Age through to the end of antiquity and beyond, including courses in philosophy, papyrology, epigraphy, linguistics and archaeological theory and method, as well as the Greek and Latin languages at all levels and Greek and Roman literature, history, and material culture. While preserving what is importantly distinctive in each subject area, the new Department opens up exciting new collaborative possibilities in all activities, from Outreach to Employability, including the prospect of new teaching modules combining archaeology with ancient history, archaeology with classical literature and ancient history, even archaeology with ancient languages. We shall keep you posted on new developments. If you have ideas, please let us know them!

If you are a new student, whichever degree programme you have chosen, we hope that you find it fascinating and inspiring. At times, it will also be challenging. Many of you will not have studied your chosen subject(s) before, so do not worry if at first you still need to find your feet; the more classes you attend, the more reading you do, and the more you talk about it with friends in your class and attend PASS sessions, the easier it will become.

This year, for the second time, Level 1 students taking the single honours programmes BA (Hons) Ancient History, BA (Hons) Archaeology and BA (Hons) Classical Studies have the option of studying a 'Minor' subject alongside their main subject. I would encourage you to make the most of this opportunity. Your first year gives you the opportunity to explore your chosen subjects in tandem as well as thinking more broadly about your future, and at the end of the year you can continue with your subject combination, choose an alternative subject or revert to your single honours degree. If you wish, you can formalise your discipline combination as a Major / Minor or Joint Honours degree (where possible). You can find more information on Minors in section 2.4 below or at <http://www.alc.manchester.ac.uk/welcome/>

To get to know you from the very start, we are scheduling group activities during Welcome Week (archaeological site visits, languages day), and you will also be meeting your own personal Academic Advisor. They will be available to you throughout your degree to give advice on anything academic (including study skills, subject choices, fieldwork placements), and to provide pastoral care and guidance, and careers advice. We ask you to see them twice a semester to check on your progress and wellbeing. Every member of staff has office hours each week, when you may see them either without appointment or by signing up on their office doors for a bookable slot. You are invited to consult any member of staff in their office hours to talk about assessment, to discuss your ideas and to help plan your projects. Helping us are our PASS tutors, who will be supporting key

modules, and who also act as Peer Mentors to give you friendly advice on *any* aspect of university life. We also have a lively student Archaeological Society (ArcSoc) and Classical Society (ClassSoc), who will be recruiting you to attend social events, special guest lectures, extra trips and even the occasional visit to the pub!

CAHA (Classics, Ancient History and Archaeology) 'administers' your degree, but we work very closely with our colleagues in the neighbouring disciplines of Anthropology, Art History, History, Linguistics and Modern Languages to enrich our teaching offerings and to support especially our Joint Honours students to help them feel at home in all subject areas.

If you have questions or problems, please take them either to one of your Programme Administrators, Katy Anthony or Gemma McCabe, in room S2.3, or to your Undergraduate Programme Director, Dr Roberta Mazza. We also have a wonderful Student Support and Guidance Manager, Sara Latham, through whom you can get access to the University's professional guidance on everything from study skills to personal finance.

This handbook is your essential guide to your Department, your degree programme, and to all aspects of academic study at the University of Manchester. It answers a broad range of questions, from arrangements for exams and the dangers of plagiarism to the research interests of members of staff and what we expect from you in terms of regular (monitored) attendance. It ends with not one but two handy sets of guidelines on producing and presenting written work: the pages on archaeology nicely complement those on classics and ancient history. Do, please, take the time to read this vital document through!

You should check your University email inbox every day or at least every second day for correspondence about course-units, assessment, important events and official communications, etc. Some information (Academic Advisor lists, office hours, Course Rep names/contacts, PASS/Peer Mentors names/contacts, and ArcSoc and ClassSoc events) is advertised on the official noticeboards on S2 (south wing, second floor) of the Samuel Alexander Building or in room S2.2, the new departmental Common Room. Please check these regularly.

I hope that you also take the opportunity to sample and enjoy Manchester's world-leading cultural and artistic scenes: a great place to start is the John Rylands Library on Deansgate, the Manchester Museum or the Whitworth Art Gallery!

With all best wishes for a thoroughly successful and enjoyable time at Manchester, and in the Department!

Prof David Langslow

Head of Department

1.2 Key contacts and responsibilities

Head of Department

Prof David Langslow

Room S2.43, Samuel Alexander Building

Tel: 0161 275 3028

Email: david.langslow@manchester.ac.uk

The Head of Department is responsible to the Head of School for academic staff and the staffing of academic activities within his subject areas. Prof. Langslow is available during

his office hours, or by appointment, to see any student who wishes to discuss academic or personal matters.

Undergraduate Programme Director

Dr Roberta Mazza
Room S2.34, Samuel Alexander Building
Tel: 0161 275 3598
Email: roberta.mazza@manchester.ac.uk

The Programme Director's role is to ensure the smooth running of all the degree programmes for which she is responsible, and the welfare, conduct and progress of students on it. This involves overseeing the student course-unit evaluation process, considering changes and improvements to the courses offered, and ensuring adherence to the guidelines set out in the University's Academic Standards Code of Practice. Dr Mazza is pleased to meet with any student on any programme to discuss relevant academic or personal issues during her office hours, or by appointment. *Dr Mazza's remit includes all matters relating to Archaeology programmes:* on these, however, for the first year of the new Department, Dr Mazza has a dedicated deputy in the person of Prof. Julian Thomas, whom she may consult or to whom she may refer you as appropriate.

Assessment Coordinator

Prof Andrew Morrison
Room S2.36, Samuel Alexander Building
Tel: 0161 275 3024
Email: andrew.morrison@manchester.ac.uk

The Assessment Coordinator is responsible for all aspects of the assessment (examinations and coursework) of course-units taught within the Department.

Programmes Administrator

Room S2.3, Samuel Alexander Building
Tel: 0161 275 3151
Email: SALC-CAHA@manchester.ac.uk

The administrative services for your degree programme are provided by the School's Teaching and Learning Office. However, your main point of contact for all enquiries relating to the administration of your programme is your local Programmes Administrator.

1.3 Teaching staff in Classics, Ancient History and Archaeology

- + On leave in semester 1
- / On leave in semester 2

Dr Mary Beagon, Reader in Ancient History
Room S2.1, Samuel Alexander Building
Tel: 0161 275 3091
Email: mary.a.beagon@manchester.ac.uk

Cultural and intellectual history of the late Roman Republic and early Empire.

Dr Nicolò Benzi, Temporary Lecturer in Classics & Ancient Philosophy (2018/19)
Room S1.12, Samuel Alexander Building
Tel: 0161 275 8596
Email: nicolo.benzi@manchester.ac.uk

Ancient philosophy; Greek and Latin language and literature; intellectual history of the ancient world

Dr Ina Berg, Senior Lecturer in Archaeology
Room S2.42, Samuel Alexander Building
Tel: 0161 275 7753
Email: ina.berg@manchester.ac.uk

Bronze Age Aegean, in particular aspects of trade and the nature of interaction between Crete and settlements in the Cyclades; island studies, quantitative analysis of pottery and the use of ceramics as a means to express group affiliation and negotiate status.

+ Dr Jenny Bryan, Lecturer in Classical Philosophy
Room S2.7, Samuel Alexander Building
Tel: 0161 275 6052
Email: jenny.bryan@manchester.ac.uk

Ancient Philosophy, especially Plato and the Presocratics; genre in Ancient Philosophy.

/ Prof Stuart Campbell, Professor of Archaeology
Room S2.41, Samuel Alexander Building
Tel: 0161 275 3021
Email: stuart.campbell@manchester.ac.uk

Archaeology of the Near and Middle East; social meanings of pottery, scientific archaeology and the use of computers in archaeology.

Dr Hannah Cobb, Senior Lecturer in Archaeology (part time); School Assistant Director for Teaching & Learning 2018-2021
Room S2.9, Samuel Alexander Building
Tel: 0161 275 8068
Email: hannah.cobb@manchester.ac.uk

The theory and philosophy of archaeology; the archaeology of the Mesolithic-Neolithic in Britain and Europe

Dr Andrew Fear, Lecturer in Ancient History
Room S2.10, Samuel Alexander Building
Tel: 0161 275 3122
Email: andrew.fear@manchester.ac.uk

The history of the Roman Empire; Roman provincial history, especially Britain and Spain; the Roman army in the Roman and Visigothic periods; early Christianity

/ Dr Melanie Giles, Senior Lecturer in Archaeology
Room S2.35, Samuel Alexander Building
Tel: 0161 275 7698
Email: melanie.giles@manchester.ac.uk

Late Bronze Age - late Iron Age archaeology of Britain, Ireland and North-West Europe; archaeological approaches to identity, landscape and material culture; funerary archaeology, violence and warfare; Celtic art, prehistoric figurines and archaeological representation.

/ Dr Emma M Griffiths, Lecturer in Classics
Room S2.11, Samuel Alexander Building

Tel: 0161 275 3109

Email: emma.m.griffiths@manchester.ac.uk

Greek Drama (especially tragedy); Greek literature; ancient childhood; comparative mythology. Current research: ancient concepts of time

Dr Maria Kopsacheili, Temporary Lecturer in Classical Material Culture (2018/19)

Room 2.6, Samuel Alexander Building

Tel: 0161 275 6050

Email: maria.kopsacheili@manchester.ac.uk

Archaeology and art of the Hellenistic world.

Dr Christian Laes, Senior Lecturer in Ancient History

Room S2.15, Samuel Alexander Building

Tel: 0161 275 3115

Email: christian.laes@manchester.ac.uk

Socio-cultural history of classical antiquity (mainly Hellenistic, Roman and Late Antiquity); Roman epigraphy; early Christianity; Neo-Latin; the teaching of Greek and Latin

Prof David Langslow, Professor of Classics, William Hulme Professor of Latin

Room S2.43, Samuel Alexander Building

Tel: 0161 275 3028

Email: david.langslow@manchester.ac.uk

Latin and Greek (and related) languages, historical and literary aspects; texts, language, literature and social history of technical subjects in the ancient world, especially medicine; Indo-European and classical philology and linguistics.

/ Dr Peter Liddel, Senior Lecturer in Ancient History

Room S2.14, Samuel Alexander Building

Tel: 0161 275 3083

Email: peter.liddel@manchester.ac.uk

Greek political and social history; Attic oratory, especially post-Social War; Greek inscriptions; 19th-century historiography; ancient Greek historiography.

Dr Roberta Mazza, Lecturer in Graeco-Roman Material Culture

Room S2.34, Samuel Alexander Building

Tel: 0161 275 3598

Email: roberta.mazza@manchester.ac.uk

Papyrology; Graeco-Roman material culture; Roman and Byzantine Egypt (administration, society and culture); early Christianity; Roman women and gender studies.

Dr Ruth Morello, Senior Lecturer in Classics

Room S2.40, Samuel Alexander Building

Tel. 0161 275 3029

Email: ruth.morello@manchester.ac.uk

Greek and Roman historiography, especially Livy; Augustan literature, Roman national identity and imperial ideology; ancient epistolography.

Prof Andrew Morrison, Professor of Greek
Room S2.36, Samuel Alexander Building
Tel: 0161 275 3024
Email: andrew.morrison@manchester.ac.uk

Greek literature, esp. Archaic and Hellenistic poetry; Pindar and Bacchylides; Herodotus (esp. his reception in the Hellenistic period); Horace; Lucretius; the reception of ancient philosophy in literary texts; ancient epistolography, esp. Horace's Epistles, Plato's Epistles and Greek fictional letters.

Dr Peter Morton, Lecturer in Ancient History (*Semester 1 only*)
Room S2.5, Samuel Alexander Building
Tel: 0161 275 8525
Email: peter.morton@manchester.ac.uk

Roman republican history, esp. the history of slavery and Roman imperialism; Hellenistic historiography, esp. Diodorus Siculus; Republican Sicily; Hellenistic history of the western Mediterranean.

Dr Nick Overton, Temporary Lecturer in Field Archaeology (2018/19)
Room S1.9, Samuel Alexander Building
Tel: 0161 275 3327
Email: nicholas.overton@manchester.ac.uk

Mesolithic period in Britain and Northwest Europe, human-environment relationships, including humans interactions with plants and objects, as a means to explore how prehistoric groups understood the world they lived within prehistoric sites in Britain.

Dr Tom Phillips, Lecturer in Classics
Room S2.8, Samuel Alexander Building
Tel: 0161 275 3030
Email: thomas.phillips@manchester.ac.uk

Greek and Latin Lyric poetry, Hellenistic poetry, Homer, ancient scholarship, literary theory, Romanticism

Dr John Piprani, Technician (half-time, 2018-2021)
Room 4.11 Mansfield Cooper Building and S2.9, Samuel Alexander Building
Tel: 0161 275 8068
Email: john.piprani@manchester.ac.uk

Early European Prehistory; stone tools; teaching and learning

Prof Peter Pormann, Professor of Graeco-Arabic Studies
Room A211, Samuel Alexander Building
Tel: 0161 275 2712
Email: peter.pormann@manchester.ac.uk

Ancient Medical writings, the Graeco-Arabic tradition

Prof Alison Sharrock, Professor of Classics
Room S2.4, Samuel Alexander Building
Tel: 0161 275 3088

Email: alison.sharrock@manchester.ac.uk

Latin poetry, particularly Ovid and Augustan poetry, comedy, Lucan; genre, intertextuality and critical theory.

Dr John Taylor, Temporary Lecturer in Classics and Ancient History
Room S1.10, Samuel Alexander Building
Tel: 0161 275 3102
Email: john.taylor-4@manchester.ac.uk

Greek and Latin languages and literature, Greek and Roman history

Prof Julian Thomas, Professor of Archaeology
Room S2.37, Samuel Alexander Building
Tel: 0161 275 3017
Email: julian.thomas@manchester.ac.uk

Archaeology of Neolithic Britain and Europe, the theory and philosophy of archaeology, and the status of archaeology as a discourse of modernity

Prof Stephen Todd, Professor of Ancient History
Room S2.19, Samuel Alexander Building
Tel: 0161 275 3120
Email: stephen.todd@manchester.ac.uk

Greek social and legal history; Attic orators, especially Lysias

1.3.2 Teaching staff in neighbouring Departments across the School

Art History and Visual Studies

Dr Anthony Gerbino
Room 3.08, Mansfield Cooper Building
Tel: 0161 275 3321
Email: anthony.gerbino@manchester.ac.uk

History

<http://www.arts.manchester.ac.uk/subjectareas/history/>

Dr Charles Insley
Room W2.04, Samuel Alexander Building
Tel: 0161 275 3114
Email: charles.insley@manchester.ac.uk

European Middle Ages, with a particular focus on Britain between 800 and 1200, especially political and social history

Dr Paul Oldfield
Room W2.06, Samuel Alexander Building
Tel: 0161 275 3113
Email: paul.oldfield@manchester.ac.uk

Medieval Mediterranean between 1000 and 1300, and specifically on Southern Italy and Sicily

Manchester Museum

<http://www.museum.manchester.ac.uk/>

Prof John Prag, Professor Emeritus of Classics & Ancient History

Tel: 0161 275 2665

Email: john.prag@manchester.ac.uk

Art and archaeology of the ancient Mediterranean; reconstructing ancient faces; the analysis of Greek pottery; myths in Greek art

Dr Kay Prag

Email: kay.prag@manchester.ac.uk

Prehistoric archaeology and ethnoarchaeology of Palestine, esp. Jerusalem, and the ancient Near East

Mr Bryan Sitch

Tel: 0161 306 1582

Email: Bryan.Sitch@manchester.ac.uk

Roman History, Roman Archaeology

Dr Campbell Price

Tel: 0161 275 3270

Email: campbell.price@manchester.ac.uk

Egyptology

Religions and Theology

<http://www.arts.manchester.ac.uk/subjectareas/religionstheology/>

Dr Todd Klutz

Room S1.6, Samuel Alexander Building

Tel: 0161 275 3608

Email: todd.klutz@manchester.ac.uk

Linguistic style, situation, and culture in early Christian literature (especially Luke-Acts); ancient demonology, exorcism, and apotropaic theory and practice

Prof Peter Oakes

Room S1.42, Samuel Alexander Building

Tel: 0161 275 3612

Email: peter.oakes@manchester.ac.uk

New Testament Greek; aspects of first-century society; the Roman colony of Philippi; the Apostle Paul

Prof Alexander Samely

Room S1.40, Samuel Alexander Building

Tel: 0161 275 3072

Email: Alexander.Samely@manchester.ac.uk

Rabbinic literature, Jewish Bible interpretation, Hebrew manuscripts

Social Anthropology

Dr Gillian Evans
Room 2.050, Arthur Lewis Building
Tel: 0161 275 4896
Email: tony.simpson@manchester.ac.uk

1.4 Department postal and electronic addresses

Department of Classics, Ancient History and Archaeology
School of Arts, Languages and Cultures
Room S2.3. Samuel Alexander Building
University of Manchester
Oxford Road
Manchester, M13 9PL

Web Address:

<https://www.alc.manchester.ac.uk/student-intranet/undergraduate/your-programme/classics-and-ancient-history-archaeology>

Facebook: <http://www.facebook.com/clah.manchester>

Twitter: https://twitter.com/Clah_Mcr

1.5 Dates of Semesters and Exams 2018–2019

Semester One

Welcome Week and Inductions: 17 September 2018 – 23 September 2018

Teaching weeks: 24 September 2018 – 14 December 2018

Reading week: 29 October 2018 – 2 November 2018 – the School's Reading week in semester 1 will not normally have classes scheduled; however, some subject areas may run teaching sessions during this period. You are expected to remain studying in Manchester and take full advantage of the library and other learning facilities during reading week.

Christmas vacation: 17 December 2018 - 13 January 2019 (please note that the University offices will be closed from the afternoon of Friday 21 December 2018 for the annual Christmas holiday and will re-open on Wednesday 2 January 2019).

Examination Period: 14 January 2019 – 27 January 2019

Semester Two

Teaching weeks (part 1): 28 January 2019 – 5 April 2019

Easter vacation: 8 April 2019 – 28 April 2019

Teaching weeks (part 2): 29 April 2019 – 10 May 2019

Dissertation Submission Date: 2 May 2019

Examination Period: 13 May 2019 – 9 June 2019

Students studying single honours Archaeology and joint honours degrees including Archaeology are required to undertake 4 weeks fieldwork experience: 2 weeks in the summer of Level 1, and 2 weeks in the summer of Level 2. See section: *Summer Fieldwork Experience*

Re-sit Examination Period

19 August 2019 – 1 September 2019

Level 1 and 2 students must ensure that you are available for the Re-sit Examination Period should you fail any of your course units.

2 Programmes of Study

2.1 Programmes within Classics, Ancient History and Archaeology

BA (Hons) Ancient History
BA (Hons) Ancient History and Archaeology
BA (Hons) Ancient History and History
BA (Hons) Archaeology
BA (Hons) Archaeology and Anthropology
BA (Hons) Archaeology and History
BA (Hons) Classical Studies
BA (Hons) Classics
BA (Hons) Latin and English Literature
BA (Hons) Latin and French
BA (Hons) Latin and Italian
BA (Hons) Latin and Linguistics
BA (Hons) Latin and Spanish

2.2 Regulations for Undergraduate Degree Awards

Degree Regulations relating to Undergraduate programmes are approved by Senate. They contain the regulations specific to your programme of study, including details concerning assessment and progression, reassessment and classification.

You can find all information; including supporting documents here:

<http://www.regulations.manchester.ac.uk/undergraduate-degree-regulations/>

2.3 Programme Structure, Aims and Learning Outcomes

You can contact your programme administrator for the full programme specification for your degree programme which outlines the general aims of the degree programme.

The three or four year degree is divided into levels. At each level of your degree you are required to earn 120 credits. Most course units are worth 20 credits each (some are worth

10 credits). **Please note** that a 20 credit course is assumed by the School (and accordingly assessed by the subject area) to require 200 hours of your work (including contact hours, private study, preparation of written work and writing of examinations). Within each academic year a student may normally follow courses totalling not more than 70 credits in any one semester. This regulation is to ensure that in any one academic year you do not overburden yourself by doing a disproportionate amount of work within a single semester. Each course is assigned to a particular 'Level', each Level corresponding in effect to a year of the degree programme. You will normally take courses as follows:

In year 1	Level 1 coded courses
In year 2	Level 2 coded courses
Final year	Level 3 coded courses

Languages: The course units owned by the subject areas listed below (this does not include course units run through the University Language Centre) are all coded at Level 5. If you are taking a language as part of your degree programme, or as a Minor, then please note that language units, which are coded with '5', should be included within the credit total for your current level of study (unless otherwise indicated by your programme structure).

Arabic and Middle Eastern Studies, Chinese Studies, French Studies, German Studies, Italian Studies, Japanese Studies, Russian Studies, and Spanish, Portuguese and Latin American Studies

You are normally permitted to take a maximum of 20 credits at the lower level; your programme structure will make it clear if this is permitted for your degree programme.

The levels of your degree programme are designed to ensure that progression is built into your course, in other words that you progress from a relatively elementary level in year 1, through intermediate in year 2, to advanced in your final year. For more specific information on the aims and objectives of each level of attainment please see the course unit database available in My Manchester.

Your programme structure shows you which core, compulsory and optional course units you will take in each year of your degree programme. You can find the programme structures for 2018/19 here:

<http://www.alc.manchester.ac.uk/studentintranet/undergraduate/subjectareas/archaeology/>

Please note: it is your responsibility to ensure that you are registered for the correct units, that you don't take the same unit again at a different level, and that you are registered for the correct number of credits across each semester and level of your degree programme.

Information on the course units and programme structures can be found in section *Teaching, Learning and Progression / Course Unit Selection*.

2.4 Flexible Honours – multidisciplinary study options

Level 1 students studying on single honours programmes will have the option to study a Minor subject alongside their main subject. Your first year will give you the opportunity to explore your chosen subjects in tandem as well as thinking more broadly about your future. At the end of your first year, various options will be available, including: choosing to continue with your subject combination, deciding not to pursue the Minor subject, and formalising your discipline combination as a Major / Minor degree title. If you find that you no longer want to study your Minor subject you can also revert back to your original Single Honours degree.

2.4.1 What is a 'Minor'?

A full Honours degree comprises 120 credits per year, with at least 80 credits gained from your main subject area.

If you study a Minor alongside your Single Honours subject, this will account for 40 credits of your total 120 credits per year.

Your Single Honours subject will then account for the remaining 80 credits. Your Single Honours subject will be referred to as your 'Major' subject, to help distinguish between the weighting of subjects in your degree.

Please note that the units which make up your Minor subject are counted towards your 120 credits for the year, the same rules and regulations apply to these units as to your Major subject area. You must pass the units in order to progress to the next level.

If you study your Minor throughout the course, it will be formally recognised in your final degree title.

If you have any questions about Flexible Honours please contact us:

Email Flexhons.support@manchester.ac.uk

Find out more

<http://www.alc.manchester.ac.uk/study/undergraduate/flexible-honours/>

2.5 Summer Fieldwork experience

Students studying single honours Archaeology and joint honours degrees including Archaeology are required to undertake 4 weeks fieldwork experience: 2 weeks in the summer of Level 1, and 2 weeks in the summer of Level 2. This placement forms a key part of assessment at Level 2 for single honours Archaeology and students will be required to record relevant information during the project in preparation for this. Joint honours fieldwork is not assessed unless students opt for the relevant level 2 module as an optional course-unit: please consult the UG Programme Director for details.

Normally, this training occurs on one of the staff member's research projects, which in 2017/18 included sites in Scotland and Herefordshire. We also have a limited number of museum placements at the Manchester Museum. Students are briefed on these projects before Easter, and are allocated places on a 'first come, first served' sign-up system. However, if students have individual care responsibilities or health issues, these can be taken into account in the assignment of places. Students are funded by the School to an amount of £385, which is paid direct to the excavation project. In exceptional circumstances, students may be permitted to attend an alternative excavation or survey project, if deemed appropriate (towards which they would receive an equal sum for expenses). Please consult the Fieldwork Officer for further details. *All students are required to sign and abide by a Fieldwork Code of Conduct, and may be excluded from the project if this is contravened.*

3 The Manchester Museum, the John Rylands Library, and the Whitworth Art Gallery

Our programmes benefit directly and significantly from three of the University's key cultural assets: the Manchester Museum, the John Rylands Library, and the Whitworth Art Gallery. As well as holding workshops and handling sessions in each of these great institutions, we encourage you to consult their collections, to use examples as case studies in your assessed coursework, and even to conduct primary research under the direction of a relevant curator for your Long Essay or Dissertation. **Please note that the Manchester Museum is temporarily closed for a major renovation.**

For details of each institution, including access to its on-line catalogues and blogs, please refer to the appropriate website:

<http://www.museum.manchester.ac.uk/>

<http://www.library.manchester.ac.uk/rylands/>

<http://www.whitworth.manchester.ac.uk/>

If you wish to volunteer for the Manchester Museum or the Whitworth Gallery during your degree (this makes an excellent addition to your CV), please contact the relevant institution and your academic adviser, who can provide you with a character reference.

4 Support arrangements and getting advice

Your first point of call for information should be this Programme Handbook or the School's Undergraduate Student Intranet:

<http://www.alc.manchester.ac.uk/studentintranet/undergraduate/>

Both will give you details of the most appropriate source of help: for example, on the variety of support services available to you; on the regulations regarding assessment or the submission of assessed coursework or how to raise a concern or make a complaint. If the answer is not provided within your handbook or on the intranet pages, consult your Programme Administrator (contact details on the front page of the handbook), your Academic Advisor (contact details will have been sent to you by email by your Programme Administrator), Programme Director (contact details on the front page of this handbook), or the Student Support and Guidance Office (A15 Ground Floor, Samuel Alexander Building, salc-studentsupport@manchester.ac.uk).

You can also contact your Peer Mentor or Student Representative; their details can be obtained from your Programme Administrator.

General information regarding the range of services provided for students by the University can be found at:

<http://www.studentnet.manchester.ac.uk/crucial-guide/>

4.1 Contacting Academic Staff

Members of the academic staff operate a system of consultation hours, setting aside two hours per week during term time when they are available to see students. Times for consultation hours should be posted on each academic's door, and if the times posted are

not possible for you, you are encouraged to make an appointment, either directly with the member of staff (preferably by email) or through your Programme Administrator.

Contact details for all academic staff across the University can be found at:

<http://directory.manchester.ac.uk/>

4.2 Your Academic Advisor

A member of academic staff will be appointed as your Academic Advisor. Your Academic Advisor is concerned with your general welfare, and is available to give you help and advice on all academic matters, and can direct you on where to find support for personal matters. You are strongly encouraged to attend all meetings and activities scheduled by your Academic Advisor, and can request additional meetings during their weekly consultation hours. Developing a good relationship with your Academic Advisor is crucial to success in your chosen programme of study. If you cannot make the scheduled consultation hours then you should contact your Advisor to arrange another suitable time.

The following table outlines the timings and functions of the Level 1 meetings:

Semester 1	
Welcome Week	You will be invited to meet informally with your Academic Advisor, either individually or in a small group, to chat about your experiences and expectations of the university so far. Your Advisor will provide practical academic information for you and you should think about any questions you have about your academic programme.
Second meeting (Week 5)	Your Academic Advisor will invite you to a meeting to discuss your progress so far and any problems you might have experienced during your first weeks at University.
End of semester meeting (Week 10)	This meeting will be an opportunity for you to discuss your experiences of the first semester. You will also have the opportunity to discuss your forthcoming exams and any coursework deadlines.
Semester 2	
First meeting (Week 5-6)	This meeting will be an opportunity for you to discuss your semester 1 course unit marks and share your experiences of the first semester.
Second meeting (Week 10)	This meeting will be an opportunity to discuss any forthcoming exams, coursework deadlines and your course unit choices for Level 2.

You should feel free to consult your Academic Advisor about anything that concerns you, including personal, domestic, medical, financial or legal problems. He or she will be able to put you in touch with expert professional help if you should need it; but you may rest assured that, except in formal academic matters, all communications with your Academic Advisor are privileged, and that anything you say to him or her is strictly confidential and will not be divulged to anyone else without your express permission. In academic matters your Academic Advisor will normally refer you to your Programme Director. **It is essential that you keep your Academic Advisor informed of your progress and of any circumstances which may affect your work during the year or your performance in examinations**, as he or she may be able to help you resolve your problems or to act as your 'advocate', should this unfortunately prove necessary.

Students are able to request a change of Academic Advisor at any time. If you are experiencing problems with your Academic Advisor, you should contact your Undergraduate Programme Director or Head of Department.

In principle, your Academic Advisor is always prepared to supply written references for applications for jobs, further study etc. It is therefore important that you attend meetings so that they get to know you throughout the programme.

4.3 Student (Peer) Mentors and Peer Assisted Study Scheme (PASS)

Classics, Ancient History and Archaeology operates a Peer Mentor programme. The mentors – Level 2 and 3 students in the Department – are available to give advice on course-units, academic life in Manchester, and essential information to help you settle in both to student life and to Manchester generally. You will get an opportunity to meet the mentors during Welcome Week. Look out for information on the mentors' notice board throughout the year, and remember to check your University email account for details of social events and days out.

Archaeology also operates the PASS scheme. Through this scheme, specially trained second and third year students run a weekly seminar group, which offers you the opportunity to discuss your work and develop your study skills in a friendly and informal environment. PASS has been an extremely successful scheme, which first year students have found extremely beneficial.

4.4 School Student Support & Guidance Office

The School's Student Support & Guidance Office is based in Room A15 on the ground floor of the Samuel Alexander Building. The team can provide support and general advice on the following areas:

- Appeals and Complaints
- Attendance issues
- Disability support queries
- General support issues or concerns (e.g. health or other issues affecting your studies)
- Mitigating circumstances
- Interrupting your programme of study
- Withdrawing from your programme of study

The team can also help you to access help and support from the following central University support services, full details of which are listed in the section *Support Arrangements and Getting Advice*:

- Counselling Service
- Disability Advisory and Support Service (DASS)
- International Advice Team
- Occupational Health
- Student Services Centre
- Students' Union Advice Centre
- Student Support and Advice at the Atrium (University Place)

If you are having problems don't keep them to yourself, contact the Student Support and Guidance Office for advice and support.

The main office (A15 Samuel Alexander Building) is open from 10am to 4pm from Monday to Friday; there is no need for an appointment. Staff may also be available at other times if you want to make an appointment in advance or see a member of staff in private.

Full contact details are available on the student intranet:
<http://www.alc.manchester.ac.uk/studentintranet/support/>

Email salc-studentsupport@manchester.ac.uk
Telephone 0161 306 1665

4.5 Dignity at Work and Study

The University of Manchester does not tolerate any form of harassment, discrimination or bullying. If you believe that you are being bullied or harassed, you can contact a Harassment Advisor. Harassment Advisors provide confidential support and information to students and staff on the University's policy and will be able to explain the options available to you. For further information on reporting a complaint of this nature see: <https://www.reportandsupport.manchester.ac.uk/>

4.6 Your Health and Safety

You must not interfere with or misuse anything, object, structure or system of work provided by the University of Manchester in the interests of health and safety.

You must familiarise yourself with the procedures for dealing with an emergency, including what to do on discovery of a fire, and fire exit-points. You are also required to familiarise yourself with the Health and Safety at Work regulations, extracts of which are posted in all School buildings. Anyone requiring first aid for themselves or for others should contact one of the first aiders situated in the building. Their names and telephone numbers are posted in commonly used areas. The Head of School is responsible for Health and Safety within the School.

Level 1 and new students to the University will be required to complete an online Health and Safety unit via Blackboard. This course will show up in your My Manchester – My Courses tab, and will have the pre fix code: SALC11230 Health and Safety. Please ensure that you have completed this before the end of October 2018.

4.7 University Support Services

If you feel that you would like to contact University Support Services directly, and not via the School, or you want to talk to somebody outside the School, please see details below and here:

<http://www.studentsupport.manchester.ac.uk/>

University Counselling Service

The Counselling Service is available to all students at the University of Manchester. The service provides confidential counselling by a team of professional counsellors for students who want help with personal problems affecting their studies or well-being. It is a free service. You can contact the Counselling Service via their website to make an appointment.

Website: <http://www.studentnet.manchester.ac.uk/counselling/>

University Disability Advisory and Support Service

The University has a Disability Advisory and Support Service (DASS), whose aim is to assist students, both prospective and current, who are affected by substantial and long-term conditions. If you register with DASS the team can assess and identify your needs whilst studying at the University. DASS offer a wide range of support to students and they will meet with you to discuss the support that suits you as an individual.

The Disability Advisory and Support Service will inform the academic School of your condition (with your consent) and suggest ways in which the School and academic staff can support you throughout your duration of your studies. When discussing your support, DASS will ask whether you would prefer not to disclose details of your disability/support needs to the School. Please note that if you choose to limit disclosure in this way, it will affect the support that the School is able to provide. Further information can be found here: <http://www.dso.manchester.ac.uk/what-support-can-i-get/>

In addition to this the DASS also:

- a) Deal with enquiries from prospective students with regard to all aspects of their disability-related support whilst at the university
- b) Assist students with applications to their funding body (e.g. LEA, NHS, GSCC) for Disabled Students' Allowance and undertake assessments of their support needs
- c) Liaise with other members of staff in the university to ensure that they can facilitate the needs of disabled students
- d) Operate an Equipment Loan scheme for students
- e) Assist students to organise personal helpers and support workers, if appropriate
- f) Undertake dyslexia screenings for students who think they may have dyslexia
- g) Advise on external sources of financial support and assistance and help with application to these funds

For further information visit the Disability Advisory and Support Service website at: <http://www.dass.manchester.ac.uk/>

[If you register with DASS, you may receive automatic extensions for written work as part of your University Support Plan. More information about these is available here: Student guidance on DASS-related Automatic Extensions](#)

Examinations support may be put in place, if it is identified as appropriate during your assessment with DASS. In order to be considered for exam support you will need to be fully registered and have your University Support Plan in place. If you are not already fully registered with DASS and you wish to be considered for Examinations Support, or you feel that your existing support recommendations should be reviewed, please note that there is a deadline before each of the main examination periods in January, May and August. In order to be considered, you will need to ensure that you meet with an adviser before the deadline. Deadline dates for 2018-19 will be circulated by email and available on the DASS website: <http://www.dass.manchester.ac.uk/what-support-can-i-get/exams/>

The School has a Disability Support Coordinator who is based within the Student Support and Guidance Office. The Disability Coordinator acts as a central contact point for students within the School who have queries about their support and as a liaison between the DASS and the School. For further information please refer to our website: <http://www.alc.manchester.ac.uk/studentintranet/support/disability/>

Students Union Advice Centre

The Students Union has advisers who can help with all kinds of matters ranging from finances to housing and welfare issues. The Advice Centre is on the first floor in the

Student Union Building, and is open Monday to Friday, 10am to 4pm, term time and vacation. Appointments can be made via the Student Union Reception. Further information is available here: <https://manchesterstudentsunion.com/top-navigation/advice-service/contact-an-advisor>

Student Support and Advice at the Atrium

Based in the University Place building, The Atrium is a University service where you can access information, guidance and advice. There are specialist advisers who can provide advice on careers, volunteering, managing money, international programmes, and support and well-being. The service at the Atrium will provide general advice and guidance, but we would strongly recommend that you contact the School Student Support and Guidance Office for detailed advice and guidance on matters such as mitigating circumstances; interruptions to study and appeals/complaints. Further information is provided below.

For all general enquiries and to book appointments with the Student Money Adviser, the Student Support Adviser and the International Programmes Office, call 0161 275 3033/3781 or email atriumadvice@manchester.ac.uk

Study Skills websites

The University Library has an award winning study skills programme called My Learning Essentials. Full details are available on the Library's website:

<http://www.library.manchester.ac.uk/academicsupport/mylearningessentials/>

University support for mature students

The Burlington Society is the University society for mature students and postgraduate students. For further information please see:

Website: <https://www.facebook.com/groups/burlington.society>

For further information on support for mature students, please see:

<http://www.manchester.ac.uk/study/undergraduate/mature-students/>

University Support for international students

The International Society is a busy centre for international students based in the Greater Manchester area. It is located on Oxford Road (see map of campus). Manchester has more students from abroad than anywhere else in Britain, other than London, and International Society members come from all over the world.

Website: <http://www.internationalsociety.org.uk/>

4.8 Student Services Centre

The Student Services Centre can offer help and advice about tuition fee assessments or payments, Council Tax exemption, examinations, graduation ceremonies and official documents such as transcripts.

The Centre is located on Burlington Street (campus map reference 57: <http://www.manchester.ac.uk/aboutus/travel/maps/az/>) and is open Monday to Friday, 10am to 4pm. Tel: +44(0)161 275 5000 or email ssc@manchester.ac.uk

<http://www.studentsupport.manchester.ac.uk/finances/tuition-fees/>

<http://www.studentsupport.manchester.ac.uk/finances/>

4.9 Careers Service

Your Future and your Careers Service

From the moment you arrive at University, there are a wealth of opportunities on offer to help you gain experience and find the job that you love.

Employers want to see students who've not only studied an academic course, but who have also taken advantage of the various extra-curricular activities available to them whilst at University. You don't have to have done everything, but there is so much variety that you will find something for you.

Your Careers Service doesn't just talk about life after graduation, they are also there to help you navigate and explore the variety of opportunities open to you during your studies in order to enhance your experience and build your upon your existing CV.

Whilst you are studying at Manchester, your Careers Service can help you...

- Explore options and ideas with your degree
- Look for part-time or vacation work
- Discover volunteering opportunities
- Gain work experience, placements and internships
- Find out about specific jobs and sectors
- Develop the skills employers look for
- Find graduate jobs and internships
- Create CV and job applications
- Find employer events and careers fairs
- Succeed at interviews and assessment centres
- Find postgraduate study and funding options
- Access mentoring support
- Start your own business....and much more

Don't leave it until your final year to use our services; make the most of your time at Manchester and get involved from the start of your degree.

The Careers Service is located in the Atrium, University Place:

<http://www.manchester.ac.uk/medialibrary/maps/campusmap.pdf> Building number 13.

tel: 0161 275 2829

email: careers@manchester.ac.uk

www.careers.manchester.ac.uk

4.10 IT Services within the Faculty of Humanities

Students at the University of Manchester enjoy access to a wide range of high quality IT services provided across campus. Within Humanities itself there are in excess of 500 computers located within Faculty buildings available for student use complementing the 2000+ seats provided by the University in public clusters – including a public cluster at Owens Park.

All cluster computers are configured in the same way and provide access to services offered by schools, faculties and central service providers such as IT Services <http://www.itservices.manchester.ac.uk/help/> and the University Library

<http://www.library.manchester.ac.uk/>. These include printing, scanning and copying and access to a wide range of general use and course specific software on the Windows 7 operating system. A list of software is available at:

https://www.applications.itservices.manchester.ac.uk/list_categories.php

A list of open access clusters can be found at:

<http://www.itservices.manchester.ac.uk/students/pc-on-campus/>

Wireless networking is installed across campus enabling students with wireless equipped laptops and mobile devices to access IT services on campus. Full details of the services offered, including a list of available locations, can be found at:

<http://www.itservices.manchester.ac.uk/wireless/>

Help and advice is available from our Support Centre which can be contacted by phone, email or in person. It is also available on-line <http://www.itservices.manchester.ac.uk/help/> or via the Support Centre online <https://supportcentre.manchester.ac.uk/>

Service desk support is also available at the University Library, the Joule Library, the Kilburn Building and the Alan Gilbert Learning Commons:

<http://www.itservices.manchester.ac.uk/help/>

Details of opening hours and other contact details can be found at:

<http://www.itservices.manchester.ac.uk/help/> Telephone support is available 24 hours a day throughout the year.

4.11 The University Language Centre

The University Language Centre provides courses and language learning resources for students from a wide variety of disciplines wishing to include a modern languages element within their studies. It also offers a wide range of courses and services for international students for whom English is not a first language.

Language courses

Offered as part of the University Language Centre's institution-wide language programme (LEAP), these courses are available to students from across the University and may be studied on a credit or on a non-credit basis to complement your degree. Currently there are 17 languages offered, ranging from the main international languages to a number of less-widely taught languages:

<ul style="list-style-type: none">• Arabic• British Sign language• Mandarin Chinese• Dutch• French• German• Hebrew• Italian• Japanese	<ul style="list-style-type: none">• Korean• Polish• Persian• Portuguese• Russian• Spanish• Turkish• Urdu
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For more information on the full range of languages and levels that are available, please consult the University Language Centre website via the link given below.

English Language Programmes and Advice

If English is not your native language, you may wish to make use of our classes and tutorials.

In our classes, experienced tutors will help you get the most out of your studies by exploring the key features of both written academic and spoken English. A particular emphasis is placed on communicating well with your intended audience. We also aim to boost your confidence to work independently in English. The writing classes are delivered on a broad disciplinary specific basis: Engineering and Physical Sciences, Biological Sciences, Medical and Human Sciences, Business-related disciplines, Humanities. You can find out more about these helpful classes on our website.

You may also book a free one-to-one academic writing tutorial with English for Academic Purposes specialist. You submit a sample of your own writing when booking a tutorial, and the tutor will then offer tailored advice and feedback specific to your needs. The feedback will focus on areas such as structure, referencing and appropriate use of English.

Please refer to the Academic Support Programmes section of the ULC webpage via the link given below.

Open Learning Facilities - The University Language Centre's open learning facilities, situated in the Samuel Alexander Building, offer:

- A well stocked library of materials in text, audio, DVD and CD-ROM formats
- Materials in some 80 languages
- Two suites of dedicated multimedia PCs for computer aided language learning, DVD playback and access to TVoverIP (for viewing live satellite channels via the University network)
- Booths with LCD screens for group viewing of DVDs
- A conversation room for group work and voice recordings
- Short-term loan of digital recorders, cameras, webcams, etc
- Support and advice for learners from expert staff and through on-line resources

Face to Face - This is a reciprocal language learning scheme, in which students can meet with native speakers of the language they are learning. International students find that this is a good way to meet home students and to become more integrated into the University. Home students can prepare themselves for study abroad by finding out about their partners' home universities and cultures. For more information, please enquire at the ULC reception.

A full guide to the University Language Centre's courses, services and its language learning resources is available at: <http://www.languagecentre.manchester.ac.uk>

4.12 Study Abroad Office

Studying abroad is an excellent opportunity to see the world, experience new cultures and study at one of Manchester's world-class partner institutions. Within the School of Arts, Languages and Cultures, students* have the opportunity to study abroad in either the first

or second semester of their second year. The application process begins in semester 1 of your first year, so make sure that you attend the necessary meetings if you wish to participate in the Study Abroad programme. For more information, see:

<http://www.manchester.ac.uk/study/undergraduate/expanding-study/study-abroad/>

To study abroad, the minimum average which is required is usually 60%. Some partner universities and some academic Schools will require a higher average in your first year in order to participate.

*Please note that students studying on a Joint language degree programme complete their third year on a residence abroad and therefore the semester only study abroad option is not relevant to them. This does not affect students who are studying a language as a Minor under the Flexible Honours scheme.

5 Student Feedback and Representation

5.1 Course/Programme Evaluation

The University runs a centrally coordinated survey (Unit Surveys) for all UG course units taken by full-time students at the University of Manchester. The results of the survey are used to feed into the planning and resource allocation systems of the University, and to facilitate trend analysis, and are published, at a general level, to the University. Detailed results on each individual course will be transmitted to Schools and used to inform quality assurance. Towards the end of every semester you will be asked to complete a Unit Survey for each course you have taken. Overviews of the surveys will be reviewed at the Staff Student Liaison Committees (SSLC), programme- and school- level teaching and learning committees, and will form part of each subject area's annual monitoring exercise which feeds into the Student Experience Action Plan for the School.

The University is also surveyed as part of the annual National Student Survey for final year students. The survey is run by IPSOS Mori on behalf of the Higher Education Funding Council for England (HEFCE). Results are used to inform improvements to the student experience, compile University league tables and to inform future students' choice of University/course.

5.2 Committee Structure and Student Representation

The University of Manchester is committed to receiving and responding to student feedback in order to bring about improvement in the quality of the student experience and development of learning and teaching within the institution.

Student representation covers a diverse range of activities and structures and student feedback can be provided by a number of different means, for example, through programme evaluation questionnaires, the academic advisor system or through students being present at Staff-Student Liaison Committees or Programme Committees. Representation enables dialogue between the student body and staff in order to aid development of programmes of study, the student experience and the quality of the institution as a whole. This dialogue can take place in both formal and informal structures and circumstances.

In common with other schools, the School of Arts, Languages and Cultures is governed through a combination of bodies representing schools, staff and students. There is a

School Board, which is held at least twice a year on which staff from all areas of the School, academic and support staff are represented. The School Board is consultative and involves a broad range of staff. The School's Policy and Resources Committee consists of the Head of School, Head of School Administration, Directors, Managers and Heads of Divisions and assists the Head of School on issues of policy and resourcing. The School also has an Advisory Group comprising the Head of School, School Directors and the Head of School Administration, which meets regularly.

5.3 External Examiners' reports

External Examiners' reports relating to this programme will be shared with student representatives at the Staff Student Liaison Committee during the Spring term, where details of any actions carried out by the programme team/School in response to the External Examiners' comments will be discussed. Students should contact their student representatives if they require any further information about External Examiners' reports or the process for considering them.

The review of the External Examiner reports forms part of each subject area's continuous monitoring exercise which feeds into the Student Experience Action Plan for the School.

5.4 Undergraduate Committee Structure

The **Undergraduate Programmes Committee** consists of the Director of Teaching and Learning, the Teaching and Learning Management Team, and Programme Directors from each Division in the School. Student representatives are invited and encouraged to sit on this Committee.

The **Assessment Committee** discusses policy relating to examinations and assessed coursework. Student representatives are invited and encouraged to sit on this Committee.

In addition, each subject area has a **Teaching and Learning or Programmes committee** which discusses undergraduate and postgraduate taught matters relating to that subject area. Student representatives are invited and encouraged to sit on this Committee.

Each subject area also has a **Staff-Student Liaison Committee**. This is a consultative body, which deals with both academic and non-academic matters relevant to each subject area. These usually have student representatives from each undergraduate year chosen early in the first semester and have an unrestricted remit. Student members represent their year and are expected to be proactive in bringing ideas and problems to the notice of the committee.

Student representatives in each subject area will often have a noticeboard and often areas on the subject area's Blackboard pages. If you have a problem or view you wish to air on any aspect of subject provision, you can contact your year group's Student Representative, who will put your issue, if appropriate, on the agenda of the next SSLC meeting. Student representatives are also invited to attend the **School Staff-Student Consultative Committee**, which is chaired by the Head of School and meets at least twice a year.

If you wish to become a Student Representative, please contact the Senior Tutor Dr Nicholas Overton (nicholas.overton@manchester.ac.uk).

PART 2 FACULTY, SCHOOL AND PROGRAMME INFORMATION

6 Welcome to the Faculty of Humanities

As Vice-President and Dean of the Faculty of Humanities, I would like to extend a warm welcome to all students in The University of Manchester. The Faculty of Humanities is one of three Faculties in the University and consists of five Schools. We offer an unprecedented range of innovative programmes at undergraduate and graduate level, embracing disciplines as diverse as business and management, social sciences, law, education, languages, arts and environment and development.

This rich mix of opportunities makes study at The University of Manchester an exciting and stimulating experience, where you will benefit from the experience of leading scholars in your field and from being part of a large, diverse and international student community.

Being at university is not all about what you will learn in the classroom. Our courses and the wider university give you access to a wide range of activities to stretch and develop your knowledge, thinking and skills. From field trips and study abroad to volunteering, industrial placements and hundreds of societies, there is something for everyone. That is why we are the university most targeted by employers.

Within the Faculty we are committed to providing a student experience of the highest standard and making sure you have the support you need along the way.

This handbook will give you information to help you make the most of your time with us. I look forward to seeing you all thrive whilst you are here.

Keith Brown

Vice-President and Dean, Faculty of Humanities

September 2018

6.1 What can the Faculty do for you?

The Faculty of Humanities encompasses academic areas as diverse as Arts, Education, Law, Social Sciences and Business & Management and is the largest Faculty in the University. With over 17,000 students and almost 2000 academic staff, it is the largest Faculty of the Humanities in the UK and is equivalent to a medium-sized university.

The Faculty has five Schools: Arts, Languages and Cultures; Environment, Education and Development; Law; Social Sciences; and the Alliance Manchester Business School. The organisational culture of these Schools provides opportunities for increased collaboration throughout the Faculty and for regional, national and international engagement.

The Faculty is the interface between the discipline-based Schools and the University and is headed by a Dean who is supported by a team of Associate Deans.

The work of the Faculty involves co-ordinating and developing activities to respond effectively to Institutional or external initiatives or activities, encouraging best practice across Schools and facilitating the seamless operation of processes across School,

Faculty and University boundaries to help make your experience at Manchester the best it can be.

The Faculty is committed to gathering student views on the provision of teaching and learning and centrally operated areas of the University (such as Library; Estates; IT; Careers; eLearning) and as a student you can feed into this process via the Faculty's Staff Student Liaison Group (SSLG) which meets a minimum of twice a year. These meetings provide a forum for students, who are elected as Student Representatives within their School/discipline, to:

- discuss overarching issues of concern with senior members of staff from different areas of the University in an open manner;
- engage constructively with senior staff to identify those areas where there is scope for improvement, bringing forward ideas and suggestions;
- identify and share good practice;
- respond to items brought forward by members of staff.

The Faculty also occasionally holds consultation groups with students to find out what is being done well across the Faculty and what you feel could be done to improve your experience as a student.

The focus of your involvement as a student is likely, however, to be the disciplinary grouping, ie the School within which your studies are based. Or, in the case of students on interdisciplinary programmes, the office which is responsible for administering your programme.

You may have contact with the Faculty if you have a problem that cannot be resolved at a local level within the School or Programme Office. For example, appeals or disciplinary matters. Otherwise, it is entirely possible to complete a course of study without ever interacting directly with the Faculty.

6.2 The University of Manchester Alumni Association

At Manchester we are proud to have the largest global alumni community of any campus-based university in the UK, with many of the 380,000 graduates we are in contact with holding top positions in every imaginable field.

The University of Manchester's Division of Development and Alumni Relations is here to help alumni maintain a lifelong connection with us and with each other, sharing experiences and expertise and enjoying alumni-exclusive offers, events, networking and volunteering opportunities.

Many of our alumni help to influence and inspire the next generation of Manchester graduates by volunteering their time and expertise. Our alumni volunteers mentor and network with students, take part in careers Q&As, provide internships and placements, and act as hosts for our Global Graduates programme – all to give you the high-quality experience and transferable skills that are vital in ensuring a return on investment into a degree.

You can access alumni advice immediately on our online professional networking service, the Manchester Network.

The Manchester Network features Ask Me About, which students and alumni can use to connect with 2,500 alumni who want to:

- offer careers advice;
- review CVs and applications;
- offer work experience, internships and jobs.

Get started by registering for the Manchester Network at network.manchester.ac.uk, going to the *mentoring* tab and searching by interests and profession.

Some alumni also support the University financially, enabling researchers and graduates to contribute towards a more progressive, responsible world, and help us offer Access Scholarships to high-achieving undergraduate students who come to us from backgrounds that under-represented in higher education.

Many of our graduates hold positions of seniority in business, academia, politics, industry and the media, including:

Lord Terence Burns
Chairman, Santander UK

Professor Brian Cox OBE
Physicist and Science Communicator

Jesse Armstrong and Sam Bain
Writers of television comedies – Peep Show and Fresh Meat

Benedict Cumberbatch CBE
Actor

Gareth Williams and Bonamy Grimes MBE
Skyscanner co-founders

Chuka Umunna MP
Former Shadow Secretary of State for Business, Innovation and Skill
Professor Dame Sally Davies
UK Government's Chief Medical Officer for England

Sophie Raworth
Presenter BBC News

Teo Chee Hean
Deputy Prime Minister of Singapore

Parineeti Chopra
Actor

Toby Jones
Actor

Orlando von Einsiedel
Oscar-winning film director

Professor Danielle George MBE
Radio frequency engineer and Presenter of the 2014 Royal Institution Christmas Lectures

*Tom Bloxham MBE
Founder of Urban Splash and former Chancellor of the University*

*Frances O'Grady
First female General Secretary of the TUC*

7 School of Arts, Languages and Cultures

7.1 Introduction

The School of Arts, Languages and Cultures (SALC) is one of the largest groupings of students, teachers and researchers in the arts and languages anywhere in the world, it attracts the best research and teaching talent from around the world, and provides students with the highest quality educational experience through dedicated teaching and access to a wide range of resources.

The School has seventeen different disciplinary areas, plus teaching in nearly 20 languages and is internationally recognised in the fields of human cultures, beliefs, institutions and languages.

Teaching and research in the School are supported by rich resources within the University, in the collections of the University of Manchester Library (including the world-famous John Rylands Library), the Ahmed Iqbal Ullah Race Relations Resource Centre, the Manchester Museum and the Whitworth Art Gallery, as well as in other distinguished Manchester archives and museums.

At Manchester there is so much on offer for you that it can be hard to decide which activities to get involved in beyond your studies. Stellify is a way for you to navigate through these choices by participating in some of our most transformative academic and extracurricular activities. You'll be able to broaden your horizons, understand the issues that matter in contemporary society and step up to make a difference to local and global communities. You can start by visiting the website below or speak with your Academic Advisor.

<http://www.stellify.manchester.ac.uk/>

7.2 Key School staff

Head of School: Professor Alessandro Schiesaro - Room A2 Samuel Alexander Building; telephone: 0161 275 3283; email: HoS_SALC@manchester.ac.uk

The Head of School has ultimate responsibility for all aspects of academic activity within the School. Students should contact Bethany Pedder Bethany.pedder@manchester.ac.uk in the School Office if they wish to make an appointment.

Director of Teaching and Learning: Dr Christopher Godden

The Director of Teaching and Learning is responsible to the Head of School for maintaining the academic standards of each of the School's degree programmes. Dr Godden will normally be available during his office hours (displayed on his office door) to

see any student who wishes to discuss academic or personal matters. To see Dr Godden at another time please contact the Teaching and Learning - Programmes Manager fiona.fraser@manchester.ac.uk to make an appointment.

Assistant UG Director, Academic Advising and Employability: Dr Christopher Godden - email: Christopher.godden@manchester.ac.uk

The Assistant Director, Academic Advising and Employability is responsible to the Director of Teaching and Learning for developing the School's policies and provision of academic advice for our students, and improving their employability through the enrichment of their degree programme.

Assistant UG Director, eLearning, Flexible Honours and Teaching Innovation: Dr Hannah Cobb - email: hannah.cobb@manchester.ac.uk

The Assistant Undergraduate Director, eLearning, Flexible Honours and Teaching Innovation is responsible to the Director of Teaching and Learning for developing the School's policies and provision of e-learning across all of its degree programmes and to review, monitor and improve the variety of assessment practices across the School.

The **Teaching and Learning Student Operations Manager** is Emma Wilson – email emma.wilson@manchester.ac.uk

The **Assessment Manager** is Morag Guilfoyle - email morag.quilfoyle@manchester.ac.uk

The **Programmes Manager** is Fiona Fraser - email fiona.fraser@manchester.ac.uk

The **Student Experience Manager** is Louise Stewart - email louise.stewart@manchester.ac.uk

The **Student Support and Guidance Manager** is Sara Latham - email sara.latham@manchester.ac.uk

7.3 Communications within the School of Arts, Languages and Cultures

Information is communicated to students normally by means of email, the student intranet, Blackboard and via noticeboards. Important or urgent messages may sometimes be sent to your mobile number as a text. Please note the following:

- a) Email messages initiated by staff in the School (both academic and administrative) will be sent to your University email address. All messages sent to you via email distribution lists will include your University email address.
- b) You are required to check your University email account on a regular basis. It is your responsibility to ensure that you read with minimal delay all messages sent to your University email address. **Failure to read messages delivered to your University email account will not be accepted as a legitimate excuse if you fail to act on information that has been sent to you.**
- c) You must send all email communication to staff from your University account. All emails to staff should be written in a polite professional tone.
- d) **Important Note:** If you send a message from a private email address, you should be aware that, due to the increasing problems of spam and viruses, a member of staff may sometimes have legitimate cause for suspicion about your message, and may

therefore be obliged to delete it without opening it. This is especially likely to apply if your name and the subject matter of your message are not clearly identified in the email address and header. **In all such cases any failures of communication are your own responsibility.**

7.4 Changes to your personal information recorded in the Student System

It is your responsibility to ensure that the Student System is kept up to date with changes to your recorded personal or programme details. Any change of personal details must be completed online via the Self-Service System. If you are unsure of how to do this you should ask your Programme Administrator. Incorrect information can lead to problems with your fees and funding, at Examination times and with other official processes.

Please see section *Teaching, Learning and Progression / Course and Programme Changes* for information on course unit and degree programme changes.

8 Teaching, Learning and Progression

8.1 Registration

Registering online is a crucial part of becoming a student of The University of Manchester. You must register annually, whether you're new to the University or returning for another year; and until you register, you are not a member of the University and cannot access any of our services - including attending lectures and seminars and using the University Library. If you are experiencing any issues with your registration, please email, call or drop in to see your Programme Administration Team.

Please note that if you do not meet Registration deadlines you will be liable for a late registration charge of £200 and you may be withdrawn or interrupted from your degree programme. Registration deadlines depend on the start month of your degree programme.

For further advice on Registration, see the Welcome pages:

<http://www.welcome.manchester.ac.uk/>

8.2 Induction

In addition to registering with the Subject Area and University, during the first week of the academic year all level 1 students will participate in Welcome Week activities, which will include an introductory meeting within the Subject Area, an opportunity to meet with your Academic Advisor, attend academic events and meet with students from your own year and from other years on your degree programme.

If at any stage you are feeling at all uncertain or lost, please speak to someone – your Academic Advisor, a Peer Mentor, or Programme Administrator.

Returning students may also have events planned for them during Welcome Week and you should check your email for information from your Programme Administrator about this.

8.3 Course Unit Selection

Course unit descriptors of current courses offered at all levels can be found on the University Course Unit Information Portal via My Manchester. my.manchester.ac.uk Full details on how to navigate these screens can be accessed via the [Guide to Navigating the Course Unit Information Screens](#)

Your programme structure shows you which core, compulsory and optional course units you will take in each year of your degree programme, it is your responsibility to ensure that you are registered for the correct units, and the correct number of credits for your degree programme. Please ensure that you have a balance of credits across each semester with no more than 70 credits in a semester and no less than 50. You can find your programme structure documents here:

<https://www.alc.manchester.ac.uk/student-intranet/undergraduate/your-programme/>

Please note that the selection of course units available changes from year to year – what is displayed here may not necessarily be what is on offer when you reach later years of the programme.

Understanding a Course Code

Courses within the School of Arts, Languages and Cultures include:

Subject CODE	Subject area
AHVS	Art History and Visual Studies
AMER	American Studies
ARGY	Archaeology
CHIN	Chinese
CLAH	Classics and Ancient History
DRAM	Drama
ENGL	English Literature
FREN	French
GERM	German
HIST	History
ITAL	Italian

Subject CODE	Subject area
JAPA	Japanese
LALC	School-wide Language Courses
LELA	Linguistics and English Language
MEST	Middle Eastern Studies
MUSC	Music
RELT	Religions and Theology
RUSS	Russian Studies
SALC	School-wide courses
SPLA	Spanish, Portuguese and Latin American
UCOL	University College
UL**	University Language Centre (LEAP)*

* For guidance on the enrolment process for LEAP courses, please consult the University Language Centre website at:

<http://www.languagecentre.manchester.ac.uk/learn-a-language/>

Each code is broken into four letters (noted above) identifying the subject area and 5 numbers which identify both the Level (year of study) and the Semester the course unit is offered in.

The first numerical digit in the code shows the Level it is taught at:

- 1 = First year
- 2 = Second year
- 3 = Third year
- 5 = Language

You should usually take course units which correspond with your current year of study e.g. second years take 2**** numbered course units and final year students take 3**** course units.

The semester a course is taught in is identified by the last digit in the course code:

- 0 = Year Long course
- 1 = First semester
- 2 = Second semester

EXAMPLE – RELT30221

RELT	3	0	2	2	1
Subject Area (Religions & Theology)	Level – 3 (A course unit for final year students)	Unique numerical identifier	Unique numerical identifier	Unique numerical identifier	Semester 1 – A course running in semester 1

Signing up to optional course units is done through an online enrolment process via the Student System. A number of guidance documents are available on the SALC Student Intranet to support you to undertake course selection:

<https://www.alc.manchester.ac.uk/student-intranet/undergraduate/course-unit-selection/>

Most degree programmes also offer students the opportunity to participate in exchange programmes and study abroad for a semester or a year. Please contact your Programme Director or Administrator for more information.

8.4 Understanding your Timetable

Once you have completed the online enrolment process your personalised timetable will be available through the timetabling portal in My Manchester. Getting to grips with how to understand your timetable is a key part of your induction to University and you must check it weekly for the most up to date room information. Please see our guide on how to use your timetable: <http://documents.manchester.ac.uk/display.aspx?DocID=17303>

8.5 Course or Programme Changes

8.5.1 Changing course units

You must follow your degree programme structure when choosing your course units and therefore you are only able to change optional course units.

Please note that a change of course unit will not be approved later than the end of the second teaching week of the semester in which the unit is taught. This includes changing from a semester 1 to a semester 2 course.

Please note that at the end of Semester 1 it **will not** be possible to change from a year long course unit (those with a code ending in **0**) to a new course unit.

If you are experiencing problems with an optional course you should discuss the situation with your Academic Advisor, Programme Director or Programme Administrator as soon as possible. **Under no circumstances should you stop attending a course unit on the assumption that you will be able to take another one in the following semester.**

If you do wish to change a course unit you are enrolled for, you should follow the procedure below. Please also see the Self Service Guide to Course Unit Selection on the SALC Student Intranet under guidance and support

<https://www.alc.manchester.ac.uk/student-intranet/undergraduate/course-unit-selection/>

- a) Consult with your Programme Administrator check that you can take the course you wish to substitute. (Does your programme structure allow it? Is the course full? Can you meet any pre-requisites? Is there a timetable clash?).
- b) Complete the change of course via Self-Service, or request the change by your Programme Administrator.

8.5.2 Changing to another degree programme

If you are considering changing to another degree programme within the University of Manchester, you should first consult your Academic Advisor and/or Programme Director and Administrator.

The formal procedure for changing your degree programme (to a programme within the University of Manchester) is as follows:

- a) Check with your funding provider that the proposed change is acceptable.
- b) International Students should contact the International Advice Team to clarify how a course change will affect your immigration status and entitlements.
- c) Consult the Admissions Officer or Programme Director for the programme you wish to join; you will need confirmation of your previous qualifications and a transcript of grades to date of your current degree programme. If the admissions officer confirms that you are able to move onto the degree programme, you should obtain a SALC Change of Degree Programme application form from your **current** Programme Administrator.
- d) The form needs to be completed by yourself and signed by your **current** Academic Advisor or Programme Director (your programme administrator will confirm which is applicable for your subject area) followed by the Admissions Officer or Programme Director of the admitting department. Please submit the form to your **current** programme administrator who will liaise with the admitting department to make the changes on the student system.

Please note that a change of degree programme will only be approved within the first two weeks of a semester or at the end of a semester, unless you are able to transfer units already taken. Where relevant, you may be charged for any units you have already taken in previous semesters.

Under no circumstances should you stop attending a course unit on the assumption that you will be able to take another one in the following semester.

Please note that at the end of Semester 1 it will not be possible to leave a year long course unit (those with a code ending in 0) without being charged the full amount for that unit.

8.5.3 Changes to Programme Handbooks

While every effort is made to ensure that course and programme details are correct at the time of publication, changes are sometimes unavoidable (as a result, for instance, of changes in staffing arrangements or in Faculty/University regulations). Changes to course details or programmes of study are normally subject to validation by the School's Undergraduate Committee. If a change needs to be made to information published in this Handbook, you will be notified by email.

8.6 Teaching Contact Time in SALC

8.6.1 Contact Time

Undergraduate students will have the opportunity to spend approximately 25% of their time in activities which involve contact with a member or members of staff, and which may be provided at unit or programme level. Within that, there must be a minimum of 30 hours scheduled teaching and learning activities per 20 credit unit. A pro-rata calculation will be made for 10, 30 or 40 credit units. The following exceptions apply:

- a) Level 3 dissertations, and some other units involving one-to-one supervision and centring on guided independent learning, may offer fewer contact hours than a standard unit
- b) for students completing a period of residence abroad, or on placements, the minimum applies only to their time spent studying in Manchester
- a) course units may also be supported through a range of other kinds of formal or informal contact. Examples include:

- visits to local art galleries
- visits to local museums
- workshops with outside speakers
- one-off sessions to tie in with news events
- film screenings
- rehearsals
- field work
- master classes

NB: These will sometimes be offered at programme, discipline, or School level, rather than be attached to a particular course unit

8.6.2 Credit Rating and Work Time

Course units are normally credit-rated at 20 credits per course unit. One credit stands for 10 hours of work time. So in a 20 credit course you should expect to complete 200 hours of work time. As an example, this work time can be broken down as time spent in class, completing background reading and research, independent preparation for classes (including studying seminar texts, preparing formative assignments, reviewing lecture notes, and reflecting on learning) and assessment time plus preparation.

It should be emphasised that independent study time is an extremely important aspect of student learning in the Arts and Humanities disciplines, and contributes greatly to the educational experience. It involves directed reading and other exercises, working on essays, projects and presentations and revising for exams. Students may be working independently or in groups (building team-working skills), making use of a variety of resources including libraries, archives, practice rooms, galleries, or historic sites.

In one semester a student normally takes 60 credits, which means that 600 hours of work time are expected per semester including teaching weeks, examination time, and pre-semester reading.

8.7 Work and Attendance

The University records and monitors the attendance of **all** students to support their academic attainment and progression and to ensure student wellbeing. All students at the University of Manchester are expected to be independent learners and as such are active participants in their own learning experiences and must take responsibility for achieving

their learning outcomes. Regular attendance increases engagement with the programme, will help to improve academic achievement and can facilitate the development of core skills such as teamwork and professional communication. The School has put in place procedures, with identified trigger points, that indicate when a student's attendance has become a concern or where a pattern of absence begins to raise concerns with regards to a student's wellbeing.

The University expects that all students will attend every timetabled teaching or learning session or required supervisory session, unless the absence has been authorised (see Section 8.8 for further information).

Further information regarding the University regulations can be found here:

[Regulation XX: Monitoring Attendance and Wellbeing of Students](#)

Policy on Recording and Monitoring Attendance:

<http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=20846>

[Policy on Personalised Learning for Students on Taught Programmes](#)

Please note: you are expected to devote **40 hours a week to your studies** for each of the 30 weeks of the academic session (from September to June) in order to earn your 120 credits for each year. You should be spending about 200 hours on each 20 credit course unit.

This means that you should be spending:

SEVEN HOURS PER WEEK ON EACH YEAR-LONG 20-CREDIT COURSE UNIT

FOURTEEN HOURS PER WEEK ON EACH SEMESTER-LONG 20-CREDIT COURSE UNIT

Students are required to be in attendance throughout the academic year, including Reading Week in Semester 1 and both periods of revision and assessment. For this reason the School would not expect any student to take a holiday or period of unauthorised absence during term-time. If you are prevented by illness, accident or other circumstance beyond your control from attending any tutorial class, you should notify your Programme Administrator by email on the first day of your absence.

For an absence of less than 7 days, you should submit a self-certification of ill health form (signed by your GP or Medical Practice) to your Programme Administrator immediately after your return. As soon as you are able to, you should contact your tutor regarding the work that you have missed.

For an absence of more than 7 days, a letter from your GP or other medical professional or a 'fit note' must be obtained and submitted as soon as possible.

Student attendance is monitored by the School throughout the year and we will expect you to complete the attendance sheet when it is used in a class. It is your responsibility to ensure that you have signed the attendance sheet. We expect students to attend all classes, and the Course Tutor may directly contact students who have been missing classes.

8.8 Certification of illness and absence from the University

It is a requirement of your registration with the University of Manchester that you register with a local General Practitioner. A list of GP practices can be obtained from the Occupational Health Centre (campus map no 38: <http://www.manchester.ac.uk/aboutus/travel/maps/az/>), any University hall of residence or a local pharmacy. You can also find information on the NHS website (<http://www.nhs.uk/Service-Search>). According to guidance issued by the General Medical Council, it would not be regarded as good practice for a family member to be the registered GP or to offer treatment except in the case of an emergency.

You should always consult your GP (or for emergencies the Accident and Emergency Department of a hospital) if your illness is severe, if it persists or if you are in any doubt about your health. You should also consult your GP if your illness means that you are absent from the University for more than 7 days, including a weekend. Please see details above for how to inform the University about your illness.

Please also see the section on *Mitigating Circumstances* if your work has been affected by illness.

8.9 Important Attendance Information for International Students

Tier 4 Visa Attendance Monitoring Census

The University operates attendance monitoring census points within the academic year in order to confirm the attendance of all international students holding a Tier 4 Student Visa. This is to ensure the University meets the UKVI statutory requirements as a sponsor of Tier 4 students and its responsibilities in accordance with its Highly Trusted Sponsor status.

If you are an international student and a Tier 4 visa holder, you must attend these attendance monitoring census points, in addition to complying with the School's own programme attendance requirements.

When are the census points?

In the 2018/19 academic year, the international **undergraduate** student Tier 4 attendance monitoring census points will be during the following periods:

Census Point	Dates	Population
October 2018	24th September - 5th October 2018	All active Tier 4 students*
January 2019	14th January - 25th January 2019	All active Tier 4 students
May 2019	15th May - 5th June 2019	All active Tier 4 students

Please note:

- Postgraduate Taught students have a fourth Census point in July.
- Student who are on a full-year Residence Abroad or Placement year at level 3 only need to comply with the usual Progress and Wellbeing checks coordinated by the Residence Abroad and Placements Team.

- *If you are a **new** student, you will **not** be required to attend a census point with the School in October 2018 as you will complete the census through International Check-In.
- You will receive an e-mail from the School to confirm when and where you should attend to have your attendance confirmed. You must check your University e-mail account regularly. Failure to check your e-mail account is not a valid reason to be absent from a census point.

What if a Tier 4 international student cannot attend a census point?

If you cannot attend in person due to a valid reason which includes illness or any reason connected to your programme of study, you must email your programme administrator, email details on the front of this handbook, to inform us of your absence and your inability to attend in person. In the case of illness, you must provide a copy of a medical certificate. If you are in this position you should report in person to the School as soon as possible after you return to campus.

Students who are recorded as interrupting their studies are not expected to attend during their period of interruption.

What happens if a student does not attend a census point?

The School must be able to confirm your presence to the UKVI by the end of each census point in the academic year. If you do not attend a census point when required by your School and you do not provide a valid explanation for your absence you will be deemed to be “not in attendance”.

Those students identified as “not in attendance” will be reported to the UKVI and the University will cease to sponsor the student’s Tier 4 visa. The Tier 4 visa will then be curtailed and the student must leave the UK within 60 days

Further information

If you have any concerns about the attendance monitoring census points, or your Tier 4 visa status, please contact visa@manchester.ac.uk

8.10 Consequences of Unsatisfactory Work and Attendance

The School has the right to exclude any student who fails to meet the work and attendance regulations. For further information, please see the University Regulation XX Monitoring Attendance and Wellbeing of Students at: <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=1895>

Academic tutors keep records of students’ attendance at all classes, which is recorded on the Student System. If for any reason you are unable to attend classes and/or submit written work on time, it is important that you contact your Programme Administrator and Course Tutor to inform them of your absence as soon as possible.

Repeated unexplained (or unsatisfactorily explained) absence from classes will result in you being contacted by your Academic Advisor or Programme Director and required to attend a meeting to discuss your absences. This meeting may result in a referral to the Student Support and Guidance Office or Central University Support Services, as required.

Students whose attendance record continues to be a concern will be required to attend a formal School hearing. At this hearing the student will be given the opportunity to explain

their absences. Following the hearing, students will be given a formal warning, and sufficient opportunity to demonstrate a significant improvement in their attendance. The School will refer students to the Student Support and Guidance Office or Central University Support Services for advice and support, as necessary.

After this period a decision will be taken as to whether or not any further action is required. Following receipt of an official warning, if a student does not respond to warnings or their attendance does not improve, a final letter will be sent informing the student that they will be prevented from taking any further assessment/examinations and thereby excluded from the University.

Please note: The University regulations state that no student will be refused permission to be entered for an examination, or to have coursework assessed, on the grounds of unsatisfactory work or attendance unless a formal written warning has been issued. Claiming not to have received, seen or read this letter is not an acceptable reason for failing to comply with attendance regulations. Students have the right to appeal against a decision to refuse permission to take examinations or submit assessments, or against exclusion due to academic failure, for further information please see: <http://www.regulations.manchester.ac.uk/regulation-xix-academic-appeals-procedure/>.

8.11 Interruptions to Study/Repeating Year

It is the expectation of the University that you will complete your programme in one continuous period of uninterrupted study. It is understood, however, that you may encounter personal difficulties or situations which may seriously disrupt your studies. In such instances, you may be granted a temporary interruption to your studies.

It is important to realise that we may not be able to provide an identical teaching, supervision and assessment experience on your return as would otherwise have been available. Programmes of study and regulations change to reflect developments in the subject, requirements of external bodies and the resources available to the University. While we will try to make reasonable provision for you following your interruption you need to realise that permission for an interruption is a privilege and not a right. Requests must meet the appropriate grounds and be approved by the School (please see details below).

During your period of interruption you will not be a registered student of the University and your right to be on University premises will be that of a member of the public. You may not undertake work on University premises as you are not covered by our insurance agreements. You should also note that you will lose onsite IT and student library access; however, you can retain remote email access to your student email account. You do need to ensure, however, that, if necessary, you save work and provide alternative forwarding contact email details to us.

If you fail to return and re-register at the expected date of return following an interruption, we will attempt to contact you but if we receive no response after 30 days following your expected date of return, we can deregister you from the student system.

The School expects all students to complete and submit an application to request an interruption **in advance**. If this is not possible (e.g. due to ill health) a request and appropriate evidence should be submitted before the end of teaching for the semester in which you are affected. Interruptions will not normally be granted retrospectively and you will be liable to pay the full tuition fee if you do not apply for an interruption within the appropriate semester or academic session. Please note that the interruptions mechanism is not intended to be used to enable students to repeat a year to improve their marks.

Before considering an interruption, you should bear in mind that we will not be able to guarantee that certain course units will be available when you return to study, following a period of interruption, as provision may change from year to year.

A period of interruption will be for no more than one year in the first instance. The School will consider requests for a further period of interruption **only in exceptional circumstances**.

In some circumstances, the School may recommend that a student consider taking a period of interruption from their studies. This is usually when a student has experienced significant health/personal problems and is struggling to complete assessments (with support already in place via mitigating circumstances and University Support Services, e.g. DASS if appropriate). The School cannot enforce an interruption of study, but students should bear in mind that if they choose not to interrupt their studies, after it has been recommended by the School, they continue at their own risk. As noted above, a retrospective request to interrupt is unlikely to be approved if the School has previously made a recommendation to interrupt and a student has chosen to continue with their studies.

.If the School has significant concerns regarding a student's ability to continue with their studies (in cases of serious ill-health), we may ask the student's permission to make a referral to the Student Occupational Health Service for further advice.

For further information, please refer to:

University Guidance for Students on Interruptions:

<http://documents.manchester.ac.uk/display.aspx?DocID=4780>

<http://www.studentsupport.manchester.ac.uk/finances/funding-opportunities/all/changes-or-interruption-of-course/>

Acceptable grounds for an interruption:

The following circumstances are typical of what **may** be considered grounds for applying for an interruption to a programme:

- Serious physical or mental illness of the student;
- Death / serious illness of a partner; close family member or close friend;
- Unforeseeable or unpreventable events such as distress or injury caused by a serious accident; the effects of being the victim of a criminal act or the distress or serious disruption caused by fire, flood or other natural catastrophe;
- Extreme family or financial circumstances leading to stress;
- Breakdown of *essential* equipment where a student is unable to continue a project and the use of alternative equipment is not possible;
- Delays in obtaining ethical approval;
- Jury Service;
- Maternity or Adoption Leave (see below)
- Delays in progress due to unforeseen problems (e.g., moving of offices/buildings, supervisor changes etc) which are outside of the student's control

Maternity leave

Students may interrupt their studies for the purpose of maternity leave at any time from 28 weeks of the pregnancy for a maximum period of 12 months during their degree. The period of leave must be taken in one consecutive block.

Paternity leave

A total of two weeks paternity leave may be taken at any time during a partner's pregnancy or within three months following birth. The student must inform their Programme Director of this absence.

Adoption leave

Students who are adopting a child may interrupt their studies for a maximum 12 month period during their degree. The period of leave must be taken in one consecutive block.

Grounds that will not normally be accepted:

The following circumstances **will not** be regarded as grounds for applying for an interruption or an extension:

- The student or Programme Director was unaware of policy and application procedures for interruptions and/or extensions for courses. It is ultimately the student's responsibility to ensure that they are aware of all policies and procedures relevant to their degree;
- Work commitments;
- Further primary research and/or laboratory work;
- Temporary lectureships;
- Exchange visits;
- Voluntary service overseas;
- Expeditions/sport;
- Long-term holidays/vacations;
- Inadequate planning and time management;
- Normal pregnancy (excluding standard maternity leave entitlement);
- Difficulties with English language (including delays as a result of proofreading);
- Computer or other equipment failure where use of an alternative is possible or any loss of work was avoidable;

In exceptional circumstances, the School may grant interruptions where they would lead to clear benefits for the student's future career or further study. Such cases will be referred to the School's Director of Teaching and Learning for consideration.

How to apply for an interruption

Students must complete an Interruption request form, available from the Student Support & Guidance Office (contact details above, section 4.4). Relevant supporting evidence should be provided when the form is submitted. Please note you must continue to attend classes and submit/attend assessments including examinations while you await the outcome of your application, as it may not be successful.

The request will then be considered by the School's Director of Teaching and Learning. Students will be informed of the outcome of their application, in writing, by the Student Support & Guidance Office.

Student status during the interruption period

During a period of interruption you will not be a registered student of the University and your right to be on University premises will be that of a member of the public. During the period of interruption, a student's registration status is 'leave of absence' (LOA) and no tuition fees are payable. Where tuition fees have already been paid they will be refunded or held over by the University. For further information about tuition fees, please contact the University's Student Services Centre.

During the leave of absence period, students will not be entitled to supervision and will have limited access to University facilities: they will not be able to use swipe cards or the library but will have access to their student IT account, My Manchester, email and the Student System (Campus Solutions).

Returning from a period of interruption

In line with University guidance, students who have interrupted their programme on medical grounds will be required to provide medical evidence that they are fit to return and resume their studies. This must be provided in advance, at least one month prior to a student's intended date of return. Please note that it is the student's responsibility to ensure that this evidence is provided to the School. If evidence is not received in advance of the student's return, it may not be possible for the student to continue with their studies. All students must ensure that they complete academic and financial registration (including payment of tuition fees) when they return to study following a period of interruption.

Failure to return from a period of interruption

If a student fails to return and re-register after 30 days of their expected date of return following an interruption, and there has been no response to the School's efforts to contact the student, their student record will normally be withdrawn.

Requests to repeat a year of study

Please note that requests to repeat a year of study (or part year of study) will only be approved in exceptional circumstances. Students will not be permitted to repeat a year of study (or part year) in order to improve their marks. When considering a request the School may check your engagement with your programme of study, your attendance record and any other relevant information including current marks. If your request involves a change of programme which would make it necessary for you to restart Year 1, the School will also refer to your A-Level results to check that you meet the current entry requirements for the programme. The School will not be able to consider any request to repeat a year of study following the conclusion of teaching in semester 2. You must continue to attend classes and submit/attend assessments, including examinations, while you await the outcome of your application as it may not be successful.

When considering requests, the School may decide that it can only offer you the opportunity to repeat semester 2, rather than a whole year of study; this will normally be when a student has already successfully completed semester 1. Please note that it is not possible, within the University degree regulations, to carry marks over to any repeated year.

We recommend that you speak to your Academic Adviser and the Student Support & Guidance Office (Room A15, Samuel Alexander Building) before you make a formal request. Please note all students are required to pay tuition fees for any repeated year of study. If you are funded by Student Finance England, we recommend that you contact them to discuss the financial implications.

8.12 Withdrawing from your programme

If you are considering withdrawing from your programme of study, please ensure that you speak to your Academic Advisor, Programme Director and/or the Student Support & Guidance Office staff immediately. They will be able to offer you advice and support and may be able to present alternative options that you may wish to consider. You are also strongly advised to read the information available on My Manchester to help you in your decision-making: <http://www.studentsupport.manchester.ac.uk/finances/funding-opportunities/all/changes-or-interruption-of-course/>

If, for whatever reason, you firmly decide to withdraw from your programme of study, please ensure that you inform the Student Support & Guidance Office as soon as possible. We will ask you to complete a short form to confirm the reasons for your withdrawal. The School expects all students to complete and submit an application to request to withdraw from their studies at the point at which the decision is made. As a withdrawal from study

may result in the refund of tuition fees, the School will not normally be able to record a retrospective withdrawal. The School is required to notify the University's Student Services Centre of your withdrawal and of your last date of attendance. If appropriate, this information will also be communicated to Student Finance England if you are in receipt of funding for your studies.

9 Learning resources

9.1 The University of Manchester Library and other Libraries

<http://www.library.manchester.ac.uk/>

The University of Manchester Library is one of only five National Research Libraries. With more than 4 million printed books and manuscripts, over 41,000 electronic journals and 500,000 electronic books, as well as several hundred databases, the library is one of the best-resourced academic libraries in the country.

The Main Library holds the principal collections that support teaching and research in the humanities, and the social sciences. A number of specialist site libraries also support the humanities and these are located across campus. The Library's Special Collections, one of the finest collections of manuscripts and early printed books in the UK, are housed in The John Rylands Library, Deansgate in the city centre.

The Alan Gilbert Learning Commons is open every day apart from Christmas Day and Boxing Day and a number of library sites extend their opening times in the run up to exams.

The **Art History and Archaeology Library** is located on Floor 4 of the Mansfield Cooper Building. It is open from 9.30am to 5.00pm during term time.

The **Departmental Common Room** (room S2.2 in Samuel Alexander Building) contains a small but extremely useful collection of texts, translations, commentaries, grammars, dictionaries, companions, and other reference works.

On the Library website there is a wealth of resources on a range of topics from using the printers and borrowing books to booking a PC or accessing resources off campus or making a Group Study Room booking.

The My Learning Essentials skills programme offers online resources, workshops and drop-ins designed to help to develop your academic, wellbeing and employability skills.

Make sure you never miss news on the Library's latest news and developments:

www.twitter.com/@UoMLibrary

John Rylands Library Deansgate

The John Rylands Library was founded by [Enriqueta Augustina Rylands](#) (d. 1908) in memory of her husband, [John Rylands](#). The special collections include [medieval illuminated manuscripts](#) and examples of early European printing. The library collections are regularly used in teaching by lecturers in the department.

<http://www.library.manchester.ac.uk/rylands/>

9.2 Blackboard: courses and enrolments

The teaching and learning activities within your courses are enhanced and supported by the use of Blackboard. All of your courses/spaces are listed in: <http://my.manchester.ac.uk/> under the 'Blackboard' tab. Here you will find:

- a list of all the courses you are registered to take, under the 'Course List',
- a list for Programme spaces or other 'Organisations', in the 'My Communities' list.

You can also access Blackboard on your smartphone using the Blackboard Mobile Learn app. For guidance, see:

www.blackboard.com/resources/mobile/mobile_learn_splash/desktop/

Courses become available to students one week before the start of teaching. For *most* courses in 2018/19 this is:

- Semester 1 and all-year courses: 10th September 2018
- Semester 2 courses: 21st January 2019

To ensure that you have access to all of your courses within Blackboard, you must be enrolled on them through the Student Records system. Once enrolled, your courses should appear in Blackboard within 24 hours. Also, your tutor needs to have 'activated' your Blackboard course in order for you to access it. If you cannot see a course you expect to see, please:

- contact your School Administrator to check that you have been enrolled;
- check with your tutor that they have made the course available;

Note: If you change your course enrolments there will also be a delay of up to 24 hours in acquiring your new courses and removing those you are no longer taking.

Your Blackboard course(s) will contain different elements, depending on how your tutor(s) have set them up. They may be used for course materials, lecture handouts, coursework submission, quizzes, additional resources, discussion boards or blogs, for example. If you have any queries about the content, please check with your tutor first.

After enrolment or changing your enrolments, if your courses are not correctly listed in Blackboard after 24 hours, please let us know which course(s) you are missing by going through <http://www.manchester.ac.uk/servicedesk/>

If your course is assessed by coursework, and the submission of coursework is done online via Turnitin, you can find detailed video guidance at <https://video.manchester.ac.uk/> by logging in and searching for Turnitin Induction

If your tutor delivers feedback on your coursework also online you can also look up the guidance on how to access your feedback 'A Student Guide to Submitting an Assignment via Turnitin' at: <http://documents.manchester.ac.uk/display.aspx?DocID=13011> (document) or via a video search for Turnitin Feedback at <https://video.manchester.ac.uk/>

For general information on Blackboard and access to support information, please visit: my.manchester.ac.uk/portlet/user-guide

Please note: periods when Blackboard access *may* not be possible (at-risk periods) are Sundays 2am to 5am, Easter holidays and during July. Notification of any significant downtime during July will be communicated through My Manchester Student News.

9.3 Study Skills

Unlike other forms of education, studying at university requires you to take responsibility for your own learning. This means that there is an expectation that you will undertake independent study in the time when you are not in lectures or seminars e.g. following up lecture and seminar discussions with further reading, organising your notes, preparing assessments. If you are to benefit from the unique experience of university study, acquiring not only specialist knowledge but also the capacities for critical, analytical thought and clear self-expression, then you personally, and your peers collectively, must contribute to the creation of an active learning environment. Several key points to remember:

- 1) As an undergraduate at the University of Manchester, you are expected to act in a mature manner and to be respectful to lecturers, tutors, administrators and your fellow students.
- 2) You are expected to prepare adequately for lectures and seminars, whether by reading alone or by organising ideas for group discussion.
- 3) You are expected to actively participate in seminars, either in discussion, asking questions, or giving oral presentations.
- 4) Plan for assessment deadlines and do not leave assessments to the last minute.
- 5) The responsibility for managing your time falls to you, and you need to find the right balance between your workload and extra-curricular activities.
- 6) A degree is about skills acquisition and your intellectual development, not about amassing and regurgitating information and assessment outcomes.

Remember – success is not measured simply by the class of degree that you obtain, but by the effort you put in, and the personal improvement in understanding, skills and attitudes you achieve as an undergraduate. It is these qualities that will be commented on in references written by your tutors when you apply for work.

10 Academic Feedback

10.1 What is feedback?

Feedback is information which enables you to improve your skills. As such, it is a crucial part of the learning process, and is central to the academic relationship between tutor and student. As general principles, the School requires that written feedback should be typed, that it should give students the chance to improve their work, and that it should be provided in a timely manner.

10.1.1 Seven principles of good feedback practice have been identified:

- Facilitates the development of self-assessment (reflection) in learning
- Encourages teacher and peer dialogue around learning
- Helps clarify what good performance is (goals, criteria, expected standards)

- Provides opportunities to close the gap between current and desired performances
- Delivers high-quality information to students about their learning
- Encourages positive motivational beliefs and self-esteem
- Provides information to teachers that can be used to help shape teaching

Charles Juwah, Debra Macfarlane-Dick, Bob Matthew, David Nichol, David Ross and Brenda Smith, *Enhancing Student Learning through Effective Formative Feedback* (Higher Education Academy, 2004)

10.1.2 Academic staff in SALC aim to provide feedback which is:

- Prompt (where there is further assessment to be completed for a course unit, feedback will be provided to students no later than 15 working days after the submission date and before the completion of the next assessment)
- Related to the learning outcomes of the assignment
- Individualised to the assignment and the student
- Oriented towards improving future performance

10.2 What means do subject areas in SALC use to provide feedback?

Feedback can be provided in a number of different ways. In SALC these may include:

- Written comments on coursework assessments, including essays, and on SALC feedback sheets – this may be in electronic format via Turnitin or by email.
- Advice given during and following discussion in seminars; this advice can be spoken or via email or other electronic means
- Advice given on a one-to-one basis during your course tutor's or Academic Advisor's office hours
- Written and face to face feedback on examinations

The School's feedback forms are designed to enable tutors to give students feedback on both assessed and non-assessed coursework and examinations. Please see section *Assessment / Submission of Assessed Work* for further advice on how to submit your assessments and receive feedback. Marking of assessed coursework is carried out under conditions of anonymity, and your identity is not known until after the provisional mark has been recorded.

Following examinations, an exam feedback form can be requested from your subject area's administration team. Examination scripts are not returned to students.

Your feedback will include an indicative mark. You should be aware that any mark given to you at this stage is provisional: it may go up or down during the moderation process.

Feedback on dissertations and other 40cr submissions is provided following the Examination Boards in June.

10.3 When is feedback given?

Feedback can be given at a number of points during your course unit, or degree programme, for example:

- As general advice given in class when discussing essay or presentation strategies;
- As part of an on-going discussion about research and writing (for example, during supervision meetings in preparation for an undergraduate dissertation);
- As oral or written comments after you have submitted a coursework essay/given a class presentation.

10.4 What is the difference between formative and summative feedback?

Formative feedback is feedback which you can use in order to help improve your performance in future assignments. Work that is purely formative does not carry a mark that counts towards your final course unit mark.

Summative feedback is feedback given on a piece of work where the mark counts towards your final course unit mark.

During the course of your degree you will find that feedback can be both formative and summative. This means that the mark you are given for the piece of work submitted counts towards your final course unit mark and that the comments you are given can help you to improve your performance in future assignments across a number of course units.

10.5 What happens if I want more feedback?

If, after you have received feedback on your work, you would like more information then you should contact your course tutor or Academic Advisor. Course unit tutors will

- be available during two consultation hours per week during semester (these hours will be clearly advertised on the course tutor's office door)
- make alternative arrangements to see students who are unable to make use of these consultation hours
- respond to student email queries within 3 working days

The University policy on Feedback can be found at:

<http://www.staffnet.manchester.ac.uk/tlso/policy-guidance/assessment/practice-of-assessment/feedback-to-students/>

11 Mitigating circumstances

11.1 What are mitigating circumstances?

Mitigating circumstances are personal or medical circumstances which are unforeseeable and unpreventable that could have a significant adverse effect on your academic performance. You should only submit a mitigating circumstances application if you consider it serious enough, and the timing critical, to have affected your performance in your assessed work and examinations.

For complete guidance on the acceptable grounds for mitigating circumstances and the application process in the School, please refer to the student intranet <http://www.alc.manchester.ac.uk/studentintranet/support/mitigatingcircumstances/>.

Please note that IT failure (i.e. failure, loss or theft of a computer/laptop/printer) which prevents the submission of work on time is not accepted as grounds for mitigating circumstances. Students are advised to back up all work regularly using their University P drive and not leave the completion of work so late that they are unable to use an alternative computer or printer. Further information on your P drive is available here: <http://www.itservices.manchester.ac.uk/our-services/my-it/file-storage/>. We strongly encourage you to save work to your P drive, instead of a removable storage device which could be corrupted/lost/stolen. In most cases, the P drive should provide sufficient storage,

but in the case of large files, please seek advice from IT Services or your Course Unit Director.

Pregnancy

Events may arise during pregnancy that may constitute mitigating circumstances, and these need to be judged on a case by case basis. It is recommended by the Equality Challenge Unit (ECU), that, at a minimum, students are required to take two weeks' compulsory maternity-related absence, or four weeks if they are on placement in a factory. This is in line with employment law, and is to ensure the health and safety of the mother following birth.

You can find the full University Policy on Mitigating Circumstances here: <http://documents.manchester.ac.uk/display.aspx?DocID=4271>

11.2 How do I submit a mitigating circumstances application?

You will need to submit a mitigating circumstances application using the online form available on the student intranet here:

<http://www.alc.manchester.ac.uk/studentintranet/support/mitigatingcircumstances/>

Relevant supporting evidence can be submitted in hardcopy to the Student Support and Guidance Office, Room A15, Samuel Alexander Building. In some cases, it is acceptable for electronic copies to be submitted via email to: salc-studentsupport@manchester.ac.uk.

Please ensure that you use the School's online form. Other Schools in the University use different (hardcopy) application forms and it is important that you submit your application online in order for it to be considered.

If you have any problems completing the online application (e.g. due to a hand injury), we recommend that you seek assistance from the Students' Union Advice Service: <https://manchesterstudentsunion.com/top-navigation/advice-service/wellbeing-advice> who may be able to assist you in completing the online form.

11.3 Do I need to submit supporting evidence?

Yes. All mitigating circumstances applications must be supported by independent third party evidence. The type of evidence will vary according to the nature of the circumstances, but it must be sufficiently independent to confirm the case you are making. Examples of evidence include a doctor or other health professional's letter, counsellor's letter, self-certification form signed by your GP or GP's Medical Practice (for illnesses of 7 days and under only). Please note that it is a University policy that the self-certification form **must** be signed by a GP; we cannot accept forms which have not been signed by a GP. Please note that your application cannot be considered until your evidence has been received.

The Student Support and Guidance Office will issue one reminder (by email to your student email address) for evidence to support your application. If evidence has not been received within **2 weeks** of the submission of your form, and you have not contacted the Student Support and Guidance Office to inform them of any delay, your application will be refused and no further action will be taken.

If you are registered with the University Disability Advisory and Support Service (DASS), please refer to the information contained within section 11.7 below.

Please note that if your GP, or other medical professional, indicates that you are not fit to study (due to illness or injury), it will not be possible for the School to consider providing deadline extensions during the period that you have been 'signed off'. In addition, all

students must meet attendance requirements. For these reasons, it may be necessary therefore for the School to recommend that you interrupt your studies.

11.4 When should I submit an application?

You should submit your mitigating circumstances application **before** your assessment deadline has passed. Unless your circumstances prevent you from doing so, you should continue working on your assessment, and if possible submit it, whilst you wait for the decision of the Committee.

If the circumstances have arisen during the course of an examination period, your application should be submitted in advance or on the day of the examination that is affected. If your application is delayed, it may not be accepted.

The final dates for submitting mitigating circumstances applications and evidence relating to the examination periods are as follows:

- Wednesday 30 January 2019
- Friday 7 June 2019
- Tuesday 3 September 2019

The School will be unable to accept applications and evidence after these deadlines.

11.5 What happens next?

When appropriate supporting evidence has been submitted, your case will be considered by the Mitigating Circumstances Committee. You can normally expect to receive confirmation of the Committee's recommendation within 7-10 working days which will be sent to your student email address. The recommendation of the Committee is provisional until it has been reviewed and confirmed by the Board of Examiners during their meeting in June.

11.6 How will my application be considered?

The Mitigating Circumstances Committee will assess whether to accept or reject your application based on the information and supporting evidence you have provided. Please note, the Committee may decide that they do not have enough information from you and so the decision will be held as pending and we will contact you by email to ask for further information, and give a deadline for this to be provided by.

11.7 I am registered with the Disability Advisory and Support Service, how will this affect my application?

If you need to apply for mitigating circumstances due to issues directly related to your disability, normally you will not need to provide any additional supporting evidence, but you must provide a detailed explanation on the application form of how your disability is currently affecting your studies. It is not sufficient to indicate only that you are registered with the Disability Advisory and Support Service (DASS). A Disability Advisor from DASS will be part of the Mitigating Circumstances Committee that will consider your application. If you need to apply for mitigating circumstances for an issue that is not directly related to your disability, you must provide supporting evidence (see above for details).

11.7.1 If my application is accepted how will mitigation be applied?

For detailed guidance please refer to the student intranet:

<http://www.alc.manchester.ac.uk/studentintranet/support/mitigatingcircumstances/>.

11.8 How will I find out the result of my application?

Following the meeting of the Mitigating Circumstances Committee, you will be notified of the outcome of your application by email to your student email address, normally within 7-10 working days. The Committee will recommend to the Board of Examiners whether or not mitigation should be applied. All recommendations are provisional until the Final Examinations Board has met. If the Committee have recommended to the Board of Examiners that mitigation should be considered then you will be notified of the outcome of the Board of Examiner decision by email in early July.

11.9 What support might I be offered after submitting a mitigating circumstances application?

It is important that you contact the support services noted below for advice and to discuss how the University can support you during your studies, as it is not the role of the Mitigating Circumstances Committee to assess your support needs. However, when you make an application for mitigating circumstances, the Student Support & Guidance Office may recommend that you access particular University Support Services (e.g. DASS or Counselling).

Student Support & Guidance Office:

The School's Student Support & Guidance Office can help you access all types of support. Tel: 0161 306 1665, email: salc-studentsupport@manchester.ac.uk

Your Academic Advisor: you can find the email address of your Academic Advisor here: <http://directory.manchester.ac.uk/>

Students' Union Advice Centre: Tel: 0161 275 2947

University Counselling Service: Tel: 0161 275 2864

Disability Advisory and Support Service: Tel: 0161 275 7512, email: dass@manchester.ac.uk

12 Assessment

12.1 Methods of Assessment

By the end of the degree programme, each student will have experienced a variety of formative and summative assessment methods, which will have developed and tested different skills in written or oral communication. Formative assessment (which may award the student a notional mark and/or offer detailed feedback on the student's progress) is used throughout your degree; however, only the marks awarded in summative assessment count towards the student's final mark. Formative assessment (whether informally or formally assessed) may, in some course-units, be written up into a final version that is then summatively assessed.

The following are some types of the types of summative assessment that are used in the School of Arts, Languages and Cultures:

- a) written examination
- b) assessed essay
- c) dissertation
- d) oral/group presentations
- e) web CT
- f) portfolio
- g) class tests

On certain course-units, students' performance may be assessed solely by means of an invigilated formal **examination** in an examination room (in January and/or May/June).

More usually, however, marks for **assessed essays** (or other assessed work) submitted in the course of the year (and not done under examination conditions) are added to the examination result and contribute a certain percentage to the overall mark for the course-unit. These essays or other pieces of work should be completed as directed by the lecturer or tutor concerned. You should check most carefully the instructions and deadlines issued in each course unit you are taking, especially as the requirements will vary from unit to unit.

A number of course units also use **oral presentation** as a method of assessment. Students are required to give one or more short talks to tutors and students on a selected topic relevant to the course. The marks awarded for the presentation contribute a certain percentage to the overall mark and may be combined with one or more other methods of assessment. In their final year, all students are **required** to submit a **Dissertation**.

The particular method(s) of assessment used in each course can be found in the Course Unit Publishing section within the Student Portal

In order to satisfy the Board of Examiners, you must gain the necessary 120 credits at each Level by passing all course units taken. You will normally be expected to have achieved a pass mark (40 or above) in each course unit. If by the beginning of the subsequent year you have not achieved sufficient credit you may be allowed to take up to 20 credits from the previous Level's courses. You will not be allowed to proceed if you need to make up more than 20 credits from the previous Level. See the Degree Regulations and the section on Compensation in the Degree Regulations at the end of the Handbook.

All assessed work within the School of Arts, Languages and Cultures, whether by written examination, essay or project, is overseen by the Board of Examiners. Candidates' examination scripts and assessed coursework are marked according to the appropriate *Grade Descriptors* and a selection of these are given below. All examination papers, scripts, coursework and marks are scrutinised and approved by External Examiners, who are senior members of relevant Subject Areas in other universities.

12.2 Assessment Criteria

The School of Arts Languages and Cultures uses a stepped marking scheme and criteria (or grade descriptors) for undergraduate examinations, coursework essays and other forms of assessed work at all levels in 2018/19.

Stepped marking means using a restricted number of marks that represent the lower, middle and upper ranges of the standard classification bands (First, 2.1, 2.2, etc.). For each classification band, work may meet the criteria minimally (lower range), well (mid range) or very well (upper range). To facilitate the best spread of marks along this spectrum, the new scheme uses figures ending in 2, 5 and 8 in each band (e.g. 52%, 55% and 58% in the 2.2 band, 62%, 65% and 68% in the 2.1 band and so on).

The marking scheme and criteria have been designed with several objectives in mind, chief among which are the following:

- To make the marking bands and marking criteria/grade descriptors more transparent and easier to articulate.
- To encourage markers to use of the full range of marks.

Please take some time to familiarise yourself with the grade descriptors for different types of assessed work (seven in total) below. The descriptors can be found here: <http://documents.manchester.ac.uk/display.aspx?DocID=33382>

12.3 Plagiarism and other forms of Academic Malpractice

Academic malpractice is any activity – intentional or otherwise - that is likely to undermine the integrity essential to scholarship and research. It includes plagiarism, collusion, fabrication or falsification of results, and anything else that could result in unearned or undeserved credit for those committing it. Academic malpractice can result from a deliberate act of cheating or may be committed unintentionally. Whether intended or not, all incidents of academic malpractice will be treated seriously by the University.

‘Academic Malpractice: Procedure for the Handling of Cases’ produced by the Student Support and Wellbeing Office - <http://documents.manchester.ac.uk/display.aspx?DocID=639>

Types of Academic Malpractice

- **Plagiarism** is the presentation, deliberately or accidentally, of the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It includes the copying of the work of any other person, including another student. The following are considered plagiarism:
 - turning in someone else's work as your own
 - copying words or ideas from someone else without giving credit
 - failing to put a quotation in quotation marks
 - giving incorrect information about the source of a quotation
 - changing words but copying the sentence structure of a source without giving credit
 - changing words but using the structure of an argument from a source without giving credit
 - Paraphrasing or summarising part of a source without giving credit
- **Self-Plagiarism** (in the context of the undergraduate and postgraduate taught student) is the submission, in whole or in part, of a student's own work where such work has been previously submitted for summative or formative assessment.
- **Collusion** is when a student collaborates with another student or students on an assessment that is intended to be entirely their own work. Allowing another student to copy your work is also considered to be collusion and both the copier and the provider of the work are liable to be penalised. Please note that some pieces of assessment are collaborative, which means that several students will contribute to a single piece of work. This is not collusion as the expectation is that the group will submit a single piece of work from all of them.
- **Fabrication or falsification** of data or results by individual students or groups of students is the presentation or inclusion in a piece of work of figures or data which have been made up or altered and which have no basis in verifiable sources.

Possession of unauthorised material in an examination is also a form of academic malpractice; this is an offence regardless of whether or not the material was actually used. The University's central Examinations Team currently handles allegations of unauthorised material.

The academic staff in your discipline area will inform you about these offences and educate you about how to avoid them. Regardless of level, all students will be provided

with guidance and advice about the use of academic and referencing conventions, so that you can understand what is expected of you when researching and writing assignments, whether individually or in groups.

If, having been informed about how to avoid malpractice, you are still unsure; you must contact your Academic Advisor or your Course Unit Director who will be able to give you specific advice about research skills and avoiding academic malpractice.

University guidance to students on plagiarism and other forms of academic malpractice can be found here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

We would strongly advise all students to view the tutorial offered online by the UoM library at their My Learning Essentials website. The website also has online and in person tutorials on researching, note taking and referencing and constitutes a very useful tool for you to learn skills required at university:

Avoiding Plagiarism tutorial:

<https://www.escholar.manchester.ac.uk/learning-objects/mle/avoiding-plagiarism/>

My Learning Essentials:

<http://www.library.manchester.ac.uk/using-the-library/students/training-and-skills-support/my-learning-essentials/>

An Academic Malpractice Awareness: General Writing course has been added to all the course unit Blackboard sites so that you can access it easily. This course includes the following:

- Understand and demonstrate what constitutes as plagiarism, collusion, copying, falsification and fabrication of results.
- Be aware of best practice in order to avoid committing academic malpractice.
- Be aware of how we as a University detect academic malpractice and the consequences.

We strongly recommend that you go through this course and, if you are still uncertain, speak to your Academic Advisor who will be happy to discuss the specific aspects of academic malpractice that you are unsure of.

University Proofreading Statement.

If a student chooses to approach another person to proofread their written work or seeks to use the services of a proofreading service or agency, they must take account of the following principles:

- it is the responsibility of students to ensure that all work submitted is their own, and that it represents their own abilities and understanding. Any proofreading of work that is undertaken by a third party must not compromise the student's own authorship of the work;
- proofreading undertaken by a third party must not take the form of editing of text, such as the adding or rewriting of phrases or passages within a piece of student's work;

- i. proofreading undertaken by a third party must not change the content or meaning of the work in any way.

The University uses electronic systems such as Turnitin for the purposes of detecting plagiarism and other forms of academic malpractice and for marking. As part of the formative and/or summative assessment process, you are required to submit your work to Turnitin and/or other systems used by the University

Please note that work submitted to the relevant electronic systems will be permanently stored in a database.

12.4 Submission of assessed work

Submission deadlines are set over a number of weeks in each semester and measures are taken to try to avoid students having multiple simultaneous deadlines. **However, it is not always possible to avoid simultaneous deadlines and it is your responsibility to ensure that you manage your time effectively and spread your workload evenly over the semester rather than leaving everything to the few days before a piece of work is submitted.**

Your course tutor will inform you of the deadline for submission of a piece of assessed work. When submitting the piece of assessed work, a number of rules apply. If you fail to follow them properly, your work may have to be resubmitted, in which case a penalty for late submission may apply.

Unless otherwise stated by your course unit director, all course units expect assessed coursework, and some formative coursework to be submitted electronically via Turnitin which is available via your Blackboard for each course unit.

For online submission to Turnitin:

- a) To enable anonymous marking, your coursework must **not** have your name anywhere on it.
- b) To avoid the risk of material being lost, your coursework must carry a header on each page, which will include your **student registration number** (found on your library card) and the **code and name of the course**.
- c) The word count for each piece of written work must be displayed clearly on the top right-hand side of the first page.
- d) Upload your coursework through the Turnitin/Grademark link in the course unit Blackboard site. This link is usually found in the 'Assessment' folder on the left-hand side of the module's Blackboard landing page.
- e) **You must upload your work using your student registration number and the question number/title (e.g. 8000000_Q3) in the title field.**
- f) If you wish, you may also email a back-up copy to salc-assessment@manchester.ac.uk with a subject line including your student registration number and the relevant module code (e.g. 8000000_HIST11042).
- g) You are responsible for ensuring you upload the correct document.

- h) You are responsible for successfully uploading your coursework before the 12noon deadline on the date set by the Course Unit Director.
- i) You are responsible for keeping a copy of your coursework and a copy of the digital receipt containing your unique ID number and confirming your submission.
- j) The failure of individual computing equipment does not provide mitigating circumstances for late submission. Only a system failure confirmed by the University of Manchester IT Team or an internet outage confirmed by your internet provider provides mitigating circumstances for late submission.
- k) If you have any problems with your submission you should contact your Course Unit Director, Programme Administrator, or the E-Learning helpdesk:

www.studentnet.manchester.ac.uk/blackboard

For hardcopy submissions:

The School of Arts, Languages and Cultures no longer allows hard copy submission unless it is impossible for the piece of work to be submitted electronically. In these cases your Course Unit Director will issue specific instructions.

12.5 Word limit

All subject areas have agreed assessment lengths for written assessments (such as essays, reports etc.) within their degree programmes. At each level the target word count or range for a written piece is indicative of the optimum length required to compose a successful essay at that level, and is designed to correspond as closely as possible to the weighting that the assessment has within the course unit.

The purpose of enforcing word limits is (a) to ensure parity and fairness by creating a level playing field; (b) to help students produce well-focused and cogent written work; (c) to instil the discipline essential for real-life writing tasks, where word limits are often rigid; and (d) to ensure that students acquire the ability to edit their writing effectively and cut away inessential material, skills invaluable both for academic work and the workplace.

- students must observe the word limit specified for each assessment.
THE UPPER LIMIT IS AN ABSOLUTE MAXIMUM AND MUST NOT BE EXCEEDED (THERE IS NO '10% RULE')
- the word count for each piece of written work must be displayed clearly on the top right-hand side of the first page
- word count is here defined as including quotations and the footnotes or endnotes in the essay itself. It does not include the bibliography or any appendices. Appendices are for supporting, illustrative material only; they may not be used to elaborate or extend the argument
- material that exceeds the upper limit will not be read or considered in the marking

It is not expected that staff will check individual submissions unless they are concerned that the stipulated length has been exceeded.

12.6 Penalties for Late Submission

In common with the other Schools in the Faculty of Humanities, SALC operates a system of penalties for coursework submitted late. Any assessed coursework submitted after the deadline without good cause will incur a penalty determined by the lateness of its arrival:

- **ten marks will be deducted for the first day after the deadline**
- **ten additional marks will be deducted for each day thereafter (including weekends) for up to four days. After five days of deductions a mark of zero will be awarded.**

This penalty also applies to long essays and dissertations/theses.

Please note that the late submission penalty does not apply to coursework resubmitted in the August resit period. If resubmitted coursework is submitted at any point after the deadline, a mark of zero will be awarded.

Late work will be logged by the Programme Administrator, and students can expect to receive feedback on it in the normal way.

12.6.1 Mitigation

Please see the section on Mitigating Circumstances for information on how to make an application if circumstances have affected the timely submission of coursework.

12.7 Examinations

The University has a policy on examinations designed to ensure *'that students do not obtain unfair advantage for themselves or cause unfair advantage to other students'*.

The Policy can be found in Section D of the Assessment Framework at: <http://documents.manchester.ac.uk/display.aspx?DocID=7333>

12.7.1 Timing of examinations

The examination schedule has been produced using dedicated software for which the overarching factor is the production of a timetable with no, or as few as possible student clashes. Whilst attempts are made to ensure that you have a spread of examination dates throughout the examination period, in many cases this is not possible given the institutional constraints on the numbers of examination venues that are available, the number of examinations that are scheduled to take place and the options available to students on any particular programme of study. You should expect therefore to have examinations on two or more consecutive days and, potentially, have more than one examination within a single day.

You will be entered for examinations on the basis of courses you were enrolled for at Registration, or which you subsequently have changed on the Self Service function of Campus Solutions. It is essential that you are registered for the correct course units; otherwise you will not be entered for the correct exams.

Examination timetable information is available via My Manchester; more information can be found here: <http://www.exams.manchester.ac.uk/before-your-exams/>

12.7.2 Missing examinations

It is entirely your responsibility to check that your examination entry details (i.e. the course title(s) and code(s)) are correct. It is also your responsibility to ensure that you are in the

right room at the right time for the right examination, and that you receive the correct question paper (check the paper code). **Absence from an examination, except under mitigating circumstances, is counted as a failure in that examination.** Misreading of your timetable is not accepted as a satisfactory explanation for absence from an examination. If you miss an examination through misreading the timetable, you must report immediately to your Programme Administrator.

12.7.3 Examination papers

Examination paper rubrics give you information about the structure of your exam paper (how many questions you must answer, whether the paper is divided into sections, etc) and you should pay particular attention to this. Course tutors will normally discuss the nature and the structure of the exam paper with you in class.

Copies of previous years' examination papers are held in the Short Loan Collection of the JRULM) or published on the web:

<http://documents.manchester.ac.uk/pastexams.aspx>

12.7.4 Moderation, anonymity and external examiners

Examination scripts remain anonymous to markers. Anonymous marking also applies to all written work which contributes to your end of year results or your degree result. In addition, candidates' identities remain concealed during meetings of the Examination Boards that decide the award of qualifications. It should however be noted that the marking of oral presentations, group work and performances (where applicable) is by definition not anonymous.

All examination scripts, pieces of assessed work and theses are also made available to the External Examiners, who review a sample of the work and feedback to ensure that standards are maintained and that marking is consistent. Where double marking takes place, discrepancies between markers are also referred to the External Examiners.

12.8 External Examiners

External Examiners are individuals from another institution or organisation who monitor the assessment processes of the University to ensure fairness and academic standards. They ensure that assessment and examination procedures have been fairly and properly implemented and that decisions have been made after appropriate deliberation. They also ensure that standards of awards and levels of student performance are at least comparable with those in equivalent higher education institutions.

12.9 External Examiners in Classics, Ancient History and Archaeology

Title	First name	Last name	Institution
Dr	Ulf	Schoop	University of Edinburgh
Dr	Jodie	Lewis	University of Worcester
Dr	Duncan	Sayer	University of Central Lancashire
Dr	Pantelis	Michelakis	University of Bristol
Dr	Emma	Buckley	St Andrews University
Dr	Simon	Corcoran	University of Newcastle

Please note that it is inappropriate for students to make direct contact with External Examiners under any circumstances, in particular with regards to a student's individual performance in assessments. Other appropriate mechanisms are available for students, including the University's appeals or complaints procedures and the Students' Union Advice Centre. In cases where a student *does* contact an External Examiner directly, External Examiners have been requested not to respond to direct queries. Instead, External Examiners should report the matter to their School contact who will then contact the student to remind them of the other methods available for students. If students have

any queries concerning this, they should contact the Assessment Manager, Morag Guilfoyle:

morag.guilfoyle@manchester.ac.uk.

12.10 Referred (Resit) and Deferred (First attempt) Arrangements

All decisions regarding referred (resit) requirements will be made by the relevant Examination Board and Course Unit Director.

Candidates completing deferred (first attempt) assessment in the August examination period will be assessed on the same basis as the original assessment, including both examination and/or coursework where appropriate.

You should be aware that the University charges an **administration fee** to all student completing referred (resit) assessments. (At the time of publication this was a flat fee of £75.) NB: this does not apply to candidates who are sitting an examination during the August examination period as a deferred (first sit) assessment.

Students are normally permitted to resit a limited number of failed courses on no more than one occasion (for limitations and exceptions see below). The opportunity to pass a resit is given in order to allow the student to proceed into the following year. The resit is designed **only** to restore missing credits so that you may proceed towards the degree (N.B. in the paragraphs below Part-Time Students are understood as progressing from “first year” to “second year” and from “second year” to third year when they have amassed 120 and 240 units respectively. We refer to “years” rather than “levels” here to make clear that it is the status of the student, and not the year-level of the course, that is in question.)

Please refer to the Undergraduate Degree Regulations for details of resit opportunities in each year of your degree programme.

It is important to understand that Boards of Examiners have the right to refuse an individual student a resit opportunity in **any** year of study if there has been a formal warning of unsatisfactory work and/or attendance. Resits may also be refused at the discretion of the Board of Examiners if the student has absented herself or himself without valid reasons.

All students are required to make themselves available during the August Resit Period for resit examinations. Holiday or other arrangements will not be accepted as an excuse for missing resit exams.

12.11 Recording and use of Examinations Results

Where a candidate fails a course but achieves a pass either by compensation arrangements or by resitting and passing the examination:

- a) For the purpose of carrying forward marks and for the classification of the degree or other qualification, the mark used should be the original fail mark agreed by the examiners if that mark is within the compensation zone (30 – 39) or 30 if the original mark was below the compensation zone (29 or below);
- b) For the purpose of transcripts issued by the University for external use, any compensated marks will be recorded with a C suffix. Resit examinations will be recorded with an R suffix, provided that the course has been passed on resit and regardless of the actual marks achieved. Resit marks may be compensated but this is not noted on the transcript.

12.12 Undergraduate Regulations

Degree Regulations are approved by Senate. They contain the regulations specific to your programme of study, including details concerning assessment and progression, reassessment and classification.

You can find all information; including supporting documents here:

<http://www.regulations.manchester.ac.uk/undergraduate-degree-regulations/>

12.13 Carrying credit from one level to the next

Where a candidate fails credits at resit, the Exam Board can recommend that the student carries this failed credit into the next level of study up to a maximum of 20 credits. The course unit to be retaken is specified by the Exam Board and would be taken in attendance with one opportunity to regain the failed credit.

The mark for the carried credit would be added to the calculation for the academic year in which original credit was failed and the maximum pass mark that can be achieved is 30 or the original fail mark if that mark was in the compensation zone (30 – 39%).

If the student fails to regain the credit, they will not be able to progress further and an exit award will be considered by the Board of Examiners e.g. Certificate of Higher Education/Diploma of Higher Education.

A student may request to change the carried credit unit for an alternative if they consider that they have compelling grounds. Students should make their request in writing to the relevant Programme Director who will be responsible for considering and approving such requests.

12.14 Degree Classification

For students who commenced their three year degree in September 2012 *or after*, the weighting for degree classification purposes of year 2 (level 2) is 33% and for year 3 (level 3) 67%.

For students who commenced their four year degree in September 2012 *or after*, the weighting for degree classification purposes of year 2 (level 2) is 33% and for year 4 (level 4) 67%. For students who commenced their degree *prior to September 2012*, the weighting for year 2 (level 2) is 25% and for year 3 (level 3) 75%.

For Integrated Masters Programmes the weighting for year 2 (level 2) is 20%, year 3 (level 3) is 40% and year 4 (level 4) is 40% except the Masters in Modern Language where the weighting is Level 3 (50%) and level 4 (50%).

12.15 Compensation Arrangements

The compensation arrangements described in the Degree Regulations are applied at the Examination Boards. Please note that there are some core courses which cannot be compensated and you must meet the pass mark for this unit in order to gain the credit and proceed.

Please note that compensation arrangements are different under the regulations for students who commenced their degree *prior to September 2012*.

12.16 Long Essay and Dissertation Arrangements 2018/19

Important note: This year, 2018/19, for the last time, the existing, slightly different arrangements continue for the Level 2 Long Essay and the Level 3 Dissertation in Archaeology programmes on the one hand and in Classics and Ancient History programmes on the other. If you are now in your first year, please note that with effect from 2019/20 there will be a single CAHA Level 2 Long Essay and a single CAHA Level 3 Dissertation, which you may or will take next year and the year after. There follow the separate arrangements for 2018/19, first for Archaeology, then for Classics & Ancient History:

12.16.1 L2 Long Essay and L3 Dissertation in Archaeology

At Level 2, all single and many joint honours students undertake an independent research project called the Long Essay of 5 - 6,000 words (worth 20 credits). At Level 3, all single and joint honours students undertake a more extended independent research project called the Dissertation, of between 10,000 – 12,000 words (worth 40 credits).

Students may elect to study with any member of staff. Joint Honours students can undertake a dissertation in either of their chosen disciplines. Each module is supported by a compulsory taught course with a plenary session every fortnight (ARGY20001 and ARGY30000) and a series of supervisions. Those Ancient History and Archaeology students choosing to do a Classics & Ancient History Long Essay or Dissertation must register their intention with the Programme Director as early as possible and will be registered for the appropriate CLAH module. The Long Essay forms an important springboard for the final year Dissertation topic but students must ensure there is no repetition of material, even if the subject represents a development of their own prior research. For further advice, please consult the Long Essay and Dissertation Course Convenors.

Please note: as part of your preparation, you are expected to evaluate the ethics of the research that you intend to conduct. Before carrying out any research involving human participants, you must complete an ethics form and have it approved. Please consult the Dissertation Course Convenor for further information.

12.16.2 L2 Long Essay in Classics and Ancient History

All second-year students registered in a Classics and Ancient History programme have the opportunity to write a Long Essay of 6,000 words. The Long Essay is worth 20 credits, and you are expected to spend 200 hours of independent study in working for it: that is 6-7 hours work each week for 30 weeks. Your examiners assess the Long Essay on this basis.

You may choose to base your essay on courses taken in your first or second year, but, in principle, the Long Essay may be on any Greek or Roman historical or literary topic. You are encouraged to approach any member of staff to discuss possible topics. If you already have an idea of the area in which you want to work, then contact the appropriate member of staff directly. If you are at all uncertain, you are advised to discuss your choice of topic with your Academic Advisor or one of your lecturers.

You will be assigned a suitable supervisor for your topic.

You may count on your supervisor for two hours of face-to-face supervision (which may mean (e.g.) four half-hour meetings). Your supervisor may not read a complete draft of your Long Essay, but can read and comment on an outline/essay plan, and on your bibliography. Dates and times of supervision contact should be arranged directly with your supervisor.

The Long Essay must be typed or word-processed; the text should be double-spaced with wide margins. The deadline for the submission of the Long Essay, and instructions on how to submit, will be published by the course convenor.

12.16.3 L3 Dissertation in Classics and Ancient History

In their final year, all students of programmes in Classics and Ancient History (except those on some Joint Honours programmes, for whom it is encouraged but optional) are required to submit a Dissertation of at least 10,000 words and not more than 12,000 words (excluding bibliography, but including footnotes). This Dissertation is worth 40 credits. You are expected to spend 400 hours of independent study in working for your thesis: that is 13-14 hours work each week for 30 weeks. Your examiners assess the Dissertation on this basis.

You may choose to base your Dissertation on courses taken in your first, second, or third year but, in principle, it may be on any Greek or Roman/Latin topic you can show you have thought through seriously and in depth.

You are encouraged to approach any member of staff to discuss possible topics for your Dissertation. If you already have an idea of the area in which you want to work, then contact the appropriate member of staff directly. If you are at all uncertain, you are advised to discuss your choice of topic with your Academic Adviser or one of your lecturers.

You will be assigned a suitable supervisor for your topic.

If you wish to be supervised by a lecturer in another department (e.g. in Religions & Theology), you must first consult the Dissertation Course-Convenor: in 2018/19 Dr Andy Fear. **Note** that staff of other departments normally (as a condition of agreeing to supervise your Dissertation) require you to follow the local rules for supervision, standards of presentation, marking procedures, etc. set by the 'host' Department; you are also normally expected to change your registration from the CLAH Dissertation (CLAH30030) to the dissertation of the relevant subject-area (e.g. HIST30970 for the History Dissertation).

Note also: most Departments within SALC offer a 40-credit Dissertation. However, Philosophy offers only a 20-credit Dissertation. If you are supervised by a member of the Philosophy Department under their rules, then your Dissertation is worth only 20 credits and not 40 – unless the supervisor is willing to supervise you under CLAH rules for CLAH30030 (our 40-unit thesis) rather than for their own subject-area's 20 unit thesis. However, your supervisor is under no obligation to supervise you for CLAH30030, and may offer you only the 20-unit option standard in his/her own Department. If you take the latter option, then you **MUST** register for another 20-unit course in accordance with the regulations of your degree programme. Consult the Programme Director for further advice.

In Classics and Ancient History, you may count on your supervisor(s) for four hours of face-to-face supervision (which may mean (e.g.) eight half-hour meetings). As the Dissertation tests skills of independent work and research, the supervisor will read and comment only on the summary, one chapter, an outline of the whole, and your bibliography. Dates and times of supervision contact should be arranged directly with your supervisor. You should give your supervisor your chapter and outline, etc. for comment by the date specified by Dr Fear, the convenor of Long Essays and Dissertations.

In the Dissertation, you are expected to show that you have made thoughtful and discriminating use of a wide range of relevant primary and secondary sources (ancient evidence, and modern books and articles). Since a professional standard of presentation is one of the criteria against which your Dissertation is assessed, it is essential that you understand and apply consistently the 'Guidelines on the Presentation of Written Work' in

Appendix 2 at the end of this Handbook. Bear in mind that you must observe the word-limit (10-12,000 words). The marking criteria for 'Structure and Argument' and 'Knowledge and Understanding', against which your Dissertation is judged, require the examiners to penalise work which is excessively long or excessively short. You should also note the advice in the plagiarism section of this Handbook.

The Dissertation must be typed or word-processed; the text should be double-spaced with wide margins. The deadline for the submission of the Dissertation, and instructions on how to submit it, will be published by the course convenor.

12.16.4 Classics and Ancient History (cont.): **allocation of supervisor and confirmation of topic**

Full details of the procedure of allocating Dissertation and Long Essay supervisors to students are advertised towards the end of Semester 2 (of the preceding academic year). **It is essential that you pay attention to these announcements and attend any briefing meetings which are organised.**

You will be assigned a suitable supervisor for your Dissertation or Long Essay, based on the information which you provide us about the subject you want to work on.

It is the **responsibility of the student** to seek guidance from his or her Academic Advisor concerning an appropriate choice of topic. It is the **responsibility of the tutor/supervisor** to advise on the feasibility of the topic, and to give advice on reading. The student is responsible for completing the project on the basis of advice given and must submit the completed project by the due deadline. The normal penalties for late or non-submission of coursework apply (for details, see section **12.6** above).

The title of the Dissertation or Long Essay must be recorded on the official form issued to each student and must be confirmed by the supervisor. The deadlines for students to submit their final titles **will be specified by the course convenor.**

Any subsequent modification of the title must be recorded in a written statement, and must also be confirmed by the supervisor.

Any student not complying with this procedure (that is, not submitting a title by the specified deadline, and/or not securing approval of any subsequent modification) will be in clear breach of his/her contract with the School; in such circumstances a zero mark may well be awarded by the Board of Examiners; the Board of Examiners may also refuse the student permission to resubmit the Long Essay or Dissertation.

12.17 Prizes and Awards

Classics, Ancient History and Archaeology is fortunate in having available a number of prizes, bursaries and other awards made in recognition of outstanding academic achievement. The following prizes are awarded by the Examination Board in June.

Prizes awarded in Archaeology;

Two final-year (Level 3) prizes are awarded in Archaeology: the Robina McNeil Prize for the best Level 3 Dissertation, and the David Coombs Prize for the highest overall academic performance. These are announced at the Graduation ceremony, and the prize-winners receive a book token.

Prizes awarded in Classics and Ancient History;

The following prizes are awarded in Classics and Ancient History; all eligible students will be considered for them (there is no separate application procedure).

a) Victoria Scholarships

The Victoria Scholarships are awarded on the basis of results achieved in the core course-units in classical literature and ancient history in the first and second years. Two scholarships may be awarded to first year students (the first of £50, the second of £30), and two scholarships to second year students (the first of £50, the second of £30).

b) Alexander Hope Kyd Prize and Webster Prize

These prizes are awarded each for an outstanding performance by a final-year student in any programme in Classics or Ancient History. The value of each prize is £50. Each prize is awarded either for an outstanding all-round performance, or for an outstanding individual essay or examination.

c) Conway Memorial Prize

Two Conway Memorial Prizes are awarded for the best essays or dissertations on Virgil. The value of the prizes is £65 for the first prize, and £35 for the second prize.

d) Percy Dorrington Latin Prize

This prize of £20 is awarded for outstanding performance in any Latin language paper.

e) Sarah E. Marsland Prize

This prize of £50 is awarded to a female student for outstanding performance in any Latin language paper.

f) Lorna Ruff Prize

This prize of £20 is awarded for outstanding performance in any Greek language paper.

12.18 Awards for Travel and Similar (supporting study of the classical world)

The Department also makes awards to students wishing to travel or to take part in activities away from the University which will enhance their study of the classical world. Students are able to apply to two endowment funds:

a) The Mrs Anderson Fund, for travel within the United Kingdom. This fund supports student travel to or participation in activities related to their study of the classical world. Such activities might, for example, include: a visit to a museum or to a classical site; travel to or tickets for a production of classical drama; attendance at a conference or seminar. Grants are normally in the region of £25-£75.

b) The Classical Travel Fund. This fund:

a. provides grants to students wishing to visit classical sites abroad. This could be an independent visit to one or more Greek or Roman sites (outside the UK); applications can also be made to support participation in a classical summer school (including the undergraduate summer schools run by the British School of Athens or the British School at Rome) or a relevant archaeological project.

b. provides grants to students who wish to enrol in a residential Summer School in Greek or Latin language, whether in the UK or overseas.

The deadlines and procedures for applying to both of these funds will be advertised to all students each year; enquiries can also be directed to the Head of Department.

13 Academic Appeals

Academic Appeals are a way of asking the University to review a recent decision taken by an Examination Board or equivalent body, which affects a student's progress or status (e.g. where a student is expelled or excluded from the University, or transferred to a programme for a lower qualification). However, appeals cannot be made simply on the basis of disagreeing with a mark, or as a challenge to academic judgement. They must instead be based on one of the grounds for appeal detailed in Regulation XIX Academic Appeals.

Full details are available here:

<http://www.studentsupport.manchester.ac.uk/who-can-i-talk-to/complaints-and-appeals/>

<http://www.regulations.manchester.ac.uk/regulation-xix-academic-appeals-procedure/>

The purpose of this regulation is to safeguard the interests of students and may only be used when there are adequate grounds for doing so which are outlined in the regulation. It may not be used simply because you are dissatisfied with the outcome of your assessment or other decision concerning your academic progress.

An appeal which questions the academic or professional judgement of those charged with the responsibility for assessing a student's academic performance of professional competence shall not be permitted. This means that you may not challenge marks or grades awarded unless you believe that they may have been affected by factors under i-iv below.

The accepted grounds for appeal are as follows:

- (i) Circumstances affecting your performance of which, for good reason, the board of examiners or committee may not have been aware when the decision was taken, and which may have had a material effect on the decision.
- ii) An administrative error or procedural irregularity in the assessment process or in putting into effect the regulations for the programme of study such as to cause significant doubt as to whether the decision might have been different if the error or irregularity had not occurred.
- (iii) Evidence of prejudice or bias or lack of proper assessment on the part of one or more of the examiners.
- (iv) The supervision or training in respect of research for a dissertation or thesis or equivalent work was unsatisfactory to the point that your performance was seriously affected.

Appeals based upon provisional decisions of the School cannot be considered. This means that you will not be able to submit an appeal until after your marks have been ratified by the Board of Examiners and the results have been released. All recommendations for mitigating circumstances must be approved by the Board of Examiners, and any appeal cannot be considered until after the Board of Examiners has met in June/July/September.

The University encourages students to try to resolve the issue with their School in the first instance within the School (informal) appeals process and only when this process has been concluded to proceed to the Faculty of Humanities (formal) appeal, if necessary.

Please note you can only appeal on your own behalf. If you want a representative (e.g. a parent) to appeal for you, you must send a letter (or email) with your appeal explaining that you have given them permission to act on your behalf. Students can contact the Students' Union for assistance in drafting an appeal.

For further information on submitting an appeal, please contact the Student Support & Guidance Office (A15 Ground Floor, Samuel Alexander Building, email: salc-studentsupport@manchester.ac.uk).

14 Complaints

As part of its commitment to ensuring the standard and quality of its programmes of study, services, and facilities, the University has an established Procedure to deal with complaints from students. Complaints provide useful feedback information and, where appropriate, will be used to improve services and facilities. If you have a complaint to make, you should raise it directly with the staff concerned at the earliest opportunity, as matters that are dealt with informally at an early stage have the best chance of being resolved effectively. Formal complaints should be made as soon as possible and, in any case, within 40 days of the events or actions (or lack of actions) which have prompted the complaint. The University will not normally consider complaints made after this period, unless there is good reason for the delay.

Full details of which can be found on My Manchester:

<http://www.studentsupport.manchester.ac.uk/study-support/complaints/>

Most complaints can be resolved informally. Minor problems concerning your degree programme should be brought to the attention of your Academic Advisor, Programme Director or Programme Administrator at the earliest opportunity. Complaints should be made, in writing, to the Student Support and Guidance Office who will investigate the complaint on behalf of the School. You should normally expect to receive a written acknowledgement within 5 working days and a full response within 20 working days of receipt of the complaint. If we are unable to provide a response within 20 working days, we will contact you to advise you of the reasons for the delay.

If you feel that the School's response has not fully resolved the concerns raised in your School (informal) complaint, you may submit a complaint to the Faculty of Humanities (formal). The Student Support and Guidance Office can advise you of the procedure: (A15 Ground Floor, Samuel Alexander Building, email: salc-studentsupport@manchester.ac.uk).

15 Conduct and Discipline

The University defines misconduct as: 'the improper interference, in the broadest sense, with the proper functioning or activities of the University or of those who work or study in the University or action which otherwise damages the University or its reputation'.

The University's Regulation XVII: Conduct and Discipline of Students covers behaviour, actions and academic malpractice/ plagiarism.

If you find yourself the subject of a disciplinary procedure you are strongly advised to take advice from either the Students Union or The Atrium (see above).

More information regarding the Conduct and Discipline of Students is provided in [Regulation XVII](#).

The Students' Union Advice Service also provides the following information:

<http://manchesterstudentsunion.com/top-navigation/advice-service/academic-advice/conduct-and-discipline>

Appendix 1: Archaeology Guidelines on Written Work

(for further detail on some aspects, including planning, preparing and presenting written work of various kinds, see the Classics & Ancient History Guidelines, Appendix 2 below)

Archaeology uses the Harvard referencing system, which is also used in Law, Natural Sciences, Social Sciences, Behavioural Sciences and Medicine. Note that other Departments use other systems (the Chicago and MLA systems), which are based on footnotes. If you are doing a joint honours degree, you may find that the two different disciplines that you are studying require the use of different referencing systems. You can see the Harvard system in use in archaeology journals, including *Antiquity*, *World Archaeology*, and the *Cambridge Archaeological Journal*.

All material should be presented in a **single**, alphabetically organised bibliography, according to Harvard system regulations.

Harvard System Formats: general rules (some examples are below)

1. Most common format - Author surname, initial(s). Date. *Title* (italicised). Place of Publication, Publisher.
2. The title of the overall work in which the piece appears is italicised:
 - for a monograph, this is the book's title
 - for an article in a journal, this is the Journal Title
 - for a webpage, this is the website address itself
3. If the publication is part of an edited volume or journal article, you must include page numbers
4. If you have multiple publications by the same author, order them by date (earliest first) but if you have several articles by a single author from one year, give them alphabetical suffixes (in both the main text and bibliography):

Hingley, R. 1984. The archaeology of settlement and the social significance of space. *Scottish Archaeological review* 3 (1): 22-149.

Hingley, R. 1990a. Boundaries surrounding Iron Age and Romano-British Settlements. *Scottish Archaeological Review* 7: 96-104.

Hingley, R. 1990b. Domestic organisation and gender relations in Iron Age and Romano-British households. In R. Samson (ed.) *The Social Archaeology of Houses*. Edinburgh, Edinburgh University Press: 125-149.

Hingley, R. 1995. The Iron Age in Atlantic Scotland: searching for the meaning of the substantial house. In C. Cumberpatch and JD Hill (eds.) *Different Iron Ages*. BAR Int. Series 602. Oxford, Tempus Reparatum: 185-194.

5. If the book/monograph is a reprint of an ancient classical text or historical work, the date you need is the most recent one which appears in the frontispiece of the book or under the copyright information – if it is a new edition (which may contain amendments or additions) indicate which edition this is:

Stukeley, W. 1975. *Antiquities from the County of Wiltshire*. London, Dent.

Renfrew, C. and Bahn, C. 2005. *Archaeology: theories and methods*. (3rd edition). London, Thames and Hudson.

6. If the work is translated from the original, you should also include the translator's name along with the original author:

Dietler, M. 2003. *Wagon Burials of Northern Europe*. (translated by C. Pare). Oxford, Oxford University Press.

What if there is no author? Use 'Anon' e.g.

Anon. 1985. *Child Okeford – a Dorset Village*. Blandford, Forum Press.

What if there is no place of publication and/or publisher? Use (s.n.) = (sine loco – without place) and (s.n.) = (sine nomine – without name) e.g.

Mortimer, J. 1905. *Forty years Researches*. (s.l.), (s.n.)

More Examples

- **Single authored monograph or journal article**

Barber, M. 2003. *Bronze and the Bronze Age: metalwork and society in Britain c.2500-800 BC*. Stroud, Tempus.

Brück, J. 1999a. Houses, lifecycles and deposition on Middle Bronze Age settlements in southern England. *Proceedings of the Prehistoric Society* 65, 145-166.

- **Jointly authored volume or journal article**

Hunter, J. and Ralston, I. (eds). 1999. *The Archaeology of Britain*. London, Routledge.

Megaw, R. and Megaw, V. 1994. Through a window on the European Iron Age darkly: fifty years of reading early celtic art. *World Archaeology* 25: 287-303.

- **Edited volume**

Scarre, C. (ed.) 2002. *Monuments and Landscape: Perception and Society During the Neolithic and Early Bronze Age*. London, Routledge.

Barrett, J.C. and Kinnes, I.A. (eds.) *The Archaeology of Context in the Neolithic and Bronze*

Age. Sheffield, Dept. of Archaeology and Prehistory

- **Article from an edited volume**

Brück, J. 1999c. What's in a settlement? Domestic practice and residential mobility in Early Bronze Age southern England. In Brück, J. and Goodman, M. (eds.) *Making places in the prehistoric world: themes in settlement archaeology*. London, UCL Press: 68-94.

- **Website (organisation)**

Wessex Archaeology. 2003. [online] The Amesbury Archer Excavations.

<http://www.wessexarch.co.uk/projects/amesbury/archer.html> (Accessed 16/09/03).

British Museum. 2003. The Wetwang Slack Chariot Burial. [online] COMPASS TOUR.

<http://www.brithsmuseum.ac.uk/compass/wetwang> (Accessed 15/04/05).

James, S. 2006. Chariot Burials: reviewing the evidence. [online]

<http://www.leicester.ac.uk/archaeology/james/chariots> (Accessed 20/08/06).

Oxford Archaeology North. 2005. The Ferry Fryston Chariot Burial: recent

analysis. [online] <http://www.oxfordnorth.co.uk/ferryfryston/analysis> (Accessed 16/08/06).

- **Website (where there is no obvious author or date of original authorship)**

Anon. nd. University of Manchester Archaeology: School of Arts, Histories and Cultures Homepage.

<http://www.manchester.ac.uk/schools/ahrc/archaeology/welcome.htm> [online] (Accessed 12/11/05)

- **Newspaper article (paper version and web version)**

Keys, D. 2002. Swing Low, Sweet Chariot: a new Chariot Burial from East Yorkshire *The Guardian* 16th January: 7.

Keys, D. 2002. Swing Low, Sweet Chariot: a new Chariot Burial from East Yorkshire *The Guardian* 16th January. <http://www.guardian.co.uk/g2/archaeology/chariot/101> (Accessed 14/04/06).

- **Archaeological 'grey literature': site evaluations and assessments**

Archaeological Research Consultancy at the University of Sheffield. 2004. *An archaeological evaluation of the Kelham Island area*. Consulted at ARCUS, West Court, Mapping Street, Sheffield.

- **Official publication, catalogue or brochure where an institutional body is the main author, and online sources**

British Museum. 2005 *A Catalogue of Bronze Age Metalwork*. London, British Museum.

Department for Education and Skills. 2003. White Paper - The future of higher education.

<http://www.dfes.gov.uk/highereducation/hestrategy/pdfs/Dfes-HigherEducation.pdf>

(Accessed 28/02/2004).

- **Non-conventional sources: manuscripts and archival documents**

Public Records Office. King's Memoranda Roll, E159/69, m.78

Dorset County Record Office. Tithe Award: Child Okeford. Document Ref.: CO14/2.

Northampton County Record Office. Brudenell of Deene Papers, I.x.37: Peter Morlet to Thomas, Lord Brudenhall, 27th June 1652.

- **Unpublished theses**

Giles, M. 2000. *Close-knit, Open-weave: archaeologies of identity in the later prehistoric landscape of East Yorkshire*. Unpublished PhD thesis, University of Sheffield.

- **Lecture**

Thomas, J. 2012. *The Stonehenge Landscape*. Unpublished lecture, delivered as part of ARGY10121 course: 29th September 2012, University of Manchester.

Thomas, J. 2006. *The Stonehenge Landscape: new discoveries*. Unpublished lecture, Theoretical Archaeology Group Conference 2006: delivered on 29/08/06. University of Manchester.

- **Conversation**

Cite as 'Pers.comm.' in the main text (i.e. Personal communication): there is no need to cite further in bibliography.

- **E-mail correspondence**

Giles, M. (Melanie.giles@manchester.ac.uk) 2008. *Lindow Man visit*. 30th April. Email to: Jim Rylatt (James.Rylatt@postgrad.manchester.ac.uk)

- **Film** – you must cite the title, original release date, director and media, film company (VHS Video, DVD, 35mm Film)

Gladiator. 2000. Directed by Ridley Scott. (DVD). Glendale USA, Dreamworks SKG.

- **Television/Radio** – you must cite programme title, date of original transmission, episode number and title, director, format and Production Company

Time Team. 2002. Series 5, programme 4: *Time Team Special: the Big Dig*. Directed by P. Golding. (TV). London, Channel 4.

Richards, J. 2001. *Mapping the Town: Ipswich*. 4th June 8.30pm. (Radio broadcast). Radio 4.

Illustrations

It is important to include a variety of forms of evidence in your text: drawings, photos, graphs and plans are all useful. Pictures not only enliven the Dissertation, they illustrate your points, enrich case studies, and can save you paragraphs of descriptive text. However, they should be scholarly, apposite and relevant, complementing your written argument. They should also be clear and sharp, so check reductions and enlargement. Text should be legible and a key should be provided for any symbols used. Plans should have scales and north arrows. Line drawings of artefacts should have scales wherever possible.

Figures should be numbered in order, and referred to in the main body of the text. If you copy an illustration directly from another source or download/scan in an image, you **MUST** cite its source in the caption for the figure e.g.



Figure 1 Early Bronze Age burial from Barnack (from Clark, Cowie and Foxon 1985: 63, plate 14)



Figure 2 Reconstruction drawing of Amesbury Archer (from Wessex Archaeology 2006)

*NB these references, written in the **Harvard style**, refer you to the bibliography, where you would be able to trace the sources (note that the website address of the second image is not included in the figure caption):*

Clarke, D. Cowie, T., and Foxon, A. 1985. *Symbols of Power at the Time of Stonehenge*. Edinburgh: HMSO.

Wessex Archaeology. 2003. The Amesbury Archer Website.

<http://www.wessexarch.co.uk/projects/amesbury/archer.html> (Accessed 16/09/03).

If you selectively trace or scan and annotate an image, you would indicate this in the caption in one of the following ways:

Figure 3 Plan of Avebury (adapted from Gillings and Pollard 2005: 45, figure 7).

Figure 4 Illustration of a Beaker Vessel (redrawn from Barrett 1994: 22, figure 4).

Figure 5 Reconstruction of final phase of Stonehenge (based on Whittle 2004: 123, figure 18).

Again, all of these original publications should be included in the bibliography, regardless of whether you mention the work again in the main text of the essay. (NB whilst published texts sometimes distinguish between figures (line drawings) and plates (photographs) we would advise numbering them in a single sequence of figures).

Tables

A table presents lists of information (numerical figures or text such as a list of place-names, short list of objects and context information etc.) rather than diagrammatic or illustrative material. It may be drawn from a longer list such as a catalogue, which may be included in the Appendices. Tables also need numbering in a separate sequence, and itemising in a list at the beginning of the work, as with figures and plates.

Appendix 2: Classics & Ancient History Guidelines on Written Work

(for further detail on some aspects, including on the 'Harvard' system of referencing, and on how to refer to a wider range of types of sources, see the Archaeology Guidelines, Appendix 1 above)

It is *vital* that you take the instructions below seriously, as standard of presentation is one of the criteria for assessment of all pieces of written work, whether a first-year undergraduate essay or a Ph.D. thesis. Furthermore, beyond University, the ability to present material in a clear, readable and internally consistent way is a basic skill expected and valued by employers.

You are expected to submit typed/word-processed essays. It is essential that you take responsibility for keeping secure electronic copies, and back-ups, of your work: always remember SAVE AND BACK UP, SAVE AND BACK UP, SAVE AND BACK UP! When you are working, save your work at least every ten minutes, and make at least two back-up copies of anything you would miss if it were lost. Try not to have to learn the hard way the importance of this lesson! **Individual computer failure is not accepted as an excuse for late or partial submission of any piece of work.** In addition, especially for revision purposes, it is advisable to keep notes and previous drafts of submitted work.

There are many alternative sets of conventions for presentation, and one example, notable for its clarity and economy, is described in detail below. You may use either this one or another that you prefer. The Golden Rule is: **FIND A SYSTEM THAT SUITS YOU, AND STICK TO IT!** And, whatever set of conventions you decide to use, **BE CONSISTENT, AND ATTEND ESPECIALLY TO USE OF PUNCTUATION, SPACES, PARENTHESES, AND ITALICS.**

GENERAL CONVENTIONS:

Bibliography

You should have at the end of your piece of work a **bibliography** listing all the items of modern scholarly literature referred to in your text or notes. Items should be listed alphabetically by author's surname.

Bibliographical entries for books, essays in edited collections, and journal articles follow distinct conventions. *In each, note in particular the use of punctuation, spaces and parentheses. Always put a space after a punctuation mark.*

For **books**, give author's surname and initials, date of publication in parentheses, *title in italics*, and place of publication, e.g.:

Langslow, D. R. (2000). *Medical Latin in the Roman Empire*. Oxford

For **essays in edited collections**, give author of the essay's surname and initials, date of publication in parentheses, the title of the article in quotation marks, the name(s) and initials of the editor(s) of the collection followed by '(ed(s).)', *the title of the book in italics*, the place of publication (in parentheses), and finally the page numbers, e.g.:

Sharrock, A. R. (2002). 'An A-musing Tale: Gender, Genre, and Ovid's Battles with Inspiration in the *Metamorphoses*', in E. Spentzou and D.P. Fowler (eds.), *Cultivating the Muse: Power, Desire, and Inspiration in the Ancient World* (Oxford), 207-27

For **journal articles**, give author's surname and initials, the year of the journal, the title of the article in quotation marks, *the (abbreviated) title of the journal in italics*, the number of the journal, and the page numbers, e.g.:

Gibson, R. K. (1999). 'Aeneas as *hospes* in Vergil, *Aeneid* 1 and 4', *CQ* 49: 184-202

Note that titles of journals are often abbreviated in bibliographies, e.g. *Classical Quarterly* is shortened in the above example to *CQ*. You should *either* write out the name of the journal in full in your bibliography, *or* abbreviate it according to the system outlined in the opening pages of any recent number of *L'Année philologique* (held among the Humanities Periodicals in The University of Manchester Library, or available online here: http://www.annee-philologique.com/files/sigles_fr.pdf).

References and Quotations

If you use an argument from a book or article, this should always be acknowledged. Acknowledgement is made by referring to your source (which you include in your bibliography), and such references should be placed EITHER inside parentheses in your main text OR in a footnote or endnote. Do not give full bibliographical details each time you make such a reference. It is enough to give the name of the author and date of publication, e.g.:

In the text: (see Langslow (2000))

In a note: See Langslow (2000).

If you wish to refer only to a certain number of pages within the book or article, give the author, date of publication in parentheses, and the page reference, e.g.:

In the text: (see Gibson (1999) 186-88)
or (see Gibson (1999) 186 ff.)

In a note: See Gibson (1999) 186-88.
or See Gibson (1999) 186 ff.

Avoid constant **quotation** from the same work. This isn't the same as plagiarism, provided the quotations were properly attributed, but it will make your essay too derivative.) Instead, try to summarise **briefly** the views of the author whose work you are discussing, and make this the basis for your own critical discussion.

If you do quote from a modern author, enclose the quotation in quotation marks. Whether summarising or quoting, give the author, date of publication in parentheses, and page reference (in parentheses in your text or in a note, as preferred), as indicated above. *Failure to give proper acknowledgement of a source that you have used may be deemed to constitute plagiarism.* Please see section 15.3.

Secondary quotation (quoting material from a book or article you have not read via another text). Where possible, quotations in your coursework should be taken directly from the original source. In cases where the original text is not available to you, it is normally acceptable to use material from it which is quoted in a secondary source. Using quotations without acknowledging their origin is a form of plagiarism. Be sure when using secondary quotations that your footnotes refer to both the original text and the source you have used, e.g.

Lucien Lévy-Bruhl, *Les fonctions mentales dans les sociétés inférieures* (Paris, 1910), 30, as quoted in Hansen (1987) 7.

Your bibliography should include only those texts which you have consulted directly.

Acknowledgement of Ancient Sources

Ancient sources should always be acknowledged, either in a parenthesis in your text or in a footnote.

Again, under normal circumstances, avoid constant lengthy quotation from Greek and Roman authors, whether in the original language or in English. For short **quotations from texts** in the original Latin or Greek use quotation marks (and, for poetry and inscriptions/papyri, diagonal or vertical slashes to indicate line divisions), with the reference to the source following the closing quotation mark. For example, the opening lines of Vergil's *Aeneid* would appear in your main text as: 'arma virumque cano, Troiae qui primus ab oris / Italiam fato profugus Laviniaque venit / litora' (Vergil, *Aeneid* 1. 1-3, or V. A. 1. 1-3).

For quotations from original texts translated into English, again use quotation marks (and line divisions if the translation has them), with the reference to the source following the final quotation mark. The opening lines of the *Aeneid* (from a translation without line division) would appear in your main text thus: 'I sing of arms and the man, fated to be an exile, who long since left the land of Troy and came to Italy to the shores of Lanuvium' (Vergil, *Aeneid* 1. 1-3, , or V. A. 1. 1-3 [or 1.1 ff.]

If the quotation is longer than about two lines (whether from a modern or ancient source), you should *indent* it in your text without using quotation marks, and follow it with the reference in parentheses or in a note.

As you see from the Vergil example above, **references to ancient sources** take the form: author's name, *title of work in italics*, followed by the book and chapter/line reference, e.g. Tacitus, *Annals* 3. 71. This system applies also to simple references (i.e. without quotations), as in e.g.: '... as we learn at the very outset (V. A. 1. 1-3), Aeneas is an exile,'.

If the reference is part of a sentence in your main text, write it out in full, as in e.g.: '... as we saw earlier in Vergil, *Aeneid* 1. 1-3 and Tacitus, *Annals* 3. 71'; otherwise (i.e. if it is in parentheses or in a note), it is usual to abbreviate it (e.g. V. A. 1. 1-3; Tac. *Ann.* 3. 71). *Note the punctuation in both.* The **standard abbreviations** of Greek authors and texts are listed in the opening pages of Liddell, Scott and Jones, *A Greek-English Lexicon*; for Latin authors and texts, they are listed in the *Oxford Latin Dictionary*, or in the Index (*editio altera*) to the *Thesaurus Linguae Latinae* (copies of each of these volumes are available in The University of Manchester Library and in the Classics library).

Finally, note that **individual foreign words and short phrases (except in Greek letters)**, may be italicised without quotation marks, especially when you are referring to the word as a word, as in e.g.: '... Latin *cerno* is cognate with Greek κρῖνε'.

FURTHER GUIDELINES FOR DIFFERENT TYPES OF WRITTEN WORK

If in doubt about the conventions appropriate to a specific piece of work, always consult your tutor or supervisor. Note, however, the following:

Undergraduate essays

You should follow the instructions for submitting work given to you by your course convenor: you might be required to submit work electronically (using 'Turnitin') or in hard copy. If submitting work in hard copy, you should submit **two copies of the essay** by the stated deadline. Essays must be word-processed or typed. Essays submitted in course-units taught by another subject-area (e.g. Art History) should conform to the rules and standards of presentation required by that subject-area.

Final-year undergraduate Thesis

The thesis must be typed or word-processed; the text should be double-spaced with wide margins. All pages should be consecutively numbered.

Your thesis should comprise the following, and in this order:

- a title page
- (optional) a list of abbreviations
- a table of contents
- the main text, with footnotes or endnotes
- a bibliography of the books and articles that you have cited (depending on the nature of your topic, it may be appropriate for you to include a separate section within the bibliography indicating which translation you have used for each of the ancient texts that you discuss)

The title page should give the full title of the thesis, your student registration number (**not your name**), the year and a statement that 'This thesis is submitted in accordance with the regulations for the Part II Examination in the Honours School of [*enter your Degree Programme here*], University of Manchester'. If you need a list of abbreviations (e.g. of the titles of periodicals or collections of inscriptions or papyri), you should place this immediately before the table of contents.

Note that theses supervised by staff in other subject-areas may be required to conform to the rules and standards of presentation prescribed by that subject-area.

GUIDELINES FOR WRITING ASSESSED ESSAYS

PREPARATION

THE TITLE

Pay close attention to the precise wording of the question.

Constantly ask yourself as you draft your essay whether what you are saying is relevant. The whole essay should focus on the issue to be discussed.

Do not keep repeating the wording of the title in the body of the essay, especially in such forms as 'Thus we can see that... was indeed the ...'

Be critical and analytical: Most essays require analysis and discussion of all the relevant issues raised by a question. This is usually indicated in the wording of the title which will say 'Discuss', 'Analyse', 'Explain', 'Account for', 'Evaluate', 'Compare and contrast', etc.

Make sure your treatment conforms to what is asked for and does not become mere description or a listing of facts.

Even when the title is decided by you, the essay must still be critical and analytical and you should reflect this in your wording.

Irrelevance: Make sure that you do not introduce material which is extraneous to the topic. Irrelevancy reveals a superficial reading of the title as well as leading to the suspicion that you are padding out your essay because you are unaware of what is required.

If in doubt about whether to include something, do so, but re-read the material in question carefully at the final draft stage and ask yourself if it is still relevant to the essay in its final form.

Be careful not to make major issues out of minor points.

The single point of view: Be careful not to answer from a single point of view. Most issues require discussion **from a variety of angles**. Do not limit the number of angles when all are relevant. One of the worst types of essay results from providing arguments which agree with the title and omit all contrary evidence.

SHAPE AND DIRECTION

The principal structural feature of an essay is likely to be your argument which should reveal a sense of direction. To advance and support an argument it will often be necessary to describe or state facts (and sometimes opinions). However, description must contribute to debate. Description without a sense of priorities makes for a shapeless essay. Constantly ask yourself whether you have made clear the direction of your argument.

Most essays expect you to be able to present ideas and arguments succinctly and this is why word limits are given.

PLANNING

The Initial Plan: It is advisable to plan the whole essay in note form first, writing out in note form each point you intend to make.

Revise the order of your main points until you have got the most illuminating and persuasive sequence for them.

The Draft Version: You may feel you do not have time, but try to make time to compose a provisional but complete draft by filling out your main points.

Make additions and corrections to it.

Remove obscurity and padding.

Use clearer terms, where necessary, to convey your meaning.

STRUCTURING

Paragraphs:

- It may be necessary to clarify and define issues in the first paragraph. In cases where the title is decided by you and you find difficulty in making a sufficiently precise formulation of the area to be covered, you may need to define the scope of the essay in the first paragraph. This will prevent you raising false expectations.
- Each paragraph should centre on an issue and progress coherently. **It is often useful to start a paragraph with the main point.**
- Each new paragraph must be recognisable as a logical next step in advancing an argument.

General:

- In a short essay of around 1500 words you do not have space for a long introduction. At most one paragraph or half a page should be used as introduction before engaging the detailed issues raised by the question.
- It is important to have a sense of balance in the essay. All the main points should not be left to the end after spending two or more pages leading up to them. It is usually preferable to begin the essay (after the introductory paragraph) with your strongest point or most important information so that the main features are dealt with first.
- Your conclusion should draw together the threads of your argument and present your overall point of view. It should not be merely your introduction written in the past tense.

STYLE

Vigour: A lively style is important. If you can use fewer words without being imprecise your thinking will probably appear more lucid and stimulating. Don't forget that you are meant to be interesting as well as critically informed and perceptive.

Clarity: Don't compress an idea and the supporting evidence into the same sentence. It is a good idea to leave an essay for a few days and then re-read it before submission. By doing so you are more likely to notice where you are obscure or imprecise. This implies aiming to finish the essay several days before the date of submission.

Precision: It is important to be as precise as possible given the evidence you have. Verify the dates of your sources and of material events, and make sure that you know which sources are most appropriate for you to use in each case. If the question asks you, for example, to draw upon evidence from Augustan writers, you should not base your discussion upon extended quotation from, e.g. Polybius. Vagueness about dates implies that you are not sure when something happened or cannot be bothered to check.

Exaggeration: Don't make exaggerated claims: 'No one could deny that...'. Maintain a control of your style and do not indulge in purple passages, exaggerated personal sentiments or 'over the top' statements.

Generalisations: Unqualified statements tend to suppress distinctions and implicitly deny exceptions. The broader the generalisation the less likely you are to be accurate.

Technical terms: If you feel obliged to use a technical expression in the original language it may be necessary to provide a simple explanation at its first use. This makes clear to the reader that you know what it means and if there is any ambiguity you will also be showing the reader the way you interpret it and thus make for clearer understanding.

The personal element: Do not abuse the first person in your writing. Where personal experience plays a part in your essay make sure you integrate your personal findings or opinions where they are most relevant.

Conversational style: Beware of using a colloquial style in essays. The kind of informal register used in speech is often not suitable in a formal essay. **Beware of rhetorical questions in particular**. Questions properly used, however, can help to give an essay a sense of direction.

SOURCES

Primary: Your primary sources will be many and varied, and might include art works, buildings, objects, literary texts, inscriptions or documentary papyri. They will often need careful explanation and contextualisation.

Secondary: These are works which you consult to illuminate the area of study. They contain other people's opinions and their formulation of the important issues concerning the topic of study.

In non-literary essays especially, but also in literary ones, the author may express personal prejudice without making this clear. Be on a constant lookout for the prejudice or bias of the text you are using as a source.

Do not merely repeat another author's viewpoint. It is your opinions the tutor is interested in. If you entirely agree with someone else's argument, express that argument in your own words in order to demonstrate that you understand the point being made.

REFERENCES AND QUOTATIONS

Always back up assertions with evidence, but beware of long quotations. They give the impression of padding out the essay and of an author afraid of putting forward her/his own arguments or ideas.

Do not make long quotes from secondary works which could be more effectively summarised in your own words. You should quote verbatim only when the quotation adds something lost in a paraphrase.

USE OF SOURCES AND THE AVOIDANCE OF PLAGIARISM

Since few of us are original geniuses, much of what we say, especially on historical subjects, will have its origins in other people's insights. The difficult aspect of essay writing is how to use other people's ideas and perceptions without being dishonest.

One of the most effective ways of discussing an issue is to weigh up the ideas and interpretations of other scholars against one another, pointing out what you feel to be the weak and strong points of their arguments. Where you deal with a topic on which there are wide divergences of opinion this type of approach will be all the more applicable.

It is in the way you weave different ideas together to produce a coherent, convincing argument that you reveal your ability rather than in your accumulation of thoughts.

Ideas taken from other people should always be acknowledged. It is not sufficient just to list all of the books you have used at the end of the essay; you must admit to the sources of ideas as you use them.

PRESENTATION

PRELIMINARIES AND FORMALITIES

You are required to word-process your essay. A well-presented and easily readable copy of your essay is an indication of how much you want your work to be taken seriously.

QUOTATIONS

Quote **accurately**, taking special care with accents.

For short quotations (less than 60 words or less than two complete lines of verse) enclose in single inverted commas and run on from the main text.

For long quotations drop a line and inset, omitting quotation marks. **Do not italicise long quotations.**

Use double inverted commas for a quotation within a quotation.

SOURCES

The Final Bibliography: Essays should include a list of works consulted set out alphabetically on a separate sheet at the end. This should contain full details of modern works cited, including, where known, place of publication, name of publisher and date of publication. A final bibliography should list all sources used and cited.

PUNCTUATION: THE BASICS

Punctuation is an art, not a science, and a sentence can often be punctuated correctly in more than one way. It may also vary according to style; formal academic prose, for instance, might make more use of colons, semicolons, and brackets and less of full stops, commas, and dashes than conversational or journalistic prose. But there are some conventions you will need to follow if you are to write clear and elegant English.

- The Uses of Punctuation

In earlier periods of English, punctuation was often used rhetorically – that is, to represent the rhythms of the speaking voice. The main function of modern English punctuation, however, is logical; it is used to make clear the grammatical structure of the sentence, linking or separating groups of ideas and distinguishing what is important in the sentence from what is subordinate. It can also be used to break up a long sentence into more manageable units, but this may only be done where a logical break occurs; Jane Austen's sentence 'No one who had ever seen Catherine Morland in her infancy, would ever have supposed her born to be a heroine' would now lose its

comma, since there is no logical break between subject and verb (compare: 'No one would have supposed...').

- The Main Stops and Their Functions

The full stop, exclamation mark, and question mark are used to mark off separate sentences. Within the sentence, the colon (:) and semicolon (;) are stronger marks of division than the comma, brackets, and the dash. Properly used, the stops can be a very effective method of marking off the divisions and subdivisions of your argument; misused, they can make it barely intelligible, as in this example:

'Donne starts the poem by poking fun at the Petrarchan convention; the belief that one's mistress's scorn could make one physically ill, he carries this one step further...'

(Here the comma and semicolon should change places.)

- The full stop: Use it to separate sentences. Be careful not to use it to separate parts of the same sentence, as in this letter to the Southampton Advertiser:

'[Mr Smith] is too much concerned with verbs, adverbs, commas and full stops. Many of the local teachers I have heard of don't know much about them either. If the final results of their teaching means anything.'

(Here the full stop before 'if' (which introduces a subordinate clause) should be a comma.)

- The exclamation mark: Considered rather vulgar in academic prose. Avoid.
- The question mark: Use only for direct questions: 'What is happening?' but 'He asked what was happening.'
- The colon: should be used sparingly. Its main uses are:
 - a) To introduce lists:

'The following features characterise the landscape of Milton's Hell: rocks, caves, lakes, fens, bogs, dens, and shades of death.'
 - b) To explain or enlarge on what has been said in the earlier part of the sentence:

'Spenser inherited the Platonic and Christian dualism: heaven was set over against earth, being against becoming, eternity against time.'

(This use is often equivalent to a verbal pointer like 'that is' or 'namely'.)

Commas are sometimes used to mark off subordinate clauses; it is difficult to lay down hard-and-fast rules here, but one distinction which must be noted is that between defining and non-defining relative clauses:

- a) Defining: 'The verse which concludes the poem is longer than the others' (the clause could not be dropped without affecting the main sense; no comma).
- b) Non-defining: 'The third verse, which concludes the poem, is longer than the others' (the clause could be dropped without affecting the main sense; commas).

Note the misuse of commas in the following example:

'The appointment of a priest, who is a supporter of homosexual equality, to a senior post on the Church of England Board of Education has upset some clergymen' (Telegraph).

(The clergymen are upset not because a priest has been appointed, but because he is a priest who supports homosexual equality; the clause is essential to the main sense and should not be marked off by commas.)

- The dash: a relatively informal stop; used mainly to indicate a parenthesis rather more emphatically than the comma. Use dashes sparingly. Commas, colons or parentheses are appropriate alternatives.
- Brackets: Round brackets indicate a parenthesis slightly more emphatically than the comma and more formally than the dash:

'But for the event of my introduction to you (which, let me again say, I trust not to be superficially coincident with foreshadowing needs, but providentially related thereto as stages towards the completion of life's plan) I should presumably have gone on to the last without any attempt to lighten my solitariness by a matrimonial union.'

Square brackets are not an affected alternative to round brackets but the normal way of indicating your own interpolations in quoted material:

'Now, as some of you know, I come from a city notorious for its bars and nightclubs featuring topless dancers ... I have not personally patronised these places, but I am told on the authority of no less a person than your host at this conference, my old friend Philip Swallow, who has patronised them [here several members of the audience turned in their seats to stare and grin at Philip Swallow, who blushed to the roots of his silver-grey hair] that the girls take off all their clothes before they commence dancing in front of the customers.'

- The Apostrophe: An endangered species. The apostrophe is used for two main purposes:
 - a) To indicate the possessive of nouns (e.g. John's book, the boy's hat)
 - b) The omission of letters in contractions (don't, can't, it's)

Noun possessive: if you are at all shaky on this, memorise the rules summarised in the diagram below:

	SINGULAR	PLURAL
	The boy	The boys
POSSESSIVE	The boy's hat	The boys' hat

CAUTION: Be particularly careful to distinguish between it's (a contraction) and its (a possessive pronoun). Exceptionally, this possessive form has no apostrophe:

'The dog sat in its basket' (here 'its' is possessive and has no apostrophe)

BUT

'It's a long way to Tipperary' (here 'it's' is a contracted form of 'it is' and needs an apostrophe)