

The University
of Manchester



BA (HONS) ENGLISH LITERATURE

BA (HONS) AMERICAN STUDIES

BA (HONS) ENGLISH LITERATURE AND AMERICAN STUDIES

BA (HONS) HISTORY AND AMERICAN STUDIES

PROGRAMME HANDBOOK 2012–2013

SCHOOL OF ARTS, LANGUAGES AND CULTURES

FACULTY OF HUMANITIES

UNIVERSITY OF MANCHESTER

This book is the property of _____

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**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 the times of lectures, seminars, and consultation hours are clearly stated and that any changes are advertised in advance
- Provide you with a student 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 adviser 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 student 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 student 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 received your student 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 during term time
- Ensure that you meet with your academic adviser as stipulated in the student 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)
- Hand in 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

This booklet is your Programme Handbook. The Handbook contains Division- and programme-specific information (including staff details, degree-programme structure and regulations, aims and objectives of your degree programme, course details, teaching arrangements, outlines of communications within the School and Division, 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 Adviser or Programme Administrator if anything is not clear to you.

Part 1 presents information about your Division and programme which will help orient you in your first few weeks at Manchester. It also gives details of key contacts and sources 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.

Part 3 contains additional documents relevant to your programme of study.

An electronic version of this handbook is available on the School of Arts, Languages and Cultures (SALC) undergraduate intranet:

www.alc.manchester.ac.uk/studentintranet

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

The SALC undergraduate intranet, combined with the English, American Studies and Creative Writing Division webpages at www.alc.manchester.ac.uk/, contain most of the important information you will need to know during your time studying at the University of Manchester.

PART 1 GETTING STARTED

1 Introduction to English, American Studies and Creative Writing

1.1 Welcome note from the Head of Division

Dear Student,

Welcome to your undergraduate degree programme within English, American Studies and Creative Writing. Please do read through the whole of this programme handbook in the near future! It contains much practical information that you will need as you work to earn your degree. In particular, it explains the overall structure of our degree programme, the role of your academic advisor or personal tutor, and the relationship between the time you spend in contact with members of academic staff and the time you spend working independently. You will find more information about what we do in the subject area – be it at the undergraduate or postgraduate level, or in terms of ongoing research – on the English, American Studies and Creative Writing website:

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

If you have any questions about what you read here, do ask your academic advisor, who is also your tutor on Academic Development (AMER10171 or ENGL10171) or your Programme Director (Dr Eithne Quinn for American Studies programmes and Dr Alan Rawes for BA (hons) English Literature).

Again, welcome to Manchester, and I hope your time here will prove intellectually stimulating and engaging.

1.1 Key Division contacts and responsibilities

Head of Subject Area for English, American Studies and Creative Writing: Dr Hal Gladfelder (Room S1.17, Samuel Alexander Building; tel. 0161 275 3169; email: hal.gladfelder@manchester.ac.uk)

The Head of Subject Area is responsible to the Head of School for academic staff and the staffing of academic activities within his subject area. Dr Gladfelder is available during his consultation hours to see any student who wishes to discuss academic or personal matters.

Programme Director for American Studies: Dr Eithne Quinn (Room N.1.9, Samuel Alexander Building, 0161 275 3057, Eithne.Quinn@manchester.ac.uk).

Programme Director for English Literature: Dr Alan Rawes (Room W.1.08, Samuel Alexander Building, 0161 275 3153, Alan.Rawes@manchester.ac.uk) .

The Programme Director's role is to ensure the smooth running of the degree programme for which s/he is responsible, and the welfare, conduct and progress of students on it. This involves overseeing the student course 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 Rawes and Dr Quinn will be pleased to meet with any student on the programme to discuss relevant academic or personal issues during their office hours, which are posted on their room doors, or on request.

Senior Undergraduate Advisor and Chair of Staff-Student Liaison Committee: Dr Kaye Mitchell (Room 2.10, Mansfield Cooper Building, 0161 306 1784, kaye.mitchell@manchester.ac.uk).

The Senior Undergraduate Adviser coordinates academic advising of undergraduate students in English Literature and American Studies and chairs meetings of the Student Staff Liaison Committee. They also work closely with the peer mentors.

1.2 Other teaching and research staff within the English, American Studies and Creative Writing division

American Studies

Dr David Brown – Room N.1.7, Samuel Alexander Building, 0161 275 3063, brown.d@manchester.ac.uk. Southern history; race and slavery; history of non-slaveholding whites.

Dr Douglas Field – American Exchange Programme Co-ordinator. Room N1.8, Samuel Alexander Building, 0161 306 1618, douglas.field@manchester.ac.uk. 20th century American literature; African-American intellectual history; Trans-Atlantic American culture and literature

Dr Peter Knight – Room N.1.13, Samuel Alexander Building, 0161 275 3061, peter.knight@manchester.ac.uk. Post-war American literature and culture.

Dr Monica Pearl – Examinations Officer for English, American Studies and Creative Writing. Room S.1.18, Samuel Alexander Building, 0161 275 3058, monica.pearl@manchester.ac.uk. Twentieth-century American Literature.

Dr Eithne Quinn – Programme Director for American Studies programmes. Room N.1.9, Samuel Alexander Building, 0161 275 3057, eithne.quinn@manchester.ac.uk. African-American cultural history; race politics; film and media studies; cultural studies; hip-hop culture; entertainment industries.

Dr Ian Scott – Admissions Officer for American Studies programmes. Room N.1.10, Samuel Alexander Building, 0161 275 3059, ian.scott@manchester.ac.uk. Film and American politics; the history and politics of California.

Dr Thomas Strange – Room S1.21, Samuel Alexander Building, thomas.strange@manchester.ac.uk. American history; slavery; Civil War; Race and race politics.

Dr Will Turner – Room S1.21, Samuel Alexander Building, william.turner@manchester.ac.uk. Trans-Atlantic American culture and literature; Genre fiction; Black writing and culture.

Dr Natalie Zacek – External Relations Officer. Room N1.12, Samuel Alexander Building, 0161 275 7073, natalie.zacek@manchester.ac.uk. Colonial and antebellum America and the Atlantic world, particularly the West Indies and the American South in the eighteenth century; social and cultural history with interests in gender, literature and material culture.

English Literature

Dr David Alderson – Joint Honours Contact for BA (Hons) Drama & English; PGT Director (Incl. admissions). Room W.1.18, Samuel Alexander Building, 0161 275 5029, david.alderson@manchester.ac.uk. Nineteenth-century writing; gender and sexuality in nineteenth and twentieth century writing.

Dr Naomi Baker – Room S.1.14, Samuel Alexander Building, 0161 275 3156, naomi.baker@manchester.ac.uk.. Seventeenth-century life writings; religious identity; early modern women’s manuscript writing; gender studies; the body. (On career break all year).

Dr Anke Bernau – Room W.1.09, Samuel Alexander Building, 0161 275 3159, anke.bernau@manchester.ac.uk. Virginites and gender; British foundation myths; medieval travel narratives; medievalisms. (On leave semester 1).

Dr Howard Booth – Joint Honours Contact for all Programmes except BA (Hons) Drama & English; Contact for Combined Studies Students; Erasmus Exchange Programme Co-ordinator. Room S.1.26, Samuel Alexander Building, 0161 275 3164, howard.booth@manchester.ac.uk. Late nineteenth- and twentieth-century literature and culture; colonialism and writing; male sexuality.

Dr Daniela Caselli – Research/REF Officer. Room W.1.05, Samuel Alexander Building, 0161 275 3110, daniela.caselli@manchester.ac.uk. Modern Literature; cultural theory; Samuel Beckett.

Dr Jerome de Groot – SALC Head of Graduate School. Room S.1.16, Samuel Alexander Building, 0161 275 3170, jerome.degroot@manchester.ac.uk. Renaissance Literature and Culture.

Prof Laura Doan – Room S.1.20, Samuel Alexander Building, 0161 275 0320, laura.doan@manchester.ac.uk. Modern literature; cultural history; sexuality studies.

Prof Patricia Duncker – Library Officer. Room W.1.06, Samuel Alexander Building, 0161 306 1250, patricia.duncker@manchester.ac.uk. Creative Writing; Modern Literature.

Dr Noelle Gallagher – Room S.1.25, Samuel Alexander Building, 0161 275 3155, Noelle.gallagher@manchester.ac.uk. Restoration and eighteenth-century British literature; satire and panegyric; memoir; historiography; rise of the novel. (On leave semester 2).

Dr Hal Gladfelder – Head of English, American Studies and Creative Writing (Semester 1 only). Room S.1.17, Samuel Alexander Building, 0161 275 3169, hal.gladfelder@manchester.ac.uk. Eighteenth-Century literature; gender and sexual identity; film. (On leave semester 2).

Ms Vona Groarke – Room 2.7, Mansfield Cooper, 0161 306 1793, vona.groarke@manchester.ac.uk. Creative Writing (Poetry).

Dr Liam Harte – Room S.1.24, Samuel Alexander Building, 0161 275 3162, liam.harte@manchester.ac.uk. Irish and modern Literature.

Ms Maria Hyland – Room 2.08, Mansfield Cooper, 0161 306 1711, maria.hyland@manchester.ac.uk. Creative Writing (Fiction).

Dr David Matthews – Head of English, American Studies and Creative Writing (Semester 2 only). Room S.1.6, Samuel Alexander Building, 0161 275 7973, david.matthews@manchester.ac.uk. Medieval literature and culture. (On leave semester 1).

Dr John McAuliffe – Co-Director Centre for New Writing. Room 2.12, Mansfield Cooper Building, 0161 275 3167, john.mcauliffe@manchester.ac.uk. Creative Writing; Modern Literature and Cultural Theory.

Dr Ian McGuire – Co-Director Centre for New Writing. Room 2.13, Mansfield Cooper Building, 0161 275 7270, ian.mcguire@manchester.ac.uk. Nineteenth- and twentieth-century American writing; realism and naturalism, creative writing. (On leave semester 1).

Dr Sarah McLoughlin – Room S 1.6, Samuel Alexander Building (contact details tbc). Middle English literature; Chaucer.

Dr Kaye Mitchell – Senior Undergraduate Advisor; Chair of Staff-Student Liaison Committee. Room 2.10, Mansfield Cooper Building, 0161 306 1784, kaye.mitchell@manchester.ac.uk. Contemporary literature; critical theory.

Prof Gale Owen-Crocker – Room S.1.11, Samuel Alexander Building, 0161 275 3174, groc@manchester.ac.uk. Old English literature, particularly Beowulf; Anglo-Saxon material culture, particularly the dress of the Anglo-Saxon period.

Prof Jacqueline Pearson – Room S.1.22, Samuel Alexander Building, 0161 275 3160, jacqueline.pearson@manchester.ac.uk. Renaissance and Restoration drama; women writers and readers 1600-1820; gender studies; literary fantasy. (On leave semester 1).

Dr Mareile Pfannebecker – Room S1.3, Samuel Alexander Building (room and contact details tbc). Early Modern English literature and culture; travel-writing; Shakespeare.

Dr Alan Rawes – Programme Director for BA (Hons) English Literature. Room W.1.8, Samuel Alexander Building, 0161 275 3153, alan.rawes@manchester.ac.uk. Romanticism, especially Byron.

Mr Geoff Ryman – Room 2.8, Mansfield Cooper Building, 0161 275 3261, geoffrey.ryman@manchester.ac.uk. Creative writing (fiction).

Dr Michael Sanders – Admissions Officer for BA (Hons) English Literature (Semester 1 only). Room S.1.12, Samuel Alexander Building, 0161 275 3599, michael.sanders@manchester.ac.uk. Nineteenth- century literature and culture; cultural theory.

Dr Robert Spencer – Admissions Officer for BA (Hons) English Literature (From Semester 2). Room S.1.13, Samuel Alexander Building, 0161 275 3173, robert.spencer@manchester.ac.uk. Postcolonial theory and literature. (On leave semester 1).

Prof Jackie Stacey – CIDRA Director. Room W.1.07, Samuel Alexander Building, 0161 306 1712, jackie.stacey@manchester.ac.uk. Feminist cultural research; film theory; stardom; visual culture; embodiment; gender and sexuality; autobiography.

Prof Jeremy Tambling – Room WLG8, Samuel Alexander Building, 0161 275 3110, jeremy.tambling@manchester.ac.uk. Victorian literature; post-1500 literature; theory and culture.

Dr Anastasia Valassopoulos – PGR Officer (incl admissions). Room S.1.19, Samuel Alexander Building, 0161 275 3172, anastasia.valassopoulos@manchester.ac.uk. Postcolonial Literatures in English.

1.3 Teaching and research staff in associated Divisions of the School

Dr Kevin Parker tbc

Part time teaching staff

Dr Letizia Alterno	letizia.alterno@manchester.ac.uk
Crystal Anderson	crystal.anderson@postgrad.manchester.ac.uk
Natalie Armitage	natalie.armitage@postgrad.manchester.ac.uk
Dr Kate Ash	kate.ash@manchester.ac.uk
Veronica Barnsley	veronica.barnsley@postgrad.manchester.ac.uk
Dr Laura Bekeris Key	laura.bekeris@postgrad.manchester.ac.uk
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Nick Telfer	tbc
Naya Tsentourou	Panagiota.Tsentourou@manchester.ac.uk
Veronica Turiano	Veronica.Turiano@postgrad.manchester.ac.uk
Christopher Vardy	christopher.vardy@postgrad.manchester.ac.uk
Dr Adam White	adam.white@manchester.ac.uk
Matthew Whittle	matthew.whittle@postgrad.manchester.ac.uk

1.4 Key administrative contacts

The administration for your degree programme is provided by the School's Teaching and Learning Office. Your main contact for all enquiries relating to your degree programme is your Programme Administrator.

The **Undergraduate Administrators** for English, American Studies and Creative Writing are **Samuel Jones** (Room A19, Samuel Alexander Building, tel. 0161 275 8590; email: eas.administrator@manchester.ac.uk) and **Simon Cummins** (Room A19, Samuel Alexander Building, tel. 0161 275 3055; email eas.administrator@manchester.ac.uk) .

The main Teaching and Learning Reception is in Room A6, Samuel Alexander Building.

1.5 Division addresses

English, American Studies and Creative Writing is one of the Divisions that make up the School of Arts, Languages and Cultures.

Address: English, American Studies and Creative Writing Division
School of Arts, Languages and Cultures
Samuel Alexander Building
University of Manchester
Oxford Road
Manchester, M13 9PL

Main Web Address: <http://www.alc.manchester.ac.uk/>

Blog Address: <http://easmanchester.blogspot.co.uk/>

2 Getting Advice

Your first point of call for advice should be your Handbook or the Undergraduate Student Intranet:

www.alc.manchester.ac.uk/studentintranet

These should give you details of the most appropriate source of help: for example, on the provision of computer facilities, or on the variety of support services available to you; on the regulations regarding assessment or the submission of assessed coursework or to whom to address a concern or complaint. If the answer is not provided within your handbook or on the intranet pages, consult your Academic Adviser, Programme Director, the Student Support and Guidance Office (Ground Floor, Samuel Alexander Building) or the Programme Administrator for your subject area (see previous page). You can also contact your Peer Mentor or Student Representative – whoever you feel is the most appropriate source of help. If they cannot help you, they will be able to put you in touch with someone who can.

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/ssc-contact-details/>

2.1 Contacting Academic Staff

Members of the academic staff operate a system of consultation hours, setting aside two hours per week when they are always available to see students. 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 the Teaching and Learning Reception (if you use this method you will have to provide a phone number and email address).

2.2 Academic Advisers

All students are allocated an Academic Adviser, who is responsible for giving academic and personal guidance. Academic Advisers meet their tutees individually **once a week during semester one of their first year (in Academic Development) and once a semester thereafter**. Academic Advisers may be consulted outside these times, either during office hours or by appointment. Students may change their Academic Adviser, if necessary, after confidential consultation with the Head of Subject Area or Programme Director. For further information on School and University support arrangements, including Academic Advising, see *Support Arrangements* section below.

3 Level 1 lecture timetable

BA (Hons) English Literature

	Mon	Tue	Wed	Thu	Fri
9-10					
10-11	<i>ENGL10021</i> (Semester 1)				
11-12	<i>ENGL10062</i> (Semester 2)				
12-1					
1-2		<i>ENGL10072</i> (Semester 2)		<i>ENGL10171</i> (Semester 1)	
2-3			Compulsory courses in <i>italics</i> . All lectures, except ENGL10171, run for two hours, eg ENGL10021 runs from 10.00-12.00		
3-4		<i>ENGL10051</i> (Semester1)			
4-5					

BA (Hons) English Literature and American Studies

	Mon	Tue	Wed	Thu	Fri
9-10					
10-11	<i>ENGL10021</i> (Semester 1)				
11-12	<i>ENGL10062</i> (Semester 2)				<i>AMER10042</i> (Semester 2)
12-1	<i>AMER10021</i> (Semester 1)				
1-2	<i>AMER10021</i> (Semester 1) <i>AMER10002</i> (Semester 2)	<i>ENGL10072</i> (Semester 2)		<i>ENGL10171</i> (Semester 1)	
2-3	<i>AMER10002</i> (Semester 2)		Compulsory courses in <i>italics</i> . All lectures, except ENGL10171, run for two hours, eg ENGL10021 runs from 10.00-12.00		
3-4					
4-5					

BA (Hons) American Studies

	Mon	Tue	Wed	Thu	Fri
9-10					
10-11					

11-12		AMER10211 (Semester 1)			AMER10042 (Semester 2)
12-1	AMER10021 (Semester 1)	AMER10211 (Semester 1)			AMER10042 (Semester 2)
1-2	AMER10021 (Semester 1) AMER10002 (Semester 2)			AMER10171 (Semester 1)	
2-3	AMER10002 (Semester 2)		All courses are compulsory. All lectures, except for AMER10171, run for two hours, eg AMER10021 runs from 12.00-2.00.		
3-4					
4-5					

BA (Hons) English Literature and American Studies

	Mon	Tue	Wed	Thu	Fri
9-10					
10-11	<i>ENGL10021</i> (Semester 1)				
11-12	ENGL10062 (Semester 2)				AMER10042 (Semester 2)
12-1	<i>AMER10021</i> (Semester 1)				AMER10042 (Semester 2)
1-2	<i>AMER10021</i> (Semester 1) <i>AMER10002</i> (Semester 2)	ENGL10072 (Semester 2)		<i>ENGL10171</i> (Semester 1)	
2-3	<i>AMER10002</i> (Semester 2)	ENGL10072 (Semester 2)	Compulsory courses in <i>italics</i> . All lectures, except ENGL10171, run for two hours, eg ENGL10021 runs from 10.00-12.00		
3-4					
4-5					

BA (Hons) History and American Studies

	Mon	Tue	Wed	Thu	Fri
9-10		HIST10062 (L1) HIST10511 (L2)		HIST10302 (L2)	
10-11	HIST10511 (L1)	HIST10311 (L2)	HIST10152 (L2)		
11-12		<i>AMER10211</i>		HIST10062 (L2)	AMER10042
12-1	HIST10152 (L1)	<i>AMER10211</i>	HIST10302 (L1)		AMER10042
1-2	<i>AMER10002</i>			<i>AMER10171</i>	
2-3	<i>AMER10002</i>	Compulsory courses are in <i>italics</i> .			

3-4		Course codes ending in '1' denote Semester 1.
4-5	HIST10311 (L1)	Course codes ending in '2' denote Semester 2. All Yr 1 AMER lectures, except AMER10171, run for two hours. All Yr 1 HIST courses have two lectures and attendance is required at BOTH.

For all programmes, there will also be a weekly hour-long seminar for every class, except for Academic Development, for which there will be a two-hour seminar.

NB: All timetables should be regarded as provisional until teaching begins.

4 Level 1 course units

AMER10002 From Reconstruction to Reagan: American History, 1877-1988

The course offers a chronological narrative of American history from 1877 to 1988, focusing in depth on a number of key themes and episodes, which in any year may include some of the following: immigration and urbanisation; race and ethnicity; Populism and Progressivism; the American South; the American West; mass media and popular culture; gender and sexuality; the Great Depression and New Deal; US foreign policy; anti-communism and the Cold War; the Civil Rights and Black Power movements; the 1960s counter-culture; the Great Society and War on Poverty; Vietnam and anti-war protests; the rise of modern conservatism; Watergate; religion; the Reagan revolution.

AMER10021 American Literature 1492-1900

This course unit looks especially at the different notions of national and individual identity as they evolved and changed from the colonial period to the end of the nineteenth century. We will examine the specific cultural and literary expressions of, and struggles over, what it means to be 'American', especially colonial settlement and expansion, slavery, war, and the rise of industrialism. Particular attention will be paid to questions of race and gender and the relationship between history, culture and writing (including both 'literature' and other written or transcribed forms of expression). We will discuss a number of literary genres, including gothic, sentimentalism, slave narratives, captivity narratives, romance, romanticism, realism, local colour, naturalism and more.

AMER10042 Aspects Of Contemporary America

This course unit introduces students to a number of key themes and issues in contemporary America. We will explore ideas about identity formation, power relations, media representation and social change. Students will also develop the ability to think in interdisciplinary ways: 'joining up thinking' between the different discrete disciplines. We will consider the ways in which historical and political trends both inform and are constituted through popular and media culture, using empirical evidence as well as interpretive analysis to build our arguments. Exploring cultural representations and the everyday lives of Americans leads, in interdisciplinary ways, to a consideration of some of the most compelling debates in the contemporary American frame, many of which are considered on this course: debates about the increasing power of the media and market, social and economic inequality, gender and racial politics, the rise of social media, and climate change.

AMER10171 Academic Development

On this course students will acquire a range of practical skills including: essay-writing, oral presentation, exam preparation, and the use of resources (library etc). On this course students can also choose to begin to develop a record of their progress through an individual Academic Development Programme Pack.

AMER10211 American History to 1877

This course will examine a selection of key historical periods between 1620 and 1900. Introducing students to the significant events that went on to shape twentieth-century America, it will engage with influential historical, political and social works to present a pattern of national development leading from the Puritans through the formation of the Republic and the divisions caused by the Civil War to the reform movements at the end of the nineteenth century. The course will address theories of democracy, of state power, and will critically investigate arguments concerning race, gender and identity as a whole.

ENGL10021 Reading Literature

The aim of this course is to introduce students to the key tools they need for literary analysis at an undergraduate level. It is divided into four segments: Reading Prose, Reading Poetry, Reading Drama and Reading Popular Culture. The segments use a wide range of primary texts.

ENGL10051 Mapping the Medieval

This course is structured around two central, key texts, *Beowulf* and *Sir Gawain and the Green Knight*. Each is read, initially, in translation, but there will also be consideration of key passages in the original. In the lectures, various approaches to the texts are compared, and there will be considerations of the relevance of history, archaeology and material culture to the texts.

ENGL10062 Theory and Text

This course will help students reflect on their position as culturally and historically situated readers and challenge contemporary 'common sense' approaches to reading. It will start to teach students how to examine, discuss, and defend a theoretical position, as well as familiarising students with key critical notions to help their criticism in future years.

ENGL10072 Literature and History

This course examines the relationship between texts and historical context, whilst introducing students to different ways of studying literary and other texts. A range of genres and literary periods will be studied to enable students to foster both verbal and written skills in critical and analytical thinking appropriate to Level 1, initial year degree work.

ENGL10171 Academic Development

On this course students will acquire a range of practical skills including: essay-writing, oral presentation, exam preparation, and the use of resources (library etc). On this course students can also choose to begin to develop a record of their progress through an individual Academic Development Programme Pack.

5 Additional Division-specific information

English, American Studies and Creative Writing hosts international quality research and teaching across both the chronological and theoretical range of the discipline, with particular strengths in:

- Gender and Race
- Sexuality and Culture
- Critical and Cultural Theory
- Old and Middle English
- Irish Studies
- Early Modern Studies
- American History
- Twentieth-Century Writing
- Creative Writing
- Postcolonial Literature and Theory
- Eighteenth-Century, Romantic and Victorian Literature
- American Popular Culture

English, American Studies and Creative Writing boasts specialists in all areas of both disciplines and our achievements in research were recognised by a Grade 5 in the last Research Assessment Exercise.

There are research seminars at Subject Area and School level which allow students to hear and respond to the latest work in their field. We also present the [Creative Writing Reading Series](#), where well-known authors and poets read from and discuss their work for an audience of staff, students and members of the public. The series has already boasted appearances from a number of high-profile writers including Louis Des Bernieres, Will Self, John Banville, Hilary Mantel, Jim Crace, Sebastian Barry, Toby Litt and A.L. Kennedy.

Study Abroad

There are thriving Study Abroad and Exchange programmes within the Division. Students can apply to study at an American university under the US Exchange Programme (mainly applicable to those on American Studies programmes). Students can also study at a European university for a period of time through schemes such as Erasmus.

PART 2 DETAILED FACULTY, SCHOOL AND PROGRAMME INFORMATION

6 The Faculty of Humanities

As 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 four faculties in the University and consists of six 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 also from being part of a large, diverse and international student community.

Within the Faculty we are committed to providing a student experience of the highest standard. During this year we will be asking you how effective we are in meeting your needs and fulfilling your aspirations. I urge you to participate in this conversation, and use every opportunity to let us know how we can improve the quality of education we provide.

Keith Brown
Vice-President and Dean, Faculty of Humanities

September, 2012

6.1 What is the Faculty of Humanities and how is it run?

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 all of whom hold a particular portfolio, and these are listed below:

Dean and Vice-President

Professor Keith Brown

Associate Deans

Research

Professor Colette Fagan

Postgraduate Education

Professor Maja Zehfuss

Teaching, Learning & Students

Dr Chris Davies

External

Professor James Thompson

Assistant Associate Dean

Teaching, Learning and Students

Professor Matthew Jefferies

6.2 What can the Faculty do for you?

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.

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) and as a student you can feed into this process via the Faculty's Staff / Student Liaison Group (SSLG) which meets a minimum of 3 times 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 members of staff from different areas of the University in an open manner
- engage constructively with 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

Further information about the SSLG can be found at:

<http://www.humanities.manchester.ac.uk/humnet/stuserv/ugandpqtstudents/studentrepresentation/facultyugpqtstaffstudentliaisongroupsslg/>

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, i.e. 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, e.g. breach of regulations, appeals or disciplinary matters. Otherwise it is entirely possible to complete a course of study without ever interacting directly with the Faculty.

The Faculty has a role in considering issues, such as an academic appeal or complaint, which cannot be resolved with an appropriate member of staff in your School.

Sometimes disciplinary action is required when students are in breach of The University's General Regulation XVII (Conduct and Discipline of Students), the most common breach is when students commit academic malpractice e.g. plagiarism, collusion or other forms of cheating. Any student found guilty of misconduct has the right of appeal both against the finding itself, and any penalty imposed, provided that there is: evidence of procedural irregularity on the part of the University; availability of new evidence which could not reasonably have been expected to be presented at the original hearing; or the disproportionate nature of the penalty.

The relevant Regulations / Policies and forms can be found at the link below:

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

The completed forms should be submitted to Mr Damien Tolan, Appeals, Complaints & Malpractice Coordinator, Faculty of Humanities, Room G4, Devonshire House, University of Manchester, Oxford Road, Manchester M13 9PL (telephone 0161 306 1105, email damien.tolan@manchester.ac.uk).

6.3 Examination timetable

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.

6.4 Turnitin

The University uses electronic systems for the purposes of detecting plagiarism and other forms of academic malpractice and for marking. Such systems include TurnitinUK, the plagiarism detection service used by the University.

As part of the formative and/or summative assessment process, you may be asked to submit electronic versions of your work to TurnitinUK and/or other electronic systems used by the University (this requirement may be in addition to a requirement to submit a paper copy of your work). If you are asked to do this, you must do so within the required timescales.

The School also reserves the right to submit work handed in by you for formative or summative assessment to TurnitinUK and/or other electronic systems used by the University.

Please note that when work is submitted to the relevant electronic systems, it may be copied and then stored in a database to allow appropriate checks to be made.

6.5 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 900+ 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 the Humanities ICT Office: (<http://ict.humanities.manchester.ac.uk/>); ITSservices: (<http://www.itservices.manchester.ac.uk/>); and The University of Manchester Library (<http://www.library.manchester.ac.uk/>).

In addition to cluster computers wireless networking is being installed across campus enabling students with wireless equipped laptops to access IS 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 Service Desk which can be contacted by phone, via the web, email or in person. Physical Service desk support is available at The University of Manchester Library and the Joule Library. Details of opening hours and other contact details can be found at <http://www.itservices.manchester.ac.uk/contacts/>.

Undergraduate and Postgraduate taught students have access to a variety of online resources and courses, see the training overview <http://www.humanities.manchester.ac.uk/ictsupport/training/>

6.6 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 20 languages offered, ranging from the main international languages to a number of less widely taught languages:

- French (+Scientific and Business)
- Spanish
- German
- Japanese
- Arabic
- Mandarin Chinese
- Italian
- Portuguese
- Persian
- Irish Gaelic
- Greek
- Polish
- Dutch
- Russian
- Urdu/Hindi
- Turkish
- Hebrew
- Catalan
- British Sign language
- Korean

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 enquire about the wide range of credit bearing and non-credit bearing English courses available through the University Language Centre. International students who would like advice on how they can improve their academic writing are encouraged to make use of the one-to-one writing consultation service. Around 500 individual sessions are held per year and these are free of charge. Timetabled inessional courses for international students, covering areas such as academic writing, academic speaking, pronunciation and grammar are also available at no cost. Writing is delivered on a broad disciplinary specific basis: Engineering and Physical Sciences, Life sciences, Medical and Human Sciences, Business-related disciplines, Humanities. Please refer to the Academic Support Programmes section of the ULC webpage via the link given below.

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.

Tandem Programme –This programme is similar to Face to Face, but is more formal and provides credits which count towards your University degree. It is fully monitored, assessed and supported via practical workshops. For more information please refer to the Foreign Languages section 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, video, DVD and CD-ROM formats
- Materials in some 70 languages
- A suite of TV/VCR presenters fed by a range of satellite and terrestrial channels
- A suite of dedicated multimedia PCs for computer aided language learning.
- Support and advice for learners from expert staff and through on-line resources

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

6.7 Student Services Centre

The Student Services Centre can offer all sorts of help and advice about tuition fee assessments or payments, Council Tax, examinations, graduation ceremonies and all sorts of documents:

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

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

6.8 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/undergraduate/courses/studyabroad/>

The School of Arts, Languages and Cultures has established strong links with the National University of Singapore, and students are particularly encouraged to consider studying there (the medium of instruction is English):

<http://www.fas.nus.edu.sg/home/index.htm>

6.9 Careers Service

As a current student you may access all the services provided by the Careers Service who can help you with:

- exploring your career options and ideas
- looking for part-time or vacation work
- finding out about specific jobs and sectors
- starting your own business
- developing and improving the skills employers are looking for
- finding graduate jobs, internships
- applications and interviews

You don't have to wait until the final year of your studies to make use of the opportunities / advice available to you via the Careers Service.

The Careers Service is located in Crawford House, Booth Street East (campus map reference 31: <http://www.manchester.ac.uk/aboutus/travel/maps/az/>)

Careers information and appointment line: 0161 275 2829

Other enquiries: 0161 275 2828

email: careers@manchester.ac.uk

www.manchester.ac.uk/careers/students/

6.10 The University of Manchester Alumni Association

Defintion: *alumni, plural of alumnus (male), alumnae, plural of alumna (female)*
Noun: *A graduate or former student of a particular school, college, or university.*

The University of Manchester Alumni Association is the main point of contact for the University's global network of over 250,000 former students. It gives you the opportunity to continue your lifelong connection with us after you complete your studies here. We want you to remain an active part of The University of Manchester community. We also don't want you to miss out on all of the advantages of being a Manchester alumnus/na; we offer exclusive discounts, benefits and services which are redeemable with your alumni card which you will receive after graduation. You will continue to gain first hand access to cutting edge research through *Your Manchester Insights* events - an exciting lecture series designed to showcase the excellence, relevance and topicality of research going on at the University. This includes the biggest alumni event of the year; the prestigious Cockcroft Rutherford lecture – exclusive and free to alumni. The 2012 lecture was delivered by Professor Brian Cox and attracted over 1200 alumni back to campus..

At Manchester we work hard to employ the talent of our vast alumni base to improve the student experience and enhance our teaching programmes. For example, Humanities graduate Janette Faherty (BA Politics and Modern History 1971), the CEO of Avanta Enterprises, returned to campus recently to give a talk to students on 'Women, Leadership and Entrepreneurship'. There have also been talks and mentoring sessions with Managing Director of Morgan Stanley, David Buckley (BSc Electrical and Electronic Engineering 1984) and Sir Terry Leahy (BSc Management Science 1977) former Chief Executive of Tesco plc.

When you graduate from Manchester you will be joining an illustrious group of professionals from every sector. We have trained highly successful performing artists such as Benedict Cumberbatch (BBC's *Sherlock Holmes* and The National Theatre's *Frankenstein*) and Ed Simmons and Tom Rowland (The Chemical Brothers); writers such as Ian King (Business Editor of *The Times*), Sam Bain and Jesse Armstrong (television writers of *Peep Show* and *Freshmeat*); architects such as Sir Norman Foster, broadcasters such as Anna Ford; and politicians such as Chuka Umunna (Shadow Secretary for Business and Skills), George Maxwell Richards (President of Trinidad and Tobago) and Jennifer Vel (the youngest member of the Seychelles National Assembly).

You automatically become a member of the Alumni Association on graduation, but to get the full benefit of being a part of the Alumni Association you should register with our online alumni community 'Your Manchester Online' www.manchester.ac.uk/yourmanchester and provide your email address to receive regular updates and invitations from us.

7 General SALC information

7.1 School information

Your subject area is part of the School of Arts, Languages and Cultures. SALC brings together within a structure an exceptionally diverse and successful concentration of teachers and researchers with the aim and ambition of positioning the Arts at the core of the University's mission and at the forefront of its international reputation. The School is single-minded in its vision to provide a global beacon for the study of the Arts and Languages. The School's outlook and performance, like its staff and student body, is both international and internationally recognised. Attracting the best research and teaching talent, it aims to set the agenda both in terms of its research and the educational environment it can offer. The School's objective is to give students a learning and teaching experience of the highest quality where they are taught and guided by inspiring academics, making its graduates highly sought after by employers. It has a strong commitment to social responsibility and public engagement and seeks to create and develop knowledge that makes a difference both to those researching and studying in the School and in the wider world. Staff are engaged in a broad field of scholarship in arts, languages, and cultures and are committed to inter- and multi-disciplinarity at all levels of study and research.

The new School comprises seventeen different disciplinary areas: Archaeology, Art History & Visual Studies, Classics & Ancient History, Drama, East Asian Studies, English & American Studies, French Studies, German Studies, Linguistics & English Language, History, Italian Studies, Middle Eastern Studies, Music, Religions & Theology, Russian & East European Studies, Spanish, Portuguese & Latin American Studies, and Translation & Intercultural Studies, plus the University Language Centre. It provides teaching to over 6,500 undergraduates and postgraduates, and the School employs around 350 academic staff, more than a dozen postdoctoral research fellows, and a large cohort of teaching assistants, all supported by around 100 professional support services staff.

Research and teaching in the School are supported by rich resources within the University, in the collections of The University of Manchester Library, the Race Relations Archive, the Manchester Museum and the Whitworth Art Gallery, as well as in other distinguished Manchester archives and museums. The School also has its own cultural assets such as The Martin Harris Centre for Music and Drama and The Confucius Institute and we will maximize our use of these to the full. Outside the University, we already have excellent links with a range of cultural partners such as Cornerhouse, The Royal Exchange, Contact and Library theatres, The Halle Orchestra, the Institutio Cervantes, the Alliance Française, and the Società Dante Alighieri.

7.2 Key School staff

Head of School: Professor Jeremy Gregory (Room A3 Samuel Alexander Building; telephone: 0161 306 1242; email: Jeremy.gregory@manchester.ac.uk)

The Head of School has ultimate responsibility for all aspects of academic activity within the School. Professor Gregory has an open hour from 11.00–12.00 every Tuesday for any student wishing to see him about any academic matter. Students should contact Fiona Cooper (fiona.cooper@manchester.ac.uk) in the School Office if they wish to make an appointment.

Director of Undergraduate Education: Dr James Garratt (Room SU.05 Martin Harris Centre, telephone: 0161 275 4988; email: james.e.garratt@manchester.ac.uk)

The Director of Undergraduate Education is responsible to the Head of School for maintaining the academic standards of each of the School's degree programmes. Dr Garratt will normally be available during his office hours of Monday 2.00–3.00 and Wednesday 12.00–1.00 to see any student who wishes to discuss academic or personal matters. To see Dr Garratt at another time please contact the Teaching and Learning Reception (salc-reception@manchester.ac.uk) to make an appointment.

The **Teaching and Learning Manager** is Elizabeth Nolan (Room S3.20, Samuel Alexander Building; telephone 0161 275 4494; email elizabeth.nolan@manchester.ac.uk)

The **Programmes Manager** is Fiona Fraser (Room A19, Samuel Alexander Building; telephone 0161 275 3316; email fiona.fraser@manchester.ac.uk)

The **Assessment Manager** is Morag Guilfoyle (Room W2.15, Samuel Alexander Building; telephone tbc; email morag.guilfoyle@manchester.ac.uk)

The **Student Support and Guidance Manager** is Sara Latham (Room A17, Samuel Alexander Building; telephone 0161 275 8056; email sara.latham@manchester.ac.uk)

The **Timetabling Manager** is Lee Felvus (Room S3.25, Samuel Alexander Building; telephone 0161 275 8980; email lee.felvus@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 undergraduate intranet, Blackboard and via noticeboards. 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. If you wish to set up auto-forwarding arrangements to a private email account, you may do so; but it is your responsibility to ensure, one way or another, 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 may send messages to staff from your private email address, but if you send a message from your private account, you must also check your University email account for any replies to your message. All emails to staff should be written as formal, professional correspondence, opening with 'Dear ____' and using paragraphs and standard grammar.
- 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.**

- e) It is essential that information is kept up to date – both from us to you and from you to us. It is *absolutely vital* that you check the undergraduate intranet and noticeboards regularly; that you check your email regularly; that you tell your Programme Administrator of *any* change in your recorded details.

7.4 Changes to your information (change of course, address/phone number, etc)

Any change of course details must be completed online via the Self-Service System, making sure that you carefully check that any changes meet your programme regulations. If you are unsure you should ask your Programme Administrator or your Academic Adviser or Programme Director. If the School (and consequently the University) record of your degree programme or courses is wrong, this can lead to problems at Examination times and with student loan applications. **Please note that no changes to courses will be possible after the second week of teaching in each semester.** You will also be able to change address/phone number details on Self-Service yourself, or in person at the Teaching and Learning Reception. It is essential that you keep contact information up to date, as often essential information is sent to you by post.

7.5 Absence during the semester

You are not permitted to absent yourself during the semester, except in special circumstances, when you should apply for permission to your Academic Adviser. If you are unable to return after vacation, you should explain the circumstances in writing and in advance either to your Academic Adviser or to the Head of Division, and notify your Programme Administrator.

7.6 Dates of Semesters 2012–2013

First semester

Attendance: 17 September – 14 December 2012
14 January – 25 January 2013

Second semester

Attendance: 28 January – 22 March 2013
15 April – 7 June 2013

7.7 Reading week

The School operates a reading week in Semester 1: 29 October – 2 November 2012

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.

7.8 Health and safety

All students must familiarise themselves with the procedures for dealing with an emergency, including what to do on discovery of a fire, and fire exit-points. Similarly, all students are required to familiarise themselves 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.

7.9 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 Student Health Centre (campus map no 38: <http://www.manchester.ac.uk/aboutus/travel/maps/az/>), any University hall of residence or a local pharmacy. 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 illness keeps you absent from the University for more than 7 days including a weekend. If you do consult a GP and they consider that you are not fit for attendance at the University, then you should obtain a note from the doctor to that effect or ask them to complete Part III of the University form "Certification of Student Ill Health" copies of which are available at local GP surgeries, and online at http://www.cs.manchester.ac.uk/student-services/certification_ill_health.pdf You should hand this certificate to the Taught Programmes Reception at the earliest opportunity.

If your condition is not sufficiently serious to cause you to seek medical help, then the University will not require you to supply a doctor's medical certificate unless you are absent from the University due to illness for more than 7 days. You must however contact the Taught Programmes Reception soon as possible and "self-certify" your illness (that is complete and sign the "Certification of Student Ill Health" form to state that you have been ill), as soon as you are able to do so. You should do this if your illness means you are absent from the University for any period up to 7 days or if you are able to attend the University but your illness is affecting your studies.

8 Learning resources

8.1 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 University of Manchester Library](#) is one of the best-resourced academic libraries in the country.

The University of Manchester Library, located on Burlington Street, off Oxford Road (<http://www.manchester.ac.uk/aboutus/travel/maps/az/>, campus map reference 55), is the principal resource for most student work. You should note particularly the existence of the short-loan collection, which will be used by lecturers especially for core texts relating to courses and essays. Be sure to go on the tour during Induction Week and get a printed guide.

The Alan Gilbert Learning Commons offers a variety of flexible individual and group study facilities as well as provide access to computers, scanning and printing facilities. <http://www.library.manchester.ac.uk/aboutus/projects/aglc/>

In addition to the main sites, there are a number of specialist libraries located across the campus: <http://www.library.manchester.ac.uk/aboutus/locationsandopeninghours/>

8.2 Student Resource Centre (S2.5)

Students also staff the Student Resource Centre. During the Semester, opening hours are normally 10.00–4.00, Monday to Friday. It contains photocopying machines and photocopies of material on the reading lists of many courses; for a small charge, students may photocopy these and their own essays on the spot. Please note that master photocopies may not be removed from the Resource Centre.

9 Support arrangements

9.1 Support within English, American Studies and Creative Writing

Academic Advisers

A member of staff will be appointed as your Academic Adviser and will normally act in this capacity for the whole three years. Your Academic Adviser, who will also be your Academic Development tutor in Level 1, is concerned with your general welfare, and is available to give you help and advice on all matters, whether academic or personal. You are strongly encouraged to meet regularly with your Academic Adviser during their weekly consultation hours, and to attend any other meetings or activities scheduled by your Adviser. If you cannot make the scheduled consultation hours then you should contact your Adviser to arrange another suitable time.

Students will have a meeting with their Academic Adviser in Welcome Week and at least three other meetings in their first year, and two scheduled meetings in each subsequent year of study. 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 Adviser, either individually or in a small group, to chat about your experiences and expectations of the university so far. Your Adviser will provide practical academic information for you and you should think about any questions you have about your academic programme.
By Week 5	Your Academic Adviser 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.
Week 10 or 11	This meeting will be an opportunity for you to discuss the semester 1 online PDP questionnaire you will have completed and to share your experiences of the first semester. You will also have the opportunity to discuss your forthcoming exams and any coursework deadlines.
Semester 2	
By Week 8 or 9	This meeting will be an opportunity for you to discuss the semester 2 online PDP questionnaire you will have completed and to share your experiences of the first semester. You will also have the opportunity to discuss your forthcoming exams and any coursework deadlines, and your options choices for Level 2.

You should feel free to consult your Academic Adviser 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 Adviser 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 Adviser will normally refer to your Programme Director. **It is essential that you**

keep your Academic Adviser 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 Adviser at any time. If you are experiencing problems with your Academic Adviser, you should contact the Senior Academic Advisor within your Division, or your Programme Director or Head of Division.

In principle, your Academic Adviser is always prepared to supply written references for applications for jobs, further study etc. As well as your academic performance, your contribution to broader departmental activities may be taken into account when your tutor writes your reference. You should always approach your Academic Adviser in advance before putting his/her name forward. This is partly in order that we do not infringe the provisions of the Data Protection Act by unwittingly releasing information to unauthorized parties, and partly because there may be circumstances in which your tutor is not best placed to act as referee.

Further information can be found in the SALC document 'Academic Advisement: A Guide for Students' www.alc.manchester.ac.uk/studentintranet

9.1.1 Personal Development Plan

It is important that you regularly review your skills and learning, including any problems or difficulties, throughout your university career so that you can begin to set yourself goals, focus on your skills and reflect on your learning.

To aid you in this activity, the School has developed an online Personal Development Plan (PDP) which you can use to review your progress. The PDP will be used to facilitate discussion with your Academic Advisor during your first term at university, with the aim of helping students

- become more effective, independent and confident self-directed learners;
- understand how they are learning and relate their learning to a wider context;
- improve their general skills for study and career management;
- articulate personal goals and evaluate progress towards their achievement;
- and encourage a positive attitude to learning throughout life.

You can find more information on Personal Development Plans at:

http://www.humanities.manchester.ac.uk/studyskills/progress/career_planning/PDP.html

PDPs will also be used in your second and third year, focusing in particular on enhancing your skills and employability.

9.1.2 Student (Peer) Mentors

The English, American Studies and Creative Writing Division operates a Peer Mentor programme. The mentors – Level 2 and 3 students on your programme – are available to give advice on courses, academic life in Manchester, and essential information to help you settle in to both student life and Manchester. You will get an opportunity to meet the mentors during registration 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.

9.2 School Support Services

The SALC Student Support and Guidance Team offer assistance to you during your studies, helping you make the most of your time at the School and University. We can work with you to address any difficulties you have during your studies, whether financial, personal or academic, and where we are unable to help you we can signpost you to other support services around the University and the city.

If you experience any problems, don't keep them to yourself – contact us and we can talk through your options with you.

We are based in The Student Support and Guidance Office, Ground Floor, Samuel Alexander Building. We offer drop-in sessions and an appointment service throughout the year. Please check out our web page or notice board for details of times, as our availability may change throughout the academic year.

Website

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

Noticeboard

A6, Samuel Alexander Building

Email

General – salc-studentsupport@manchester.ac.uk

Sara Latham, Student Support and Guidance Manager – Room A19, Samuel Alexander Building - sara.latham@manchester.ac.uk

Telephone

General Student Support Enquiries – 0161 275 3116

Sara Latham, Student Support and Guidance Manager – 0161 275 8056

9.3 University Support Services

Sometimes, you just want to talk to somebody completely detached from the School, and it is most important that you seek assistance wherever you feel it is most appropriate. Details of some of the University's support services are given below and may also be accessed through the Crucial Guide:

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

9.3.1 University Student Guidance Service

The Student Guidance Service is a student-centred service open to all Undergraduates and Postgraduates, from all departments across the whole University. We offer confidential advice on any academic matter, from information regarding course transfers, for example, to referrals for study skills courses, or guidance in Appeals procedures or advice on complex issues where a student's work is being affected in any way.

For further information visit the Student Guidance Service website at:

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

9.3.2 Study Skills website

The Faculty of Humanities has a Study Skills Website where you will find sources of information, hints and tips and practical activities to help you develop your study skills and become a better learner.

You'll also find advice about how to prepare for lectures, tutorials and seminars; how to deal with exam stress; organising yourself; and on personal development and career planning. See <http://www.humanities.manchester.ac.uk/studyskills/>

9.3.3 University Counselling Service

The Counselling Service is available for all students at the University of Manchester, whether undergraduate, postgraduate or research students. It is free and consists of a team of professional counsellors. The service provides confidential counselling for anyone who wants help with personal problems affecting their work or well-being.

For further information visit the Counselling Service website at:
<http://www.studentnet.manchester.ac.uk/counselling/>

9.3.4 University Disability Support Office

The University has a Disability Support Office (DSO), whose aim is to assist students, both prospective and current, to identify their needs whilst studying at the University. They then enable students to actually access the practical support. In addition to this they 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 (e.g. lecturers, exams officers) 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
- 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
- h) Prepare and distribute disability-related information and deliver appropriate staff/student training

For further information visit the Disability Support Office website at:
<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/disabled-students/>

The School has a Disability Support Coordinator within the Student Support Office, who co-ordinates support arrangements for all taught programme students. Please contact the Student Support Office to discuss any of your support needs.

9.3.5 Students Union Advice Centre

The Students Union has advisers who can help with any matter ranging from finances to housing and beyond. On the South Campus, the Advice Centre is on the first floor in the Student Union Building, and is open Monday to Friday, 9.30 am to 4.30 pm, term time and vacation. There is no need to make an appointment:

<http://manchesterstudentsunion.com/top-navigation/advice-service/advice-service-home>

9.3.6 University Careers Service

The University Careers Service can help you to find part-time work during your time at the University, to prepare your CV and applications for full time work after graduation, and to research job opportunities. In addition the Service runs several job fairs across Manchester throughout the year. The service runs monthly drop in sessions where students from Arts, Histories and Cultures can speak to advisors without a prior appointment (see the Undergraduate Intranet for further information and session dates), and also runs specially designed on-line noticeboards for different subject areas within the School.

For further information visit the Careers Service website:

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

9.3.7 University support for mature students

The Burlington Society is the University society for mature and postgraduate students. They have their own facilities in the Burlington Rooms, next to The University of Manchester Library. Facilities include a bar, common room (quiet, non-smoking, with free tea and coffee facilities for members), and a vegetarian cafe. The Society organises events and activities on Thursday and Friday evenings during term time. In addition there are smaller groups for theatre and film visits, music, football, squash and others. The Plus 21 Group is an informal network of mature students across the University, which meets once a week at lunchtime in the Burlington Rooms, as well as holding occasional evening events. New members are welcome. Visit the Burlington Rooms website for more information:

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

For further information on support for mature students, see

<http://www.manchester.ac.uk/undergraduate/maturestudents/guide/>

9.3.8 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. In fact, there were students from more than 130 different countries last year - so it's a good place to make friends and contacts during your stay here.

For further information visit the International Society website at:

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

10 Programmes of Study

10.1 Programmes within this handbook

Full programme specifications are available on the SALC undergraduate intranet.

10.2 Programmes within the English, American Studies and Creative Writing Division

Single Honours **English Literature**

American Studies

Joint Honours **History and American Studies**

English Literature and American Studies

10.3 New Regulations for Undergraduate Degree Awards

New Regulations for undergraduate degrees at the University of Manchester came into operation in September 2012. A copy of the Regulations is included in Appendix A of this Handbook, together with a Student Guide to them. These and other related documents are available online at:

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

10.4 Programme Aims and Learning Outcomes

The general aims of the degree programmes in American Studies and English Literature are given in the programme specifications. You can find PDF versions of the files under the English, American Studies and Creative subject webpages at:

www.alc.manchester.ac.uk/studentintranet

If you would like us to supply you with a printed copy please ask in the administration office.

The BA (Hons) English Literature degree programme aims to:

- encourage engagement with a significant range of literary/non-literary genres, inc. film, music, texts in the English language from the British Isles/US/other English-speaking communities, from Anglo-Saxon times to present;
- provide an opportunity to study/specialise in literature, theory, film, popular song, and/or new media;
- enable the study of texts in historical/cultural contexts, develop an appreciation of the specific contexts that condition representation of allegedly 'universal' concepts and an appreciation of how our own historical/cultural location affects our understanding of literature;
- familiarise students with, and enable them to apply, traditional and modern theories of literary/cultural criticism;
- develop students' powers of critical/analytical thinking alongside the appreciation of the crafting of written utterances and interrelationships between texts, together with an ability to apply such techniques to sophisticated primary/secondary texts;
- encourage students to respond imaginatively, intellectually, independently to the written word; enable them to carry this quality of response into their future reading experience;

- encourage enthusiasm for English and appreciation of its importance in the world today/in the future;
- foster sophisticated literacy skills whilst encouraging correct and appropriate presentation/referencing; develop fluency and clarity in discussion and in oral/written presentation;
- encourage continuous, developing reflection, enabling both responsibility for personal learning and the ability to make informed choices for future development;
- develop skills for employment/further study, both discipline-related and transferable to other contexts;
- sustain/enhance a body of knowledge about, and critical appreciation of, literature and other cultural forms, in preparation for postgraduate study/professional careers.

The BA (Hons) American Studies degree programme aims to:

- provide students with the opportunity to engage with a significant range of relevant American literature, history, politics and film, exploiting their interdependence and distinctiveness within the discipline of American Studies;
- encourage independent study, the spirit of enquiry and a commitment to scholarly method;
- develop in students powers of critical and analytical thinking, the ability to apply these to primary and secondary texts, and to foster skills in written and verbal forms of expression.

The BA (Hons) English Literature and American Studies degree programme aims to:

- provide students with the opportunity to engage with a significant range of relevant American literature, history, politics and film, exploiting their interdependence and distinctiveness within the discipline of American Studies;
- provide students with the opportunity to pursue, in parallel with American Studies, the study of English Literature from the Medieval to the Modern period;
- familiarise students with, and enable them to apply, traditional and modern theories of literary and cultural criticism;
- develop in students powers of critical and analytical thinking and the ability to apply these to primary and secondary texts;
- foster advanced skills in written and verbal forms of expression;
- produce graduates possessing the transferable skills of self-management and independence essential for employment, postgraduate study, or further training.

The BA (Hons) History and American Studies degree programme aims to:

- provide students with the opportunity to engage with a significant range of relevant American history, culture, politics and film, exploiting their interdependence and distinctiveness within the discipline of American Studies;

- offer substantial opportunities to pursue, in parallel with American Studies, the study of diverse historical periods, themes, cultures and sub-cultures;
- develop in students powers of critical and analytical thinking, the ability to apply these to primary and secondary texts, and to foster skills in written and verbal forms of expression;
- produce graduates possessing the transferable skills of self-management and independence essential for employment, postgraduate study, or further training.

10.5 Programme structure

The three-year degree is divided into three levels. At each level of your degree you are required to earn 120 credits. Most course units are worth 20 credits each. **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 units 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. As a rule, unless there is a specific exception stated, you must take courses as follows:

In year 1	Level 1 (or higher)
In year 2	Level 2 (or higher)
In year 3	Level 3 or 2/3

This is 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 year 3. For more specific information on the aims and objectives of each level of attainment please see the course unit descriptor. Course unit descriptors of current courses offered at all levels can be found on the Faculty course unit database:

<http://courses.humanities.manchester.ac.uk/undergraduate/>

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 years 2 or 3.

Most degree programmes offer students the opportunity to participate in exchange programmes and study abroad for a semester or a year. Please see Section 6.8 above, and speak to your Programme Director for more information.

10.6 Programme overviews and regulations

BA(Hons) English Literature

Level 1

THE SCHOOL OF ARTS, HISTORIES & CULTURES PROGRAMME REGULATIONS

For students studying on programme	BA (Hons) English Literature
Level of Study	1
Academic Year of Study	2012-2013

Please note:

You have five compulsory courses totalling 100 credits. You find the remaining optional 20 credits from a free-choice course(s).

Ideally, you should have 60 credits in each semester, but when choosing the optional 20 credits you wish to take, you must ensure:

- You have a minimum of 50 credits in either semester.
- You have a maximum of 70 credits in either semester.
- You choose no more or no less credits as stated from each list.

Helpful hints:

- ✓ All courses are 20 credits unless stated otherwise
- ✓ The semester a course is taught in is identified by the last digit in the course code; '1' means the course runs in Semester 1; '2' means the course runs in Semester 2; '0' means the course is taught over both semesters.
- ✓ Please check timetable details for courses you choose to ensure that you do not have any clashes!

Step 1: You will automatically be enrolled for the courses in the following Compulsory List by your Programme Administrator:

COMPULSORY LIST	Credit
ENGL10021 – Reading Literature (Sem 1)	20
ENGL10051 – Mapping the Medieval (Sem 1)	20
ENGL10062 – Theory and Text (Sem 2)	20
ENGL10072 – Literature and History (Sem 2)	20
ENGL10171 – Academic Development (Sem 1)	20

Step 2: You choose 20 credits from within the Free Choice List:	Minimum credits 0	Maximum credit 20
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FREE CHOICE	Credit
This can be either: One 20-credit course in Semester 2; or	1 x 20 or 2 x 10

One 20-credit course running across both semesters; or One 10-credit course in Semester 1 plus one 10-credit course in Semester 2, or Two 10-credit courses in Semester 2	
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BA(Hons) American Studies

Level 1

THE SCHOOL OF ARTS, HISTORIES & CULTURES PROGRAMME REGULATIONS

For students studying on programme	BA (Hons) American Studies
Level of Study	1
Academic Year of Study	2012-2013

Please note:

You have five compulsory courses totalling 100 credits. You are required to choose a free-choice course(s) totalling 20 credits to bring you to the maximum 120 credits you are required to take.

When choosing the free-choice course unit(s) you wish to take, you must ensure you choose one of the following combinations:

- One 20-credit course that runs in Semester 2 only, or
- One 20-credit course that runs across both semesters, or
- One 10-credit course in Semester 1 plus one 10-credit course in Semester 2, or
- Two 10-credit courses in Semester 2

Ideally, you should have 60 credits in each semester, but when you have chosen your free-choice course(s), you should check that you have no less than 50 credits in either semester, and no more than 70 credits in either semester.

Helpful hints:

- ✓ All American Studies courses are 20 credits.
- ✓ The semester a course is taught in is identified by the last digit in the course code: '1' means that course runs in Semester 1 only; '2' means the course runs in Semester 2 only; '0' means the course runs across both semesters.
- ✓ Please check timetable details for courses you choose to ensure that you do not have any clashes!

Step 1: You will automatically be enrolled for the courses in the following Compulsory List by your Programme Administrator:

	Credit
AMER10021: American Literature to 1900 – Semester 1	20
AMER10171: Academic Development – Semester 1	20
AMER10211: American History to 1877 – Semester 1	20
AMER10002: From Reconstruction to Reagan: American History 1877-1988 – Semester	20

2		
AMER10042: Aspects of Contemporary America – Semester 2		20
Step 2: You choose 20 credits from within the Free Choice List:	Minimum credits 0	Maximum credit 20
FREE CHOICE LIST		Credit
You must choose a free-choice course to bring your credits up to 120. You can choose one of the following combinations: One 20-credit course in Semester 2; or One 10-credit course in Semester 1 plus one 10-credit course in Semester 2; or Two 10-credit courses in Semester 2, or One 20-credit course that runs across both semesters.		1 x 20 or 2 x 10

BA(Hons) English Literature and American Studies

Level 1

THE SCHOOL OF ARTS, HISTORIES & CULTURES PROGRAMME REGULATIONS

For students studying on programme	BA (Hons) English Literature & American Studies
Level of Study	1
Academic Year of Study	2012-2013

Please note:

You have four compulsory courses totalling 80 credits. You must find the remaining 40 credits by choosing at least one course from List A, plus 20 credits free-choice course(s). You may choose all the 40 credits from List A if you wish.

Ideally, you should have 60 credits in each semester, but when choosing the 40 optional credits you wish to take, you must ensure:

- You have no less than 50 credits in either semester.
- You have no more than 70 credits in either semester.
- You are taking a minimum of 40 credits in both English Literature and American Studies, but no more than 80 credits in either subject.
- You choose no more or no fewer credits as stated from each list.

Helpful hints:

- ✓ All English Literature and American Studies courses are 20 credits.
- ✓ The semester a course is taught in is identified by the last digit in the course code: '1' means the course runs in Semester 1 only; '2' means the course runs in Semester 2 only; '0' means the course runs across both semesters.
- ✓ Please check timetable details for courses you choose to ensure that you do not have any clashes!

Step 1: You will automatically be enrolled for the courses in the following Compulsory List by your Programme Administrator:

	Credit
AMER10021 – American Literature, 1492-1900 (Semester 1)	20
ENGL10021 – Reading Literature (Semester 1)	20
ENGL10171 – Academic Development (Semester 1)	20
ENGL10062 – Text and Theory (Semester 2)	20

Step 2: You may take no more than two courses from the following List A, but <u>one of them must be either AMER10002 or AMER10042.</u>	Minimum credits 20	Maximum credits 40
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LIST A	Credit
AMER10002 – From Reconstruction to Reagan: American History, 1877-1988 (Semester 2)	20
AMER10042 – Aspects of Contemporary America (Semester 2)	20
ENGL10072 – History and Literature (Semester 2)	20

FREE CHOICE LIST	Credit
If you choose to take only one course from List A, you must find the remaining 20 credits from Free-Choice courses. This can be one of the following combinations: One 20-credit course in Semester 2; or One 10-credit course in Semester 1 plus one 10-credit course in Semester 2; or Two 10-credit courses in Semester 2, or One 20-credit course that runs across both semesters.	1 x 20 or 2 x 10

BA(Hons) History and American Studies

Level 1

THE SCHOOL OF ARTS, HISTORIES & CULTURES PROGRAMME REGULATIONS

For students studying on programme	BA (Hons) History & American Studies
Level of Study	1
Academic Year of Study	2012-2013

Please note:

You have three compulsory courses totalling 60 credits. You find the remaining 60 credits by choosing courses from List A. You may, if you wish, substitute 20 of those 60 credits with a free-choice course(s).

Ideally, you should have 60 credits in each semester, but when choosing the optional 60 credits you wish to take, you must ensure:

- You have no less than 50 credits in either semester.
- You have no more than 70 credits in either semester.
- You have a minimum of 40 credits in both American Studies and History, but no more than 80 credits in either subject.
- You choose no more or no fewer credits as stated from List A.

Helpful hints:

- ✓ All American Studies and History courses are 20 credits.
- ✓ The semester a course is taught in is identified by the last digit in the course code: '1' means the course is taught in Semester 1; '2' means the course is taught in Semester 2; '0' means the course is taught over both semesters.
- ✓ Please check timetable details for courses you choose to ensure that you do not have any clashes!

Step 1: You will automatically be enrolled for the courses in the following Compulsory List by your Programme Administrator:

	Credit
AMER10002 – From Reconstruction to Reagan: American History, 1877-1988 (Semester 2)	20
AMER10211 – American History to 1877 (Semester 1)	20
AMER10171 – Academic Development (Semester 1)	20

Step 2: You may choose up to three courses from the following List A:	Minimum credits 40	Maximum credits 60
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LIST A	Credit
AMER10021 – American Literature, 1492-1900 (Semester 1)	20
AMER10042 – Aspects of Contemporary America (Semester 2)	20
HIST10062 – Origins of British Industrialisation (Semester 2)	20
HIST10152 – Modern China (Semester 2)	20
HIST10302 – Communities and States In Early Modern Europe (Semester 2)	20
HIST10311 – State, Nation and Nationalism (Semester 1)	20
HIST10511 – Globalisation in Historical Perspective (Semester 1)	20

Step 3: You may choose up to one course from the following category within the Free Choice List:	Minimum credits 0	Maximum credit 20
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FREE CHOICE LIST	Credit
Category 2: A choice from another degree programme. Please note - you will need to obtain permission from your Programme Director if you wish to take a course within this category.	1 x 20 or 2 x 10

BA(Hons) English Literature

Level 2

THE SCHOOL OF ARTS, HISTORIES & CULTURES PROGRAMME REGULATIONS

For students studying on programme	BA (Hons) English Literature
Level of Study	2
Academic Year of Study	2012-2013

Please note:

You have no compulsory courses in Year 2. All 120 credits are optional and are found by choosing from each of Lists A, B, C and D. Please note that List D is optional and so you are not required to choose anything from this list if you do not wish to do so. You may, if you wish, substitute 20 of the 120 credits with a free-choice course(s).

Ideally, you should have 60 credits in each semester, but when choosing the courses you wish to take, you must ensure:

- You have no less than 50 credits in either semester.
- You have no more than 70 credits in either semester.
- You have the required minimum of 20 credits from each of lists A, B and C.
- You have chosen 120 credits even if you are spending all or Semester 2 of Yr 2 on the Worldwide or Erasmus Exchange programmes.
- You have chosen no more or no fewer credits as stated from each list A, B, C and D.

Helpful hints:

- ✓ All English Literature courses are 20 credits.
- ✓ The semester a course is taught in is identified by the last digit in the course code; '1' means the course is taught in Semester 1; '2' means the course is taught in Semester 2; '0' means the course is taught across both semesters.
- ✓ Please check timetable details for courses you choose to ensure that you do not have any clashes!

Step 1: You will automatically be enrolled for the courses in the following Compulsory List by your Programme Administrator:

COMPULSORY	Credit
None	0

Step 2: Choose at least one course from the following List A

Minimum credits	Maximum credits
20	60

LIST A	Credit
ENGL20121 – Chaucer: Texts, Contexts, Conflicts (Sem 1)	20
ENGL20322 – Anglo-Saxon Woman (Sem 2)	20
ENGL20361 – Power and Gender in Early Modern Literature (Sem 1)	20
ENGL20372 – Shakespeare: Genre, Text, Performance (Sem 2)	20
ENGL21022 – Medieval Metamorphoses (Sem 2)	20

Step 3: Choose at least one course from the following List B

Minimum credits	Maximum credits
20	60

LIST B	Credit
ENGL20041 – Writing the 18 th Century (Sem 1)	20
ENGL20032 – Reading the 19 th Century (Sem 2)	20
ENGL20382 – Forms of Poetry (Sem 2)	20

Step 4: Choose at least one course from the following List C

Minimum credits	Maximum credits
20	60

LIST C	Credit
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ENGL20001 – Creative Writing: Fiction (pre-selected students only) (Sem 1)	20
ENGL20491 – Writing, Identity and Nation (Sem 1)	20
ENGL20482 – Gender, Sexuality and Culture: Freud and After (Sem 2)	20
ENGL20902 – Creative Writing: Poetry (pre-selected students only) (Sem 2)	20

Step 5: You may choose up to one course from the following List D	Minimum credits 0	Maximum credits 20
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LIST D	Credit
AMER20072 – American Film Studies (Sem 2)	20
AMER20101 – The Western in Film (Sem 1)	20
AMER20141 – From Jamestown to James Brown: African-American History and Culture (Sem 1)	20
AMER20481 – American Literature and Social Criticism, 1900-Present (Sem 1)	20
AMER20492 – Twentieth Century African American Literature (Semester 2)	20

Step 6: You may choose up to one course from the following category within the Free Choice List:	Minimum credits 0	Maximum credit 20
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FREE CHOICE	Credit
Category 2: A choice from another degree programme. Please note - you will need to obtain permission from your Programme Director if you wish to take this option.	1 x 20 or 2 x 10

BA(Hons) American Studies

Level 2

THE SCHOOL OF ARTS, HISTORIES & CULTURES PROGRAMME REGULATIONS

For students studying on programme	BA (Hons) American Studies
Level of Study	2
Academic Year of Study	2012-2013

Please note:

You have one compulsory course totalling 20 credits. You make up the remaining 100 credits by choosing five optional courses. You may, if you wish, substitute 20 of those 100 credits with a free-choice course(s).

Ideally, you should have 60 credits in each semester, but when choosing the optional 100 credits you wish to take, you must ensure:

- You have no less than 50 credits in either semester.
- You have no more than 70 credits in either semester.
- You choose no more or no fewer credits as stated from List A.
- You choose 120 credits even if you are going to be spending all or Semester 2 of Yr 2 on exchange in North America.

Helpful hints:

- ✓ All American Studies courses are 20 credits.
- ✓ The semester a course is taught in is identified by the last digit in the course code: '1' means the course runs in Semester 1 only; '2' means the course runs in Semester 2 only; '0' means the course runs across both semesters.
- ✓ Please check timetable details for courses you choose to ensure that you do not have any clashes!

Step 1: You will automatically be enrolled for the courses in the following Compulsory List by your Programme Administrator:

	Credit
AMER20141 – From Jamestown to James Brown: African-American History and Culture (Sem 1)	20

Step 2: You choose five courses from the following List A (or substitute one course from List A with one Free Choice course – see Step 3 below)	Minimum credits 80	Maximum credits 100
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LIST A	Credit
AMER20041 – American Political Culture (Semester 1)	20
AMER20101 – The Western in Film	20
AMER20151 – A Gendered History of the United States (Semester 1)	20
AMER20481 – American Literature and Social Criticism, 1900-Present (Semester 1)	20
AMER20022 – American History Long Essay (Semester 2)	20
AMER20072 – American Film Studies (Semester 2)	20
AMER20492 – Twentieth Century African American Literature (Semester 2)	20
AMER21002 – The American Civil War (Semester 2)	20
ENGL20001 – Creative Writing: Fiction (pre-selected students only)	20
ENGL20902 – Creative Writing: Poetry (pre-selected students only)	20

Step 3: You may choose up to one course from the Free Choice List:	Minimum credits 0	Maximum credit 20
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FREE CHOICE LIST	Credit
A choice from another degree programme. Please note - you will need to obtain permission from your Programme Director if you wish to take a course within this category.	1 x 20 or 2 x 10

BA(Hons) English Literature and American Studies Level 2

THE SCHOOL OF ARTS, HISTORIES & CULTURES PROGRAMME REGULATIONS

For students studying on programme	BA (Hons) English Literature & American Studies
Level of Study	2
Academic Year of Study	2012-2013

Please note:

You have two compulsory courses totalling 40 credits. You find the remaining 80 credits by choosing a combination of modules from Lists A, B, C and D. You may, if you wish, substitute 20 of the 80 credits with a free-choice course(s).

Ideally, you should have 60 credits in each semester, but when choosing the optional 80 credits you wish to take, you must ensure:

- You have no less than 50 credits in either semester.
- You have no more than 70 credits in either semester.
- You have a minimum of 40 credits in both English Literature and American Studies, but no more than 80 credits in either subject.
- You choose 120 credits even if you are spending all or Semester 2 of Yr 2 in North America or on Erasmus Exchange.
- You choose no more or no fewer credits as stated from each of Lists A, B, C and D.

Helpful hints:

- ✓ All English Literature and American Studies courses are 20 credits.
- ✓ The semester a course is taught in is identified by the last digit in the course code: '1' means that course runs in Semester 1 only; '2' means the course runs in Semester 2 only; '0' means the course runs across both semesters.
- ✓ Please check timetable details for courses you choose to ensure that you do not have any clashes!

Step 1: You will automatically be enrolled for the courses in the following list by your Programme Administrator:

	Credit
AMER20141 – From Jamestown to James Brown : African-American History and Culture (Sem 1)	20
AMER20481 – American Literature and Social Criticism, 1900-Present (Sem 1)	20

Step 2: You may choose up to two courses from the following List A

Minimum credits	Maximum credits
0	40

LIST A	Credit
ENGL20121 – Chaucer: Texts, Contexts, Conflicts (Sem 1)	20
ENGL20361 – Power and Gender in Early Modern Literature (Sem 1)	20
ENGL20322 – Anglo-Saxon Woman (Sem 2)	20
ENGL20372 – Shakespeare: Genre, Text, Performance (Sem 2)	20

Step 3: You may choose up to two courses from the following List B

Minimum credits	Maximum credits
0	40

LIST B	Credit
ENGL20041 – Writing the 18 th Century (Sem 1)	20
ENGL20032 – Reading the 19 th Century (Sem 2)	20
ENGL20382 – Forms of Poetry (Sem 2)	20

Step 4: You may choose up to two courses from the following List

Minimum credits	Maximum credits

C	0	40
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LIST C	Credit
ENGL20001 – Creative Writing: Fiction (pre-selected students only) (Sem 1)	20
ENGL20491 – Writing, Identity and Nation (Sem 1)	20
ENGL20482 – Gender, Sexuality and Culture: Freud and After (Sem 2)	20
ENGL20902 – Creative Writing: Poetry (pre-selected students only) (Sem 2)	20

Step 5: You may choose up to two courses from the following List D	Minimum credits 0	Maximum credits 40
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LIST D	Credit
AMER20041 – American Political Culture (Sem 1)	20
AMER20101 – The Western in Film (Sem 1)	20
AMER20151 – A Gendered History of the United States (Sem 1)	20
AMER20072 – American Film Studies (Sem 2)	20
AMER20492 – Twentieth Century African American Literature (Sem 2)	20
AMER21002 – The American Civil War (Sem 2)	20

Step 6: You may choose up to one course from the following category within the Free Choice List:	Minimum credits 0	Maximum credit 20
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FREE CHOICE	Credit
Category 2: A choice from another degree programme. Please note - you will need to obtain permission from your Programme Director if you wish to take this option.	1 x 20 or 2 x 10

BA(Hons) History and American Studies

Level 2

THE SCHOOL OF ARTS, HISTORIES & CULTURES PROGRAMME REGULATIONS

For students studying on programme	BA (Hons) History and American Studies
Level of Study	2
Academic Year of Study	2012-2013

Please note:

You have two compulsory courses totalling 40 credits. You find the other 80 credits by choosing a combination of courses from Lists A and B; you can, if you wish, substitute 20 of those 80 credits with a free-choice course(s).

Ideally, you should have 60 credits in both semesters, but when choosing the optional 80 credits you wish to take, you must ensure:

- You have no less than 50 credits in either semester.
- You have no more than 70 credits in either semester.
- You have a minimum of 40 credits in both American Studies and History, but no more than 80 credits in either subject.

- You choose 120 credits even if you are going to be on exchange in North America for all or Semester 2 of Yr 2.
- You choose no more or no fewer credits as stated from each list A and B.

Helpful hints:

- ✓ All American Studies and History courses are 20 credits.
- ✓ The semester a course is taught in is identified by the last digit in the course code: '1' means that the course runs in Semester 1; '2' means that the course runs in Semester 2; '0' means that the course runs across both semesters.
- ✓ Please check timetable details for courses you choose to ensure that you do not have any clashes!

Step 1: You will be automatically enrolled for AMER20141 by your Programme Administrator, but you must also choose one of the long essay options:

	Credit
AMER20022 – American History Long Essay (Sem 2)	20
HIST20390 – History Long Essay (Both semesters)	20

Step 2: You may choose up to three courses from the following List A if you are not taking AMER20022. You may choose up to two courses from the following List A if you are taking AMER20022.

Minimum credits	Maximum credits
20	60

LIST A	Credit
AMER20041 – American Political Culture (Sem 1)	20
AMER20072 – American Film Studies (Sem 2)	20
AMER20101 – The Western in Film (Sem 1)	20
AMER20151 – A Gendered History of the United States (Sem 1)	20
AMER20481 – American Literature and Social Criticism, 1900-Present (Sem 1)	20
AMER20492 – Twentieth Century African American Literature (Sem 2)	20
AMER21002 – The American Civil War (Sem 2)	20

Step 3: You may choose up to three courses from the following List B if you are taking HIST20390. You may choose up to two courses if you are taking HIST20390.

Minimum credits	Maximum credits
20	60

LIST B	Credit
HIST20421 – From Jesuits to the East India Company: Late Imperial China, 1580-1800 (Sem 1)	20
HIST21111 – Crisis and Prosperity in 20 th Century Europe (Sem 1)	20
HIST20252 – Winds of Change: Politics, Society and Culture in Britain, 1899-1900 (Sem 2)	20
HIST20481 – War, Conflict and Culture, 1914-Present (Sem 1)	20
HIST21122 – Colonial Encounters: Violence, Race and the making of the Modern World (Sem 2)	20
HIST20231 – War and Society in Early Modern Europe (Sem 1)	20
HIST21131 – Who do you think you are? – Identity and Selfhood in Modern Britain, 1750-2000 (Sem 1)	20
HIST21142 – From Catastrophe to Crusade: Europe in the Aftermath of the Vikings (Sem 2)	20

HIST20182 – The Making of the Modern Mind: European Thought from the Enlightenment to the First World War (Sem 2)	20
HIST20172 – European Reformations (Sem 2)	20

Step 4: You may choose up to one course within the Free Choice List:	Minimum credits 0	Maximum credit 20
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FREE CHOICE	Credit
A choice from another degree programme. Please note - you will need to obtain permission from your Programme Director if you wish to take a course within this category.	1 x 20 or 2 x 10

BA(Hons) English Literature

Level 3

THE SCHOOL OF ARTS, HISTORIES & CULTURES PROGRAMME REGULATIONS

For students studying on programme	BA (Hons) English Literature
Level of Study	3
Academic Year of Study	2012-2013

Please note:

You have one compulsory course totalling 20 credits. You find the 100 optional credits by choosing from Lists A, B, C and D. Please note that List D is optional and you are not required to choose from this list if you do not wish to do so. You may, if you wish, substitute 20 of those 100 credits with a free-choice course(s).

Ideally, you should have 60 credits in each semester, but when choosing the optional courses you wish to take, you must ensure:

- You have no less than 50 credits in either semester.
- You have no more than 70 credits in either semester.
- You have chosen the required minimum of 20 credits from each of lists A, B and C.
- You have not chosen all your credits from one list.
- You have chosen no more or no fewer credits as stated from each list.

Helpful hints:

- ✓ All English Literature courses are 20 credits.
- ✓ The semester a course is taught in is identified by the last digit in the course code; '1' means the course is taught in Semester 1; '2' means the course is taught in Semester 2; '0' means the course is taught across both semesters.
- ✓ Please check timetable details for courses you choose to ensure that you do not have any clashes!

Step 1: You will automatically be enrolled for the courses in the following Compulsory List by your Programme Administrator:

COMPULSORY	Credit
ENGL30002 – Long Essay	20

Step 2: Choose at least one course from the following List A	Minimum credits 20	Maximum credits 60
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LIST A	Credit
ENGL30051 – Early Modern Identities (Sem 1)	20
ENGL31072 – Writing the Supernatural in the Age of Shakespeare (Sem 2)	20
ENGL33032 – The Word: Performing, Writing, Reading the Bible, c1380-c1611 (Sem 2)	20

Step 3: Choose at least one course from the following List B	Minimum credits 20	Maximum credits 60
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LIST B	Credit
ENGL30072 – Gothic: Politics, Sexuality and Identity in British Gothic Writing, 1796-1900 (Sem 2)	20
ENGL31051 – Pox and Plague: Disease and Illness in 18 th Century Satire (Sem 1)	20
ENGL32052 – Histories of the Devil (Sem 2)	20
ENGL33021 – Lord Byron (Sem 1)	20
ENGL33041 – Writing Workers/Workers Writing (Sem 1)	20

Step 4: Choose at least one course from the following List C	Minimum credits 20	Maximum credits 60
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LIST C	Credit
ENGL30121 – Creative Writing: Fiction (pre-requisite ENGL20001) (Sem 1)	20
ENGL30262 – Culture and Conflict (Sem 2)	20
ENGL30642 – D H Lawrence (Sem 2)	20
ENGL30901 – Creative Writing: Poetry (pre-requisite ENGL20902) (Sem 1)	20
ENGL30932 – The Great War: Culture, History, Theory (Sem 2)	20
ENGL30941 – Contemporary Irish Poetry and Fiction (Sem 1)	20
ENGL30971 – Contemporary Post-Colonial Fiction and Film (Sem 1)	20
ENGL31012 – Post-Colonial Literature and Theory (Sem 2)	20
ENGL31082 – The Image of Language (Sem 2)	20
ENGL32011 – Carnival and Tragedy (Sem 1)	20
ENGL32031 – Futuristic Fictions (Sem 1)	20
ENGL32081 – European Writing and the Third Reich (Sem 1)	20
ENGL33051 – Improper Modernism: Samuel Beckett and Djuna Barnes (Sem 1)	20
AMER30782 – American Crime Fiction: Genre, Commerce, Ideology (Sem 2)	20
AMER30792 – Beat writing (Sem 2)	20

Step 5: Choose an additional two courses from Lists A, B and C, or choose one course from any of these lists and you may choose one course from the following List D	Minimum credits 0	Maximum credits 20
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LIST D	Credit
AMER30051 – Hip Hop and Hollywood (Sem 1)	20
AMER30081 – American Self-Representations (Sem 1)	20
AMER30381 – Conspiracy Theories in American Culture (Sem 1)	20
AMER30742 – Recent American Fiction (Sem 2)	20

Step 6: If you have only chosen one additional course from Lists A,B,C and D, you may choose up	Minimum credits 0	Maximum credit 20
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to one course from the following category within the Free Choice List:		
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FREE CHOICE	Credit
Category 2: A choice from another degree programme. Please note - you will need to obtain permission from your Programme Director if you wish to take this option.	1 x 20 or 2 x 10

BA(Hons) American Studies

Level 3

THE SCHOOL OF ARTS, HISTORIES & CULTURES PROGRAMME REGULATIONS

For students studying on programme	BA (Hons) American Studies
Level of Study	3
Academic Year of Study	2012-2013

Please note:

You have one compulsory course totalling 20 credits. You find the remaining 100 optional credits by choosing courses from List A. You may, if you wish, substitute 20 of those 100 credits with a free-choice course(s).

Ideally, you should have 60 credits in each semester, but when choosing the 100 optional credits you wish to take, you must ensure:

- You have no less than 50 credits in either semester.
- You have no more than 70 credits in either semester.
- You choose no more or no fewer credits as stated from List A.
- You do not choose AMER30032, AMER30072 or AMER31002 unless you spent all of Semester 2 of Yr 2 on exchange in North America.

Helpful hints:

- ✓ All American Studies courses are 20 credits.
- ✓ The semester a course is taught in is identified by the last digit in the course code, ie '1' for Semester 1; '2' for Semester 2; '0' identifies the course is taught over both semesters.
- ✓ Please check timetable details for courses you choose to ensure that you do not have any clashes!

Step 1: You will be automatically enrolled on the following compulsory course by your Programme Administrator:

AMER30002 – Long Essay (Sem 2)	Credit 20
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Step 2: You must choose five courses from the following List A (or substitute one course from List A with a Free Choice course – see Step 3 below)	Minimum credits 80	Maximum credits 100
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LIST A	Credit
AMER30021 – American Slavery: Culture and Society in the Slave South (Sem 1)	20
AMER30051 – Hip Hop and Hollywood (Sem 1)	20
AMER30081 – American Self-Representations (Sem 1)	20
AMER30072 – American Film Studies (Sem 2) (only students who spent all or part of Yr 2 on Exchange)	20
AMER30221 – The History of California (Sem 1)	20
AMER30381 – Conspiracy Theories in American Culture (Sem 1)	20
AMER30742 – Recent American Fiction (Sem 2)	20
AMER30772 – Cities of Dreadful Delight: Gender, Race and Sexuality in the Americas, 1800-1950 (Sem 2)	20
AMER30782 – American Crime Fiction: Genre, Commerce, Ideology (Sem 2)	20
AMER30792 – Beat writing (Sem 2)	20
AMER31002 – American Civil War (Sem 2) (only students who spent all or part of Yr 2 on Exchange)	20
ENGL30121 – Creative Writing: Fiction (pre-selected students only)	20
ENGL30901 – Creative Writing: Poetry (pre-selected students only)	20

Step 3: You may choose up to one course from the following category within the Free Choice List:	Minimum credits 0	Maximum credit 20
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FREE CHOICE LIST	Credit
A choice from another degree programme. Please note - you will need to obtain permission from your Programme Director if you wish to take a course within this category.	1 x 20 or 2 x 10

BA(Hons) English Literature and American Studies

Level 3

THE SCHOOL OF ARTS, HISTORIES & CULTURES PROGRAMME REGULATIONS

For students studying on programme	BA (Hons) English Literature and American Studies
Level of Study	3
Academic Year of Study	2012-2013

Please note:

You have one compulsory course totalling 20 credits. You find the remaining 100 optional credits by choosing courses from Lists A, B, C and D.

Ideally, you should have 60 credits in each semester, but when choosing the optional 100 credits you wish to take, you must ensure:

- You have no less than 50 credits in either semester.
- You have no more than 70 credits in either semester.
- You have a minimum of 40 credits in both American Studies and English Literature, but no more than 80 credits in either subject.
- You choose from at least two of the lists A, B, C if you are taking 60 or 80 credits in English Literature.
- You choose no more or no fewer credits as stated from each list A, B, C and D.

Helpful hints:

- ✓ All English Literature and American Studies courses are 20 credits.
- ✓ The semester a course is taught in is identified by the last digit in the course code, ie '1' is Semester 1; '2' is Semester 2; '0' means the course is taught over both semesters.
- ✓ Please check timetable details for courses you choose to ensure that you do not have any clashes!

Step 1: You must choose one of the following long essay modules.

	Credit
AMER30002 – American Long Essay (Sem 2)	20
ENGL30002 – English Literature Long Essay (Sem 2)	20

Step 2: You may choose no more than two courses from the following List A

Minimum credits	0	Maximum credits	40
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LIST A	Credit
ENGL30051 – Early Modern Identities (Sem 1)	20
ENGL31072 – Writing the Supernatural in the Age of Shakespeare (Sem 2)	20
ENGL33032 – The Word: Performing, Writing, Reading the Bible, c1380-c1611 (Sem 2)	20

Step 3: You may choose no more than two courses from the following List B

Minimum credits	0	Maximum credits	40
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LIST B	Credit
ENGL30071 – Gothic: Politics, Sexuality and Identity in British Gothic Writing, 1789-1900 (Sem 1)	20
ENGL31052 – Pox and Plague: Disease and Illness in 18 th Century Satire (Sem 2)	20
ENGL32052 – Histories of the Devil (Sem 2)	20
ENGL33021 – Lord Byron (Sem 1)	20
ENGL33041 – Workers Writing/Writing Workers (Sem 1)	20

Step 4: You may choose no more than two courses from the following List C

Minimum credits	0	Maximum credits	40
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LIST C	Credit
ENGL30121 – Creative Writing: Fiction (pre-selected students only) (Sem 1)	20
ENGL30642 – D H Lawrence (Sem 2)	20
ENGL30901 – Creative Writing: Poetry (pre-selected students only) (Sem 1)	20
ENGL30941 – Contemporary Irish Poetry and Fiction (Sem 1)	20
ENGL30971 – Contemporary Post-Colonial Literature and Film (Sem 1)	20
ENGL31012 – Post-Colonial Literature and Theory (Sem 2)	20
ENGL31081 – The Image of Language (Sem 1)	20
ENGL32011 – Carnival and Tragedy (Sem 1)	20
ENGL32031 – Futuristic Fictions (Sem 1)	20
ENGL33051 – Improper Modernism: Samuel Beckett and Djuna Barnes (Sem 1)	20
ENGL30262 – Culture and Conflict (Sem 2)	20
ENGL30932 – The Great War: Culture, History, Theory (Sem 2)	20
ENGL32082 – European Writing and the Third Reich (Sem 2)	20

Step 5: You may choose up to three courses from the following List D if taking AMER30002, or four courses if taking ENGL30002 plus only one course from Lists A, B or C.

Minimum credits	20	Maximum credits	60
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LIST D	Credit
AMER30021 – American Slavery: Culture and Society in the Slave South (Sem 1)	20
AMER30051 – Hip Hop and Hollywood (Sem 1)	20
AMER30081 – American Self-Representations (Sem 1)	20
AMER30221 – The History of California (Sem 1)	20
AMER30381 – Conspiracy Theories in American Culture (Sem 1)	20
AMER30072 – American Film Studies (only students who spent all or part of Yr 2 on Exchange) (Sem 2)	20
AMER30742 – Recent American Fiction (Sem 2)	20
AMER30772 – Cities of Dreadful Delight: Gender, Race and Sexuality in the Americas 1800-1950 (Sem 2)	20
AMER30782 – American Crime Fiction: Genre, Commerce, Ideology (Sem 2)	20
AMER30792 – Beat Writing (Sem 2)	20
AMER31002 – The American Civil War (only students who spent all or part of Yr 2 on Exchange) (Sem 2)	20

Step 6: You may choose up to one course from the following categories within the Free Choice List:	Minimum credits 0	Maximum credit 20
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FREE CHOICE	Credit
A choice from another degree programme. Please note - you will need to obtain permission from your Programme Director if you wish to take a course within this category.	1 x 20 or 2 x 10

BA(Hons) History and American Studies

Level 3

THE SCHOOL OF ARTS, HISTORIES & CULTURES PROGRAMME REGULATIONS

For students studying on programme	BA (Hons) History & American Studies
Level of Study	3
Academic Year of Study	2012-2013

Please note:

You have one compulsory course totalling 20 credits (or 40 credits if you choose HIST30970). You find the remaining 80/100 credits by choosing a combination of modules from Lists A and B; you may, if you wish, substitute 20 of those 80/100 credits with a free-choice course(s).

Ideally, you should have 60 credits in both semesters, but when choosing the 80/100 optional credits you wish to take, you must ensure:

- You have no less than 50 credits in either semester.
- You have no more than 70 credits in semester.
- You have a minimum of 40 credits in both American Studies and History, but no more than 80 credits in either subject.
- You choose no more or no fewer credits as stated from each list.

Helpful hints:

- ✓ All American Studies and History courses are 20 credits.
- ✓ The semester a course is taught in is identified by the last digit in the course code: '1' means that the course runs in Semester 1; '2' means that the course runs in Semester 2; '0' means that the course runs across both semesters.
- ✓ Please check timetable details for courses you choose to ensure that you do not have any clashes!

Step 1: You must choose <u>one</u> course from the following Compulsory List:	Minimum credits 20	Maximum credits 40
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	Credit
AMER30002 – American Long Essay (Sem 2)	20
HIST30970 – History Thesis (Both semesters)	40
HIST30980 – History Dissertation (Both semesters)	20

Step 2: Choose a maximum of three courses from the following List A if you selected to take AMER30002 from the Compulsory List.	Minimum credits 40	Maximum credits 60
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LIST A	Credit
AMER30021 – American Slavery: Society and Culture in the Slave South (Sem 1)	20
AMER30051 – Hip Hop and Hollywood (Sem 1)	20
AMER30081 – American Self-Representations (Sem 1)	20
AMER30221 – History of California (Sem 1)	20
AMER30381 – Conspiracy Theories in American Culture (Sem 1)	20
AMER30072 – American Film Studies (Sem 2) (only students who spent all or Sem 2 of Yr 2 abroad)	20
AMER30742 – Recent American Fiction (Sem 2)	20
AMER30772 – Cities of Dreadful Delight (Sem 2)	20
AMER30782 – American Crime Fiction: Genre, Commerce, Ideology (Sem 2)	20
AMER30792 – Beat writing (Sem 2)	20
AMER31002 – American Civil War (Sem 2) (only students who spent all or Sem 2 of Yr 2 abroad)	20

Step 3: Choose a maximum of two courses from the following List B if you selected HIST30970 from the Compulsory List. Or, choose a maximum of three courses from the following List B if you selected HIST30980 from the Compulsory List. * - the course has recently been heavily over-subscribed. # - Students will only be allocated one Chinese History course at Level 3.	Minimum credits 40	Maximum credits 60
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LIST B	Credit
HIST30102 London and Modernity 1880-1960 (Sem 2)	20
HIST30292 A Nation in the Making: Consciousness and Indian Imaginings 1880-1947 (Sem 2)	20
HIST30502 Pagans, Priests and Power (Sem 2)	20
HIST30511 Power, Culture and the Modern European City 1840-1940 (Sem 1)	20
HIST30621 Empire, Masculinity and British Heroes, 1885-Present (Sem 1)	20
HIST30641 Death in Britain: the Good, the Bad and the Ugly 1830-Present (Sem 1)	20
HIST30672 – Reconstructing the Body (Sem 2)	20
HIST30941 Refugees in Modern World History (Sem 1)	20
HIST31001 Gender, Sexuality in Modern Africa (Sem 1)	20

HIST31081 The Second World War and British Society (Sem 1)	20
HIST31162 America, Europe and the Cold War 1944-1960 (Sem 2)	20
HIST31202 China and the West: From the Opium War to the Japanese War (Sem 2)	20
HIST31242 Conflict and Commerce: War and Trade in Northern Europe, 1618-1763	20
HIST31262 The People's Continent: Protest and Politics in Europe, 1945-89*	20
HIST31272 The French Revolution and Political Thought	20
HIST31281 Crisis and Recovery: Britain 1919-1939*	20
HIST31292 Contesting the Supernatural in the Early Modern British Isles, c. 1600-1800	20
HIST31311 Immigration and Ethnicity in Europe and America	20
HIST31341 Sex, Drugs and Shopping: Readdressing Inter-war Britain*	20
HIST31351 From Gutenberg to Google – A History of Knowledge Management from the Middle Ages to the Present Day	20
HIST31361 Heroes and Holy Men: The Irish Sea World in the Viking Age, c. 780-1100	20
HIST31371 The Normans: conquerors, collaborators and myth-makers (1000-1200)	20
HIST31381 'First Modern Economy' and 'First Industrial Nation': The Netherlands, England, and the Growth of the Modern Economy, c.1600-1850	20
HIST31391 Witches, Witch-hunting and Magic in Late Medieval and Early Modern Continental Europe, c.1350-1700	20
HIST31401 A Nation of Shopkeepers? Commerce, Corporations, and Capitalism in Britain between 1750 and 1900	20
HIST31411 The Margins Mobilise: Rebels, Refugees, and Working Girls in Modern East Asia#	20
HIST31421 Defining Race and Culture: Understanding Human Difference from the Enlightenment to Genetics	20
HIST31431 Energy and Environment: China/Asia, c.900-1800#	20

Step 4: You may choose up to one course from the following category:	Minimum credits 0	Maximum credit 20
FREE CHOICE	Credit	
A choice from another degree programme. Please note - you will need to obtain permission from your Programme Director if you wish to take this option.	1 x 20 or 2 x 10	

11 Teaching, Learning and Progression

11.1 Registration

Registration takes place at the start of each academic year. For most students this will involve going through a series of processes online, to confirm personal details and to complete financial registration with the University. Returning students will be written to by the end of August in each year, to inform them of arrangements for registration for the coming session.

11.2 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 Adviser, 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 Adviser or Peer Mentor, or Programme Administrator.

11.3 Course/Programme Changes

11.3.1 Changing courses

Please note that a change of course unit will not normally 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. If you are experiencing real problems with an optional course you should discuss the situation with your Academic Adviser as soon as possible. If you do wish to change a course you are enrolled for, you should follow this procedure:

- a) Consult with your Programme Director and obtain his/her approval.
- b) Check that you can take the course you wish to substitute. (Do your programme regulations allow it? Is the course full? Can you meet any pre-requisite? Is there a timetable clash?). If you are unsure of programme regulations, please check with your Programme Administrator.
- c) Complete the change of course via Self-Service, or request the change at the Teaching and Learning Reception.
- d) If the course you are leaving is in a different Subject Area, inform the administration office for that Subject Area.

11.3.2 Changing to another degree programme

If, for whatever reason, you are considering changing to another degree programme, you should first consult your Academic Adviser and/or Programme Director.

The formal procedure for changing degree course is as follows:

- a) Check with your Local Education Authority, or with the University's Awards and Examinations Office (see Student Services Centre website <http://www.campus.manchester.ac.uk/ssc/>), that the proposed change is acceptable.
- b) Consult the admissions officer for the programme you wish to join; if successful, you should obtain written confirmation that you can be accepted onto the new programme.
- c) Inform the Teaching and Learning Reception of the change.

11.3.3 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, or of factual errors which occasionally slip past even the best proof-reader). 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 in one or more of the following ways:

- a) by a posting on the undergraduate intranet:
www.alc.manchester.ac.uk/studentintranet
- b) by a notice on your Year Noticeboard: this message may be complete in itself, if the change is a simple factual one (such as a semester date, a title, code or director of a course, for instance); or it may refer you to a more substantial document which will be available for you to collect

- c) by a document put out for you to collect which replaces a section or sections in the published Handbook: you will be emailed about such documents
- d) by email or via Blackboard: this will happen if a change has to be made to a central part of a course for which you are enrolled (for instance, the class time, or the teaching or assessment method). Subject Areas are normally required to seek your agreement to any proposed change of this sort; where, however, the change is unavoidable, it will offer you the option of transferring to another course

11.4 Teaching Contact Time in SALC

11.4.1 Contact Time

Undergraduate students in SALC take on average three course units per semester of 20 credits each. Students can expect 3 hours of formal teaching contact time per week with academic staff, in lectures, seminars, workshops or the equivalent, for each 20 credit course unit.

- a) UG students have a minimum of 30 hours (normally 33 hours) of timetabled lectures, seminars, tutorials, or equivalent per 20 credit unit
- b) for each 10 credit unit, UG students have a minimum of 15 hours (normally 17 hours) of timetabled lectures, seminars, tutorials, or equivalent
- c) each 20 credit course unit includes the opportunity for an average or the equivalent of one additional contact hour per week (half an hour for each 10 credit unit). This may be offered as a designated weekly consultation hour, or made use of more flexibly (e.g. 4 hours of individual essay consultation; 4 hours of individual essay feedback; and 3 hours of revision/exam preparation). These additional hours are intended to support and consolidate the teaching provided in lectures and seminars, rather than to cover new material
- d) course units are also supported through a range of other kinds of formal or informal contact. Examples include:
 - visits to local art gallery (e.g. FREN 20270)
 - visits to local museums (e.g. SALC 21112)
 - workshops with outside speakers (e.g. music journalist for FREN 30002)
 - one-off sessions to tie in with news events (e.g. coverage of the French elections for FREN 30252)
 - film screenings (e.g. DRAM 31042)
 - rehearsals (e.g. MUSC 20630)
 - field work (e.g. ARGY 10502)
 - master classes (e.g. MUSC 30600)
 NB: These will sometimes be offered at programme, discipline, or School level, rather than be attached to a particular course unit

This combination of scheduled contact, flexible consultation hours, and additional activities ensures that SALC meets – and in many cases exceeds – the requirement that all students spend 25% of their time in formal or informal contact, as specified in the Minimum Requirements for Contact Hours in the Faculty of Humanities (April 2012).

Within SALC, students taking three 20 credit units per semester can therefore expect to have a minimum of 12 contact hours per week (9 scheduled hours plus 3 flexible hours available for consultation), that is, 240 hours per year. 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

11.4.2 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 (which includes formal and informal contact time as well as directed and independent study time). So in a 20 credit course we expect 200 hours of work time across the semester. This can normally be broken down as follows:

A 20 credit unit equates to 200 hours of learning

- 40 hours teaching contact (30 hours of class contact plus 10 hours of additional contact through consultation hours, feedback sessions, field trips and so on)
- 40 hours background reading and research
- 60 hours independent preparation for classes (including studying seminar texts, preparing formative assignments, reviewing lecture notes, and reflecting on learning)
- 60 hours assessment (actual assessment time plus preparation)

A 10-credit unit equates to 100 notional hours of learning:

- 20 hours teaching contact (15 hours of class contact plus 5 hours of additional contact)
- 20 hours background reading and research
- 30 hours preparation for classes
- 30 hours assessment (actual 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 takes 60 credits, which means that 600 hours of work time are expected per semester including teaching weeks, examination time, and pre-semester reading.

11.5 Blackboard

Blackboard is a web-based system that complements and builds upon traditional learning methods used at The University of Manchester. By using the Blackboard system you can view course materials and learning resources, including multimedia, for any units that you are taking that have a Blackboard module. The software also provides tools for communicating and collaborating with your lecturer or other students about the course using discussions, chat or email.

This will allow you to participate in a number of interactive tasks which you can do at a time and place of your convenience, providing a degree of flexibility to your studying. You can complete, and electronically submit, coursework in Blackboard as well as monitoring your progress using quizzes and assignments that teaching staff have set for you. It is also

possible to check your grades for Blackboard activities online. Information for students on Blackboard is available at: <http://www.studentnet.manchester.ac.uk/blackboard/>.

A Blackboard student guide is available at:

http://www.studentnet.manchester.ac.uk/blackboard/getting_started/blackboard_student_guide/

The teaching and learning activities within your courses are enhanced and supported by the use of Blackboard. You can access Blackboard through My Manchester <http://www.studentnet.manchester.ac.uk/>. To ensure that you have access to all of your courses within Blackboard, **you must be correctly enrolled on them through the Student Records system**. Once enrolled, your courses should appear in Blackboard within 24 hours.

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.

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/>

11.6 My Manchester (Student Portal)

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

You can login into your portal via the StudentNet webpage:

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

For further information on using the portal and all other aspects of university life please see the Crucial Guide: <http://www.studentnet.manchester.ac.uk/crucial-guide/>

11.7 Work and Attendance

These guidelines have been developed as part of the University's commitment to provide a supported learning environment in which students are encouraged to develop knowledge, understanding and the range of skills and attributes expected of a Manchester Graduate. The guidelines aim to encourage active participation in all learning activities through regular attendance.

The guidelines must be read together with:

[Regulation XX: Work and Attendance of Students](#)
[Guidelines on monitoring student attendance and engagement with their programmes of study](#)
[Policy on Personalised Learning](#)

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

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 and reaching their potential. 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 University believes that by monitoring student attendance we are able to provide support and guidance to those students who, as a consequence of their non-attendance are identified as struggling with motivation and commitment to their studies.

Students are required to be in attendance throughout the academic year, including Reading Week in Semester 1 and both periods of revision and assessment. If you are prevented by illness, accident or other circumstance beyond your control from attending any tutorial class, you should notify your class tutor (through your Programme Administrator, if need be) and, as soon as you are able to, make the appropriate effort to obtain instructions from your tutor for the next meeting. In the case of absence due to ill-health during the teaching period lasting more than seven calendar days, or of any ill-health or accident during the examination period, a medical certificate must be obtained and sent to the relevant office as soon as is practicable. Students resuming attendance after more than a week's absence should call in to inform the office on their return.

Outside special circumstances, such as illness or accident, students must request permission to absent themselves for exceptional reasons only. Permission for absence may only be granted by the Head of Subject Area or the Programme Director, and will normally only be given on compassionate grounds. If you need to be absent from class for anything other than health reasons you must apply for such permission in the first instance through your Academic Adviser, who will liaise with your Programme Director or Head of Subject as necessary.

Within SALC, student attendance is monitored throughout the year and we will expect you to complete the attendance sheet when it is used in a class. We expect students to attend all classes, and the Course Unit Director or class convenor may directly contact students who have been missing classes. Our formal disciplinary procedures will normally begin when students meet a trigger point of 25% or more absences at certain points through the semester.

If you are taking a course taught by another Subject Area or School within the University, you are required to make yourself aware of and comply with the Subject Area or School's regulations for attendance on that course.

11.8 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 students holding a Tier 4 Student Visa. This is to ensure the University meets the UKBA statutory requirements as a sponsor of Tier 4 students and its responsibilities in accordance with its Highly Trusted Sponsor status.

If you are 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 2012/13 academic year, the attendance monitoring census points will be during the following periods:

1st -15th October 2012*
17th -31st January
16th -30th April 2013

Please note:

- If you are a new student, registration is your first point to confirm your attendance at the University and you will not be required to attend a further census point in October 2012.
- Postgraduate taught and research students will also have an additional attendance monitoring census point in the period **17-31 July 2013**
- 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 student cannot attend a census point?

If you cannot attend in person due to a valid reason which includes: illness; placement; field studies; on year abroad; research work; or any other reason connected to your programme of study, you must email the School [*insert School e-mail address*] 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 UKBA 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 UKBA 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

For more information on Tier 4 visas:

www.ukba.homeoffice.gov.uk/visas-immigration/studying/adult-students/

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

11.9 Consequences of Unsatisfactory Work and Attendance

You should be aware that the University has the power to exclude any student who fails to observe work and attendance regulations; see the University Regulation XX Work and Attendance of Students at:

<http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=1895>

Academic tutors keep records of students' attendance at all classes. If you are absent from a class without satisfactory explanation this will be recorded in your student record 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 discuss the situation with your Academic Adviser, please see further note above.

Unexplained (or unsatisfactorily explained) failure to attend classes, to hand in assessed written work, or deliver oral presentations will result in you being reported to your Academic Adviser or Programme Director, who may begin the formal disciplinary procedure which can lead to your exclusion from University examinations and thus from your degree course.

Students whose attendance is cause for concern will be written to and given a chance to explain their absences, with referral to the Student Support and Guidance Office or central support services as required.

Students who do not respond to initial warnings about their attendance will enter the formal disciplinary procedures. Following receipt of an official warning, if attendance does not improve, a final letter will be sent informing the student of the refusal of a Certificate of Satisfactory Work and Attendance. S/he will then not be permitted to take the relevant examination(s).

First and Second years will also be given the opportunity to attend a hearing before a decision is made as to whether to send a final letter informing them of the refusal of a Certificate of Satisfactory Work and Attendance. At this hearing the student will be given the opportunity to explain their absences with a panel made up of academic and professional support staff, including staff from the Student Support and Guidance Service. Following the hearing with the student, the panel will decide from the information available, whether to send a final letter informing the student of the refusal of a Certificate of Satisfactory Work and Attendance.

Please note: No student shall be refused permission to enter for his or her examination, or to have his or her coursework assessed, on the grounds of unsatisfactory work or attendance unless he or she has been sent an early warning letter. However, failure to receive a warning letter as a result of not updating your registered address(es) in the administration office will be regarded as your own responsibility and will not be accepted as an excuse.

Your right of appeal against a decision to refuse you permission to take examinations or submit yourself for assessment, or against exclusion due to academic failure, is set out in [Regulation XIX, Academic Appeals](#).

11.10 Interruptions to Study/Repeating Year

In an exceptional situation a student may be allowed to interrupt or retake a year of their studies. This would usually only be permitted when mitigating circumstances (see *Section*

12) prevent a student completing the year or from passing their assessment. **A year of study cannot be repeated purely in order to improve performance.** Where mitigating circumstances have affected a student's performance, the School would expect to be kept fully informed and therefore be able to give appropriate advice. Such circumstances could be discussed with an Academic Adviser, the Programme Director, Head of Subject Area or Student Support and Guidance Office staff. Information given in confidence to a member of staff will not be disclosed to other members of staff, however, information that is provided with a student's permission to disclose can be used to support an application to interrupt or repeat the year.

If, after discussing your situation, you wish to apply for an interruption or to repeat the year you should put your request in writing to the Student Support and Guidance Office.

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 contact email details to your School.**

More information about the implications of interrupting your studies can be found on the Crucial Guide website at: <http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/interruption/>.

11.11 Withdrawing from your programme

If you are considering withdrawing from the programme, speak to your Academic Adviser, Programme Director and/or the Student Support Office staff immediately. They may be able to present an alternative perspective on your situation, and will certainly be able to offer advice on how to proceed.

You are also strongly advised to read the information available on the Crucial Guide website to help you in your decision-making:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/withdrawal/>

If, for whatever reason, you firmly decide to withdraw from the programme, inform the Student Support Office as soon as possible. The School is required to notify both the Student Records Office and the Awards & Examinations Office of your withdrawal from your course and of your last date of attendance. We will ask you to state, in writing, the fact of your withdrawal and the reasons affecting your decision.

12 Mitigating circumstances

12.1 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.

Please refer to the full University Policy on Mitigating Circumstances available at: <http://documents.manchester.ac.uk/display.aspx?DocID=4271>

For complete guidance on the Mitigating Circumstances process in the School, please contact salc-studentsupport@manchester.ac.uk or go to the student intranet at

www.alc.manchester.ac.uk/studentintranet

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 www.alc.manchester.ac.uk/studentintranet and medical or other supporting evidence can be submitted either in hardcopy to the Teaching and Learning Reception, A6, Samuel Alexander Building, or in some cases it is appropriate for electronic copies to be submitted to salc-studentsupport@manchester.ac.uk.

Do I need to submit supporting evidence?

Yes. All Mitigating Circumstances applications must be supported by independent third-party evidence. Please see the section at the end of this advice sheet for more information.

When should I submit an application?

You should submit your Mitigating Circumstances application before the submission deadline or examination.

You are responsible for submitting your Mitigating Circumstances application on time, and if you submit your application after the submission or examination date then you should include an explanation to explain why the application was late.

What happens next?

All Mitigating Circumstances applications will be considered at the Mitigating Circumstances Committees, which meet regularly throughout the semester.

How will my application be considered?

The Mitigating Circumstances Committees 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 or letter to ask for further information.

If my application is accepted how will mitigation be applied?

Mitigation can be applied in the following ways:

In the case of handing in coursework late:

Any coursework submitted after the submission deadline will be subject to mark deduction in accordance with the late submission policy of the course unit owning School. If you have valid Mitigating Circumstances to explain the late submission and the committee accept that your Circumstances warranted the length of time you took to submit the work, then it will be recommendation of the Committee that your full marks are reinstated.

Please note that in the case of handing in work late, you should request a reasonable amount of extra time in accordance with your Circumstances and which can be supported by your third party evidence. As an example, if you were ill for 7 days, and unable to work, then the Committee would expect you to take no more than an extra 7 days, from the submission date, to complete your work.

In the case of your performance being affected:

If you submitted / sat the piece of assessment or exam on time, but you feel that your performance was affected by your Circumstances, then the Mitigating Circumstances Committee will recommend to the Final Examinations Board that this will be taken into consideration when they review your marks at the Final Examination Board, which meets in June.

The Board of Examiners will consider the full run of marks for a year and determine whether your performance in the affected unit as a whole has shown to have been adversely affected by your Mitigating Circumstances. Therefore mitigation can only be applied if your mark for the affected unit is adversely and significantly out of line with unaffected units.

Mitigation will not result in the changing of any marks. Instead, mitigation may result in some marks being disregarded and the assessment being excused because it was adversely affected. You may also be given a mark for a whole unit based on your performance in the parts that were not adversely affected, or you may be asked to submit / sit the affected assessment again. The way in which mitigation is applied will depend on the amount of assessment completed which was affected by Mitigating Circumstances.

In the case of you being unable to sit your exam or submit the work:

If you have been unable to submit / sit a piece of assessment it will be the recommendation of the Committee to the Board of Examiners that you will be given another opportunity to submit / sit the piece of work and this will be classed as a first-sitting.

In the case of an exam, this will normally be re-scheduled for the August examination period. If you are a final year student we will try where possible to reschedule this to the May/June examination period so that you can graduate with your cohort; however, this may not be possible.

In the case of a non-submission, you will be issued with a new submission date which will be set by the Mitigating Circumstances Committee and will be dependent on the seriousness of the Circumstances you have presented. If you are a final year student we will try to give you the option of submitting by a date so that you can graduate with your cohort.

How will I find out the result of my application?

You will be notified of the outcome of your application by email, following the Mitigating Circumstances Committees.

All marks are provisional until the Final Examinations Board. 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's decision by email following the Exam Board.

13 Assessment

13.1 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 often used in Level 1 courses; 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 probably 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, students on most degree programmes are **required** to submit a **Dissertation, Long Essay or equivalent**.

The particular method(s) of assessment used in each course can be found in the **Course Unit database**: <http://courses.humanities.manchester.ac.uk/undergraduate/#all>

In order to satisfy the Board of Examiners, you must gain the necessary 120 units 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 units you may take up to 20 units from the previous Level's courses. You will not be allowed to proceed if you need to make up more than 20 units from the previous Level. See the Student Guide to the Degree Regulations (Appendix A) and the section on Compensation in the Degree Regulations (Appendix B).

All assessed work within the School of Arts, Languages and Cultures, whether by written examination, essay or project, is set and marked by the Board of Examiners, which includes all full-time members of the academic staff. Candidates' examination scripts and assessed coursework are marked according to the *Grade Descriptors for Written Work* given below. All examination papers, scripts, coursework and marks are open to the scrutiny and approval of external examiners, who are senior members of relevant Subject Areas in other universities.

13.2 Assessment Criteria

Listed below are the School of Arts, Languages and Cultures Grade Descriptors for Written Work:

**SCHOOL OF ARTS, LANGUAGES AND CULTURES
GRADE DESCRIPTORS FOR WRITTEN WORK**

Grade Descriptors	Exceptional First Class (90.0-100)	Excellent First Class (80.0-89.9)	First Class (70.0-79.9)	Upper Second Class 2.1 (60.0-69.9)	Lower Second Class 2.2 (50.0-59.9)	Third Class (40.0-49.9)	Compensatable Fail (30.0-39.9)	Fail (16.0-29.9)	Poor Fail (0.1-15.9)	Zero (0)
<p>Structure and Argument</p> <p><i>How the argument is introduced, developed and concluded</i></p>	<p>Outstanding with respect to cogency of argument, exhibiting exceptional analytical and critical skills.</p> <p>Exceptional work of the highest quality. Likely to be of publishable quality.</p>	<p>Excellent in terms of structure and clarity of argument,</p> <p>Excellent analytical and critical skills, with high level of accuracy and relevance.</p> <p>Exemplary range and aptness of exemplification.</p>	<p>Introduction lucidly sets out issues and methodology.</p> <p>The candidate's argument is proposed clearly and developed systematically.</p> <p>Conclusion expresses the candidate's own independent judgement in a mature way.</p>	<p>Introduction sets out problem(s) and method of approach systematically.</p> <p>Different arguments presented clearly.</p> <p>Concludes with a synthesis that is not just a summary and which shows some independence of view.</p>	<p>An attempted argument, even if it does not always flow smoothly, with a conclusion which summarises the position argued and shows some critical awareness of relevant issues.</p> <p>Not always clearly structured.</p>	<p>A discussion of relevant points in some order.</p> <p>Deals with some of the issues but treats them superficially; too descriptive.</p> <p>Does not answer the question directly, or come to a justifiable conclusion.</p>	<p>Inadequate structure.</p> <p>Argument difficult to follow and/or mostly irrelevant.</p>	<p>Argument confused and ineffective, and/or virtually impossible to follow.</p> <p>Totally/almost totally irrelevant.</p>	<p>Poor and extremely inadequate work.</p> <p>Argument virtually impossible to follow and/or totally/almost totally irrelevant.</p>	<p>Absent, work not submitted or unacceptable performance, work of no merit.</p> <p>Penalty as a result of misconduct or academic malpractice.</p>
<p>Knowledge and Understanding</p> <p><i>How the student grasps the relevant issues and concepts</i></p>	<p>Outstanding work that is thoroughly independent, original and insightful.</p> <p>Exceptional understanding of all issues with all aspects covered.</p>	<p>Exemplary accuracy and originality, demonstrating a comprehensive knowledge.</p> <p>Very clear understanding of the issues with all aspects covered.</p>	<p>Deep and detailed knowledge and understanding, with sophisticated use of concepts.</p> <p>Shows wide-ranging awareness of context and an independent approach to the issues.</p> <p>Makes interesting and/or original connections, and independent judgements.</p>	<p>Good knowledge and understanding with accurate and well-contextualized use of concepts/technical terms.</p> <p>Shows awareness of the implications of issues raised.</p> <p>Shows some independent judgement.</p>	<p>Work shows general knowledge and understanding.</p> <p>Relevant issues are discussed and concepts/technical terms are used, but not always appropriately.</p>	<p>The work shows some knowledge of the subject, but the candidate has not identified the key issues and/or has handled material inaccurately.</p>	<p>Only isolated instances of attempts to engage with the topic and/or of limited appropriate knowledge.</p>	<p>No serious attempt to engage with the topic or evidence of appropriate knowledge.</p>	<p>No attempt to engage with the topic or evidence of appropriate knowledge or understanding.</p> <p>The work is also seriously deficient in quantity. In some cases, no real effort has been made to provide an answer.</p>	<p>Absent, work not submitted or unacceptable performance, work of no merit.</p> <p>Penalty as a result of misconduct or academic malpractice.</p>

<p>Use of Sources</p> <p><i>How critically and accurately the student handles the sources</i></p>	<p>Exceptionally impressive response to primary/secondary sources.</p>	<p>Impressive evidence of critical engagement with primary/secondary sources.</p>	<p>Wide-ranging and insightful use of primary/secondary sources, at least some of which are located by the candidate.</p> <p>Excellent range and depth of reference to primary sources.</p> <p>Engages critically with evidence in secondary sources.</p>	<p>Critical use of sources, showing ability to make comparisons between different secondary interpretations, to quote aptly and to reference accurately.</p> <p>Good range and depth of reference to primary sources and to relevant critical and background material.</p>	<p>Use of and reference to several sources, though summarizing rather than analysing.</p> <p>Based largely on secondary sources and class notes.</p> <p>Shows adequate reading but little originality.</p>	<p>Limited use of sources with inconsistent referencing.</p>	<p>Work below the standard for an Honours degree. Inaccurate handling of sources.</p>	<p>Deficient or no use of sources. No examples given or not deployed effectively.</p>	<p>No evidence of appropriate use of sources.</p>	<p>Absent, work not submitted or unacceptable performance, work of no merit.</p> <p>Penalty as a result of misconduct or academic malpractice.</p>
<p>Style and Presentation</p> <p><i>Use of grammar, punctuation and academic conventions (e.g. footnotes, bibliography)</i></p>	<p>Exceptionally well presented and clear using all academic conventions appropriately.</p>	<p>Excellent presentation and style using academic conventions appropriately.</p>	<p>Excellent standard of work.</p> <p>Efficiently and lucidly written.</p> <p>Excellent presentation, expression and bibliography.</p> <p>Carefully presented with judicious use of academic conventions.</p>	<p>Accurate and lucid expression.</p> <p>Good standard of written English.</p> <p>Clear and correct presentation with very few errors of form or style.</p> <p>Footnotes and bibliography follow appropriate conventions as detailed in course unit descriptions and handbooks.</p>	<p>Moderately good standard, though room for improvement in matters of stylistic expression and/or grammar and punctuation.</p> <p>Some capacity to present work with appropriate references and, in coursework, a bibliography.</p>	<p>Needs to be improved in most respects. Writing is unsophisticated.</p> <p>A basic knowledge of grammar, syntax, spelling and punctuation.</p> <p>Weakened by inappropriate or inaccurate language.</p>	<p>Poor use of language with less than basic knowledge of grammar, syntax, spelling and punctuation.</p> <p>Inappropriate use of academic conventions, often with limited or no use of footnotes or bibliography.</p>	<p>Deficient and in style and presentation.</p> <p>Muddled and poorly written.</p>	<p>Highly deficient and weak in style and presentation.</p> <p>Only a few short sentences have been written.</p>	<p>Absent, work not submitted or unacceptable performance, work of no merit.</p> <p>Penalty as a result of misconduct or academic malpractice.</p>

13.3 Plagiarism and other forms of Academic Malpractice

[NB: Plagiarism and other forms of academic malpractice are covered by the University's *Regulation XVII: Conduct and Discipline of Students* (see separate section below).]

Definition of academic malpractice

Academic malpractice is any activity – intentional or otherwise – that is likely to undermine the integrity essential to scholarship or 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.

As a student, you are expected to cooperate in the learning process throughout your programme of study by completing assignments of various kinds that are the product of your own study or research. For most students this does not present a problem, but occasionally, whether unwittingly or otherwise, a student may commit what is known as plagiarism or some other form of academic malpractice when carrying out an assignment. This may come about because students have been used to different conventions in their prior educational experience or through general ignorance of what is expected of them.

This guidance is designed to help you understand what we regard as academic malpractice and hence to help you to avoid committing it. You should read it carefully, because academic malpractice is regarded as a serious offence and students found to have committed it will be penalized. At the very least a mark of only 30% would be awarded for the piece of work in question, but it could be worse; you could be awarded zero (with or without loss of units), fail the whole unit, be demoted to a lower class of degree, or be excluded from the programme.

Academic malpractice includes **plagiarism, collusion, fabrication or falsification** of results and anything else intended by those committing it to achieve results that they do not properly deserve. In addition to the advice that follows, your School will give you advice on how to avoid academic malpractice in the context of your discipline. It will also design assessments so as to help you avoid the temptation to commit academic malpractice. Finally, you should take note that work you submit may be screened electronically to check against other material on the web and in other submitted work.

Plagiarism is presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It also includes 'self-plagiarism' (which occurs where, for example, you submit work that you have presented for assessment on a previous occasion), and the submission of material from 'essay banks' (even if the authors of such material appear to be giving you permission to use it in this way). Obviously, the most blatant example of plagiarism would be to copy another student's work. Hence it is essential to make clear in your assignments the distinction between: the ideas and work of other people that you may have quite legitimately exploited and developed, and the ideas or material that you have personally contributed.

To assist you, here are a few important dos and don'ts:

Do get lots of background information on subjects you are writing about to help you form your own view of the subject. The information could be from electronic journals, technical reports, unpublished dissertations, etc. Make a note of the source of every piece of information at the time you record it, even if it is just one sentence.

Don't construct a piece of work by cutting and pasting or copying material written by other people, or by you for any other purpose, into something you are submitting as your own work. Sometimes you may need to quote someone else's exact form of words in order to

analyse or criticize them, in which case the quotation must be enclosed in quotation marks to show that it is a direct quote, and it must have the source properly acknowledged at that point. Any omissions from a quotation must be indicated by an ellipsis (...) and any additions for clarity must be enclosed in square brackets, e.g. “[These] results suggest... that the hypothesis is correct.” It may also be appropriate to reproduce a diagram from someone else’s work, but again the source must be explicitly and fully acknowledged there. However, constructing large chunks of documents from a string of quotes, even if they are acknowledged, is another form of plagiarism.

Do attribute all ideas to their original authors. Written ‘ideas’ are the product that authors produce. You would not appreciate it if other people passed off your ideas as their own, and that is what plagiarism rules are intended to prevent. A good rule of thumb is that each idea or statement that you write should be attributed to a source unless it is your personal idea or it is common knowledge. (If you are unsure if something is common knowledge, ask other students: if they don’t know what you are talking about, then it is not common knowledge!)

Do make sure that all the texts you draw on are cited in your bibliography, and that your references give a complete record of the sources you have used. Be particularly careful with **secondary quotation**: that is, when 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. Make sure when using secondary quotations, therefore, that your footnotes refer both to 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 Steven Lukes, *Moral Relativism* (London, 2008), 7.

As you can see, it is most important that you understand what is expected of you when you prepare and produce assignments and that you always observe proper academic conventions for referencing and acknowledgement, whether working by yourself or as part of a team. In practice, there are a number of acceptable styles of referencing depending, for example, on the particular discipline you are studying, so if you are not certain what is appropriate, consult your programme handbook or ask your tutor or the course coordinator for advice! This should ensure that you do not lay yourself open to a charge of plagiarism inadvertently, or through ignorance of what is expected. It is also important to remember that you do not absolve yourself from a charge of plagiarism simply by including a reference to a source in a bibliography that you have included with your assignment; you should always be scrupulous about indicating precisely where and to what extent you have made use of such a source.

So far, plagiarism has been described as using the words or work of someone else (without proper attribution), but it could also include a close paraphrase of their words, or a minimally adapted version of a computer program, a diagram, a graph, an illustration, etc taken from a variety of sources without proper acknowledgement. These could be lectures, printed material, the Internet or other electronic/AV sources.

Remember: no matter what pressure you may be under to complete an assignment, you should never succumb to the temptation to take a ‘short cut’ and use someone else’s material inappropriately. No amount of mitigating circumstances will get you off the hook, and if you persuade other students to let you copy their work, they risk being disciplined as well (see below).

Collusion is any agreement to hide someone else's individual input to collaborative work with the intention of securing a mark higher than either you or another student might deserve. Where proved, it will be subject to penalties similar to those for plagiarism. Similarly, it is also collusion to allow someone to copy your work when you know that they intend to submit it as though it were their own and that will lay both you and the other student open to a charge of academic malpractice.

On the other hand, collaboration is a perfectly legitimate academic activity in which students are required to work in groups as part of their programme of research or in the preparation of projects and similar assignments. If you are asked to carry out such group work and to collaborate in specified activities, it will always be made clear how your individual input to the joint work is to be assessed and graded. Sometimes, for example, all members of a team may receive the same mark for a joint piece of work, whereas on other occasions team members will receive individual marks that reflect their individual input. If it is not clear on what basis your work is to be assessed, to avoid any risk of unwitting collusion you should always ask for clarification before submitting any assignment.

Fabrication or falsification of results. For many students, a major part of their studies involves laboratory or other forms of practical work, and they often find themselves undertaking such activity without close academic supervision. If you are in this situation, you are expected to behave in a responsible manner, as in other aspects of your academic life, and to show proper integrity in the reporting of results or other data. Hence you should ensure that you always document clearly and fully any research programme or survey that you undertake, whether working by yourself or as part of a group. Results or data that you or your group submit must be capable of verification, so that those assessing the work can follow the processes by which you obtained them. Under no circumstances should you seek to present results or data that were not properly obtained and documented as part of your practical learning experience. Otherwise, you lay yourself open to the charge of fabrication or falsification of results.

Finally: If you commit any form of academic malpractice, teaching staff will not be able to assess your individual abilities objectively or accurately. Any short-term gain you might have hoped to achieve will be cancelled out by the loss of proper feedback you might have received, and in the long run such behaviour is likely to damage your overall intellectual development, to say nothing of your self-esteem. You are the one who loses.

More information on how to avoid plagiarism can be found via the Faculty of Humanities study skills website:

http://www.humanities.manchester.ac.uk/studyskills/essentials/writing/avoiding_plagiarism.html

The School reserves the right to submit any work handed in by students for assessment to electronic systems for detecting plagiarism or other forms of academic malpractice. This includes the JISC plagiarism detection service (TurnitinUK).

13.4 Assessed Work

13.4.1 Submission of assessed work

Submission deadlines are distributed 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.

- a) To enable anonymous marking, your coursework must not have your name on it (though you will put your name on the sealed section of the cover sheet).
- b) To avoid the risk of material being lost, your coursework should carry a header on each page, which should include your **student registration number** (found on your library card) and the **code and name of the course**.
- c) Since a copy of your coursework has to be kept for the examiners' meeting, you must submit two copies: it is also recommended that you keep a copy for yourself in case of loss.
- d) Fill in the cover sheet supplied by the Teaching and Learning Reception and attach this to both pieces of coursework.
- e) Submit the work to the Teaching and Learning Reception. You will be given a receipt as proof of submission. You must keep this receipt safe – if work is misplaced you may be asked to produce this receipt at a later date.
- f) You may submit assessed work to the office between 9.00 am and 5.00 pm. If you miss the 5.00 pm deadline, the School has a coursework submission box outside room A6 in the Samuel Alexander Building, where you may post coursework after the School Reception has closed. You may submit work to this box until the building closes (approximately 8.00 pm Monday to Thursday). Work submitted to the box before the building closes on the day the work is due in will not be marked late.

As the time of closure may vary, students should not rely on being able to enter the building after Reception has closed. The use of the late submission box, therefore, is at students' own risk.

- g) Coursework may be returned by the Course Unit Director or through the Teaching and Learning Reception. Work that has not been collected by a given date will be destroyed. Students will be notified of the date in writing. Second copies of student work will be retained for a year following Graduation and then destroyed.

13.4.2 Word length

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. In such cases, markers may request electronic copies of work in order to verify the word count.

13.4.3 Penalties for late submission

Late Submission

In common with the other Schools in the Faculty of Humanities, SALC operates a 'sliding scale' 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**

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

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

Mitigation

When coursework is submitted after the deadline, or where a candidate is aware in advance that the deadline will not be met, then a Notification of Mitigating Circumstances form explaining the reasons for the late submission, together with supporting documentary evidence (e.g. medical or self certification, counselling or police reports) as appropriate, must be submitted via the online form on the student intranet: (www.alc.manchester.ac.uk/studentintranet). Members of the School Mitigating Circumstances Committee, will discuss with Assessment Coordinators, as necessary, to adjudicate on whether the penalties for late submission that would otherwise apply should be waived. The decisions will be communicated to the School Boards of Examiners and marks will be amended accordingly.

13.5 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://www.campus.manchester.ac.uk/medialibrary/tlao/MAP09/assessment_framework.pdf

13.5.1 Timing of examinations

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 and is also available at: <http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/exams/timetable/>

13.5.2 Missing examinations

University policy on resitting exams states that students are not likely to be offered a resit opportunity if they have not attempted the first sitting of that examination. This means that you cannot decide simply not to attend on the basis that you will be able to take examination again later. More information on this can be found in Crucial Guide: <http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/exams/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 the Teaching and Learning Reception or your Programme Administrator.

13.5.3 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://www.library.manchester.ac.uk/searchresources/exampapers/>

13.5.4 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 scripts to ensure that standards are maintained and that marking is consistent. External Examiners are requested to advise in particular on first class marks, on borderlines between classifications and between passing and failing marks. Discrepancies between markers are also referred to the External Examiners.

13.5.5 Resit Arrangements

Where a course unit is assessed both by examination and by coursework, a student who passes the examination but fails the coursework may be permitted to submit fresh coursework in lieu of failed coursework by the start of the August/September examination resit period or may be required to take an examination in lieu of resubmission of

coursework. Where a course unit is assessed by coursework alone, such a student may be permitted to submit fresh coursework or required to take an examination instead. All decisions regarding resit requirements will be made by the relevant Examination Board and Course Unit Director. First attempt candidates sitting in the resit period will be assessed on the same basis as the original assessment, including both examination and coursework where appropriate.

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

If a student has failed a course (whether by failing the exam or the coursework element, or both), under certain circumstances s/he may be permitted a resit opportunity. However, if an Examination Board has documented evidence that a) a student's work or attendance or both have been unsatisfactory, and b) the student has been formally warned of the unsatisfactory work or attendance but has not shown significant improvement acceptable to the Board, then the Board has the right to refuse the student reassessment. If a student was not able to sit the exam due to illness, s/he may be allowed to take the exam in August/September but it will count as a first sitting.

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, and does not affect the marks recorded for you.

(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.)

Refer to the Undergraduate Degree Regulations (Additional Document B) 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 special circumstances.

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

13.5.6 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;
- 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 a R suffix, provided that the course has been passed on resit and regardless of the actual marks achieved.

13.6 Feedback

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 legible, that it should give students the chance to improve their work, and that it should be provided in a timely manner.

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)

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
- Oriented towards improving future performance

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
- 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 Adviser's office hours
- Feedback on examinations

The School's feedback forms are designed to enable tutors to give students feedback on both assessed, non-assessed coursework and examinations. As you will have noted above, all assessed coursework must be submitted in duplicate; one copy is returned to you with feedback. A provisional mark and comments on assessed coursework are written on the *Feedback for Written Work* form, one copy of which is returned to you attached to your copy of the marked essay. 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.

You may collect a copy of the *Feedback for Written Work* form and essay from your Programme Administrator once it has been released by the marker. Some tutors may distribute this work within the tutorial/seminar. Following examinations, an exam feedback

form can be collected from your Programme Administrator. Examination scripts are not returned to students.

In addition, some subject areas will use a *Feedback for Presentations* mark sheet in order to give you feedback for oral presentations where these form a part of the assessment for a course. Your feedback will include an indicative mark. You should note 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.

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.

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. Feedback that is purely formative does not carry a mark that counts towards your final module mark.

Summative feedback is feedback given at the end of a period of study, for example, at the end of a level 3 dissertation or level 2 long essay.

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 module mark and that the comments you are given can help you to improve your performance in future assignments across a number of modules.

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 Adviser. Course unit tutors will

- be available during two consultation hours per week during semester (these hours must 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 SALC policy on Feedback can be found at:
www.alc.manchester.ac.uk/studentintranet

13.7 Undergraduate Regulations

Refer to the Undergraduate Degree Regulations, Appendix B. Also see the 'Student Introduction to the Degree Regulations' at Appendix A.

13.7.1 Degree Classification

For degree classification purposes the weighting for year 2 (level 2) is 33% and for year 3 (level 3) 67%.

13.7.2 Compensation Arrangements

The compensation arrangements described in the Degree Regulations (Additional Document B, Section E) and the Student Introduction to the Degree Regulations (Additional Document A) are applied at the discretion of the Examination Boards. They are conditional on satisfactory attendance and coursework submission.

13.8 Long Essay Arrangements

Your compulsory Long Essay at Level 3 allows you to research and write on a subject that you find particularly challenging and stimulating. The topic does not have to be taken from any of the course contents you have covered, and can include the kinds of media taught on in the Division of English, American Studies and Creative Writing (literature, film, music, drama, for instance). It should not replicate any other material you have submitted for assessment elsewhere in your degree. It should be within the remit of literature or/and cultural studies. We encourage you not to revert to a 'safe' topic that you enjoyed at A-level for this project; it really is a chance both to enjoy and challenge yourself.

It is important to bear in mind that this is an *independent* research project. The academic advisor's role in the first semester is to give you feedback on how viable and realistic your project is; your supervisor's role in the second semester is to give you feedback primarily on your style, argument and structure.

You should start thinking about the kind of topic you would like to write on as soon as possible. You should also start reading (/viewing/listening to) the primary texts you think you might like to work on. When you see your personal tutor in the first semester to discuss titles, you should come prepared with a good idea of what it is you want to do, as it is not the role of your tutor to provide you with one.

Information regarding the Long Essay will be publicised under the English, American Studies and Creative Writing Divisional webpage at www.alc.manchester.ac.uk/

It is the responsibility of the student to seek guidance from his or her Academic Adviser 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 concerning the schedule and must submit the completed project by the due deadline.

If no project is produced the Board of Examiners will treat the matter just as if a candidate fails to gain any mark for a course unit. The subject and/or title of the project or Long Essay agreed with the tutor supervising the project must be recorded on the official form issued to each student and must be signed and dated by the student and tutor supervising the project or Long Essay. This must occur before the deadline stated for the return of forms. Any subsequent modification in the subject and/or title must be recorded in a written statement, signed and dated by the student and his/her tutor and attached to the official form signed previously. Any student not complying with this procedure (that is, not agreeing a subject and/or title with a tutor and/or not agreeing on 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.

13.9 Prizes and Awards

Level 1:

Stella Book Prize
John Jump Prize
George Gissing Memorial Prize
Henry Charles Duffin Prize
A and M Kaiser Prize (American Studies only)

Level 2:

Shakespeare Scholarship
John and Edith Lang Scholarship
Thomas Maguire Prize
Shakespeare Prize
A and M Kaiser Prize (American Studies only)

Level 3:

Samuel James Woodall Prize
G L Brook Prize
Arwid Johansson Exhibition
Fay Mitchell Memorial Prize
Jesse Davis Kandel Prize (American Studies only)
Mary Katherine Slater Prize
A and M Kaiser Prize (American Studies only)
Denis Welland Prize (American Studies only)

Open Awards:

De Quincey Essay Prize
Edith C Wilson Book Prize for Women

For further details, see the English, American Studies and Creative Writing Divisional webpage at www.alc.manchester.ac.uk/

14 Academic Appeals

The University has an academic appeals procedure, full details of which can be found in Crucial Guide: <http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/academic-appeals/>.

An academic appeal is the process that you must go through in order to have the decision of a board of examiners, or a progress committee, or a graduate committee or equivalent body which affects your academic status or progress reconsidered. Appeals can only be made on certain grounds and so you must be able to show that **AT LEAST ONE** of the following apply:

- That you can bring forward evidence to show that your performance may have been adversely affected by circumstances that you did not make the relevant board/committee aware of before the decision was made AND that you can explain

why it was that you did not let anyone know about these circumstances prior to the board/committee meeting

- That you can show that there has been a significant administrative or procedural irregularity which means that the decision might have been different if this irregularity had not taken place
- That there is evidence of prejudice or bias or lack of proper assessment on the part of one or more of the examiners
- That your supervision or training in respect of research for a dissertation or thesis or equivalent work was unsatisfactory to the extent that your performance was seriously affected.

You cannot make an appeal on the basis of querying academic judgement or professional competence.

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 with your appeal explaining that you have given them permission to act for you.

The University encourages students to try to settle the issue with their School in the first instance and only when this process has been concluded to proceed to a formal appeal if necessary. **Make sure that you fully understand the process by which degree results are calculated before making an appeal. See in particular Appendix 1 of the Undergraduate Degree Regulations (Additional Document B).**

Prior to taking a final decision as to whether to request a review or not, a student is advised to contact his or her Academic Adviser or the Programme Director or the School's Director of Undergraduate Education informally to attempt to resolve the issue at School level.

If, after trying to resolve the issue informally in the School, students are unsatisfied they may submit a formal appeal in writing with supporting evidence to Mr Damien Tolan, Appeals, Complaints & Malpractice Coordinator, Faculty of Humanities, Room G4, Devonshire House, University of Manchester, Oxford Road, Manchester M13 9PL (telephone 0161 306 1105, email damien.tolan@manchester.ac.uk) within twenty working days of the publication of the student's examination results or decision to be appealed. Students can contact the Students' Union for assistance in drafting an appeal. For further information on submitting a formal appeal and the support available to you from the University, and to obtain the relevant form visit the Crucial Guide information on Academic Appeals via the link above.

15 Study Skills

While every effort is made by teaching staff to deliver their courses effectively, and to encourage active learning, the quality and success of the learning experience ultimately depends on a corresponding commitment on the part of students. Studying at university requires a high degree of responsibility for your own learning. 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 expression, then you personally, and your peers collectively, must contribute to the creation of an active learning environment. This entails:

- a) preparing adequately for lectures, seminars and tutorials, whether by reading alone or by organising ideas for group discussion;
- b) participating actively as appropriate, by engaging in discussion, asking questions, or giving oral presentations;

- c) following up the class in independent study (reading, making notes, rationally organising your material).

Think in terms of skill acquisition and your intellectual development, not just in terms of amassing and then reproducing information, and remember: even if assessment is usually based on individual achievement, the best way to maximise learning resources and to prepare for life after university is by learning to work collaboratively.

The Faculty of Humanities has recently launched a Study Skills website, which offers practical advice about how to prepare for study at university, and to improve your skills whilst studying. The website can be found at:

<http://www.humanities.manchester.ac.uk/studyskills/>

16 Student Feedback and Representation

16.1 Course/Programme Evaluation

The University runs a centrally coordinated survey (Unit Evaluation Questionnaire, or UEQ) 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 UEQ for each course you have taken. Results of these surveys are posted onto the Undergraduate Intranet.

In addition, the University runs an online Student Satisfaction Survey, which covers all aspects of your study in Manchester, from accommodation to library facilities and quality of teaching. You will be informed of this survey by email.

16.2 Committee Structure and Student Representation

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.

16.3 Undergraduate Committee Structure

The **Undergraduate Programmes Committee** consists of the Director of Undergraduate Education, Teaching and Learning Manager, Programme Directors and taught programmes managers. 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 to sit on this Committee.

In addition, each subject area has a **Taught Programmes Subcommittee** which discusses undergraduate and postgraduate taught matters relating to that subject area.

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 have student representatives from each undergraduate year elected 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 have a noticeboard and often areas on the School undergraduate intranet. 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 SSC meeting. Student representatives are also invited to attend the **School Staff-Student Consultative Committee**, which is chaired by the Head of School and meets four times per year.

If you wish to become a student representative, please contact Dr Kaye Mitchell (kaye.mitchell@manchester.ac.uk).

17 Complaints

The University has a complaints procedure, full details of which can be found in Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/personal-life/academic-problems/complaints/>.

Minor problems concerning your degree programme should be brought to the attention of your Academic Adviser, Course Unit Director or Programme Administrator at the earliest opportunity. However complaints should normally be reported to the Programme Director or Head of Subject Area. The nature and outcome of any complaint will be recorded by the Programme Director and made available for the annual programme review.

If you are dissatisfied with your subject area's response to a complaint, you should write to the School's Director of Undergraduate Education.

18 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 Academic Advisory Service (see above).

More information and a link to Regulation XVII can be found on the Crucial Guide website at:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/conduct-and-discipline/>.

PART 3 ADDITIONAL DOCUMENTS

Document A – An introduction to Undergraduate Degree Regulations for Students (September 2012)

Undergraduate degrees at the University of Manchester are based on the National Framework for Higher Education Qualifications (FHEQ). This framework requires students to achieve credit at every level of the award. For a standard undergraduate programme this will normally mean passing 120 credits in each of your three years of study.

The University sets standards relating to your performance on every unit but also on your progression from one year to the next. Your programme and course unit specifications will set out the requirements for passing the credit on individual units; however, the University requires that you pass all 120 credits in order to progress to the next year of an undergraduate degree programme.

What happens if I fail some units?

First of all don't panic, but the first thing to do is sit down with your academic adviser or Programme Director who will take you through your options. **The regulations require you to pass a minimum 40 credits at the first attempt in each year, including any compulsory units specified by your School.** If you don't manage this the Exam Board will make a decision on whether you will be permitted to repeat the year. **Remember, you will have no more than one opportunity to repeat a year during your time as an undergraduate student, and that opportunity is subject to conditions being met.**

If you pass a minimum 40 credits but have failed to meet the expected standard in up to 80 of the remaining credits, you will normally be able to have one more try at the assessment. This is known as a 'referred assessment' (or a 'resit') and these assessments will normally take place over the summer period. This will all happen in good time for the examination board to make decisions on your progression for next year's enrolment. The pass mark for undergraduate degrees is 40%. **Referred assessments (resits) will be capped in principle at 30% and this is the mark that will be shown on a transcript of results, as 30R.** It is this mark that will be used to calculate your final degree classification. **Remember you may be able to resit up to 80 credits, per year.**

If you manage to achieve the minimum pass of 40 credits and only just fail some of your units, there may be a possibility of the examination board compensating this failed credit (that is, allowing you to progress without taking resits). For undergraduate units this means if your mark was between 30–39% the examination board is able to compensate up to a maximum of 40 credits, per year. Your transcript of results will show the actual mark achieved (38C) and this will be used to calculate your final degree classification.

What happens if I fail my resits?

Upon taking the referred assessment, if you fail to achieve 120 credits the examination board will make a decision with regards your progression. The possible options available may include carrying forward a maximum of 20 credits into a subsequent year (you will have to have passed 100 credits) in order to retake these units in attendance, repeating the year or be awarded an exit award once you've exhausted all the opportunities to retrieve failed assessment.

Referrals (resits) may also be compensated; so if you manage to achieve a mark at resit of between 30–39%, this may be compensated providing you haven't already used your

quota of 40 compensatable credits per year. The Examination Board makes this decision. **Compensated referrals (resits) will be capped at 30%R** and this is the mark that will show on your transcript of results and be used to calculate your final degree classification.

What if I fail Units in my final year?

Unfortunately compensation does not apply in the final year and you will not be able to take referred assessments (resits). However, you may be eligible for 'special' compensation of up to 60 credits in your final year. But it is important to remember that a penalty may be applied and your classification reduced to below that which would have been awarded had you passed everything.

How is my degree calculated?

To be considered for a Bachelors degree with honours a student must have achieved 120 credits in each year of a three year programme, totalling 360 credits. Don't worry if you have had a referral or compensation as these still count towards your credit total. Bachelors degree classification will be decided using weighted total points for three-year degrees using the following weightings **Year 1 0.0, Year 2 0.33, Year 3 0.67**

When and how are decisions made about my results and my Progression?

There are normally three available assessment opportunities: January, May/June and August/September within each academic year. It is expected that all your attempts at referral assessment will take place in the same academic year in which the assessment was first taken.

After each assessment period there is an 'Examination Board'. Members of the Examination Board normally include your course unit tutors, programme directors and an external examiner from another university. It is the job of the Exam Board to anonymously review all the results and make decisions on the awarding of credit, who can resit exams, who has to repeat the year and who can progress to the next year. It is also the job of the Examination Board to decide who cannot continue and may leave the University with an exit award.

Some students will narrowly miss the threshold for a degree classification and so we look at their pattern of marks (Mark Distribution) and may look at their examined work (Mark Review). Some programmes include a viva voce (oral examination) as part of Mark Review. Your programme does/ does not include of Viva Voce, (if programme contains Viva option, provide details).

What do I do if I disagree with the Exam Board's decision?

The University has clear and fair procedures which set out the course of action should you wish to appeal against an Examination Board decision or make a complaint. **You should study these procedures and the degree regulations carefully before making an appeal or complaint.** The procedures can be found at:

<http://documents.manchester.ac.uk/display.aspx?DocID=1872>

In the first instance, we would urge you to contact the School Support and Guidance Office, who will be able to talk you through the decision-making process.

Document B – Undergraduate Degree Regulations (September 2012)

Undergraduate Degree Regulations (including Integrated Masters)

Context

The Undergraduate and Postgraduate Taught Degree Regulations were approved by Senate on the 2 May 2012 and implemented for all new students from September 2012. All students commencing their studies from September 2012 will be subject to the 2012 degree regulations.

Progressing students will use the degree regulations version current when they commenced their studies.

Students may not self select the degree regulations under which their work is assessed.

- A. Credit and Award Framework
- B. Title of Taught Awards
- C. Accreditation of Prior and Experiential Learning (AP(E)L)
- D. Assessment and Progression
- E. Compensation
- F. Reassessment
- G. Carrying forward failed credit on Undergraduate Programmes
- H. Repeating the Year
- I. Exit Awards
- J. Final Year of an Undergraduate (including Integrated Masters) programme
- K. Classification of Integrated Masters Programmes
- L. Classification in Bachelors Programmes
- M. Examination Board Arrangements

Appendix A – Undergraduate Classification Scheme

Appendix B – Glossary of terms

REGULATIONS

A. Credit and Award Framework

1. All awards of the University of Manchester will be given on the basis of the accumulation of credit as mapped out in table 1. This table is based on the credit/awards and levels required by the national Framework of Higher Education Qualifications (FHEQ):

Table 1: Credit and Award framework:

Name of Award	Minimum credit for the award	ECTS	Minimum credits at the level of qualification required for an award	ECTS	FHEQ level
Integrated Masters Degree	480	240	120	60	7
Bachelors Degree with honours	480	240	180	90	6
Bachelors Degree with honours	360	180	90	45	6
Ordinary Bachelors Degree	300	150	60	30	6
Diplomas of Higher Education (DipHE)	240	120	90	45	5
Certificate of Higher Education (CertHE)	120	60	90	45	4

*Note 1: The table refers to the levels as defined in the FHEQ. Level 7 of the FHEQ relates to a Masters, while **levels 4, 5 and 6 correspond to years 1, 2 and 3 of an undergraduate degree.***

Note 2: One ECTs (European Credit Transfer System) is equivalent to two UK credits.

Note 3: The column titled 'minimum credits at the level of qualification required for an award' is to be used when making awards only and is not to be used for the purpose of deciding progression.

2. All students who exit prior to completion of the programme on which they registered will receive an exit award if they have achieved the appropriate amount of credit in accordance with that award, as specified in table 1.
3. A student must achieve the minimum amount of credit at the level of the qualification in accordance with table 1. However, (subject to the programme requirements) students can take credit at a higher or lower level in order to achieve the minimum credit for the award.

B. Title of Taught Awards

4. Titles of degrees can be found in the University's Regulation XI "Titles of Degrees and other Distinctions" at <http://www.manchester.ac.uk/medialibrary/governance/generalregulations.pdf>

C. Accreditation of Prior Learning - AP(E)L

5. A maximum of 120 credits of a three year Bachelors degree, and 240 credits for four year Bachelors degree can be considered for AP(E)L. A maximum time limit of 5 years should apply between award and consideration of AP(E)L.
6. AP(E)L may be used in exceptional circumstances for entry into Level 6 (or 7 of an Integrated Masters). However, a case must be made to and approved by the Faculty.
7. Students can receive an exit award if they have AP(E)L credit in their profile, providing their performance in University of Manchester also satisfies the award requirements in table 1 and at least half of the credits have been awarded by the University of Manchester.
8. Schools can stipulate when AP(E)L is not allowed due to Professional Body requirements.

D. Assessment and Progression

9. Undergraduate students must pass a minimum of 40 credits on the first attempt at each level, including any compulsory units, specified by the School, in order to progress. When a student fails to do this they will have failed the level (see section on repeating the year or exit awards).
10. Undergraduate students progress on the basis of credit accumulation in accordance with the programme requirements. Students can progress once they have achieved enough credit as specified in the programme handbook at each level of their programme.
11. Where a student has failed more than the required credits on the first attempt or fails to meet progression requirements after compensation or reassessment, the Examination Board has the following options at its discretion:
 - Withdraw the student and award an Exit Award if criteria are met in accordance with table 1.
 - Permit the student to retake the year (see section on repeating the year)
 - Permit the student to carry over up to 20 credits (see section on carrying over credit) in exceptional circumstances, as defined by an examination board
 - Consider reassessment, where there is approved and verified mitigation.

12. The progression rules, D9 to D11 apply to progression to and from any year of study, regardless of level, except when progressing to the final year (level 7) of an integrated masters degree (see D14).

13. Schools may have alternative progression and assessment regulations where these are required by Professional, Statutory and Regulatory Bodies (PSRBs). However, should students fail to meet PSRB standards, but have succeeded in achieving University standards then a 'non professional' alternative award may be awarded by an Examination Board (see I41).

14. Students progressing to the final year (level 7) of an integrated masters must achieve an average of at least a lower second classification in order to progress.

E. Compensation

15. The compensation zone is defined by the Standard Unit Marking Scheme.

16. A maximum of 40 credits, per level, can be compensated at Level 4 and 5 of an undergraduate programme.

17. Compensated units will keep the original mark and this is used in the weighted average for the calculation of the final classification/ award.

18. Referred assessment is compensatable.

19. Schools can specify when a unit is not compensatable or when PSRB rules take precedent.

F. Reassessment

20. Where the overall unit mark is below the compensation zone or the maximum amount of compensation has been exceeded, reassessment may be taken unless in the final year (or level 6) of a Bachelors degree (see section E) or the final years of an integrated masters (level 6 or 7). This is known as a 'Referral' and the referred assessment must be designed to assess the achievement of the same intended learning outcomes but need not be of the same form as that originally used. The referred assessment will normally take place in the same academic year as the original assessment to enable the students to progress as originally intended.

21. If an Examination Board has documented evidence that, (a) a student's work or attendance or both have been unsatisfactory, and (b) the student has been formally warned of the unsatisfactory work or attendance but has not shown significant improvement acceptable to the Board, then the Board has the right to refuse referred assessment. See ordinances/regulation XX - Work and Attendance of Students.

22. The Examination Board must specify the minimum circumstances to enable the student to progress and any remedial action required by the student, subject to teaching capacity not being exceeded. The examination board will decide which referred assessment should be taken, to achieve the credit to enable them to progress.

23. An Examination Board may allow a student one attempt, per unit, at referred assessment (two attempts in total). This principle does not apply to attempts with approved and verified mitigating circumstances. Additional attempts at assessment as a result of mitigating circumstances are known as 'Deferrals', are considered a first attempt and no cap is applied.

24. When a student fails to achieve the required credit after referred assessment, the Exam Board may decide to allow them to take the whole course unit again, on one further occasion, in attendance (see section H), subject to teaching capacity not being exceeded. This only applies to level 4 or 5.

25. Undergraduate students can be offered referrals in up to 80 credits, per level, except level 6 and 7 (see F28 for exceptions relating to PSRBs). The authority to decide which units are retaken rests with the Examination Board.

26. Referrals are capped at the lowest compensatable mark (30%) and this is recorded on the transcript.

27. If a student fails a referred assessment that was previously in the compensated zone, the first mark stands and the student has failed to achieve the required credit (see section G on carrying forward failed credit).

28. Students cannot be referred in order to improve their marks at level 6 or 7. However, for students on programmes accredited by a PSRB, the following applies:

- A student who fulfils the requirements for the award of a degree may seek to be reassessed in some units in the final year in order to achieve higher marks required by a relevant professional, statutory or regulatory body. However, the marks originally obtained will be used to determine the class of degree awarded to the student.

G. Carrying forward failed credit on undergraduate programmes

29. An Examination Board may exceptionally permit an undergraduate student to carry forward up to 20 failed credits. This decision will be based on a student's academic standing and in cases of mitigating circumstances. The student should resit, in attendance, at the next available opportunity subject to teaching capacity not being exceeded. There may be restrictions imposed on programmes which have PSRB accreditation.

30. Credit for compulsory units cannot be carried over to subsequent levels.

31. Whole units must be repeated in attendance, with assessment taken in full and marks are capped to the lowest compensatable mark.

32. Students can only have one attempt at regaining credit carried over to a subsequent year/ level. If they fail to regain the credit, they will be considered for an exit award.

33. Optional units can be substituted but a replacement unit should not be considered a first sitting and there will be no further opportunities to regain the credit if the unit is failed after assessment/ reassessment.

34. Students should be advised by the Examination Board that if they fail the credit then they may not qualify for an Honours degree. Because 'carrying' extra units imposes a significant additional burden on the student, the Examination Board should give permission only where it judges that, in the light of previous results, the student is likely to be able to cope adequately.

H. Repeating the Level

35. Examination Boards are permitted to make a decision on academic grounds when deciding whether or not a student is academically suitable to repeat a level of study. This outcome of this decision is also subject to teaching capacity not being exceeded.

36. An undergraduate can normally only repeat the level on one occasion during the whole programme, at level 4 or 5 subject to teaching capacity not being exceeded. Exceptions may be permitted in cases of mitigating circumstances.

37. Fees are payable when levels are repeated as a result of a failure, without approved and verified mitigating circumstances.

38. A student who is repeating a level cannot carry over credit from the level that is repeated.

39. Schools may seek approval for alternative arrangements where professional body requirements take precedence. Professional Bodies might stipulate extra conditions or may not allow students to repeat any part of the programme.

I. Exit Awards

40. Once a student has exhausted all the opportunities to retrieve failed assessment they will be given an exit award in accordance with table 1, subject to the accrual of the appropriate number of credits, as defined in the Programme Specification.

41. All programmes must have approved exit awards.

42. If a student decides to withdraw, they will automatically be awarded the relevant exit award in accordance with table 1 and as defined in the Programme Specification.

J. Final year of an undergraduate (including integrated masters) programme

43. There will be no reassessment in the final year (level 6 or 7) unless it is a PSRB requirement (F32), in which case the originally obtained marks will be used to determine the class of degree awarded to such a student.

44. In order to qualify for an award, students must meet the credit criteria as stated in the credit and award framework (See: Table 1) and passed assessment as specified in the Unit/ Programme Specifications.

45. In year three (level 6) of a four year Integrated Masters programme, reassessment can be considered at the discretion of the Examination Board and based on the academic standing of the student and/or mitigating circumstances.

46. When considering classifications for classes 1st, 2:1 or 2:2, an Examination Board may award 'special' compensation for up to 40 credits at level 6 of a Bachelors degree programme or levels 6 or 7 of an integrated masters, for any failed unit, providing they meet the following criteria:

- Has passed at least 80 credits at the level of the award.

47. When considering classifications for classes 1st, 2:1 or 2:2, an Examination Board may award 'special' compensation for up to 60 credits at level 6 of a Bachelors degree programme or levels 6 or 7 of an integrated masters, for any failed unit, providing they meet the following criteria:

- Has passed at least 60 credits at the level of the award. However, there is a penalty applied due to the failure of 60 credits and the student will have the classification reduced to the classification below that which would have been awarded on the bases of the weighted average for the programme.

48. When considering classifications for a third class degree, an Examination Board may award 'special' compensation for up to 60 credits at level 6 of a Bachelors degree programme for any failed unit, providing they meet the following criteria:

- Has passed at least 60 credits at the level of the award.

49. Where 'special' compensation is given, this is for credit only and the original unit marks are recorded and used to calculate the degree classification.

50. Where up to 20 credits have been carried over from level 5 to level 6, this credit may be considered under the 'special compensation' regulations providing the maximum allowable has not been exceeded. This also applies to credit carried over from level 6 to level 7 of an Integrated Masters (see section G).

51. Ordinary Degrees can only be awarded at the end of a programme of study where a student has obtained 300 credits, 60 of which must be at the level of the qualification (FHEQ level 6). Special compensation does not apply to ordinary degrees.

K. Classification of Integrated Masters programmes

52. Integrated Masters classifications will be decided using weighted total points for four year degrees. Schools can choose to implement either of the following options: **1 to Y4 (L4 to L7 FHEQ) using weights of 0.0 (L4), 0.2 (L5), 0.4 (L6) and 0.4 (L7);** or **1 to Y4 (L4 to L7 FHEQ) using weights of 0.06 (L4), 0.19 (L5), 0.375 (L6) and 0.375 (L7);** unless there are alternative requirements for external accreditation, (see Appendix A for boundaries for classification and boundary zone demarcation).

53. Decisions with regards to 'borderline' classifications for individual students should be resolved using the mechanisms outlined in appendix A.

L. Classification in Bachelors programmes

54. To be considered for a Bachelors Degree a student must have achieved the requisite minimum credits listed in table 1 in accordance with the unit marking scheme and grade descriptors. Students who have not achieved the minimum credit requirement for an honours degree will be awarded an ordinary degree in accordance with table 1.

55. Bachelors degree classification will be decided using weighted total points for three year degrees. Schools can choose to implement either of the following options: **Y1 to Y3 (L4 to 6 FHEQ) using weights of 0.0 (L4), 0.33 (L5), and 0.67 (L6)** or **Y1 to Y3 (L4 to 6 FHEQ) using weights of 0.1 (L4), 0.3 (L5), and 0.6 (L6).**

56. Four year Bachelors programmes, including a year studying abroad or in Industrial Placement will be classified using L55 as a guide. Programme Handbooks must specify how/ if the year abroad/ on placement is assessed and credit weighted.

57. Four year taught Bachelors programmes will be will be classified using L55 as a guide. Programme Handbooks must specify how the programme is weighted.

58. Decisions with regards to 'borderline' classifications for individual students should be resolved using the mechanisms outlined in appendix A.

M. Examination Board Arrangements

59. There are normally three available assessment opportunities; January, May/ June and Aug/ September within each academic year. It is expected that all reassessment will take place in the academic year in which the assessment was first attempted.

60. There must be an opportunity after every assessment period for a chaired forum to make decisions regarding student's attainment on completed units.

61. Examination Boards will take place at the end of each academic year or at points in the calendar where decisions are required with regards to progression, overseen by an External Examiner.

Appendix A Undergraduate Degree Classification Scheme

This scheme should be used in conjunction with 'Table 1 of the Undergraduate Degree Regulations'. Table 1 has been extracted from the Framework for Higher Education Qualifications, and students must meet the credit requirements of Table 1, prior to the classification being calculated, using the weightings, thresholds and boundaries below:

The Undergraduate Degree Classification Scheme is based upon weighted average using a 0-100 mark range calculated to one decimal place, where marks for individual course units are recorded as whole numbers.

Weightings

Bachelors degree classification will be decided using a weighted average for three year degrees (see L55). These weightings will also be used as a guide for four year Bachelors programmes and those which also include with a study abroad year or placement; unless there are alternative requirements for external accreditation by a PSRB.

Integrated masters programmes will be classified using the weightings in K52; unless there are alternative requirements for external accreditation by a PSRB;

Stage 1: Classification Thresholds and Boundaries

(a) Bachelor degree classification using 0-100 mark range and 120 credits

The following boundaries inform classification when the weighted average falls below a classification threshold.

Table A1

Bachelors degree classification and boundary zone using weighted average with mark range 0-100:

Bachelors Degree classification weighted to 120 credits	Classification thresholds: weighted average (0 to 100 mark range)	Boundary zone weighted average
First class	70.0	68.0 to 69.9
Upper Second class	60.0	58.0 to 59.9
Lower Second class	50.0	48.0 to 49.9
Third class	40.0	37.0 to 39.9

Consideration of bachelor degree students within the boundary zone by mark distribution

After allowances have been made for mitigating circumstances, a student whose weighted average at the first assessment is within the boundary zone specified above, must be considered for the higher award as long as the following are satisfied (see also notes on AP(E)L).

- 2/3 of the credits at level 6 are equal to/or higher than the final award (for example if the student is in the boundary between a 2.1 and a first, 2/3 of the credits must be at 70% or higher to fulfil this criteria and award the students a first class degree).

(b) Integrated Masters degree classification using 0-100 mark range and 120 credits

The following boundaries inform classification when the weighted total average falls below a classification threshold.

Table A2

Integrated Masters degree classification and boundary zone using weighted average with 0-100 mark range

Integrated Masters classification-based on 120 credits	Classification thresholds: weighted average (0 to 100 mark range)	Boundary zone weighted average
First class	70.0	68.0 to 69.9
Upper Second class	60.0	58.0 to 59.9
Lower Second class	50.0	48.0 to 49.9
Fail	Below 49.9	

Consideration of integrated masters students within the boundary zone by mark distribution

After allowances have been made for mitigating circumstances, a student whose weighted average at the first assessment is within the boundary zone specified above, must be considered for the higher award as long as the following are satisfied (see also notes on AP(E)L),

- 75 credits out of 120 in the final year (level 7) are equal to/or higher than the final award (for example if the student is in the boundary between a 2.1 and a first, 75 out of 120 credits must be at 70% or higher to fulfill this criteria and award the student a first class degree).

Stage 2: Mark Review and use of Viva Voce

If a student is in the boundary zone of the average mark and does not satisfy the additional criteria, Schools will apply a further stage of 'Mark Review', overseen by an External Examiner. The process of 'Mark Review' should not change unit marks and can only influence the classification awarded.

Schools may choose to viva students once the process of 'Mark Review' has taken place and the results considered to be inconclusive. However, this option must be applied consistently across a whole School, be approved by the Faculty and programme handbooks must clearly articulate to students that it is an option.

In addition, Schools must prepare all students for vivas by offering them similar experiences and opportunities to gain the necessary skills within the assessment of the programme. Further advice on the use of vivas in 'Mark Review' can be found in the 'Guidance and Glossary: Taught Degree Regulations'.

n.b. the Faculty of Humanities does not make use of vivas

Appendix B Additional notes

These notes are taken from the Guide to the Taught Degree Regulations (June 2012):
<http://documents.manchester.ac.uk/display.aspx?DocID=13144>

Recording of results

The recording of results is based upon course unit final mark calculated as a whole number; whereas weighted degree averages for the determination of classification are calculated to one decimal place (see appendix A in the PGT and UG regulations).

A student's final results after graduation will not indicate any special circumstances, but will have annotated course unit marks which have been compensated (c) and/or subject to referral (r). Undergraduate students marks will be reported by the Higher Education Achievement Report (HEAR).

Accreditation of prior learning

While we wish to acknowledge prior learning it is a principle that at least half of the programme should be assessed at the University of Manchester, for UG programmes, unless (see C6) exceptional circumstances apply.

The time limit on the period between prior learning and award is normally five years, but may be extended to take account of part-time study. The principle is that prior learning is relevant and current to the award.

Compensation

Compensation of failed course units is a measure to reduce the need for referral assessment where the student has demonstrated academic ability through passing at least two thirds i.e. 80 credits at levels 4 and 5. In the final year a different process applies and is referred to as 'Special Compensation' (see section J). Compensation for undergraduates applies to marks between 30 and 39 (see appendix A of the UG Degree Regulations and Table A in this guide). Please see the following example:

An example of end of year compensation and referral decisions for a 120 credit undergraduate programme

Course unit	credit	mark%	(P pass, C compensatable pass, R uncompensatable fail)
A	20	55	P
B	20	38	C
C	20	60	P
D	20	40	P
E	10	70	P
F	10	65	P
G	10	25	R
H	10	35	C

In this example the student has passed 80 credits, they have gained a compensatable pass in course unit B and course unit H but have failed course unit G. The student would normally be compensated in course units B and H, to a total of 30 credits, which is within the maximum allowable of 40 credits, (assuming the compensated course units are not compulsory and that additional accreditation rules do not apply: if there are such additional requirements e.g. for professional degree programmes they will be explained in the programme handbook).

The student in this case has failed course unit G and will have to resit this examination known as a referral. If the mark gained after the resit examination is 45% the student will have gained sufficient credits i.e. 120 to progress to the next year of study. The mark recorded for this student in course unit G will be 30 as this is the maximum allowable for a referral when the first sitting mark was an uncompensatable fail.

Reassessment

Reassessment is available for undergraduate course units with marks below compensation i.e. 29 or less; or where more than 40 credits are in the compensation zone. Note that reassessment is not available for improving marks.

In order to record student achievement rather than failure the uncompensatable fail mark can be replaced in final degree classification with the mark gained in referral to a maximum of the lower limit of compensation, which is 30%. This will show on a student's transcript as 30R. The reason for capping a referral mark is not to disadvantage students who have already been compensated hence not allowed to resit such courses for a higher mark.

An example of end of year compensation and referral decisions for a 120 credit undergraduate programme

Course unit	credit	mark%	(P pass, C compensatable pass, R uncompensatable fail)
A	20	30	C
B	20	38	C
C	20	60	P
D	20	40	P
E	10	70	P
F	10	65	P
G	10	25	R
H	10	35	C

In this example the student has passed 60 credits, they have gained a compensatable pass in course unit A, B and H but have an uncompensatable fail in course unit G (assuming the compensated course units are not compulsory and that additional accreditation rules do not apply: if there are such additional requirements e.g. for professional degree programmes they will be explained in the programme handbook). As the student has compensatable fails of more than 40 credits, in this case 50 credits, they cannot all be compensated. In these circumstances the regulations require the Examination Board to make the decision which course unit (s) should be compensated fails and which are uncompensatable fails. The reason for this is that the composition of the assessment might need to be taken into account, also the course unit credits along with the need to pass compulsory courses.

In this example let us assume the Examination Board concludes the 10 credit course H should not be compensated, the two 20 credit course units A and B are compensated and the student will resit course units G and H.

Repeating the year

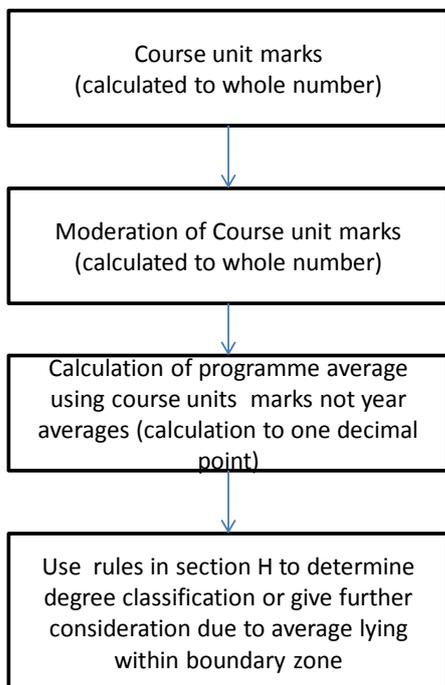
This is a decision for the School and the Examination Board, and is not a right.

Undergraduate degree classification

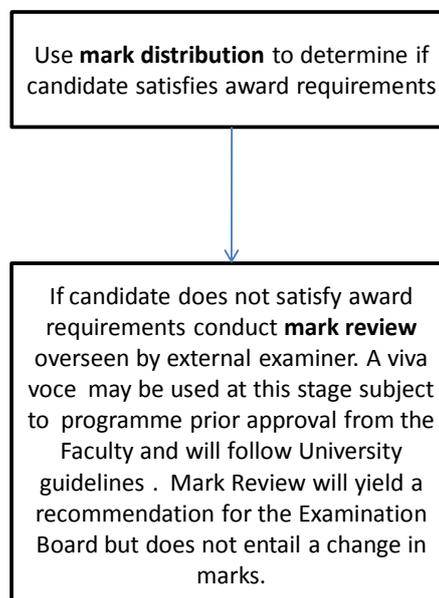
The figure below presents the steps for calculation of programme average, determination of classification, consideration of students in the boundary zone through mark distribution followed by mark review:

The University of Manchester (Undergraduate degrees)

Classification of undergraduate degrees (bachelors and integrated masters)



Consideration of undergraduate candidates in boundary zone



Mark distribution, i.e. pattern of final year assessment, is conducted before mark review and those students who gain a higher classification based on their mark distribution are not then subject to mark review. Mark review is based upon inspection of a final year student's work to determine whether there are any academic grounds for the award of a higher degree. Note that **this does not involve changing marks** and that External Examiners should support this process (e.g. through advice on standards: they are not expected to act as a 'third examiner'). This holistic approach is to ensure that every consideration has been given to marginal candidates. Mark review will make recommendation to the Examination Board, which will take the decision on degree classification.

Undergraduate unit marking scheme

Mark (class) descriptor	Mark range (whole numbers)
First Class	70 to 100
Upper Second	60 to 69
Lower Second	50 to 59
Third	40 to 49
Compensatable fail	30 to 39
Uncompensatable fail	Less than 30

Appendix C**Glossary**

'Academic grounds'	Decisions made on 'academic grounds' are taken using a 'holistic perspective' of a student's overall academic performance.
'Academic standing'	Relates to a student's overall level of academic achievement.
Academic Year	Normally, a 12 month period, beginning and ending in September (UG) & October (PGT), in which programmes are taught and assessed.
Accreditation	Used in reference to programmes with professional accreditation by a independent Professional, Statutory and Regulatory Body (PSRB). (see also AP(E)L)
AP(E)L	Accreditation of Prior (or Experiential) Learning: The identification, assessment and formal acknowledgment of leaning and achievement that occurred prior to entry to a programme, but may not be in the context of formal education or training.
Assessment/ Reassessment	Process by which a judgment can be made as to whether a standard of attainment has been achieved, when judged against the intended learning outcomes.
Award	The degree, certificate or diploma which is conferred following the successful completion of a defined programme of study.
Bachelors degree with honours	An undergraduate award, awarded following the successful completion of 360 credits, 90 of which must be at FHEQ level 6. The University also has bachelor degrees with 480 credits, 180 of which must be at FHEQ level 6.
'Borderline' students/ cases/ classifications	Used to describe those students who fall in the defined boundaries, between classifications and could be considered for the higher classification.
Boundary Zone/ Boundary/ Boundaries	The defined area, between classifications where a student falling into the 'zone' may be considered for the higher award if they meet the criteria defined in Appendix A of the UG and PGT taught regulations.
Cap, capped, capping	Course unit marks that have been limited in some way, usually due to referred assessment being taken and passed or as a penalty for academic misconduct.
'Carry over'/ 'Carry forward'/ 'Carried over'	Undergraduate students are permitted to carry over up to 20 credits in exceptional circumstances, as defined by an exam board. This applies to FHEQ levels 4 & 5 only and is subject to teaching capacity not being exceeded.
Classification	The process by which it is decided what award should be conferred on a student who has successfully completed the defined programme. For bachelor honours degrees the classifications are 'first', 'upper second', 'lower second' & 'third' (nb no third class classification for integrated masters. There is no classification for an ordinary degree, or for the award of diploma or certificate in HE.
Certificate of Higher Education	An undergraduate award of 120 credits, at FHEQ level 4, usually as an exit award or as an award for continuing professional development.
Compensation, Compensated	Where students have failed to achieve the required standard to pass a unit, but have shown enough ability and they are within the compensation zone. The mark can be compensated for credit only. The original mark will stand. (see Special Compensation).
Compensated Credit/ Pass	Credit or a pass achieved as a result of compensation.
Compensation Zone	The zone in which marks fall for them to be considered for compensation.

Compulsory Course Units	Units which cannot be substituted and must be taken in order to meet the intended learning outcomes of the programme (see pre-requisites). Compulsory units are not compensatable.
Core Course	Curricula can identify course units that are optional which are distinct from those that must be studied and are called 'core courses'. Core courses need not be compulsory course units (which must be passed, see above).
Course Unit	A self-contained unit of study on a particular topic, with defined level and credit values, aims and intended learning outcomes, mode(s) of delivery, defined assessment and possibly pre- or co-requisites.
Course Unit Mark	A numerical designation (0-100%), recorded as whole numbers, which is awarded to a student on completion of a course unit, which reflects the achievement of the defined intended learning outcomes.
Course Unit Marking Scheme	The University approved marking scheme is between 1-100% and specifies pass/ fail and compensatable marks.
Course Unit Specification	The approved course unit description. Includes details on credits, level, intended learning outcomes and types of assessment.
Credit	A measure of units or programmes of study according to a value of students work required. One credit corresponds to a notional 10 hours of student workload.
Deferral	A second attempt at summative assessment, which will be considered a first attempt, without penalty as a result of approved mitigating circumstances.
Diploma of Higher Education	An undergraduate award of 240 credits, at FHEQ level 5, usually as an exit award or an award for continuing professional development.
European Credit Transfer System (ECT)	1 ECT = 2 UK credits and is the European system for accommodating credit transfer.
Examination Board	A chaired forum, with School and External representation, which ensures the standards of the marking and awards in accordance with institutional policy and regulation.
Exit Award	An award of the institution which is given when a student fails to meet the intended learning outcomes of the programme, thereby not accumulating enough credit.
External Examiner	Academic from a peer University who is paid a fee for undertaking moderation duties as outlined in University guidance on External Examining.
Fail	A student does not meet the Intended learning outcomes of a unit or programme of study and is therefore not awarded the credit or an award of the University.
FHEQ	Framework for Higher Education Qualifications, assigns levels on the basis of achievement of outcomes and attainment, rather than the year of study.
Integrated Masters Degree	An undergraduate award of 480 credits, of which 120 must be at FHEQ level 7.
In attendance	When studying in attendance, it is expected that students will attend lectures, undertake assessment and pay full fees.
Intended Learning Outcomes	At programme and unit level, set out in Programme and Unit Specifications.
Level	Describes the intellectual demands of units and programmes of study. A unit will be assigned a level, corresponding to Table 1 (taken from the FHEQ). Levels 4,5 & 6 correspond to the typical demands of successive years of a Bachelors degree; or level 7 to the typical demands of a Masters Degree programme. Levels 4,5 & 6

	correspond to the years of a 'traditional' 3 year undergraduate degree programme.
Mark	A numerical designation (0-100%), recorded as whole numbers, which is awarded to a student on completion of a unit, which reflects the achievement of the defined intended learning outcomes.
Mark Distribution	The process by which students in the boundary of a classification, who have met the requirements, as stated in the degree regulations are considered for the next classification. <i>Note: marks do not change, just the classification.</i>
Mark Review	The process by which students in the boundary of a classification, who have not met the requirements for 'mark distribution', are considered for the next classification based on the review of marks, overseen by an External Examiner. <i>Note: marks do not change, just the classification.</i>
Masters Degree	Normally an award of 180 credits, 150 of which must be at FHEQ level 7.
Mitigating Circumstances	Unanticipated circumstances relating to the student's achievement in any particular assessment. The process is set out in University guidance on applying for and approving mitigating circumstances.
Minimum credit for the award (see table 1)	To receive an award, students must have achieved the minimum required credit, at the level of the award in accordance with Table 1 in the Degree Regulations.
Non-professional award	This describes an award for a professionally accredited programme, where a student has gained enough credit for University award but has not met the professional requirements of the programmes accreditation.
Optional units	Free choice units, or electives.
Ordinary Bachelors Degree	An undergraduate award of 300 credits (see Table 1: Credit and Award Framework).
Pass	Has achieved the intended learning outcomes at unit level and has been awarded the credit, without compensation. Also used to classify Masters degrees with a weighted average of less than 60%.
Postgraduate Certificate	Postgraduate (exit) award of 60 credits, 40 of which are at the level of the award (FHEQ 7).
Postgraduate Certificate in Education (PGCE)	Postgraduate award of 60 credits, 40 of which are at the level of the award (FHEQ 7).
Postgraduate Diploma	Postgraduate (exit) award of 120 credits, 90 of which are at the level of the award (FHEQ 7).
Pre-requisite course units	Pre-requisite course units are defined within programme specifications, and are units that must be passed prior to taking subsequent units further on in programme. Pre-requisite units contain essential knowledge required for the study of subsequent course units (see compulsory course units).
Programme	A cognate programme/ or course of study, made up of approved units (compulsory or optional) with agreed intended learning outcomes, the details of which are contained with the programme specification and Student Handbook, which define modes of delivery and agreed assessment methods. UG programmes are 'usually' 120 credits at FHEQ level 4,5 & 6. A masters programme is 'usually' 180 credits at FHEQ level 7.
Programme Specification	The definitive, approved programme details.

Progression/ Progress	For undergraduate students this refers to the transition between FHEQ levels 4 to 5 & 5 to 6. The term can also be used to describe the process by which postgraduate students are able to reach appropriate attainment levels in 'taught' elements Masters programmes in order to commence 'research' elements.
Professional, Statutory and Regulatory Body (PSRBs)	External Bodies which accredit Professional programmes, who may require stricter rules and regulations in order to meet professional/ clinical standards.
Profile	Relates to the attainment of a student over the period of their registration. A 'profile' might also include AP(E)L as well as compensated marks, which show an overall 'picture' of a student's performance.
Referral (see also reassessment)	A second attempt at summative assessment, with penalty, as a result of the failing the first attempt.
Registration	The process by which an individual becomes a student of the University.
Rescind	To hand back an award of the University in order to receive a higher award.
Special compensation	Special compensation is given at FHEQ level 6, for up to 40 credits or at FHEQ level 7 of an integrated Masters only. Special compensation is for credit only, the student must have passed at least 80 credits at the level of the award and have achieved pass average overall. The original unit marks are used to calculate the degree classification.
Taught Credits (PGT only)	Credit achieved as a result of successful completion of 'taught' units on PGT programmes are specified in programme handbooks. This is to enable programmes to formally distinguish between delivered teaching and independent research, where this exists.
Viva	An oral examination (not used in the Faculty of Humanities).
Weighted Average	The weighted average of a programme of study, calculated to 1 decimal place.

18.1 Document C – EAC Guidelines on Written Work

One of the purposes of essays is to test and assess students. However, it also serves other intellectual purposes:

- to organise your thinking;
- to bring a wide range of material to bear on a given problem or issue;
- to respond critically and with your own ideas to the issue;
- to select and use information to support an argument;
- to present this argument in a clearly structured and literate way.

None of this will happen at once. Try to see your essay writing as a continuing process of learning and improvement. Pay attention to the feedback you receive from your tutors. Talk to them about their comments. Try to work out what your weaknesses are, and try to engage with them. Reading other students' essays can also be a useful way of thinking about your own.

The writing of essays is central to the work of a student within English, American Studies and Creative Writing. Oral skills are of course important (and you will inevitably spend more time talking than writing about your chosen subjects of study, whether formally in tutorial/seminar, or informally among yourselves); but the essay represents a distillation of your reading, thinking and discussion, and therefore deserves your special attention – not least because it also provides one of the key factors in your assessment. You should therefore take the writing of your essays seriously, and the following notes are intended as helpful guidelines on

- structure and argument,
- expression,
- the presentation of your essays.

Given all that has been said and written on the subject, these guidelines are to be regarded as first aid: minimal rather than exhaustive advice. It is also worth repeating the traditional argument here, that the best way to improve your own writing is to read attentively, and then to apply similar critical vigilance in your own composition.

Much of what is recommended here applies more specifically to essays written in your own time with texts and reference books to hand; but even in the more demanding conditions of a controlled examination, although quotation may be slimmed down and formal references dispensed with, you will still need to structure your argument and pay attention to the shape of your sentences.

You can expect to be penalised by the tutor marking your essay if advice given here is ignored, and if pitfalls specifically identified are not avoided.

Clarity of structure is essential for the effective presentation of an argument. The structure of the essay should therefore be carefully thought through before you start writing, with particular attention to the following questions:

a) What precisely is the question asking? Pick out the key words of a title to ensure that these remain at the centre of the essay. These key words will often suggest an appropriate form for the argument, for example:

'The lives of Hardy's characters are more strongly determined by his depiction of the crisis in agrarian society in the mid-to-late nineteenth century than by his occasional unconvincing invocation of some uncaring Fate or President of the Immortals.' Discuss with reference to two or more novels or short stories.

The key words ('more strongly determined', 'occasional unconvincing invocation', 'depiction', 'crisis') establish an opposition between a sociological/historical reading and an interpretation which emphasises universal/philosophical forces. The essay's structure could effectively follow this form, discussing examples of each in turn before arguing the relative importance of each. Note that 'characters' is not a key word here: the question does not invite an account of Hardy's characterisation, but of the forces operating within their world.

b) What kind of an introduction is needed? Introductory material must always be relevant to the question, and not consist of a general introduction to the author. An excellent way of introducing an essay is by addressing (even challenging) the key terms of the question and clearing up issues which the essay will go on to assume: e.g., in the above example, what is the 'crisis in agrarian society...'? Such material will often involve literary (or linguistic) terminology: e.g., "'Blake's poetry is unique among the Romantics in being fundamentally symbolist." Discuss.' What is symbolism? How does it differ from imagery? (If you don't know, or if you need to extend your understanding, consult a Dictionary of Literary Terms, one of the essential tools of the trade.) An introduction could also (briefly) 'signpost' the essay by informing the reader of the direction of the essay and of the material to be used: e.g., 'I shall begin by considering the problems Hardy highlights within nineteenth-century agrarian society, citing examples from *The Mayor of Casterbridge* and *Tess of the D'Urbervilles*. I shall then analyse Hardy's invocation of universal forces in the latter novel and *The Return of the Native*. I shall conclude by estimating the relative importance of the two subjects by comparing their significance within *Tess of the D'Urbervilles*.'

c) How many examples do I need to cite (in a literary essay)? Your main argument should involve detailed analyses of the texts. An essay of 2,000-2,500 words should contain at least two such analyses. An essay without such examples will lack depth. At the same time, you need to demonstrate a breadth of knowledge: three detailed analyses of scenes from *Tess of the D'Urbervilles* will not answer the above question. A good tip is to choose three major examples for extensive analysis (from, say, two novels), adding to each briefer references to similar examples from other parts of the novel and from other novels. This will ensure both depth of analysis and a convincing breadth of reference. Achieving a balance between the two is one of the arts of the essay. Clearly, the essay title will give some indication of the breadth and range expected.

d) Are quotations necessary? Yes, because they provide the basis for the detailed analyses (we are referring here to quotations from the text(s) you are writing on). But they do not need to be extensive: a line or sentence, even a phrase, is often enough, since your quotations need to focus on the significant issue. Always use

quotations: they do not make a point by themselves, but require your explanation as to how they make the point you claim them to be making. Take the opportunity of a quotation to draw attention to features of language and style. Any essay, however thematic in subject, needs to show awareness that all ideas are created by the language and style the author uses.

e) How far should I generalise? Achieving a balance between the general and the particular is another of the arts of the essay. Most essays tend to err on the side of over-generalisation. Always resist the temptation to glib generalisation, since it will be either meaningless or misleading (or both): e.g., 'The nineteenth century was an age of rapid social development' is a sweeping statement which both lacks any useful specificity and could equally well be made about the eighteenth and twentieth centuries. 'Eighteenth-century poets did not write about nature' is simply wrong (one of the most popular poems of the century was James Thomson's *The Seasons*). Indeed, such statements are almost inevitably questionable. On the other hand, most questions demand some kind of general response: well, are Blake's poems symbolist? Make your response qualified, even tentative, rather than over-confident (have you read all Blake's poems?), and allow the generalisations to emerge from the specifics. Your method should be empirical: examine the evidence (as much as you have room for), and then draw your conclusions.

f) What evidence do I need to cite in support of historical, social, philosophical (etc.) ideas? Making sweeping assumptions is a common fault of literary essays (see above). How much time have you actually spent researching the crisis in agrarian society in the mid-to-late nineteenth century? General notions of history vaguely recalled are not adequate, even (especially) if these are recycled unqualified from a lecture. Always check your evidence, and cite appropriate written authorities. If possible, cite primary texts: for example, if you are writing about eighteenth-century notions of language, look up and refer to Book Three of Locke's *Essay Concerning Human Understanding*. (It is a reward of such diligence to find that primary sources are often more accessible and intelligible than their commentators.) If this is not possible because of time or the unavailability of material, try to use the most relevant secondary texts: for example, if you are setting Hardy in the context of nineteenth-century history, it may be more appropriate to refer to a historian than a literary critic.

g) What kind of conclusion is needed? It is towards the end of the essay that the general points will emerge: thus the conclusion is likely to follow on logically from your textual material (although your planning will mean that you should have a good idea what these conclusions will be before you begin). A lengthy conclusion may therefore not be necessary: certainly avoid the embarrassing final paragraph of the 'Thus we see...' variety, in which points are simply repeated from the main body of the essay. On the other hand, the essay should not simply stop in mid-air: draw together the main strands of the argument, showing how they relate to one another, and return to the main terms of the question in order to confirm your response to them. This provides a satisfying ending, while establishing a useful check for yourself that you have not lost track of those terms. It can sometimes be useful, at the end of an essay, to note other ways the topic could have been approached, and other references you might have used but chose not to: but don't use this as a formula.

NOTE. You are reminded in this connection of the perils of plagiarism. Plagiarism is the unacknowledged use, through actual 'quotation' or close paraphrase, of the work of another author, whether this is copied from a book, provided by a friend, taken off air (or from a lecture), or downloaded from the internet.

An English, American Studies and Creative Writing course is about using, as well as analysing, language. Style is individual, and so has to be developed by each individual. You don't have to be like the writer who would spend all morning deciding to insert a comma, and all afternoon deciding to remove it; but try to write as elegantly, precisely and concisely as possible. An essay which is a pleasure to read is likely to be an effective essay. Also, you will probably have taken some pleasure in writing it. Learn from your reading: seeing how others write effectively is itself a guide. We can all increase our vocabulary; make it more subtle and precise. We all sometimes make grammatical errors; we all have spelling blind-spots. So, use a dictionary and a grammar-book as learning-tools. If you are looking for a short, simple, easy-to-follow basic grammar book, try David Crystal's *Rediscover Grammar* (Longman paperback).

PLANNING THE ESSAY STRUCTURE

Once you have finished the reading, you should draw up your essay plan in detail. Avoid the temptation to skip this stage and get on with writing, for these reasons:

- the plan allows you to write more quickly, and to concentrate on developing a more fluent style – it focuses your thoughts on the essay question;
- it gives you a chance to think through and develop your arguments;
- it helps you to avoid repetition and confusion;
- it tells you whether you are ready to write or not.

In its simplest form, you are aiming to produce an essay structure that lays out the main points in your argument, in the order that you intend to make them. This should be paragraph by paragraph, or at least sub-heading by sub-heading. How much detail you go into in planning the inside of each paragraph or sub-heading is up to you. It also depends on the complexity of the essay.

Your intention is to answer the essay question. You set out this intention in your introduction and you review what you have done in the conclusion. The intervening paragraphs make up the body of the essay.

A. The Introduction

The introduction should be concise and direct. It should contain a general idea of your understanding of the question. It should outline the argument you intend to adopt in the body of the essay, and how this relates to the existing criticism. It should also state briefly how you intend to develop this argument; for instance, outlining the case study, period, event, country, region, and/or social group you will refer to. Don't go into detail about what is to come, or deluge the reader with lots of factual information. To repeat: the introduction introduces the argument of the essay.

Tip: weigh your first sentence harshly when reading over your completed essay – is it short, punchy and purposeful? Would the second sentence make a sharper first impression?

B. The Body of the Essay

This should contain a number of logically connected paragraphs and arguments – perhaps six to eight in a standard coursework essay. Do not just summarise your notes. You must select those ideas, points, and facts that are relevant to the question. You must put them together to form a logical argument. You need to give this a good deal of thought. Consider alternative ways of ordering your points. Are there any weaknesses in the structure you have provisionally settled on?

C. The Conclusion

The conclusion should refer back to the question, and it should restate your main argument. Ideally it should also add some concluding thoughts. If you have spent some of the essay attacking a particular view or critic, you could state whether there is anything you still find valuable in that view/critic. Or, having discussed a subject in some depth, you could suggest the sort of research that would allow a fuller answer to the essay question. Tip: is the last sentence short, crisp and right to the point of the essay-question?

WRITING THE ESSAY

Having drawn up a detailed plan, you will find writing much easier. Many students will now write the final version of the essay straight away. There are good reasons, however, for writing a first draft, reading it through carefully, then writing an improved final draft. This allows you to improve the structure and style, to check whether the essay is too long or too short, to correct any factual or stylistic mistakes, and to decide whether your essay has overall coherence and final impact.

A. The First Draft

Work closely from your essay plan. Your first draft will test whether your essay plan works in practice. Don't rush the first draft or allow it to become a mess. This simply makes more work for you later. Make sure the reader knows why you are including pieces of information. Be explicit. Try to use the model of 'statement, followed by reasons'. Don't be afraid to leave something out if it doesn't fit. Make sure everything you write is relevant, accurate and clear. Tip: check especially the first and last sentence of every paragraph for 'punch' – these are the ones that catch the judges' eyes and score or lose most points for you.

B. The Review

Read through your first draft carefully and ask yourself the following questions:

- Have you answered the question?
- Have you done what the introduction said you were going to do?
- Is the logical progression of the argument clear for the reader?

- Is there a good balance between discussion and factual detail?
- Are your general arguments supported by evidence?
- Are there any errors of grammar and spelling?
- Could the style be improved?
- Has anything important been left out?
- Does the conclusion show how you have answered the question, and firmly?

C. The Final Draft

Put registration number, year, course and the essay title at the top of the first page. Number your pages, and leave adequate margins, as well as space at the end, for the tutor's comments. Fill in the relevant cover sheet and sign the relevant plagiarism declaration form.

Include a bibliography of books and articles you have used at the end of the essay. You will also be expected to include properly presented footnotes.

FORMATTING AND LAYOUT OF WRITTEN WORK

In order for your work to be easily legible, and so that tutors can write comments on it, there are rules about how the work must be presented. Here is a simple checklist for you to work through:

- all work must be double line spaced;
- leave a blank line before each new paragraph;
- longer quotations and citations (more than two lines) need to be single line spaced and indented (indented quotations do not have 'quotation marks');
- pages should be numbered in the top right-hand corner;
- you should use Times New Roman font, size 12, for the main part of your essay and bibliography;
- leave a large margin (about one inch, or 2.5 cm) around all work.

Many of these settings will be automatic on university computers, but some formatting will have to be done by you. For anything you are unsure of, click on 'Help' in Microsoft Word, and follow the instructions there.

Here are a few grammatical and spelling points which often arise:

Misuse of the apostrophe

Remember that the apostrophe can indicate an elision: thus, it's = 'it is' or 'it has' (it's a nice day, it's gone). The possessive 'its' does NOT have an apostrophe (the dog wagged its tail, NOT the dog wagged it's tail). One sometimes encounters more extreme aberrations: the misuse of the apostrophe with plurals (not plural's) and even with the present tense of the verb (an error one occasionally see's). Apostrophes often indicate possession (as an elision of a now archaic inflexion): the book's cover, not the book's I have read. The poem's form = the form of the poem. The apostrophe comes after the s in the plural: The poems' form = the form of the poems. Keats's Odes, not Keat's Odes. Do not confuse plurals and possessives: societies is the plural of society, not the singular possessive (which is written society's).

Inconsistency between subject and verb

When the subject consists of more than one noun (whether singular or plural), the verb should be plural: 'The language and form of the poem indicate that it ...', not 'indicates'. Do not confuse the subject of the sentence with a preceding noun which is not the subject: 'The language used by the authors is frequently metaphorical': is, not are.

Some points relating to the use of words

Distinguish between effect and affect; dependent (adjective) and dependant (noun); quote (verb) and quotation (noun); repulse and repel (in the sense of 'be distasteful'); who's (= 'who is', or 'who has', as a contraction) and whose (= 'of whom'); it's (= 'it is' or 'it has') and its (= 'of it': see above); proceed and precede; phenomenon (singular) and phenomena (plural); criterion (singular) and criteria (plural); medium (singular) and media (plural, though increasingly used as a singular in the sense 'means of public mass communication'); imply and infer (an author's attitude is implied in his or her work, whereas the reader infers the author's attitude from reading the work); compliment and complement; principal (adjective = 'most important'; noun = 'head') and principle (noun = 'general law'); uninterest ('indifference') and disinterest ('fairness, objectivity'). If you use the Latin abbreviations e.g. ('for example') and i.e. ('that is'), don't confuse them.

Familiar mis-spellings (put here in brackets)

definite (not definate); fulfil, fulfilment (not fulfill, fulfillment, which are American spellings); truly (not truely); conscious (not concious); transient (not transcient); separate (not seperate); hypocrisy (not hypocrazy); simile (not similie); argument (not arguement); development (not developement); ecstasy (not the many variants). Check -able and -ible endings if you are unsure. Spelling is often helped by a knowledge of the etymology of a word. If you know that the root of conscious is the Latin verb scire ('to know'; cf. science, the original meaning of which is 'knowledge'), and that the root of transient is the Latin verb ire ('to go') plus the prefix trans ('across'), you'll never confuse their spellings again. You'll also have learnt something about how language is formed and develops.

Punctuation

This is an important part of expression, in that it helps to order, articulate and emphasise your argument. Do not use commas to string together nondependent clauses when the stages of a statement require a broader range of punctuation and/or relative pronouns or conjunctions. Remember the different functions of the colon and the semi-colon; also the economy of the parenthetical phrase, whether enclosed in brackets (like this), or – what is equally valid – within dashes. Don't confuse the dash and the hyphen; this tends to happen a lot in word-processed essays. Some examples:

Wrong – 'The phrase is left ambiguous, it introduces a contrast to the previous idea, on the surface it presents simplicity beneath it suggests complexity.'

Right – 'The phrase is left ambiguous: it introduces a contrast to the previous idea, its surface simplicity concealing a deeper complexity.'

Wrong – ‘Shakespeare wrote several plays which mingle comedy and tragedy, these plays are often called problem plays, they contain a problematic mixture of elements of both genres.’

Right – ‘Shakespeare wrote several plays which mingle comedy and tragedy. These plays are often called "problem plays" because they contain a problematic mixture of elements of both genres.’

Paragraphs

These mark the stages of an argument: use separate paragraphs to clarify the structure. They should be neither too short nor too long.

REFERENCING

All written work should be presented in conformity with the guidelines provided in the MHRA Style Guide, available for downloading at no charge from the MHRA website at the following address:

<http://www.mhra.org.uk/Publications/Books/StyleGuide/download.shtml>

All students should download and consult this guide during their first semester at the University of Manchester and continue to refer to the guide throughout their degree. If an individual course tutor has different requirements for written work, they will provide those to you during the first weeks of the course.

Using MHRA style:

- your essay should be documented by either footnotes or endnotes, and accompanied by a bibliography, which should include only those works cited in your essay;
- the notes should consist of an accurate reference to the source of either a quotation you have used or another author’s point of view you have used, even if you have not directly quoted it;
- both notes and bibliography should be in the style recommended by the MHRA.

Here is some of the more basic information from the MHRA Style Guide. For other queries, see the MHRA Style Guide itself.

1. Notes.

You should use footnotes, for preference. These should not be ‘discursive’ – they should include only bibliographical information, not an extension of your discussion. Most notes will give references to either a monograph (i.e., a book), or an article from a journal, or an essay from a book which consists of a collection of essays (the last two are stylistically largely the same). NB: Your notes should be included in the overall word count of your essay.

Example 1: citing monographs

Text:

Concerning this story, which is told in one of the St Albans chronicles, J. R. Maddicott suggests that it ‘is too circumstantial in its details to be false’. Antonia

Gransden seems also to accept it as true and comments that the 'purpose of the letter was to remind the king of his duty to his nobles'.¹

For this passage, the footnote would read as follows:

1. J. R. Maddicott, *Thomas of Lancaster 1307–1322: A Study in the Reign of Edward II* (London: Oxford University Press, 1970), p. 197; Antonia Gransden, *Historical Writing in England, c.1307 to the Early Sixteenth Century* (London: Routledge and Kegan Paul, 1982), p. 7.

It is acceptable to put the two references in the one note, so long as it is entirely clear which quotation is to be found where. Note that the author's first name and surname are not reversed; note also that place of publication, publisher, and year are all included.

Later references to the same work:

You do not have to cite in full, after the first, full citation. Further references to these works should be in footnotes using a 'short title' (for example, in this case: Maddicott, *Thomas of Lancaster*, p. 52; Gransden, *Historical Writing*, p. 87).

Example 2: citing journal articles

Text:

The 'Elegy on the Death of Edward I' is, as Geert de Wilde notes, composed in the pseudo-balade form and 'it is – by far – the earliest attestation' of this form in Middle English verse.¹

The note here would read:

1. Geert de Wilde, 'The Stanza Form of the Middle English *Lament for the Death of Edward I*: A Reconstruction', *Anglia* 123 (2005), 230-45 (230).

Note that you must give, in the first citation, the full page extent of the article in the journal. The bracketed number at the end is the page on which the section you have quoted is found. Note also, however, that you do not use 'p.' or 'pp.' for the page numbers of journals. The number after the journal's name is the volume number; most journals also number their issues within in a given year – i.e., a quarterly journal will be numbered 1 to 4. It is usually not necessary to give these numbers.

Later references:

As with monographs, you would use a shortened form for subsequent references (for example: De Wilde, 'The Stanza Form', 232).

Example 3: citing an essay from a book of collected essays by various authors

Text:

'[E]ven in our own age', Stephen Knight points out, 'there have been few successful writers who were simultaneously manual workers, and in the medieval period it is highly improbable that anyone who wrote at all also

laboured manually, though clearly a number of clerics originally came from that social grouping.’¹

Note:

1. Stephen Knight, ‘The Voice of Labour in Fourteenth-Century English Literature’, in James Bothwell, P. J. P. Goldberg and W. M. Ormrod (eds), *The Problem of Labour in Fourteenth-Century England* (Woodbridge: Boydell and Brewer, 2000), pp. 101-22 (p. 102).

Subsequent references:

Knight, ‘The Voice of Labour’, p. 103.

You must also give references when you have not actually quoted, but have referred to material not your own, as below.

Text:

Maddicott has suggested names of known preachers who might have been involved in composition of political verses.¹

Note:

1. J. R. Maddicott, ‘Poems of Social Protest in Early Fourteenth-Century England’, in W. M. Ormrod (ed.), *England in the Fourteenth Century: Proceedings of the 1985 Harlaxton Symposium* (Woodbridge: Boydell, 1986), pp. 130-44 (p. 135-6)

The text used in this example could also appear as follows:

Several names of known preachers who might have been involved in composition of political verses have been suggested.¹

In this case, your note would be exactly the same. In general, when you state that something ‘has been suggested’, or ‘critics believe...’ you should add a note; otherwise it is little more than hearsay.

2. Bibliography

The references above would take a slightly different format in a bibliography:

De Wilde, Geert, ‘The Stanza Form of the Middle English *Lament for the Death of Edward I: A Reconstruction*’, *Anglia* 123 (2005), 230-45

Gransden, Antonia, *Historical Writing in England, c.1307 to the Early Sixteenth Century* (London: Routledge and Kegan Paul, 1982)

Knight, Stephen, ‘The Voice of Labour in Fourteenth-Century English Literature’, in James Bothwell, P. J. P. Goldberg and W. M. Ormrod (eds), *The Problem of Labour in Fourteenth-Century England* (Woodbridge: Boydell and Brewer, 2000), pp. 101-22

Maddicott, J. R., *Thomas of Lancaster 1307–1322: A Study in the Reign of Edward II* (London: Oxford University Press, 1970)

_____, ‘Poems of Social Protest in Early Fourteenth-Century England’, in W. M. Ormrod (ed.), *England in the Fourteenth Century: Proceedings of the 1985 Harlaxton Symposium* (Woodbridge: Boydell, 1986), pp. 130-44