University of Essex

Your studies

Department of Literature, Film and Theatre Studies

Undergraduate Student Handbook 2024-25

Welcome

Welcome to the Department of Literature, Film and Theatre Studies! Known as LiFTS for short, we are a vibrant, interdisciplinary department with five subject areas – literature, film, creative writing, theatre and journalism. Our teaching staff and students are storytellers as well as critical thinkers, and this heady mix of theory and creative practice is central to our approach.

Universities are places where knowledge is discovered and created through the process of research and practice. We are here to help you undertake your own research journey, and ensure you have the intellectual, creative and practical skills to make and shape your own discoveries. Together, along with our fantastic administrative staff, we are a research community.

Intelligence and knowledge are frequently characterised as something abstract that goes on in the head of the individual. But intelligence is also physical and relational, closely tied to our being and doing: that is, our experiences. Whether we are communing with dead writers through their books in the library or improvising a performance or putting in a shift in a newsroom, these relationships develop our intelligence. We continue to renew our learning community throughout the ebbs and flows of society. We all want you to thrive. And we know that it's not always easy. As well as your class teachers, you will each have a Personal Tutor to whom you can talk to for advice on your course or any other aspect of your life as a student; your Personal Tutor will offer you guidance and may direct you to relevant support services in the University.

Another important point of contact for general queries is the LiFTS Taught Team,

who are based in the LiFTS General Office 5NW.6.16, which opens from 10.00am-12.00pm and 2.00-4.00pm. Feel free to pop in, in person or virtually during their office hours, or contact them via email: liftstt@essex.ac.uk

We also expect certain commitments from you while you are studying with us. This includes attendance at all your timetabled lectures, classes and screenings and keeping up with your coursework. The workload might seem overwhelming at times, and you might have difficulties adapting to new ways of learning and student life. If you do find that you're experiencing problems of any kind that affect your studies, please do not hesitate to reach out to your class teachers and Personal Tutor for help.

In the pages of this handbook, you'll find a mine of information about the Department, along with practical guidance about your studies, opportunities to develop your career goals and support services at the University. Please also check out the Department's website and the Moodle pages for the modules that you are taking, which will contain details such as the module content, reading lists and assessment.

We want you to feel at home in the Department and that you belong to our community. The Department regularly organises poetry readings, film screenings, talks, performances at the Lakeside Theatre and exhibitions at the Art Exchange campus gallery. Come and join us! In addition, the Student Union runs over a hundred societies on topics that may pique your interest. These extracurricular activities are a great way of meeting people and developing knowledge and skills to complement your course.

We're so excited that you're joining us! We hope you'll make the most of your time at University and that you'll find the experience rewarding and exhilarating.

Warmest wishes and best of luck!

Matthew De Abaitua

Head of Department

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Introduction

Your Student Handbook will tell you everything you need to know about your department or school, the University, its academic policies and procedures, and all of the resources that are available to you.

At Essex we put the success of our students at the heart of everything we do, and want to support you to achieve outstanding outcomes. We are absolutely determined to provide you with the best Essex education and student experience we can, while safeguarding your health and wellbeing.

We celebrate diversity and challenge inequality. We are a truly diverse community where differences are celebrated, and individuality is valued. Your contribution is welcomed and encouraged based on your own thoughts and experiences. As part of our community, you will have the freedom to explore, experiment, challenge your discipline and have your ideas shaped by peer and professional knowledge from all over the world. Essex is about more than just getting a degree: we have so much to offer our students.

Things might have to change and adapt over the year, so make sure that you're checking online and keeping in touch with your department or school for the latest updates. The Student Directory contains a wealth of other helpful sources of information which you may also find useful.

Practicalities and getting started

Registration (new students)

As a new student, you must complete the registration process in order to begin your studies with us. Registration is not only a formal procedure of enrolling you into the University, but also connects you to a number of vital systems which allow you to access your online Welcome and Induction information and start your studies. Because of this, you'll be asked to complete compulsory steps, such as activating your Essex IT account, provide key information about you as part of Online Registration (including payment of fees where required), complete online Right to Study checks and attend an in-person Right to Study Check on campus where you will collect your Student Registration Card. Once you've completed these steps, you'll be able to begin attending teaching and engage with your course.

You should ensure you have completed the registration process, including payment of your fees (where required) by the published Latest Registration Deadline for your course. If you do not do this, you may not be allowed to register and begin your course with us.

Registration (returning students)

As a returning student, you will need to ensure you complete Online Registration and pay your fees (if required to do so) at the start of each academic year to be able to continue your studies with us. It is essential that you complete all required steps, by the published Latest Registration Deadline, otherwise you may not be allowed to continue your studies with us.

If you are a student undertaking studies with us with a form of immigration permission, in some instances you may be required to undertake an additional Right to Study Check, before being permitted to re-register. This may be the case if one or more of your documents have expired, your immigration status has changed or you have changed programme and have been required to obtain a new visa. You will be contacted by our International Services Team if you need to complete an additional check.

Right to study

The University must ensure all students have the right to study at the University of Essex for the whole duration of their course. If you were born outside the UK or Republic of Ireland, your immigration permission to study in the UK will be checked via the online Right to Study system,   when you first arrive on campus, and as necessary thereafter. Students have a duty to maintain valid UK immigration permission that allows study for the duration of their course, failure to do so may lead to withdrawal from the University under the University's General Regulations.

Students with sponsored immigration permission

The University is a Student Sponsor with a track record of compliance and must ensure we remain compliant to retain our sponsor status. Students with a Student visa have additional responsibilities to the University and the Home Office. There will be conditions attached to your visa that restrict what you can do in the UK, breaking any of the conditions may mean you can't remain in the UK and complete your course. You are expected to attend your in-person teaching events and this will be monitored throughout your course. If your attendance and engagement fall below expected levels or you are absent without permission for a period of time this is likely to impact on the University's ability to continue to sponsor your Student immigration permission. The International Services Team can provide immigration information and advice throughout your studies.

Choosing your modules

You may have module options to select as part of your course structure. If you do, you must select the modules you wish to enrol on before the academic year begins. You can view and choose your specific options through the eNROL system. New students can do so from the end of August and returning students can from the April preceding the next academic year. Early module enrolment ensures that timetables can be scheduled effectively. We'll talk more about how you might decide which modules to take in the Learning and Teaching section of this Handbook.

Explore your campus

There is a broad range of [facilities](#) across each of our campuses to support your experience at Essex, whether in person or virtually. For the latest information, see the updates on [services on campus](#).

Get connected

Your IT account

You will need to set up [your Essex IT account](#). This will give you access to your Essex email, [Moodle](#), campus wifi, campus computers and many more digital resources. When you set up your Essex IT account, you will need to register an external email address and passphrase so that if you [forget your Essex password](#), you can also reset it using these details. If you have forgotten those, you should contact the [IT Helpdesk](#). Make sure you keep your password safe and do not share it with others.

For a quick rundown of what you need when you first start, head to the [Getting Started with IT guide](#) on the Student Directory.

Campus wifi

If you are studying on any of our campuses, connect to our wifi by finding the eduroam network on your device. Use your Essex email and password to join.

Essex apps

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

MyEssex

[MyEssex](#) is your online account and can only be accessed via an internet browser. This is different to your applicant portal – you can use MyEssex to view your timetable, update your personal details, request replacement student cards or supporting documents, monitor your course progress, let us know if you'll miss a lecture or class, contact the Student Services Hub, and much more.

Find Your Way

When on campus, we know that finding your way can be challenging to start with. Our Colchester campus in particular can be difficult to navigate with a historically complex

room numbering system! FindYourWay is our interactive campus map app designed to get you from A to B on either the Colchester or Southend campuses with quick and easy directions. You can download this app on your phone or tablet for free!

Working while studying

Many students choose to work part-time to supplement their income. Working during your course can also give you excellent skills and experience to boost your CV. Our Student Services Hub can help you find part-time work. There are also many opportunities to work in paid jobs on campus.

You can access recommendations on working hours, as well as guidance on rates of pay and National Insurance contributions on the Careers Services webpages.

If you have a Student visa, please read our information on working in the UK for international students before you start looking for a job. The country you are from and your visa type will determine whether or not you can work in the UK. If you can work, the type of work you are allowed to undertake and the number of hours you can work will be restricted.

Your personal belongings

The University does not cover costs for personal damage or loss of possessions; only in instances where the University has been negligent would a claim be viable for compensation for personal belongings. Therefore, you are strongly advised to take out personal insurance cover for your possessions. This is especially important for valuable items, such as laptops, phones and tablets.

The Essex Experience

We are proud of our inclusive and international community. Our campuses are places where every single person can feel they belong and where you can find the world in one place. We have created a [Student Charter](#) as a pledge that every student signs up to when they join us. By signing up, you promise to uphold our values and to behave in ways that strengthen and support our community. We promise to support you at every stage of your journey with us.

Embracing our values

We are different at Essex. We are brave, we are bold, and we embrace challenges and drive change. Our values are underpinned by this very culture. While we encourage you to challenge the status quo and explore the unknown, we expect that all of our students do so respectfully, intelligently and act as true ambassadors for the University. Our [Code of Student Conduct](#) outlines the rules and regulations that help us maintain our high standards of behaviour.

Equality, diversity and inclusion

The University recognises the value of diversity and is committed to providing equal opportunities for our whole community. Our students and staff are treated with dignity and respect, and solely on the basis of their merits, abilities and potential, while still having the relevant impact and implications associated with race, ethnic or national origin, gender, gender identity, sexual orientation, disability, age, socio-economic background, family circumstances, religious or political beliefs and affiliations, or any other identity-forming characteristics, taken into consideration as necessary to ensure equal opportunity.

The University is committed to a programme of action to ensure that this [policy](#) is fully effective.

The Department of Literature, Film, and Theatre Studies is firmly committed to equality, diversity and inclusion in the delivery of all of our courses, and as a community of scholars in our academic pursuits and day-to-day practices. We are working very closely with our Student Inclusion and Diversity Officer who, in consultation with our students, advises us on all aspects of equality, diversity and

inclusion from a student perspective. We are sensitive to the needs of our diverse group of students, we value and encourage dialogue and feedback, and constantly strive to review and adapt our teaching and research as practice to promote and ensure an inclusive community and student experience.

Student communities

We pride ourselves on being a welcoming and inclusive community. We recognise the value of diversity and are committed to equality of opportunity within the University.

We offer a wide range of support to individuals and groups of student members – our student communities – who may have specific requirements, interests or responsibilities to help fulfil your potential. Whether you are an international student, a mature student, a BAME student or have any other requirements or needs, we want to welcome you with open arms. The University is committed to a programme of action to ensure that this policy is fully effective.

Environmental Sustainability for All

The University of Essex is committed to reducing its environmental impact by reaching net zero carbon emissions by 2035. The Sustainability team works on a range of projects such as like carbon reduction, reuse and recycling, and sustainable education. During your time at Essex there are extracurricular opportunities for you to learn more about sustainable development and equip you with the skills and knowledge that will help you in your future choices – whether that's further study or the start of your career. Be sure to check your programme modules if you're keen to take environmentally focused course options. You can access extra-curricular activities through Chart My Path and the vTeam, plus you can join the Students for Sustainability Group. Your participation in all additional events is recorded on Higher Education Achievement Record (HEAR), your online CV. There are easy everyday habits to help you do your bit too – bring your own takeaway cup to cafes on campus for a discount and remember your bottle to refill at one of our many water coolers. There are lots of recycling bins across our campuses to encourage mindfulness when disposing of your waste. If you're living on campus, be sure to switch off lights and chargers when not in use, and keep windows closed in colder months when the heating is on. For any more information, head to the sustainability pages on the Essex

website. If you have questions or an idea for a sustainability event or project of your own contact the Sustainability team: sustainability@essex.ac.uk. Follow us on Instagram: @uoe_susandgrounds and LinkedIn.

Essex Sport

Learning doesn't just happen in the classroom. Keeping active during your studies is a great way to meet new people, help relieve stress, maintain good physical and mental wellbeing, increase productivity, and improve your employability.

Join Essex Sport and be part of something bigger. We're a community of like-minded individuals who are dedicated to enriching your experience at University of Essex. By fuelling your passion for all things active we help you make new friends, find new interests and be the best you. Whatever your sport, whatever your level, from fan to professional athlete, we've got a place for you.

Visit the Essex Sport website or download the app to discover all the ways you can keep active during your time at Essex. In order to ensure the welfare of our community there may be changes to opening hours or what's available, so do check on the website and our Facebook, Instagram, Twitter for the latest information.

Students' Union

We're famous for our Students' Union at Essex, and for good reason. Here you are not just a member of a normal Students' Union, you are part of a family. They are here from the day you arrive to the moment you graduate to support you in any way they can.

The Students' Union is run by students for students, and you have the ability to shape what they do. From deciding who leads the SU, to shaping your own experiences at Essex, they are here to represent your views and work with you to make amazing things happen.

Get involved!

There are opportunities to join Sports Clubs, and get involved with competitive sports in our BUCS teams.

We have over [120 Societies](#) where you can meet people with similar interests, challenge yourself with something new or if you can't find what you are looking for- [Start your own.](#)

We also train, recruit and support hundreds of student reps each year. These reps gather feedback to share student viewpoints on academic experiences. You can find out more about student reps including how to sign up and getting trained [here](#).

We also have our very own lettings agency ([SUHomes](#)), to offer help and support to students to find off campus accommodation.

Chart My Path

Use Chart My Path to discover over 200 extracurricular activities offered at Essex, and get recommendations personalised to you. Log into [GradIntelligence](#) to get started.

Essex spirit, social media and what's on?

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

Follow us on social:

f	/uniofessex	◎	/uniessex
🐦	/Uni_of_Essex	v	/uniofessex
▶	/uniessex	♪	/@uniessexonline

Our [Events calendar](#) brings together all the events happening across our three campuses, so you can make the most of your time at Essex.

About the Department of Literature, Film and Theatre Studies

Meet the team

A full list of all staff can be found on our department website. Below is a summary of the roles of staff that can help you with a variety of areas during your time at Essex. [1]

- **General Office**

  Our General Office, based in room 5NW.6.16, is staffed by Alison Bateman, Hannah Langwith and Comhnall Speed, our Student and Academic Services Administrators. If you are an undergraduate student, the team will know the answers to (almost) every query and are always happy to advise and help you, even if that sometimes means pointing you in the direction of other, specialist teams in the University. You can never go wrong in getting in touch with them.

  During term-time, our General Office is open Monday-Friday from **10.00am to 12.00pm** and **2.00pm to 4.00pm** or via Zoom drop-in sessions by arrangement.

  We are here to help you with every aspect of your course. Call in, email: liftstt@essex.ac.uk or phone 01206 872626.

- **Department Manager**

  Emma McClelland is our Department Manager and leads the Professional Services team. As a member of the Department's senior leadership team, Emma is responsible for the administrative and operational management of the Department and works very closely with our Head of Department, Matthew De Abaitua. You can email Emma at ejmccl@essex.ac.uk.

- **Deputy Department Manager**

  Sue Hogan, our Deputy Department Manager, looks after our undergraduate student administration such as change of course, module enrolment, and special syllabus requests. Sue also deals with student welfare and support issues, including late submissions, extenuating circumstances and pastoral care. Please email s.hogan@essex.ac.uk for a Zoom or in-person appointment

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[1] Department/school information in this Handbook is correct at time of publication but there may be role changes within the department/school throughout the Academic Year. Students should consult staffing details held online for the most up-to-date information.

anytime between 9.00am and 5.00pm Monday to Friday, but please note that due to hybrid working, in-person appointments are not always available.

- **Departmental Disability Liaison Officer (DDLO)**

  Dr Jordan Savage, our Departmental Disability Liaison Officer (DDLO), can provide advice if you are experiencing problems with your academic progress as a result of a permanent or temporary disability, medical condition or specific learning difficulty. Jordan is available if you wish to disclose or initially discuss your needs and will listen to your concerns confidentially.

  The DDLO᾿s role is to provide advice about the University᾿s specialist support services and to liaise with your lecturers about disability related difficulties and implementation reasonable adjustments. Please email jksava@essex.ac.uk with queries or to book a Zoom or in-person appointment.

We have also listed some other key staff roles and how these individuals will be able to support you.

Dr Holly Pester	**Director of Education**	Office: 5NW.4.7 Email: hpester@essex.ac.uk
Dr Jordan Savage	**Senior Tutor/Progress Officer**	Office: 5N1.4.4A Email: jksava@essex.ac.uk
Professor Elizabeth Kuti	**Intimacy Lead (for Drama students)**	Office: 5NW.6.13 Email: ejkuti@essex.ac.uk

Academic Responsibilities

Name:	Role:
Matthew de Abaitua	Head of Department
Professor Susan Oliver	Deputy Head of Department
Professor Philip Terry (Autumn and Summer terms) Dr James Canton (Spring term)	Director of Creative Writing

Dr Tasos Giapoutzis	Director of Film and Screen Media
Professor Elizabeth Kuti (Autumn term) Dr Mary Mazzilli (Spring and Summer terms)	Director of Theatre Studies
Martin Bright	Director of Journalism
Dr Patricia Gillies	Director of Literature
Professor Shohini Chaudhuri (Autumn term) Dr Sean Seeger (Spring and Summer terms)	Director of Graduate Studies
Dr Sean Seeger (Autumn term) Dr James Canton (Spring and Summer terms)	MA Director
Tim Fenton	Study Abroad Officer

Teaching staff and support

All teaching staff hold regular weekly academic support hours during term time. This is a time when you can meet with them about anything to do with your modules, from difficulties you might be having with your seminar readings, to discussions about feedback on your coursework.

Details of all academic support hours are posted on Moodle, on our office doors and also via email signatures as appropriate and can be a combination of in-person and Zoom drop-in sessions. If you are unsure about any of the arrangements, please contact your module teacher in the first instance, or ask our team in the General Office (5NW.6.16) or by emailing liftstt@essex.ac.uk.

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

We have also listed some other key staff roles and how these individuals will be able to support you.

Module Tutors

There are dedicated Module Tutors to support students for each module. The module tutor for each module can be found on Moodle. If you have a specific study question please contact the relevant module tutor.

Your Personal Tutor

All undergraduate students have a Personal Tutor who will meet you soon after you arrive, and regularly throughout your course. Your Personal Tutor will be a member of academic staff and is someone you talk to about your course or any difficulties that may encounter. They can recommend and direct you to other support services that might be able to further help and support you. You can find out who your Personal Tutor is through MyEssex.

If you have a disability, long term medical condition and/or Specific Learning Difference and have not registered with Student Wellbeing & Inclusivity Service, to discuss your support needs, please email include@essex.ac.uk.

Your Peer Mentor

Peer Mentors are second or final-year students who support new first years as they settle in to the department. If you would like to know more about the scheme, or wish to be assigned a peer mentor, please contact liftstt@essex.ac.uk.

Become a Mentor

If you are in your second or final-year and are interested in becoming a Peer Mentor, a call for mentor applications is usually circulated in the Spring term. If you have any questions in the meantime, you can contact your Peer Mentor Coordinator for further details.

Staff research interests

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

We have internationally recognised expertise in world literatures, and our work covers areas from Shakespeare and transatlantic romanticism to global modernism, women's suffrage literature, science fiction, dystopias, and postcolonial literature. This is combined with strengths in world cinema, film theory and practice, contemporary theatre, playwriting and poetry, as well as myth, adaptation, and translation studies. For more information visit our Research pages.

Our academic staff are the authors of numerous major publications; see our academic staff profiles for full lists of individual research.

Departmental/school resources and facilities

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

Department of Literature, Film and Theatre Studies Common Room

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

Royal Literary Fund Fellows (RLF)

The Royal Literary Fund exists to help writers, and champion good writing. It provides a resident fellow here at Essex, to help our students with the writing of their essays, dissertations, theses, or even job and grant applications. This year, our fellow is **Michael Mann** - an award-winning children's author of magical middle-grade novels. If you would like to take up Michael's advice, please book your slot in by emailing **michael.mann@rlfeducation.org.uk**. The service is entirely free, confidential and independent of the University.

Booking Departmental Spaces

Students are able to book our departmental rooms for rehearsals and filming. Full details on how to book rooms are available on the Department's Moodle page or by contacting liftstt@essex.ac.uk . Please allow sufficient time and at least 3 working days for your booking to be confirmed.

Printing, photocopying and scanning

All students can print, copy and scan for free at Essex subject to our fair use policy. You can print from a campus PC or from your personal device using our mobile print service. Campus printers can be found in or near to study spaces where there are computers. Find out how to print and how to top up your printer credit on the Student Directory.

Please note that there are strict laws about copyright infringement; more information can be found on the Library website which explains what and how much you are permitted to copy. Usage is monitored and subject to a fair use policy.

Noticeboards

Every department and school has their own noticeboard providing information on staff, courses and classes, updates, careers, events and opportunities

Our noticeboards are located in the 2001 Building on Levels 4, 5, and 6.

A virtual noticeboard can also be found in the Literature, Film and Theatre Studies Virtual Common Room on Moodle.

Departmental Seminars

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

Seminars are advertised in advance via your Essex email, the Department's webpage, Instagram, Facebook and X pages, on our noticeboards, and in the Common Room on level 6.

Departmental prizes

Each year we are pleased to award prizes signifying excellence. The following prizes are available for award to undergraduate students:

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

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

Two runner-up First Year students, in Creative Writing or Creative Writing joint degrees, Drama or Drama and Literature, Film Studies or Film joint degrees, Literature or Literature joint degrees, Multimedia Journalism or Journalism joint degrees.

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

Two runner-up Second Year students, in Creative Writing or Creative Writing joint degrees, Drama or Drama and Literature, Film Studies or Film joint degrees, Literature or Literature joint degrees, Multimedia Journalism or Journalism joint degrees.

University of the Third Age prize for the top overall mark for second year student in LiFTS.

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

Dean's List for Excellence

The Dean's List for Excellence is an annual list of students within each Faculty who have achieved a high level of performance in a non-Final Year of degree level study. To be included on the Dean's List for Excellence, you must have achieved either:
(a) A Year Mark of 70 or above, or
(b) 60 Credits at 70 or above with a Year Mark of 68 or 69.

Communications

The University will predominantly use email for routine communication between staff and students. Your Essex email address will have been added to the relevant email groups specific to your department or school, course and modules to ensure that you receive the essential information relevant to you. It is recommended that you check

your Essex email each day to ensure you do not miss any important updates to classes and assessment.

You will also automatically be subscribed to a small number of opt-out lists, again, based on your course. You can always [opt in or out](#) of these communications online.

Social media

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

The use of personal devices

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

Learning and teaching

The University is committed to providing equal opportunities for all our students regardless of where or how you study. Our diverse student population is considered when developing the resources, services and facilities on and off campus, when we create our courses, write publications and course materials, and set our policies and regulations.

The academic year

The academic year uses a week numbering system that covers the 52 weeks of a calendar year but corresponds to typical term dates. So, the start of the academic year is week 1, which is Welcome week, with teaching commencing in week 2.

Term	Week numbers
Autumn	2-11
Spring	16-25
Summer	30-39

You can view the University's week numbers with the equivalent dates in the week by week calendar. The University's key dates include an overview of the start and end of each term and exam periods.

Some courses have slightly different term dates, however, this does not currently apply to any of the courses offered by our Department. You will find that all activities and events make reference to the standard academic year terms and schedule noted above.

You are expected to be available during term time to attend teaching events, unless otherwise advised by your department or school.

My course

Each course at the University has its own syllabus, full details of which, including the aims and learning outcomes of your course, can be found in the University's Programme Specifications Catalogue.

Your own course structure, including your specific programme specification, can be found in the MyStudy section of your [MyEssex](#) homepage.

Credits

Your course will be made up of a certain number of credits. Generally, undergraduate degree courses are made up of 360 credits. This is divided into 120 credits per year of study, with credits allocated to each module that you take.

Learning outcomes

Each course has learning outcomes which need to be met in order to progress. Course learning outcomes are categorised into knowledge, intellectual, practical and key skills, and are also defined more specifically at a modular level. Having this information means that you can measure your progress against the outcomes, for example when reviewing coursework feedback.

Grade boundaries

Marks for undergraduate modules at NQF Level 5 and above fall into one of the classifications set out in the table below. Honours degrees are usually awarded under these classifications too. The method for calculating your final award classification will take into account module marks and any other requirements - full details are set out in the [Rules of Assessment](#).

Degree mark	Class
70 and over	Class 1
60 - 69	Class 2.1
50 - 59	Class 2.2
40 - 49	Class 3
39 and under	Fail

Module enrolment

Most modules taught reflect the individual research interests of members of our academic staff. New modules are regularly explored, researched and developed to expand our transformative educational offering at Essex.

The University provide further guidance on choosing modules, and meetings for first and second-year students will be held by your department or school where students can discuss their choices with their Personal Tutor. Your preferred choices must be submitted prior to the start of term through the eNROL system.

A full list of modules available can be found on this webpage.

Changing modules

In instances where you need to make a change to your module choice, you may do so up until the second week of the Autumn Term. If you wish to change an optional module after the deadline, you should seek advice from the Department or School Office that runs the particular module that you may wish to change to.

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

Module Directors

Module Directors are responsible for individual modules. They design, teach and examine them. They monitor student progress and can also talk to students about any related academic issues.

Fitness to practise

Fitness to practise is only applicable to students on certain professional courses (such as Nursing or Social Work) and is designed to ensure and regulate that a student is suitable for engagement in the relevant profession.

Study and Wellbeing Intervention Policy and Procedure

The Study and Wellbeing Intervention Policy and Procedure provides a framework to support students during their studies when it appears that their health and wellbeing is either disrupting or having a detrimental impact on themselves or on people around them. The policy applies to all students and will aim to ensure students are offered appropriate intervention and support to succeed academically.

Employability modules

Many of your modules here in the Department are designed to encourage you to develop a range of practical and transferable skills. Modules will hone your learning experience and employability skills through a variety of teaching and assessment methods.

These include:

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

You may like to refer to these skills when applying for jobs or internships, which you can browse on the University's CareerHub job board.

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

Study Abroad

Essex Abroad provides you with the opportunity to have an international experience during your time at Essex to enhance employability, gain valuable transferable skills

and develop as individuals. You can study, volunteer, intern or complete research abroad as part of our programmes. Many courses can be taken as a four-year variant to include a year studying abroad at one of our partner universities across the world, and some courses have the option to study for a term aboard as part of a three-year degree. You can find out more about applying and what you'll need to consider if you're interested in a term or year studying abroad. For information regarding your funding during a study abroad, you should liaise with the Funding Team – funding@essex.ac.uk. Students with disabilities should also liaise with the Student Wellbeing and Inclusivity Service – include@essex.ac.uk.

As well as studying abroad, we have a wide range of summer programmes available including volunteering programmes, international internships and research abroad opportunities which are open to all Essex students. These programmes vary in duration, location and cost and can be a great addition (or alternative!) to studying abroad.

The University of Essex is a founding member of the YUFE Alliance. YUFE (Young Universities for the Future of Europe) is a collaboration of 10 different European institutions, providing you with the opportunity to study across multiple partners virtually or physically; as part of your degree or in addition to it. YUFE aims to be the leading model of a young, student-centred, non-elitist, open and inclusive European University.

As a University of Essex student, you can obtain an international experience through YUFE, taking anything from academic to language courses, or even entrepreneurship courses; allowing you to go the extra mile and stand out from the crowd. Find out more about YUFE and how to apply on our dedicated section on the Essex Abroad YUFE webpage and through the YUFE Virtual Campus.

Work placements

There are a variety of opportunities to undertake work-based learning and placements either during or as part of your studies. Many courses may also be taken as a four-year variant to include a placement year. If undertaking a placement year, it is your responsibility to find a work placement, however, the Industry Engagement and Placements Team can help prepare and support you and will advertise relevant

placements. If you are interested in undertaking a placement year, or other work-based opportunities that may be available to you and your course, contact the [Industry Engagement and Placements team](). If you have a Student visa, please be aware that the Immigration Rules restrict the length of placements and the type of work you can do.

Upon successfully securing a placement you need to inform the Industry Engagement and Placements team by contacting [placements@essex.ac.uk](). This is required to begin the placement approval process. Please note without approval from the Industry Engagement and Placement team you will be unauthorised to commence a placement.

For extracurricular opportunities, [Careers Services]() are here to help. Use [Chart My Path]() to find your personalised recommendations at Essex, and check out [CareerHub]() for part-time jobs, internships and career development support.

DBS checks for placements

Some placements may require a DBS check where you are engaging in regulated activity with vulnerable groups. This may include placements that are core, compulsory or optional, depending on the relevant module. Some activities may be carried out on an ad hoc basis for research purposes only, which are not required to meet the learning outcomes of the module or course, but will help inform your learning. More information about the DBS check process can be found on the [University's DBS webpages.]()

Safeguarding training

Prior to going out on placement students who are working with children or adults at risk should be aware of their safeguarding responsibilities. The University offers a general [introduction to safeguarding Moodle module]() which you are encouraged to complete at the same time as your DBS check. This training is additional to the mandatory safeguarding training that may be offered by your department/school and/or the placement provider.

Intimacy Guidelines for Drama students

We are safeguarding the wellbeing of our students and staff in rehearsals, performances and on-set of works which involve physical intimacy in line with the University's policy of zero tolerance of any acts of sexual violence. Our guidelines on intimacy define our approach to our work, establish boundaries and ensure propriety of self-directed and/or devised work. We expect all of our students and staff to comply with these guidelines which are set out in **Appendix 1**.

Module materials

Online reading lists for your modules can be found via the module Moodle page alongside other information and module materials.

Teaching timetable

Every student has a personal timetable published at the start of term which shows when and where your teaching is taking place, and Zoom links if teaching online. You can access your timetable on most mobile devices, including smart phones and tablets. You will need to have registered and activated your University of Essex log-in and selected all of your modules (if applicable) before you will be able to access your teaching timetable.

If you wish to report a timetable clash or request a class change, you should do so via the online timetable.

During Welcome Week (week 1) you may find that your timetable is blank as teaching normally commences week 2. **Please be aware that there may be changes to the location of teaching during the year, so regularly check your personal online timetable and Essex email for up to date teaching information.**

Information about teaching timetables, including requesting a class change, reporting a timetable issue and accessing your individual timetable can be found on the University's website.

Reading weeks

Check your module Moodle page for information regarding any reading weeks for your modules.

Recording your attendance

We monitor your attendance at teaching sessions on campus using your student card and an electronic system of card readers. You must tap-in at a reader within 15 minutes of the teaching session start time for your attendance to be recorded accurately. Your attendance at online teaching sessions is monitored by reviewing your logins to sessions on Zoom. Once again you must log in within 15 minutes of the event start time for your attendance to be recorded. You are expected to attend all of your mandatory sessions on your individual timetable and report an absence if you are unable to do so. If you have a Student visa, you must attend all your timetabled teaching events in-person where this is available. Attendance at a teaching event via Zoom where the session was also delivered in-person will count as failure to attend. If you fall below the Home Office expectations we **must** take action, and this can include withdrawing our visa sponsorship.

It is your responsibility to remember your student registration card and to tap-in correctly. Lost or faulty cards can be replaced at the Student Services Hub.

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

Making changes to your study

Changing your course

If you are thinking about changing course, you will need to do so by a certain date and should first speak to your department or school, and personal tutor. They will be able to provide advice about the things you should consider before changing your course. If you are thinking of undertaking a placement year or year abroad, you should check the requirements for these programmes by contacting the Industry and Placements Team or Essex Abroad Team. Student visa holders may not be able to change their course without first obtaining a new visa, from overseas, if eligible. You can find information on the potential visa implications of a change in course on our Immigration

webpages. If you have any further questions, you should contact the International Services Team

Thinking of leaving or taking a break?

You may experience doubts at some point during your studies, if you're thinking about leaving Essex, we're here to support you and give you the advice you need to help you make an informed choice. You can contact your department or school, Personal Tutor or Student Services Hub to speak in confidence about your concerns, and also the different options available to you and the impact they may have.

You can find information on the visa implications of your decision on our Immigration webpages. If you have any further questions, you should contact the International Services Team.

You should also be aware of how your funding may be impacted if you choose to take a break. You can do this by contacting the Funding Team – funding@essex.ac.uk.

Library and Cultural Services

Library Services

The Library aims to provide all the resources you will need to succeed in your course, via online reading lists and access to extensive collections of books, journals and a variety of other resources, both online and on our shelves.

The Library team can help you learn how to search effectively so you can find appropriate resources for your assignments. They can also provide advice on referencing, academic integrity, evaluating sources and more. Our Skills at Library guide provides a range of online support in these areas, and our subject guides provide subject-specific guidance and resource recommendations. In addition, the Library offers a programme of 'Workshops at Library' sessions which cover key information and research skills, including searching for information, checking and evaluating sources, using AI ethically and referencing.

The Library is also home to a number of Special Collections which support the delivery of object-based learning across a variety of courses, and provide primary source material for research across many subject areas. We are home to two major art collections; ESCALA (the Essex Collection of Art from Latin America) and the University Art Collection. Our Colchester Campus library houses Special Collections, over 70 individual archives containing primary source materials and collections covering a variety of subjects and time periods. The collections provide a valuable resource for teaching, through object based learning and other sessions, and for research.

If you have any questions about library services, there are a range of ways you can get in touch with the team.

At our Colchester Campus, the **Albert Sloman Library** on Square 5 has a variety of study spaces, including individual and group work areas and bookable study pods and rooms. The Library offers a wide range of learning resources, online and in print, with a dedicated Helpdesk, live chat and the opportunity to book appointments with experienced Library staff to help you through your studies and into whatever you choose to do after graduation. The Albert Sloman Library is open 24/7 during term time and offers a laptop loans service which is also available 24 hours a day.

See the [Library website](#) for the latest information on all our libraries and the services available, including opening hours.

Art Exchange

Placing students at its core, [Art Exchange](#) is a place where art, artists and the campus community come together. Our programme of exhibitions and activities are here to get you inspired, make new friends – or simply to chill while having fun making art.

We show international art by established and emerging artists throughout the year, building up a dynamic programme by working closely with the campus community, as the art on our walls is co-created by students and responds to what matters to them.

Alongside exhibitions, our exciting programme of events and art classes and are free for students. Led by professional artists, they support students' creativity, confidence and wellbeing - as well as being great fun!

We want everyone to get involved and enjoy great art.

Lakeside Theatre

The [Lakeside Theatre](#) provides a warm, welcoming social hub of creativity at the heart of the University to foster the living learning community.

We produce a programme of diverse, dynamic and accessible live performances of theatre, music, comedy, dance, workshops, artist development and live art for audiences on and off campus. It is a learning and social experience for students that will deliver key life skills to enable them to respond to a rapidly changing world with creativity and personal and cultural confidence. Students' wellbeing remains at the forefront of what we do which is why we provide opportunities for enjoyment, inspiration and creativity.

We believe that theatre is for everyone, you don't have to be studying drama or theatre studies to take part in or develop as an actor, producer, director, technician, or performer. That's why we have our [Homegrown Programme](#), to develop theatre makers at the University of Essex. Students, researchers, staff and alumni of the university can join the programme at any stage in their journey for support, guidance and opportunity to become a performing arts professional. Keep an eye out for our

workshops and for when applications open up to our [Homegrown Studio Season](#), where you can perform on our stages!

The theatre and technical facilities are kept up to date, for student use in education and further skill building in modern practices nationally and internationally.

Publish with the Essex Student Journal

Publishing your writing with [the Essex Student Journal](#) provides the opportunity for you to develop your writing skills, showcase your work, and gain valuable experience in academic publishing and the peer review process. All undergraduate students can submit academic or creative writing regardless of your experience.

Our multi-disciplinary journal is run by and for students at the University, publishing the hard work of our students and giving you the ability to improve your writing through feedback from peer reviewers.

Not all universities have a Student Journal - this is a unique opportunity for you to publish a paper in your name and build your academic portfolio early in your career. We accept a wide range of submissions including creative writing, essays, case studies, research papers, dissertations, and academic blog posts.

Join our community of student writers to develop new skills and the best practices in writing. Find out more about the Essex Student Journal and embark on your academic publishing journey today. If you have any questions, get in touch with the Journal Team via journal@essex.ac.uk

Academic skills support

Skills for Success are here to support you with everything that you need to do well in your studies that is not directly related to your course content – in other words, the skills that you need to be successful.

We are committed to ensuring that every student is able to get the most out of their academic study and achieve their potential on their course, and provide a range of embedded teaching, [workshops](#) and [1:1s](#) on:

- [Academic writing](#)
- [Maths and stats](#)

- <u>Digital Skills</u>
- <u>Research</u> and <u>referencing</u>
- <u>English language</u>
- <u>Exam revision</u>

For more information, please contact <u>skills@essex.ac.uk</u>.

Departmental support

Students in LiFTS can make an appointment to talk to the Royal Literary Fund Fellow, Michael Mann. Michael is an author who can help you with your writing – creative or academic. If you would like to take up Michael's advice, please book your slot by emailing <u>michael.mann@rlfeducation.org.uk</u>. The service is entirely free, confidential and independent of the University.

Proofreading services

Before considering the use of proofreading services, all students should first discuss their work with their personal tutors. Many students seek 'proofreading' services at some point during their studies, but different types of editing can occur under this name which may not be appropriate in an academic context where work is assessed and could potentially qualify as an <u>academic offence</u>. The University is keen to ensure as far as possible that students understand what <u>proofreading work should entail</u> and the acceptable boundaries to which any proofreading or editing must adhere to.

All students should ensure that any agreement entered into with a proofreader conforms to the <u>University's policy and guidance on proofreading</u>.

Language classes

Academic English support classes

Skills for Success runs a range of <u>Academic English support classes</u> throughout the year, which all new students who have English as an additional language are invited to enrol on. These classes are free, voluntary and designed to help students improve their language proficiency and maximise their existing language skills in an academic context.

Options include 8 week or 4 week modules and one-off, bookable sessions. You will be emailed on registration, or can contact us at any time at skills@essex.ac.uk.

General English classes for beginner/intermediate/advanced learners (GEC)
The Department of Language and Linguistics offers the wider University of Essex community the chance to improve their English language skills through our General English Classes. These classes are available to:

- Dependants and close family members of students and staff at the University of Essex

- International staff at Essex who may want to work on their general English and fluency skills

- International students currently studying at UEIC Kaplan

- International students currently studying at both UG and PG level at Essex who wish to develop their language skills

The classes, which take place at the Colchester Campus, will enable you to meet people from other countries and cultures and will help you develop your language skills. These classes are free and are taught at three basic levels: Beginner (A1/A2), Intermediate (B1/B2) and Advanced (C1/C2) and will focus on listening, speaking, reading and writing. Throughout the course, you will have a unique opportunity to develop your conversation skills, by reflecting on real-life examples of how language is used in context.

Learning a language
Learn a language at Essex to increase your global and cultural awareness. Language learning can give you the confidence to work and travel internationally, expand your options for studying abroad, and get a competitive edge when you're looking for a job. There are a number of ways to do it, either as extracurricular activity via Language For All or it may be possible to select a language module as part of your degree (see what modules are available or email lalteam@essex.ac.uk).

Assessment and Academic Integrity

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

Rules of Assessment

The [Rules of Assessment](#) are used to calculate your results. There is a main set of rules for [Three-Year](#) and [Four-Year undergraduate courses](#), but some departments or schools also have additional variations to the rules, which must be met. These are published alongside the Rules of Assessment for your year of study.

In the Department of Literature, Film, and Theatre Studies we do have a variation to the Rules of Assessment:

Students are required to achieve a minimum of 70% attendance in the following modules over the entire module in order to pass the module:

- LT122- Introduction to Film Production
- LT226 - Fiction Filmmaking,
- LT227 - Directing Actors for Film

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

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

Core, compulsory and optional modules

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

Core	You must take this module	You must pass this module. No failure can be permitted.
Compulsory	You must take this module	There might be limited opportunities to continue on your course/be eligible for your degree if you fail it.
Optional	You can choose which module to study	There might be limited opportunities to continue on your course/be eligible for your degree if you fail it.

Most modules in each year must be passed, with only a small number of credits, if any, being allowed to be failed across your degree. For the Honours Degree this is 30 non-core credits across the whole degree.

Academic integrity and academic offences

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

It is your responsibility to make yourself aware of the regulations governing examinations and how to correctly prepare your coursework. An academic offence can take place even if you didn't mean to commit one, and examples include plagiarism, self-plagiarism, using Artificial Intelligence such as ChatGPT to write all or part of an assignment unless specifically permitted to do so, falsifying data or evidence, and communicating with another candidate in an examination.

Methods of assessment in the Department of Literature, Film and Theatre Studies

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

In our Department, we use a range of methods of assessment to ensure that we are playing to our students' diversity of interests and academic strengths. Our assessment methods currently include formative and summative workshops and essays, blogs, individual and group presentations, group projects, timed in-class tests, reflective journals and commentaries, portfolios, film and writing pitches, digital assignments and applied web projects, performances, advertising slogans, notebooks, playscripts, radio plays, and much more. Please see your module handbooks for the details of assessment of your modules.

Class Participation

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

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

Attendance and participation in practical Film modules

Our practical Film modules are taught mainly through seminars and workshops which involve a range of creative or practical film exercises, group work, and journalistic or filming processes which require the physical presence and participation of all of our students.

Students taking the following practical Film modules:

LT122 - Introduction to Film Production,

LT226 - Fiction Filmmaking

LT227 - Directing Actors for Film

are therefore required to achieve a minimum of <u>70% attendance</u> over the entire module in order to pass the module.

This means that you **must** attend for the full duration of any timetabled teaching event (class, workshop, assessment, etc.) which will be deemed **compulsory** by your module tutor and supervisor. These will be timetabled sessions where you must tap in or film shoots when you will keep an attendance log of all team members for each shoot day. Extra **voluntary** teaching events such as voluntary tutorials or recommended trips etc. are not included.

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

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

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

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

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

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

Coursework

Coursework is compulsory in all modules and failure to participate in coursework is interpreted as evidence of lack of academic progress. Your academic progress is monitored throughout the year. In severe cases, students with poor academic progress can be required to withdraw from the University (even before the final examinations).

Preparation of assignments

Your module tutor will discuss the format and expectations for your assignments with you as part of your seminars, classes or workshops. It is vital therefore that you attend all your timetabled teaching events to receive the best possible support over the course of your studies. First Year students will also have the option of completing a formative piece of assignment for their modules for which they receive feedback but no formally recorded mark to help them develop their academic research and presentation or writing skills.

Referencing in coursework

Respecting authorship through good academic practice is one of the key values of higher education in the UK. Referencing is how you acknowledge all sources used within a piece of work. You must reference all work used whether cited directly (quotes), or indirectly (paraphrasing and summarising).

Referencing allows you to give credit to other's ideas, work, research, theories, concepts, outcomes and results, and demonstrates your breadth of reading and knowledge on a subject. If you do not reference properly, this could amount to plagiarism, which is an academic offence.

There are styles of referencing which will determine exactly how you format your reference. Your departmental referencing style is **Chicago**. You must use this referencing style. Guidance on your referencing style is available online, including an

interactive referencing tutorial. You can also take the Academic Integrity course on Moodle.

Only Microsoft word or PDF files should be uploaded to FASER unless otherwise specified

See also **Appendix 2** – Department Style Guide.

Submission of coursework

You should submit all coursework online via FASER – the University's online submission system. You are encouraged to log on to FASER at the start of the year so that you understand how it works before you reach your first deadline. There is a trial module and deadline available for you to use as a practice submission, as well as helpful guidance on how to use FASER.

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

Problems with FASER

If you have technical difficulties when submitting your coursework to FASER, you should contact the IT Helpdesk. They can advise on any system or computer problems. This will count towards your claim when submitting a late coursework extenuating circumstance form should you need to. If you are confused or unsure how to upload or are having any non-technical difficulties, you should contact your Undergraduate Administrator.

Late submission of coursework

At the University of Essex we have a single policy for the late submission of coursework in undergraduate courses: all coursework submitted after the deadline will receive a mark of **zero**. No extensions will be granted. The policy states that the mark of zero shall stand unless you submit satisfactory evidence of extenuating

circumstances that indicate that you were unable to submit the work by the deadline but have been able to within the relevant Late Submission timeframe.

Where a student is unable to undertake the assessment by the deadline, and it is deemed impossible to consider a late submission request due to the nature of the assessment (e.g. absence from in-class tests, practical assignments and presentations), an extenuating circumstances form should be submitted which will be considered by the Board of Examiners.

Return of coursework

The University's Assessment Policy requires that feedback on assessed work should be provided to students within twenty working days of submission, excluding any Bank Holidays and Christmas closure period. When you submit your coursework, we write to you and advise you of the date for the return of your marked assignments. If for any justifiable and unavoidable reason the Department is unable to meet the deadline for the provision of feedback, you will be informed of this and advised of the revised arrangements, including a new date for the return of your marked coursework as appropriate.

Ethics in research

All research involving human participants and animal subjects, whether undertaken by the University's staff or students, **must** undergo an ethics review by an appropriate body and ethical approval **must** be obtained before it commences. You should first read the Guidelines for Ethical Approval of Research Involving Human Subjects or Guidelines for Ethical Approval of Research Involving Animals and then submit an Ethical Approval application form via ERAMS. You should be aware that ethical approval cannot be granted retrospectively so it is very important that you make your application before you start to recruit participants or collect data from them.

Further information about the research ethics process can be found on the University's ethics review webpages. **Studies involving the NHS (i.e. patients, their data or samples; staff, their data or samples; sites; data extracted from or through clinical systems) and studies involving human tissue or adults lacking capacity to consent are very likely to need some kind of NHS approval, such as ethical approval, governance approval or study registration. Even 'data only' studies,**

which do not involve direct contact with NHS staff or patients, will often require approval of some kind. Service evaluations, audits and similar involving the NHS may not require NHS ethical review. In cases where the project has not been defined as research by the HRA, ethical approval will need to be sought through the University's ethics review processes. If your study involves the NHS, you should contact the REO Research Governance Team (reo-governance@essex.ac.uk) at an early stage for advice about the ethics review process.

Examinations

Examinations will either be in person in an invigilated setting on campus, or remote via FASER or Moodle. To find out whether your exam is in-person or remote, you can check the module directory. Your personal exam timetable, when available, also has this information.

Exam timetable

The University publishes the dates for exam periods at the start of each year, including the date on which your personal exam timetable will be issued for each period. A link to your personalised exam timetable will be sent to your Essex account when it is ready to view.

Attending an in-person exam

You must bring your registration card and exam entry form to any invigilated exams on campus. You may not be allowed entry without these. You will be able to download and print your exam entry form when you view your personal exam timetable.

For exams that are more than 1 hour long, you will not be allowed to enter the examination room if you arrive later than 55 minutes after the start of the exam. If your exam is 1 hour long or less, you will only be admitted up to 10 minutes after the start of the exam.

Attendance at examinations, whether in-person or remote, is compulsory and if you do not attend them and do not have extenuating circumstances then you are at risk of being withdrawn.

Calculators in examinations

If you are allowed to use a calculator in your examinations, the only models you are permitted to use in invigilated exams are the **Casio FX-83GT** or **Casio FX-85GT** series (CW, X or PLUS).

The only exception is for certain **Finance** exams that require a **financial** calculator, in which case you may use the **Hewlett Packard 12c** (all variants) or the **Texas Instruments BAII Plus** (including the BAII Plus Professional).

Open and closed-book exams

You should check the module directory to see whether your exam is open or closed-book. Your department or school will provide further guidance on how to prepare for your exams and on what materials can be taken into an open-book exam. You should also check the information published on the exam web pages.

Sample and past papers

Only very few modules in our Department require you to sit an exam. Where this is the case, the module tutor will provide you with guidance on how to prepare for and complete your exams. Please check with your module tutor and on Moodle for further details.

Revision classes

Any of our modules which include an exam as part of the module assessment will have one or two revision classes in the summer term as appropriate.

Exam stress

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

Access to your exam script

If you want to see your script for an invigilated exam, you should make the request to the department or school responsible for the module within four weeks of the exam. The department or school should either: let you see the script in the presence of one

of the staff responsible for teaching the module *or* give you a copy or summary of the examiners' comments on your performance. If you need to undertake an exam as part of reassessment on a module, your department or school will provide you with written feedback on any elements being reassessed.

Feedback on your exam script will not include a discussion of the mark. The marks will have been approved by External Examiners and ratified by the Board of Examiners.

Moderation and marking

The [University's Marking Policy](#) can be found online and includes our policy and procedure on the moderation of work.

Marking

All student work is marked in line with the University's Marking Policy. Within this policy, moderation is the default approach to assuring the quality and standards of marking, with double marking used in certain situations. Some types of assessment may be single marked, including where they contribute only a small amount of the overall module weighting. The full procedure and assessment marking requirements and detailed definitions can be found in the [Marking Policy](#).

Moderation and double marking

Moderation is a process separate from that of marking and provides assurance that assessment criteria have been applied appropriately. Moderators review a sample of the marked student work and liaise with the first markers if they believe that the marks are not at the correct level or do not reflect the assessment criteria or feedback given. In some situations, double marking is used instead of moderation. This means that two markers each mark the work and then agree a final mark for it.

External Examiners

External Examiners are experienced academics from other universities, but may also be from industry, business or the relevant profession depending on the requirements of the course. They give an impartial view of the course and independent advice to ensure that modules and courses at the University meet the academic standards expected across UK higher education. You can find more information about the role of External Examiners on our [External Examiner roles and responsibilities webpage.](#)

Re-marking of coursework

You may, under certain circumstances, have the right to request a re-mark of your coursework. Should you feel that your work needs to be reviewed and potentially re-marked, you should first contact your department or school to advise you accordingly. The Marking Policy sets out the grounds on which a request for re-marking can be submitted.

If a request for a re-mark is accepted, your marks are **not guaranteed** to increase, however, **the mark awarded after re-marking will override your original mark**. Therefore, please be aware that in all incidences where coursework is re-marked, it is possible that your marks could go down as well as up.

Appeals

Appeals on academic grounds can only be made following the meeting of the Board of Examiners and the publication of your results. All academic appeals should be submitted within 10 working days of the publication of your results by the Board of Examiners. You can only appeal your results on limited grounds. As such, we strongly advise all students thinking about making an appeal to contact the SU Advice Centre.

Feedback

Most of our modules use a combination of formative and summative assessment of your coursework. Summative assessments contribute directly to your module mark, award mark or degree classification.

Formative assessments include general feedback on your work and may include marks, but these marks do not count towards overall module mark. Whilst some feedback will be given verbally, written feedback will be uploaded to FASer.

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

The Board of Examiners

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

- you have passed the modules you have studied and can be awarded credits;
- you have met the requirements to progress to the next year of your course;

- you have met the requirements to pass your course and, where you have, the classification/citation you are eligible for.

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

- what reassessment you could be offered and when you can take it[2];
- whether you must withdraw from your course, and your eligibility for an exit award.

Student visa holders can find the visa implications for each of the possible decisions that the Board of Examiners can make on our Immigration webpages. If you have any further questions you should contact the International Services Team

Publication of results

The publication schedule for results can be found on the website. You will receive an email to your Essex email account as soon as your results are published online.

Reassessment

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

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

Reassessed modules are normally capped at the pass mark of 40 unless you have extenuating circumstances which are accepted by the Board of Examiners.

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[2] The Board of Examiners will not be aware of a student's immigration status. As a result, some reassessment options may be offered that are not compatible with individual student visa restrictions. Students should consider all options in conjunction with applicable visa restrictions.

Where a student has failed a module and wishes to pass it or needs to do so in order to proceed or to qualify for a degree, the department's policy is to require the student to retake or resubmit the component or components of the assessment that they failed.

In cases where there is group work (e.g. presentations or group/collaborative written work) or practical coursework, an alternative but equivalent solo task will be set for re-submission, which meets the learning outcomes of the module but may differ from the original coursework assignment set.

Students with a Student visa expiring before their reassessment will need to know whether they are required to be in the UK before requesting further sponsorship to complete their studies.

Resit exams

Resit exams are usually scheduled to take place in late August and early September or 'out of residence' in the following academic year. A considerable amount of useful revision material for each module is available on Moodle. Students can contact staff, particularly Module Supervisors for the modules they are resitting if they need help with revision or specific queries (do not leave this until the last minute as staff availability will be reduced throughout the summer). Staff can give individual feedback on summer exam performance, if requested.

Exit awards

If you decide to withdraw from your course before you finish, or you do not meet the requirements to be considered for your full award, you may be awarded an exit award which may be at a lower level, if appropriate.

Student visa holders should be aware that obtaining a lesser award will impact eligibility to apply for a Graduate visa after completion of studies. Further guidance about the Graduate route and eligibility criteria can be viewed on our Immigration webpages

Extenuating circumstances

Extenuating circumstances are circumstances beyond your control which cause you to perform less well in your assessment than you might have expected, or in some instances, may prevent you from submitting coursework or attending an exam entirely.

In general, valid extenuating circumstances will be of a medical or personal nature that affect you for any significant period of time and/or during assessment.

If you do need to make an extenuating circumstances claim, you should first read the guidance very carefully and seek advice from SU Advice or the Student Services Hub. Please be prepared that you may need to include supporting evidence with your claim. Extenuating Circumstances claims must be submitted via MyEssex by the appropriate deadline.

Your department or school will review your claim at an Extenuating Circumstances Committee and determine whether it will be accepted or rejected. The Board of Examiners will determine an appropriate course of action, such as permitting further reassessment opportunities for uncapped marks. Please note that the Board of Examiners cannot award extra marks even where there are serious extenuating circumstances.

Computers, learning technologies and your information

Computers

Using a campus computer

Visit an IT lab to use a campus computer. Many are open until late and some are open 24/7. Some labs may be booked for teaching, so it is best to check availability first. If you prefer to be on the move, you can loan a laptop from the Library for a few hours at no cost.

IT training and help

If you need help with Word, Excel, PowerPoint, or EndNote, book on our digital skills training through CareerHub. You also have unlimited, free access to LinkedIn Learning, an online video training platform, using your Essex IT account. You can choose what you would like to learn and when. LinkedIn Learning is a great tool for both personal and professional development.

For IT help and support, visit the IT Services pages on the Student Directory. You can also find information on free software available to students, account storage and how to print.

If you can't find what you're looking for, or if you need to talk to someone, contact the IT Helpdesk team who can assist you further.

Learning technologies and systems

Learner Engagement Activity Portal (LEAP)

LEAP is our student centred, personalised engagement tool. LEAP displays your engagement with university resources and activities. An algorithm within LEAP gives a weighting score to each activity and combines your use of these resources and activities to produce an overall engagement indicator. There are 5 engagement indicators (high, good, partial, low and very low) which will help you map and better understand your engagement pattern over time based on your class attendance, utilisation of Moodle etc. Full details on the resources included in LEAP, the engagement ratings and how LEAP uses your data can be found on the LEAP webpage.

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

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

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

- Suggest ways you could achieve better outcomes
- Check that all is well and offer information, advice and guidance
- Help you in areas of your studies that you find challenging

The University has a Student Engagement Policy which provides a structured approach based on support and mutual decision-making to maximise the success and achievement of every student.

Moodle
Moodle is our online learning environment. It holds key course and module materials, discussion forums, chat facilities, quizzes, surveys, glossaries and wikis released by your lecturers.

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

Online reading lists
Reading lists can be accessed online. Use this service to find out the details of each week's reading and to access resources through the Library.

Listen Again
Did you miss something? Our Listen Again digital recording service lets you listen again to lectures, so you grasp every detail. It's available in teaching rooms or lecture

theatres where you see the sign. Lecture videos are normally uploaded on Listen Again 24 hours after the lecture.

Zoom

You can use Zoom to join online lectures delivered by the University or attend online meetings and tutorials. If your lecture or class is going to be online, the link to join will be available in your individual timetable 48 hours before the class.

This quick start guide gives you an introduction to the essentials of joining and participating in a Zoom webinar or meeting.

Your information

Changes to your information

During your period of study at Essex, you may wish to be known by a preferred name or update your legal name on our student record database (ESIS) if your circumstances change. It is important you keep your information up to date including any change to your address or contact information which you can manage and update online. If you have immigration permission to study with us and obtain a new passport or visa during your studies, please ensure you bring this to your Student Services Hub so a scan can be taken for University record.

Your personal information

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

All information about you is kept securely, and access to your information is only given to staff who need it in order to do their job. You have a right to ask for copies of information we hold about you.

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

Student Voice

At the University of Essex, the views, ideas and feedback of our students are at the heart of what the University does. The time students take to offer feedback is hugely appreciated and this feedback, both positive and developmental, is used to help make short and longer-term improvements, both to the experience of current students, but also for Essex students of the future. You can do this in a number of ways at Essex through your Student Voice.

Student Representatives

You can contact or volunteer to be a Student Representative who represent the voice of fellow students in departmental/school Student Voice Groups (SVG) and other University level committees.

Student Voice Groups

Student Voice Groups (SVGs) are made up of Student Representatives and members of staff. SVGs typically meet once per term and provide an accessible arena for students to discuss with staff issues connected to teaching, learning and student support. They also provide an opportunity for the department or school to consult with students and receive feedback on new proposals. Such proposals are recorded in SVG logs, where specific details are requested in order to facilitate the feedback.

Student surveys

Student satisfaction surveys enable the University to gauge overall satisfaction amongst students. When the results have been reviewed and analysed, the University can then enhance your experience of learning at Essex by closing the feedback loop.

National Student Survey

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

Undergraduate Student Survey (non-final year students)

In addition to the NSS, aimed at final year students, the University runs an annual survey for all other undergraduate student groups. If eligible, you will be invited to participate via email.

Student Module Feedback

At the end of each term you will have the opportunity to provide feedback and comments on your modules via the University's Student Module Feedback process. All students will receive an email from University of Essex Surveys (no-reply)@essex.ac.uk inviting you to complete a brief online survey for each module undertaken over the preceding term. Available surveys are also accessible via the Evaluations block on the right-hand side of your Moodle homepage. This will display to the right of your Moodle page when you have open surveys that you haven't yet completed, as below:
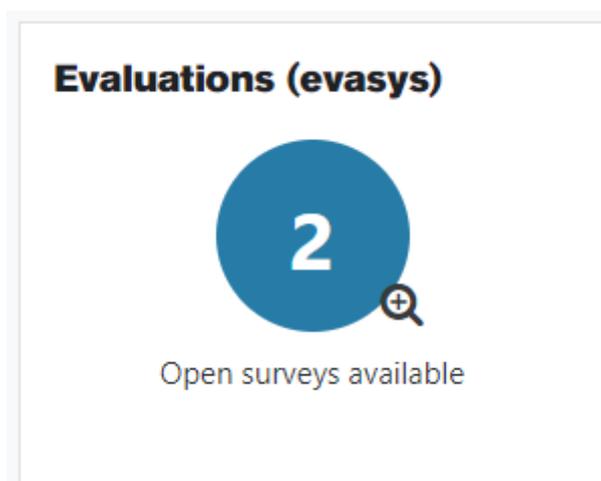
To see this, you may need to click to expand the block drawer, using the arrow shown below:
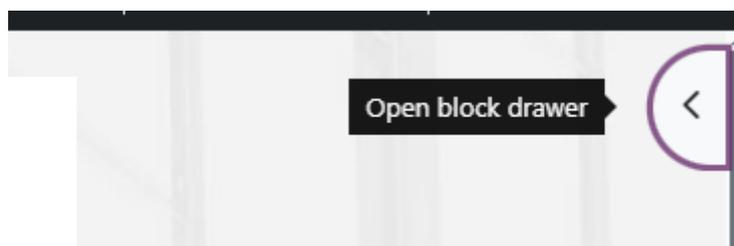
These surveys allow you to provide some information on your experience of each of the modules you have studied, to say what worked well and to give constructive

feedback on how they can be further improved. This is critical for the University to understand what works well, and what could be improved, from the perspective of students. All feedback will be summarised and discussed by SVGs and will inform reports written for central University committees as part of our quality assurance processes.

There are also many other satisfaction surveys taking place, to ensure students are happy with the services the University of Essex provides.

If you have some feedback but don't know who to tell, email: studentvoice@essex.ac.uk

Your department or school will also welcome your feedback. They will have a range of quick feedback mechanism for you to use. Contact your departmental or school office if you are not sure what these are.

You Matter

We know university life can throw up all kinds of concerns and questions. Everyone has mental health – sometimes your mental health may be good, other times it may be not so good. It could be stress related to deadlines, general worries or concerns about friends and family members. Whatever is worrying you, if you need some information, advice or support, the University offer a wide range of services and support to help you.

Student Services Hub

If you need practical advice, a confidential conversation, or general information and guidance on University life, no matter what the issue is, the Student Services Hub can help. You can find out about health and wellbeing, accommodation, careers services, money matters and much more. Your questions matter and you'll get answers from our team of experts.

To contact the Student Services Hub please use this link to access our web pages and talk to us on Live Chat: Ask the Hub

Support for students with disabilities or additional needs

We encourage all new students with a disability, long term medical condition, specific learning difference or mental health condition to disclose and register with the Student Wellbeing and Inclusivity Service (SWIS) so that we can plan how best to support you in your studies.

If you are care experienced, estranged from your family, primary carer and/or University of Sanctuary student please contact the Student Wellbeing and Inclusivity Service (SWIS) for further information about support that may be available to you.

The University of Essex is committed to providing an inclusive educational learning environment for all students. The Student Reasonable Adjustment Policy provides a framework for the effective implementation of a reasonable adjustment and to ensure the legal requirements of the Equality Act 2010 are met.

Support for students who are pregnant

If you are pregnant, you are protected under the Equality Act 2010 and are encouraged to contact your department/school or SWIS via the Student Services Hub. You can talk through a variety of issues including; arrangements for maternity-related absence, financial implications, visa implications and emotional support.

Support for students who are parents or guardians

There is a wide range of information, support and advice available for parents and guardians studying with us available on the Student Directory. Please contact the Student Services Hub or your department for further guidance or to discuss your individual circumstances.

Children or young people under 18 who are not registered students are not permitted to attend any University teaching events so it is important that you make adequate childcare arrangements to enable you to attend your teaching and assessments. If you have emergency childcare needs or other circumstances linked to caring responsibilities that affect your availability for teaching or assessment, we have support in place. It is important that you contact your department by reporting your absence as soon as possible to let them know you won't be there and to discuss your

situation and any support they can offer. The University also has an [Extenuating Circumstances Policy](#) where absence relates to missed assessment.

Financial Support for students with disabilities or additional needs

UK students may be eligible for a [Disabled Students' Allowance grant](#). If you are not a UK student and you have a disability, you may be eligible for [other grants and funding](#). We would recommend that you [contact the Student Services Hub](#) to discuss all the options that may be available to you, as well as for general advice, support and information on health and wellbeing issues.

We also offer bursaries for UK students who are [Care Experienced, Estranged or have Refugee status](#).

Personal Emergency Evacuation Plans (PEEP)

If you have a permanent or temporary disability that may mean you have difficulty in evacuating one or more areas, you can arrange for a [Personal Emergency Evacuation Plan (PEEP).](#)

Essex Access Forum

The [Essex Access Forum](#) is a university-wide discussion and advocacy forum and consultation body working to support excellence in all aspects of physical and non-physical access at Essex (student education, staff employment and visitor experience). Membership is open to both staff and students, with and without disabilities.

Seeing a doctor

If you're studying on a course for more than six months, you're required to register with a local doctor. Our Colchester Campus has its own [health centre](#) or you can use the [NHS Choices postcode](#) finder to find your nearest doctor. If you require emergency medical or mental health services, there are a [number of options available](#) both through the NHS and also the University, regardless which campus you are studying at.

Counselling service

The University's counselling service is available to all registered students, including those who are intermitting on medical grounds. To learn more about the counselling

service, visit the [counselling page](#) of the University website. You can also request counselling directly by completing this [form](#).

Digital wellbeing support

[SilverCloud](#) offers a broad range of programmes to support students with their wellbeing, mental health and long-term conditions. Use your Essex email to sign into a programme of your choice. Visit the [SilverCloud](#) platform.

[Togetherall](#) is a digital, peer support, mental health platform where you can share your lived experiences and learn from the experiences of others in a safe and anonymised global community. Use your Essex email to [register on the platform.](#)

Student Wellbeing Support Line

Open 24-hours a day, including at weekends and bank holidays. Ring **0800 028 3766** for emotional support at any time.

Wellbeing Appointments for Students at Colchester, Southend and Loughton

Our team of Wellbeing Assessors offer a welcoming and friendly space where you will be able to talk about anything that is happening in your life.

We can help guide you to develop the personal resources and skills you need to navigate the challenges and opportunities of student life.

Our support is designed to be short term and intended to guide you on your next steps. If you need longer term support we can help to signpost you to external health/wellbeing services and partnerships.

You can make an appointment by emailing [wellbeing@essex.ac.uk.](mailto:wellbeing@essex.ac.uk)

We offer in person appointments, or online via Zoom, or via telephone (01206873133).

UK immigration advice and guidance

Immigration advice and guidance is regulated in the UK by the Office of the Immigration Services Commissioner (OISC) and can only be given by those that are authorised and competent to do so. We publish lots of information and guidance on our website for students and you can contact one of our authorised advice services via the 'ask us a question' section for further advice about the UK's student Immigration Rules.

Money management

Financial Support Officers in our Student Services Hub and our independent Students' Union Advice can provide money management and budgeting advice and can talk through any financial issues that you may be experiencing and how best to tackle them. You can also ensure that you keep your finances on track by working through some free online money management modules offered by Blackbullion.

If you get into financial difficulty, you should get help and talk to someone **as soon as possible**. The sooner your problem is identified, the sooner it can be solved. You may be eligible to apply for financial support to assist you with short-term unexpected and unforeseen costs while studying at Essex.

Funding opportunities

There are lots of funding opportunities available to UK, EU and International students offered by the University and by external companies and organisations. This may be in the form of a student loan, a scholarship, or a bursary. You can find out more information, including what you may be eligible for on the UG Scholarships and Funding webpage.

Students' Union Advice

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

Colchester students – suadvice@essex.ac.uk; 01206 874034

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

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

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

Residence Life

Our Residence Life team is here to help you settle in and support you during your time living on campus. Residents' Assistants are student staff who organise social and community events to help you make friends and adjust to university life. You can find out about all our exciting events by following us on Facebook or by checking out the University Events page.

Religion, faith and beliefs

We're proud of our vibrant and diverse multicultural community and welcome everyone, of all faiths and none. The calm, friendly and supportive atmosphere in our Faith Centre is a welcoming place for staff, students and the wider community to meet, interact and engage with each other.

Harassment support

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

We encourage a culture of dignity and respect. We're committed to upholding an environment that's free from any form of harassment or bullying. Though rare, these incidents can occur and if they do our Report and Support Service is on hand to help.

Health and safety on campus

Our campuses are generally very safe environments. We want to ensure that things stay this way. In order to achieve this, we work closely with local agencies including the police and borough councils. Take a look at our website for general information and advice.

Please familiarise yourself with fire safety and emergency evacuation procedures for your accommodation, work or study location. If you have a permanent or temporary disability that may mean you have difficulty in evacuating one or more areas, you can arrange for a Personal Emergency Evacuation Plan (PEEP).

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

All students residing on campus **must** complete the Moodle Fire Safety Course for Residents training.

If you have any health and safety concerns or need to report an incident, please use the University's reporting service to notify us.

Making a complaint

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

The University aims to resolve complaints quickly and informally in accordance with the Student concerns and complaints procedure which can be found on our website.

Student Development

Careers Services

The [Career Services](#) team offer a programme of information, advice, guidance and support through events, workshops and one-to-one sessions. With teams dedicated to supporting work-based learning, placements, internships and professional development, we'll provide the information and support you need to thrive.

CareerHub

Book on to careers events and workshops, take career assessments, practice your interview skills, build your CV, and connect with employers on [CareerHub](#), the online Essex careers and jobs portal. You will find hundreds of live opportunities from part-time jobs, internships & placements to graduate vacancies on the jobs board. You can login to [CareerHub](#) with your Essex username and password.

Get experience

Develop your skills and showcase your potential through our extracurricular offer:

- Find the right activity for you with **Chart My Path**, and to get recognised on your HEAR for your extracurricular achievements with the **Big Essex Award**. Log into [GradIntelligence](#) to get started.
- Explore Essex Interns to access paid internships with University departments/schools and local businesses that have been exclusively designed for Essex Students. Log into [GradIntelligence](#) to get started.
- Apply for [Career Mentoring](#) and be matched with an industry expert to expand your network, learn from their experience and explore options for your future.
- Calling our Black students! Unlock your academic potential and cultivate research skills through our digital **Black Researchers' Hub**. Explore on **Black Researchers' Hub**. Explore on [GradIntelligence](#) today.

Volunteering

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

You Are Essex

Graduation and Awards

Once the Board of Examiners has met, it can take between 7-10 working days for your results to be published. The University's publication of results schedule can be found online and you will be notified once this information is available. As soon as your results are ready, you will be sent an email and directed to a password protected web page. You will be able to see your marks obtained and any decisions that you must make in order to progress to the next stage of study.

Award documents

Award documents are issued after each year of study and upon final completion of an award. Digital copies of Award documents will be uploaded to your GradIntelligence account, which you will be able to access for free even after Graduating. You will be able to log into your account at any time in your career and access these documents.

Your full academic transcript will be available electronically via your Higher Education Achievement Record (HEAR). Your Higher Education Achievement Report (HEAR) not only showcases a full record of your academic achievements, but also any activities you have undertaken and logged through the Big Essex Award, and any other awards and prizes that you may have received.

This will be updated after the successful completion of each year of study, and a final HEAR will be issued upon conferral of your final award. If you are studying an award for which the University is currently unable to issue a HEAR, then you will receive a printed copy of your Transcript.

Upon conferral of your final award, your final HEAR and Award Certificate will be available on your GradIntelligence account within 7 days. In addition to your digital Award Certificate, you will also receive a physical embossed and crested Award Certificate either at Graduation or posted to you. You will be contacted by the Graduation and Awards team regarding issue of your printed Award Certificate.

Graduation ceremonies

The culmination of all your hard work! [Graduation](#) ceremonies take place at our Colchester Campus in the Ivor Crewe Lecture Hall with a departmental Reception held afterwards in the Sports Arena. All eligible students will be invited to attend a ceremony at the next available Graduation. Confirmed dates for future graduation ceremonies are [published online](#). It is essential that all students book their place at Graduation by the deadline provided.

The Graduation and Awards team will contact eligible students directly with more information, including eligibility and how and when to book their place at Graduation.

References

Requesting references from members of staff

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

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

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

Copies of references

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

When requesting an academic reference, please allow **at least 3 weeks** for our academic staff to write the reference. Please consult with your referee about the most appropriate contact details to include. It is also important for you to enclose as much information as possible with your reference request, and include an up to date copy of your CV. Please be aware that administrative staff in the Department will **not** be able to provide you with a reference, so please make sure to direct all reference request to your module tutor/s as appropriate.

Alumni

Essex is forever and although your time here will fly by, you'll be part of the Essex family for life. When you graduate, you'll get an alumni card and join a community of over 125,000 fellow graduates around the world. We'd love to keep in touch and invite you to our alumni events, networking and volunteering opportunities, as well as offer you special alumni benefits. Want to know more? Visit our website.

We will be here for you wherever life takes you next. You might know the path you wish to take, but if you need help to reach your goals, our Careers Services Team offer information, guidance and advice on your different options after graduation. We will be in touch 15 months after you graduate with reminders about the Graduate Outcomes survey which is your opportunity to tell us how you're doing and give us feedback on your university experience. Careers support is for life as an Essex graduate and we'll be with you every step of the way.

As an Essex graduate, you can take advantage of generous discounts on further postgraduate study and postgraduate research degrees. Whatever you choose to do, please stay in touch. We'd love to hear where your Essex degree has taken you.

Appendix 1: Guidelines on performing intimacy (Theatre & Film) 2024-25

University of Essex

Department of Literature, Film, and Theatre Studies

Guidelines on performing intimacy (Theatre & Film) 2024-25

Intimacy Lead: Elizabeth Kuti

This guidance document seeks to ensure the wellbeing of both students and staff by ensuring due diligence when preparing for or performing works (theatre or film) which involve physical intimacy, or bodily contact that goes beyond normal daily interaction. This may include any of the following: nudity, partial nudity, kissing, hugging or any touching or bodily contact that could be considered personal or sensitive, including staged violence, or sexualized behaviour; and/or simulated sex acts. These guidelines are in line with the University's mission to promote zero tolerance of sexual harassment and violence.

These Guidelines should be used as a means to agree an approach to work, establish boundaries and ensure propriety of self-directed and/or devised work.

1. Staff and students should be mindful that any performance and/or artistic activity (such as rehearsal) involving physical intimacy must be justifiable as being for the public good on the grounds that it is in the interests of artistic expression and excellence, within the context of University education and learning in drama, film, literature and performance.

2. When intimacy/bodily contact arises when students are working independently (e.g. on a film or play; or if they are co-creating devised work) all students involved in the work should discuss what they intend to do, and all involved must give clear verbal consent before continuing the devising process. The module supervisor and/or class tutor should be kept informed of any intimate content or staged violence/contact.

3. Where there is any doubt or concern whatsoever about intimate/violent content, or if clear consent has not been sought and given, students should consult the module supervisor in question for further guidance, or discuss their work with the Intimacy Lead (currently Prof Elizabeth Kuti on

ejkuti@essex.ac.uk) before going any further with rehearsal. Consensus and consent between all participating students on the agreed direction and content of the work, needs to be arrived at, before the work can continue.

4. In any production which includes physical intimacy, where there is a director, facilitator or leader (whether staff or student) who has decided on this or proposed this in advance, all students shall be informed of this fact by the overseeing academic, along with a description of the general nature and extent of such intimacy.

5. To allow the students to make an informed decision, where physical intimacy is required within a production, the extent of the requirement, including the degree and/or nature and extent of any intimacy, should be plainly described and discussed by the overseeing academic and student(s) within a class setting and in advance of any student entering into an 'Intimacy in Rehearsals, Performance and On-set Joint Agreement'. Students must be given reasonable time to consider the requirements and an environment where they feel comfortable to ask questions, seek further information and share if they are feeling uncomfortable.

6. Students are able to opt-out of an activity involving physical intimacy, and should feel empowered and supported to do so. Where the intimacy is essential to a piece of work and can't be modified, and the work forms part of assessed coursework, then alternative assessment options will be offered to the student. The Head of Department will be informed and will ensure that this situation (the student taking up alternative assessment) will not negatively affect their grade or opportunities in further performances.

7. When choreographing a scene requiring physical intimacy, the following should be standard practice:

   a. To have a third-party present at all times, agreed by the students involved, keeping the work professional, not private or personal – never just two students on their own.

   b. Agree and document areas of physical touch, inclusive of notes on positioning, pressure, and repetition, in advance: there must be no improvisation and everyone must stick to what has been agreed – if it is decided, during a rehearsal, that other areas of touch should be included these must be discussed and agreed between the actors and the director/intimacy director before being included.

c. Choreograph, direct and plan the physical actions using plain, neutral and non-offensive words, making clear that those performing the scene can stop at any time if they are feeling uncomfortable.

d. It is good practice and useful to have an agreed word 'safe' word or a 'time-out' signal that anyone involved in the scene can use at any time in rehearsal to halt the rehearsal.

e. Consider whether genital barriers are required.

f. Have a pre-performance 'intimacy call' with the intimacy director or another their party present to walk through the blocking of any intimate or contact scenes.

8. On stage, when the rehearsal includes physical intimacy, to ensure the use of a closed set, with nobody present who is not required for the rehearsal. During rehearsals and on set, performers should understand that as a courtesy to others, it is inappropriate to be unclothed when they are not required to do so.

9. Students should not override the Guidelines independently. Any new proposal is to be discussed with the Module Supervisor, Intimacy Lead, and other students, and any changes should be recorded on a new Intimacy in Rehearsals, Performances and On-set joint agreement.

10. Photographs/video depicting students in the nude, partly nude and/or performing simulated sex acts, shall be kept in line with the University's retention schedule unless the student has given their explicit written consent to the contrary. Photographs/video depicting students in the nude, partly nude and/or performing simulated sex acts, shall not be used for purposes other than coursework or assessment unless the student has given their explicit written consent.

11. Photographs/video depicting students in the nude, partly nude and/or simulated sex acts must not be stored on personal IT equipment belonging to staff or students or portable media devices (such as USB drives or SD cards) irrespective of ownership. The photographs/videos should be stored in line with both General Data Protection Regulations and University's Information Security Policy and IT Acceptable Use Policy.

12. Auditions must never require nudity or close physical intimacy.

13. All staff and students involved in a piece of work which includes physical intimacy must be over 18 years old.

PROCESS

1. The overseeing academic (Module Supervisor, or in the case of TH831 IPPs, this may be the assigned supervisor to the project) will undertake a risk assessment in advance of the activity or piece of work being authorised. The risk assessment should consider risks and identify mitigating actions for minimising or preventing them. The list below can be used as a prompt for the types of issues to consider but is not exhaustive:

   ▪ Coercion, or being pressurized or bullied into taking part (by either academics and/or student peers)
   ▪ Online bullying / trolling / body shaming
   ▪ Post event stalking / sexual assault
   ▪ Inappropriate publication of images at a later date
   ▪ Viewing age protocol and warnings on leaflets / website / online
   ▪ Rehearsals limited to relevant actors only
   ▪ Actors right to have parts of scene deleted if unintended exposure happens / out-takes not to be kept
   ▪ Whether any student participants are under 18

On completion, the module supervisor's risk assessment must be signed off and authorised by the Intimacy Lead or the Director of Theatre Studies.

2. The overseeing academic will inform all students and other parties of the intention to include physical intimacy in the preparation and performance of a specific piece of a work. The intended intimacy should be clearly documented by students (in an email or in a production diary or log is fine) during the creative process and any subsequent amendments or changes must be recorded.

3. The overseeing academic (module supervisor) should seek written Intimacy in Rehearsals, Performances and On-set Joint Agreement from those involved within the rehearsal and/or performance, the Head of Course and any other staff member identified by the academic School or Department in relation to extent and nature of physical intimacy. Should the student opt-out of the rehearsal/performance owing to the intimacy requirements, the agreement should show that alternative assessment arrangements will be put in place.

4. Any written agreement relating to physical intimacy should be recorded and held by the department on the Electronic Student File (ESF) for the student signing the agreement. The written agreement will be stored for no more than one academic year or until the completion of the piece of work should it exceed this deadline.

5. If a student opts-out of a piece of work that includes nudity, partial nudity or physical intimacy, where the piece forms part of an academic assessment and/or coursework, the overseeing academic must ensure that an alternative suitable form of assessment is made available. This decision must be recorded and held by the department on ESF.

Any student wishing to seek advice, or express a concern, in relation to intimacy, or anything in this guidance should in the first instance contact the relevant Module supervisor, and/or (in the case of Theatre project or module) the Director of Theatre Studies (currently Professor Elizabeth Kuti, on ejkuti@essex.ac.uk). In the case of a Film project, the Module or class tutor, and/or the Director of Film Studies. Students whether in Theatre or Film can consult the Intimacy Lead, Liz Kuti, on ejkuti@essex.ac.uk on any aspect of staged or filmed intimacy/violence.

The goal of these guidelines is to create an equal, mutually respectful artistic space where everyone (students and staff) feels safeguarded, heard, and able to express themselves fully through performance, without any feelings of discomfort, anxiety, coercion or other negative feelings.

However, should any student feel that things have gone wrong, then there are robust procedures in place for complaints or problems to be dealt with. The team that deals with students' complaints can be contacted on studentcomplaints@essex.ac.uk

Students who need to report or make a complaint in relation to any of the issues above should follow the procedures as set out on the University website.

Prof. Elizabeth Kuti

ejkuti@essex.ac.uk

Updated 02/09/2024.

University of Essex

INTIMACY IN REHEARSALS, PERFORMANCES AND ON-SET Joint Agreement

In asking you to complete this form, we seek to ensure that the wellbeing of both students and staff are appropriately safeguarded by ensuring due diligence in respect of preparation for and performance of works which involve physical intimacy.

This form (one per student) must be completed where students will be asked to participate in one or more scene/s where there is to be physical intimacy, for example, nudity, partial nudity or participation in a simulated a sex act.

1. Title of work to be rehearsed / performed	
2. Date range during which the work will be rehearsed / performed (ie: day/month year to day/month/year)	
3. Location of rehearsals / performance	
4. Will any rehearsals / performances take place in a location which is overlooked (e.g in the courtyard area at the Hatfields site in Loughton or the amphitheatre in Colchester) or which could be visible to anyone passing by.	
☐ NO	
☐ YES. Please list all locations.	
5. Description of the intimacy which has been plainly described and discussed with the student.	
6. Additional stipulations in relation to the use of video capture and/or photography.	

7.	Alternative piece of coursework or assessment (if the named student is opting-out of the required intimacy for the work listed in sections 2 and 3).

STUDENT Declaration:

The student must complete the following to confirm their consent

a) CONSENT – each element must be consented to.

☐ I have been given sufficient time to consider the requirements for the physical intimacy expected in the rehearsal and/or performance (as outlined in Section 6 of this agreement). I understand that I can opt-out of the rehearsal and/or performance and that the Head of Course will provide an alternative piece of coursework and/or assessment as necessary.

☐ I have read and understood the Guidelines for Intimacy in Rehearsals, Performance or On-set and know that I can contact the Head of Course or Student Services Hub if I have any questions or feel uncomfortable with the requirements.

☐ I understand that all terms and provisions of the agreement remain in full force and effect without modification or change and the agreement is hereby affirmed unless a formal written request is submitted to amend any aspect of the agreement by either myself or Head of Course.

☐ I agree to the required intimacy for rehearsals and/or performances of the work outlined in this agreement (section 2 and 3).

b) OWNERSHIP AND USE – tick all that apply.

☐ I understand that the University of Essex owns all exclusive rights to the use, license and exploitation of images (including videos) of the performance names in section 2. Unless I stipulate otherwise, all images will be used for the purposes of assessment.

☐ I may request at any time for images and/or videos pertaining to the activities detailed in section 6 of this agreement and the stipulations in section 7 relating to these images and/or videos to be removed from online platforms. I understand that *[insert School/Department name]* will make every effort to comply with such as request of platforms it administrates, but that they cannot guarantee removal of material from third party platforms, archives or printed media.

☐ I agree to [insert School/Department name] using images (including video) of nudity, semi-nudity and/or simulated sex acts, as detailed within section 6 of this agreement for purposes other than assessment (for example, publicity and marketing).

☐ I agree to [insert School/Department name] uploading images (including video) of nudity, semi-nudity and/or simulated sex acts, <mark>as detailed within section 6 of this agreement</mark>, to online platforms as appropriate in relation to the piece of work.

c) OPTING OUT – only complete if you do not wish to take part due to the nature of the level of intimacy expected

☐ I do not agree to the required intimacy for rehearsals and/or performances of the work outlined in this agreement (section 2 and 3). I understand that by opting out of this piece of work, I will be given an alternative piece of coursework and/or assessment <mark>as outlined in Section 8,</mark> if the performance requires assessment as part of my course.

Student Name:	

Student Signature:	Date

STAFF Declaration:
The staff member responsible for the piece of work must complete the following to confirm that they are aware that the student has consented to be involved or has opted out. An alternative form of assessment is available if necessary.

☐ I confirm that a risk assessment has been completed, and signed off, for this piece of work, and that alternative assessment options are fully described within the risk assessment for students who do not consent to involvement in this piece of work due to the inclusion of nudity, partial-nudity, or simulated sex acts.

Lead Academic Name

Lead Academic Signature	Date

Signature of staff member	Date

Name and job title of staff member identified by the academic School or Department in relation to extent and nature of any intimacy

Signature of staff member	Date

Appendix 2

Departmental Style Guide

This guide should be used as the stylistic basis for all coursework and dissertations submitted to the Department. It describes good practice in all the aspects of formatting, quotation, and referencing that you are likely to need to use, and adheres to widely recognised standards in scholarly writing. It is based upon the **Chicago style guide. The Library provides easy access to the searchable Chicago style guide**.

There is often a good deal of nervousness regarding academic style, particularly over referencing. However, it is, for the most part, simply a case of following straightforward models, which are described in this document. Nothing outlined here is particularly complex, so following these guidelines should help you in submitting clear, well-referenced work. You should always bear in mind that good, coherent style and accurate, properly formatted references are vital research skills.

Basics

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

Quotations

- Always make sure that your quotations are clearly identified as another's words, cited in the manner described in the 'Referencing' section, below.
- Short quotations (fewer than 50 words) do not need to be indented from your main text.
- Prose quotations of fewer than 50 words should be run on as part of the text, in quotation marks, and separated by a comma e.g. **As Bryony Trezise expands in *Performing Feelings in Cultures of Memory*, 'we feel through, and as, we touch. We feel about how we touch at the same time as we touch. In this way, we might develop feelings about feeling'.**
- Two or three lines of verse should be run on with the lines separated by a forward slash: e.g**. "In the room the women come and go / Talking of Michelangelo".**

- Long quotations of more than 50 words, or of several lines of verse, dialogue, etc., should be indented from the main text, single spaced, and introduced by a colon with no quotation marks e.g.

   As Adams, Bochner and Ellis state:

   Autoethnographers recognize the innumerable ways personal experience influences the research process. For instance, a researcher decides who, what, where, when and how to research […] consequently, autoethnography is one of the approaches that acknowledges and accommodates subjectivity, emotionality, and the researcher's influence on the research.

- If you wish to skip over part of a sentence you are quoting, indicate this by an ellipsis (. . .) or four dots (full stop plus ellipsis . . . .) if you run over the end of a sentence. Explanatory words added by you within quotations are indicated by square brackets.
- Make sure that you use punctuation to make your quotations fit in smoothly and logically with your own prose.
- If the quotation begins a new sentence or distinct new point, a colon or full stop is probably most appropriate: "punctuation is as vital to strong writing as the words used."
- If the quotation continues the point, functioning as a new clause in a sentence, "then a comma should be sufficient."
- As well as correctly citing your quotation with a footnote, identify the source in your main text, using such phrases as "as John Smith suggests".
- Do not italicise quotations, unless the original text is italicised. If you use italics to *emphasise* a particular word or phrase in a quotation, make this clear in square brackets [my italics].

Footnotes and references

You must **ALWAYS** acknowledge the source of:

- any direct quotation from a published work;
- any idea from a published work which has significantly influenced your argument, even if you do not make a direct quotation;
- any repetition of material from another of your own essays;
- any other quoted or directly influential source, such as lecture notes, presentations, or seminar discussions.

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

Please refer to the University webpages for information on plagiarism if you are at all unclear about the definition.

Footnotes and parenthetical citations: the basics

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

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

Citing dramatic works

The first footnote reference should cite author, title, place, publisher, date, page number (for more detailed examples see below). Act and scene numbers should always appear in parentheses after the quotation. No further footnote is needed for the same play, though further parenthetical citations should indicate page, act, scene, and line numbers (if given) using the form (V.ii.19-22), where the sequence of upper case Roman, lower case Roman, and finally Arabic signifies act V, scene ii, lines 19-22.

Citing poetry

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

Citing films

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

Citing images

Basic requirements:

[1] Creators first and last name, *Title of Work*, date, medium, dimensions, location, or collection (publication details in brackets for footnotes), date accessed and URL.

- Images do not usually appear in the bibliography, only the notes.
- If there is no creator or organization information then begin the citation with the title. If there is no title provided then create a descriptive title and place it within square brackets. If there is no date available use the acronym "n.d."
- If you are citing a work in its original context you should include the medium (e.g. oil on canvas).

For sample entries: please see the [Chicago Manual of Style](#)

Bibliography

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

For details please see the [Chicago Manual of Style](#)

Filmography

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

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

OR

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

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

Referencing in Creative Writing commentaries

Referencing for creative writing commentaries should be done in the same way as for essays. Creative work itself does not usually require referencing. If references are used, students are

advised to follow the departmental style guide or, where this interferes with the aesthetic of the writing, to consult their tutor.

Cite them right

Cite Them Right Online is a comprehensive referencing resource. It will help you to cite and reference just about any source and to avoid plagiarism. The site also allows you to create your own references by copying the layout of a record; you can then email the example to yourself or cut and paste into a document.

Appendix 3

Assessment Criteria for Creative Writing

	1st (70+)	2.1 (60% - 69%)	2.2 (50% - 59%)	3 (40% - 49%)	Fail (-39%)
Originality and flair	An original and refreshing approach. Real insight and imaginative flair. Some independent research.	A consistent and coherent approach. Some insight and imaginative flair. Evidence of an independent perspective.	General consistency and coherence of approach. Adequate insight and imaginative flair.	Patchy consistency and coherence of approach. Limited insight and imaginative flair.	Lack of insight and imaginative flair. Incoherent approach.
Structure	Fully achieved creative development across beginning, middle and end. Fully achieved use of formal structures appropriate to genre. Excellent understanding and skillful matching or interplay of form with content.	Ability to write in a well-structured way. Good narrative development across beginning, middle and end. Good use of formal structures appropriate to genre.	Reasonably well-structured. Adequate narrative development across beginning, middle and end. Adequate use of formal structures appropriate to genre.	Limited structural skills. Patchy narrative development and failures in progression across beginning, middle and end. Patchy use of formal structures appropriate to genre.	Poorly organised material. Excessive brevity.
Style and genre	Extremely fine stylistic command and use of language. Acute literary perceptions and understanding of genre. Fluent and accurate expression of difficult ideas.	High level of stylistic command and use of language. Clear understanding of genre. A well-informed and intelligent treatment of the subject	Adequate stylistic command and use of language. Adequate understanding of genre. Adequately informed treatment of the subject.	Patchy stylistic command and use of language. Limited understanding of genre Limited presentation and exemplification of ideas.	Weak or superficial stylistic command and use of language. Poor understanding of genre. Inconsistent or incomplete approach.

Literary and cultural context	Lucid critical evaluation of material and context. Strong engagement with theoretical or intellectual background.	Good engagement with theoretical or intellectual background. Some original thinking in analysis of material and context. No major shortcomings.	Adequate analysis of material and context. Very few serious shortcomings. Adequate engagement with theoretical background.	Limited engagement with theoretical or intellectual background. Few really serious shortcomings.	Inappropriate expression of unsupported subjective views. Weak analysis of material and context. Poor theoretical background.
Self-reflection and presentation	Lucid reflection on process of composition. High level of presentation. Strong command of grammar and bibliographic reference.	Intelligent reflection on the process of composition. Good standard of presentation. Good command of grammar and bibliographic reference.	Adequate reflection on process of composition. Acceptable standard of presentation. Adequate command of grammar and bibliographic reference.	Limited reflection on process of composition. Patchy standard of presentation. Limited command of grammar and bibliographic reference	Lack of reflection on process of composition. Non-adherence of minimal standards of presentation. Poor command of grammar and bibliographic reference.

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

Assessment Criteria for Film Studies

Assessment criteria for written work in Film and Screen Media

Criteria	(80+)	(70-79)	(60-69)	(50-59)	(40-49)	(0-39)
Research and knowledge	Research skills of the very highest standard on display. Clearly reveals extra efforts to access and show evidence of research findings drawn from unexpected and original sources.	Meticulous; an excellent grasp of a wide range of materials. Work shows evidence of extensive research and incorporates this in a highly effective manner.	Evidences a thorough understanding of the scholarly field and has performed appropriate and careful research into the topic. Draws on and engages with appropriate scholarly materials.	Demonstrates a good understanding of a more limited number of relevant scholarly materials and makes a solid effort at critical engagement.	Some research undertaken but there is not strong evidence of the research in the written work. Failure to critically engage with scholarly materials.	Little relevant research in evidence and/or little critical engagement with referenced sources.
Originality	Extremely effective and highly unique in approach, intervening in and furthering critical debates. Publishable standard.	Very effective and distinctive work with a unique voice, able to intervene in critical debates and make a unique contribution.	Distinctive work that evidences a good knowledge of critical debates and engages with these effectively.	Good work that is competent but not wholly distinctive or unique; may summarise critical material rather than contribute to insightful debate.	Work that is passing standard but may suggest a largely derivative approach; does not offer much of substance in terms of critical and scholarly debate.	Work that is derivative and/or unoriginal. Unable to effectively engage with critical debates.
Conceptual and theoretical skills	Impeccable project that clearly intervenes in scholarship and gets to the heart of complex meanings, themes, allusions. A project that makes its mark in critical thinking.	Excellent conceptual thinking in evidence, with a strong ability to produce complex analyses of texts, drawing on relevant ideas.	Very good conceptual and analytical skills in evidence, delivering a coherent account of meanings, themes, allusions with sufficient depth.	Delivers some concepts and ideas, but might lack focus and appear to lose track of the main argument and relevant analyses.	Solid in some respects, but may contain errors or lack of analytical depth; does not show evidence of complex conceptual thinking or application of theoretical ideas.	Failure to communicate complex ideas and concepts.
Expression	Impeccable writing that communicates ideas in highly sophisticated and effective ways.	Evidences advanced command of expression in English and an ability to produce precise and well-structured writing. Virtually no	Work that is fluent, well structured, with few errors of punctuation, grammar, or spelling.	Reasonably coherent and well-structured. Acceptable standard of presentation, though there may be some errors of punctuation,	Consistent errors of punctuation, grammar, or spelling may obscure meaning in places.	Consistent and ongoing errors of punctuation, grammar, or spelling; sections of the work are not clear and cannot communicate ideas.

		errors in punctuation, grammar, or spelling.		grammar, or spelling.		
Referencing	Scrupulously referenced according to a standard professional format; no errors or omissions.	Referencing complete and correct, according to Department Style Guide or another standard format. Virtually no errors or omissions.	All sources acknowledged, although possibly minor errors in the presentation of notes and/or bibliography.	Sources acknowledged, but notes and/or bibliography may be incorrectly presented/ inconsistent with a standard referencing format.	Errors in the acknowledgement and referencing of sources.	Serious errors or omissions in acknowledgement and referencing of sources.
Word length	Exactly matches word length requirements.	Matches word length requirements.	Matches word length requirements – though a very slight shortfall might reduce mark corresponding with percentage of this shortfall.	Might be falling short of word length requirements – reduction in mark will correspond to percentage of shortfall.	Might be falling short of word length requirements – reduction in mark will correspond to percentage of shortfall.	Might fall short of word length requirements – reduction in mark will correspond to percentage of shortfall.

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

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

Assessment criteria for practical work in Film and Screen Media

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

Assessment criteria for presentations in Film and Screen Media

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

Assessment Criteria for Multimedia Journalism

News Story for Print or Online

To pass The basic pass criterion is that a piece of writing should be publishable with revisions by a subeditor	**Writing** • Grammatical and correctly punctuated • Spelling correct • Legally safe • Factually accurate • Intro tells story: who, what, where, why, when, how • Breadth and depth of sourcing and representation • Inverted pyramid structure unless justified • Right word count **Research/interviewing** • Background to story adequately understood • Adequate selection of people quoted • Attributions correct (name, title/occupation, age and area of residence if relevant) • Quotes relevant and coherent in full sentences **Topicality/angle** • Story is topical and up-to-date • Story is suitable for target readership • Angle is adequate
To improve your marks The fewer revisions by a subeditor your work requires, the better the mark	**Writing** • All sentences and paragraphs short • Style lively and direct • Tense consistent through story • No clichés • Structure needs no tweaking **Research/interviewing** • Background to story researched • Good selection of people quoted • Quotes revealing and succinct • Pictures available (of interviewees/event/etc) **Topicality/angle** • Story is more up-to-date than any other published • Story is aimed at target readership • Angle is spot-on
To get top marks The best marks go to pieces that could be published as they are with only the most minor revisions by a subeditor	**Writing** • Intro stops reader in his/her tracks **Researching/interviewing** • Background to story thoroughly researched (and if necessary explained) • Key people quoted • Quotes newsworthy **Topicality/angle** • Story is exclusive and likely to be picked up by other media

Feature for print or online

To pass The basic pass criterion is that a piece of writing should be publishable with revisions by a subeditor	**Writing** • Grammatical and correctly punctuated • Spelling correct • Legally safe • Factually accurate • Breadth and depth of sourcing and representation • Sound structure, with intro that encourages reader to continue and first-person only where necessary • Right word count **Research/interviewing** • Background to story/interviewee(s) adequately understood • For multi-source, adequate selection of people quoted and attributions correct (name, title/occupation, age and area of residence if relevant) • Quotes relevant and coherent in full sentences **Topicality/angle** • Story is topical and up-to-date • Story is suitable for target readership • Angle is adequate
To improve your marks The fewer revisions by a subeditor your work requires, the better the mark	**Writing** • All sentences and paragraphs short • Style lively and direct, with good use of colour • Tense consistent through story (generally present) • No clichés • Drop intro on story to seize attention • For interviews, avoid Q and A **Research/interviewing** • Background to story researched • Good selection of people quoted • Quotes revealing and succinct • Pictures available (of interviewees/event/etc) **Topicality/angle** • Story has different angle from others published on subject • Story is aimed at target readership • Angle is spot-on
To get top marks The best marks go to pieces that could be published as they are with only the most minor revisions by a subeditor	**Writing** • Use of advanced feature-writing techniques – first-person continuous quote, extended drop, sidebars etc • Style is really zingy! **Researching/interviewing** • Background to story thoroughly researched (and explained) • Key people quoted **Topicality/angle** • Story is exclusive and wholly original • Angle is original

Radio Report

To Pass	Writing • Legally safe • Accuracy • Breadth and depth of sourcing and representation • Styled to be spoken • Includes a cue • Tells the story • Keeps to specified time • Includes out words and duration Audio Quality/Editing/Mixing • Clear, non-distorted recording • Interview levels set roughly equal • Pertinent selection of interview clips Script Delivery/Voice • Read clearly, not rushed • Not monotone/flat
To improve your marks	Writing • Short, clear sentences • Correct use of tenses • No ambiguity • Story well structured, with clear top line and end • Balanced report • Avoids journalese Audio Quality/Editing/Mixing • All interview recording levels equal • Use of atmos or sound effects • Interview clips seamlessly edited Script Delivery/Voice • Some variation of inflection • Some variation of tone and pace
To get top marks	Writing • Imaginative writing • Not verbose • No clichés • No jargon • Varied pace • Originality of story Audio Quality/Editing/Mixing • Atmos/music/sound effects used imaginatively • Atmos/music/sound mixed well, avoiding any clashes • Good juxtaposition of clips to enhance script Script Delivery/Voice • Emphasises correct elements to enhance understanding of the story • Clear diction and delivered with authority

TV Report

To Pass	Writing/Story Structure • Includes a cue • Doesn't read like a newspaper or radio report • Tells the story • Breadth and depth of sourcing and representation • Takes the pictures into account • Includes out words and duration • Within specified time • Awareness of TV conventions and jargon Shooting/Pictures/Audio • Pictures in focus and steady • Sound not distorted • Any PTC or voxes with audible sound • Subject properly lit Editing • Includes name/title captions • Relevant selection of clips • Pictures don't clash (e.g. pans and zooms too close) • No jump cuts • Sound is clear
To improve your marks	Writing/Story Structure • Words work well with pictures • Intro to clips flow seamlessly • A clear top line and end • Delivery of voice-track is clear Shooting/Pictures/Audio • Includes some upsound • Good and varied picture selection • Images well framed • Interviewees looking in the right direction Editing • Includes an extended final shot with no sound or still • Well-paced selection of shots, held for correct time • Good choice of cutaways • Sound is balanced well, with atmos/music under all shots
To get top marks	Writing/Story Structure • Words and picture combination enhances story • Fresh, imaginative approach • Delivery of voice-track is authoritative Shooting/Pictures/Audio • Sequence of shots showing action • Some 'arty' shots, e.g. pull focus, shallow depth of field • Clever use of sound to provide pace or variety. • Good use of lighting to maximise impact. Editing • Action sequences edited seamlessly • Something surprising, in a good way! • Appropriate use of post-production techniques

Assessment Criteria for Literature

	90% +\nFirst class	89–80%\nFirst class	79–70%\nFirst class	69–60%\n2.1	59–50%\n2.2	49–40%\nThird class	39–30%\nFail	29–20%\nFail	19–10%\nFail	10–0%\nFail
Knowledge and Research	Demonstrates exceptionally deep, original and extensive knowledge in response to the question; exceptionally wide-ranging, exhaustive use of a wealth of critical sources.	Demonstrates deep, original and extensive knowledge and research; wide-ranging, and diligent use of many critical sources.	Demonstrates deep and extensive knowledge and research; wide-ranging, diligent, perceptive use of many secondary sources.	Demonstrates considerable knowledge and research, appropriate to the question; diligent research which refers appropriately to some secondary sources.	Demonstrates appropriate knowledge in response to the question; some relevant references to critical sources, though this may be limited in range, depth or perceptiveness	Demonstrates some limited knowledge in response to the question; some limited and minimal evidence of research/use of critical sources.	Demonstrates very little knowledge relevant to the question; too brief; scarce or no evidence of use of critical sources.	Demonstrates virtually no relevant knowledge; too brief; scarce or no use of critical sources.	Demonstrates virtually no relevant knowledge; excessive brevity; no evidence of relevant research.	Demonstrates no relevant knowledge; excessive brevity; no use of critical sources
Written expression	Flawless grammar, spelling, sentence construction and punctuation. Elegant, creative, nuanced, and lucid expression in a flawless academic register.	Near flawless grammar, spelling, sentence construction and punctuation. Elegant, nuanced and lucid expression in an academic register.	Excellent grammar, spelling, sentence construction and punctuation; few errors. Lucid and fluent expression in an appropriate academic register.	Very good grammar, only a few relatively minor mistakes in spelling, sentence construction and punctuation. Lucid and well-expressed in an academic register.	Generally good grammar, spelling, punctuation, and sentence construction. Mostly clear and mostly appropriate essay style and tone; some lapses in accuracy, clarity, register or style.	Some major errors in grammar, spelling, sentence construction and punctuation; some persistent clumsy or illogical expression; some errors of tone or use of a non-academic register.	Major inaccuracies in grammar, spelling, sentence construction and punctuation; clumsy and/or illogical expression throughout in a consistently non-academic register.	Major inaccuracies in grammar, spelling, sentence construction and punctuation clumsy and illogical expression in an inappropriate register.	Major inaccuracies in grammar, spelling, sentence construction and punctuation; clumsy, illogical and incomprehensible in an inappropriate register.	Major inaccuracies in grammar, spelling and punctuation, sentence construction; incomprehensible and appropriate essay style and tone.
Critical Insight	Perceives and explicates a wealth of nuanced, very	Perceives and explicates many nuanced, original and	Perceives and explicates a good number of	Perceives and explicates some valid points of literary analysis	Describes some appropriate and valid points of literary criticism;	Describes some valid critical points, despite some	Describes one or two critical points, but significant errors in analysis	Major persistent errors in critical understanding though some	Major errors in critical understanding; little attempt to offer any	No valid points of literary analysis offered.

	sophisticated and highly original points of literary analysis with exceptional insight.	sophisticated points of literary analysis with extremely nuanced insight.	sophisticated points of literary analysis with insight.	with clarity; generally analyses rather than describes.	generally describes, rather than analyses.	errors in comprehension.	and comprehension.	attempt to convey one or two critical points.	valid, relevant critical analysis.	
Argument and Structure	Flawless essay structure; perfectly organised argument, always supported persuasively by evidence; perfect balance of quotation and discussion.	Near flawless structure and excellent organization of material; argument supported by evidence; and a deft balance of quotation and discussion.	Very good structure and organisation of material; argument very well supported by specific textual evidence and an appropriate balance between quotation and discussion.	Good structure and organization; argument mainly well supported by specific textual evidence; well-balanced between quotation and discussion.	Generally appropriate structure; some limited use of textual evidence to support argument; some passages achieving a balance between quotation and discussion.	Attempt at appropriate logical essay structure; argument supported at times by evidence; some imbalance of quotation and discussion.	Illogical or incoherent essay structure; poor organization of material; argument generally unsupported by evidence; persistent imbalance of quotation and discussion.	Weak and incoherent organisation of material; argument mainly unsupported by textual evidence.	Incoherent and illogical structure and organization; argument unsupported by evidence.	No attempt at structure or organization; no textual evidence; argument incomprehensible or non-existent.
Originality and Flair	Hypothesizes many exceptionally original ideas; delivered utterly compellingly with flair and style.	Hypothesizes highly original ideas, delivered generally compellingly with flair and style.	Proposes ideas of some originality or unexpected-ness; delivered at times with evidence of flair and style.	Occasional flashes of originality; and passages of emerging confidence and/or flair.	Generally without originality but an apt answer to the question appropriately expressed.	Some very minimal evidence either of originality or flair.	No evidence of originality or flair.	No originality or flair.	No evidence of originality or flair.	No evidence of originality or flair.
Technical presentation	Flawlessly accurate and complete footnotes and bibliography; meticulous use of appropriate font, spacing, layout etc.	Highly accurate and complete footnotes and bibliography with only very minor errors in font, spacing, layout etc.	Very accurate footnotes and bibliography, with few or no omissions; only minor errors in layout, spacing etc.	Generally accurate footnotes and bibliography, with only minor omissions; generally good layout, use of font, spacing etc.	A fair attempt at footnotes and bibliography though possibly with some errors or omissions; mainly acceptable layout etc.	An attempt at footnotes and bibliography, with some omissions and inaccuracies; an attempt at appropriate font, spacing, layout etc. though with some errors	Inaccurate and/or incomplete footnotes and bibliography; major errors in font, spacing, layout etc.	Very inaccurate or no footnotes and bibliography; major errors in layout, spacing etc.	No footnotes or bibliography; major errors layout, use of font, spacing etc.	No footnotes or bibliography; unacceptable layout etc.

Assessment Criteria for Theatre Studies - Critical and Creative Work

	1st (70+)	2.1 (60% - 69%)	2.2 (50% - 59%)	3 (40% - 49%)	Fail (-39%)
Craft (Practical Work)	Demonstrates a sophisticated level of craft/skill appropriate to the creative task.	Demonstrates a highly capable level and range of craft/skills.	A capable but uneven range of craft/skills demonstrated.	Basic level of craft/skills, inconsistently applied.	Poor craft/skills level throughout
Commitment (Practical Work)	Excellent commitment throughout the process evidenced in the high quality and detail of the work	A high level of commitment and engagement with the work.	Good level of commitment, although it may only translate partially in performance/ written work.	Poor attendance, limited commitment to group/individual tasks, exposed in the quality of the work.	Serious lack of engagement or attendance; resulting in work that is of a poor standard.
Collaborative Skills (Practical Work)	Excellent organization/ time management skills; evidence of ability to effectively facilitate, participate and problem solve within team working contexts. Demonstrates acknowledgement and respect for diverse opinions and the social, cultural and ideological positions from which they arise.	Evidence of very good collaborative work and effort invested in maintaining good group dynamics.	Good performance/work, but evidencing lack of rehearsals/group development; signs of individual, rather than group commitment	Limited or patchy organization/ consideration of other group members	Serious breakdown in group dynamics or commitment, leading to poor or under-developed work.
Research/ Knowledge (Practical & Written Work)	Meticulous research; an excellent grasp of a wide range of materials referenced. Practical/written work that demonstrates confidence	Evidences a thorough understanding of the module's concerns and draws on appropriate materials.	Demonstrates a good understanding of a limited number of relevant adjacent texts or practitioners in practical/ written work.	Displays a limited understanding/ knowledge of the module's concerns/core ideas; limited coverage of the topic.	Displays little evidence of research or having absorbed the work explored in tutor-led sessions. Inappropriate expression of unsupported

	1st (70+)	2.1 (60% - 69%)	2.2 (50% - 59%)	3 (40% - 49%)	Fail (-39%)
	in formulating an independent view drawn from extensive knowledge.				subjective views.
Originality (Practical & Written Work)	Sophisticated work, evidencing original thinking and an innovative approach.	Demonstrates good ability to invent and employ experimental processes where appropriate. Evidence of an independent perspective.	Shows an inconsistent level of experimentation, inventiveness, and insight.	Follows existing structures/received ideas without demonstrating significant creativity or invention.	Displays little ability to work inventively in the creative task or written work.
Self-reflection (Written Work)	Demonstrates excellent insight and critical flair. Acute, self-reflexive and extremely fine evaluative analysis; ability to scrutinize the process/ outcomes with clarity and insight	A high level of cogency, consistency and coherence, demonstrating a clear understanding of the main issues and awareness of their own contribution.	Fair coverage of most relevant aspects of the topic. General consistency and coherence of analysis. Reasonably well-structured response. Few if any serious shortcomings.	Patchy consistency and coherence of analysis/evaluation. Limited structural skills. Few really serious shortcomings.	Lack of self-reflection in relation to the task. Weak or superficial evaluation. Excessive brevity or inclusion of a substantial amount of irrelevant thoughts.
Theoretical Concepts/ Methodology (Written Work)	Highly accurate understanding and/or application of theoretical ideas or approaches to theatre-making. Evidence of original thinking in the analysis of module materials/ class practical work	A high level of awareness of key theories and approaches, with evidence of a coherent independent perspective.	Good awareness of relevant concepts and methodological approaches. Application of methods/ theories may be limited or show some inconsistencies	Limited awareness of relevant theories or methods; ideas may be applied inaccurately or without considering the implications.	Poor understanding of critical ideas. Inconsistent or incomplete argumentation.
Expression (Written Work)	Evidences a skillful command of language and the ability to write in a precise,	Work will be fluent, well-structured with few errors of punctuation,	Reasonably well-structured response. Acceptable standard of presentation, though there	Consistent, serious errors of punctuation, grammar, or spelling may obscure	Consistent, serious errors of punctuation, grammar, or spelling; sections of the work are

	1st (70+)	2.1 (60% - 69%)	2.2 (50% - 59%)	3 (40% - 49%)	Fail (-39%)
	concise, and well-structured way. Virtually no errors of punctuation, grammar, or spelling.	grammar, or spelling.	may be some errors of punctuation, grammar, or spelling.	meaning in places.	incomprehensible.
Referencing (Written Work)	Referencing will be complete and correct in both notes and bibliography. There are virtually no formatting errors and the writing is consistent with the departmental style guide.	All sources will be acknowledged, although there may be minor errors in the presentation of notes and/or bibliography	Sources will be acknowledged, but notes and/or bibliography may be incorrectly presented/ inconsistent with the departmental style guide.	Errors in the acknowledgement and referencing of sources.	Serious errors or omissions in the acknowledgement and referencing of sources

Participation

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