

- **Department of English and Comparative Literary Studies**

Undergraduate Handbook 2019/2020

Contents

Departmental information	4
1. Welcome / Welcome Back	4
2. Introduction.....	4
3. Departmental contact details	4
4. Staff details (academic and administrative).....	5
5. Key roles and contacts	6
6. Information for Welcome Week and the first weeks at the University	7
7. Data protection information.....	7
8. Mobile phone policy	8
9. Recording of lectures.....	8
10. Attendance requirements and monitoring	8
11. Requesting references from academic staff	9
12. Transcripts/Degree certificates/HEAR.....	9
13. Concerns and complaints	10
Course information.....	10
14. Information on additional course costs (and how to limit them)	10
15. Course regulations.....	10
English Literature Q300 Degree Structure.....	11
English Literature and Creative Writing QP36 Degree Structure	12
English and Theatre Studies QW34 Degree Structure	13
English and History VQ32 Degree Structure	14
Guidance on optional module selection.....	14
16. Modules.....	15
17. Timetable.....	15
Term dates.....	15
Reading weeks	16
Tabula timetable	16
Assessment submission deadlines.....	16
Return of feedback deadlines.....	16
18. Examinations and assessment	16
Assessment conventions	16
Marking criteria	17

Plagiarism and Cheating: what is it, and how to avoid it	17
Extension Requests	18
Late submission policy	19
Departmental policies and guidance on writing essays and word-length	20
Examinations	21
Departmental assessment strategy	21
Progression and remedying failure	22
Degree classification rules	23
Results	24
Appeals	24
Mitigating Circumstances	24
Reasonable adjustments (including Alternative Exam Arrangements)	31
19. Pastoral care and support	32
Additional academic support	32
Personal tutoring system	32
Support and Personal Development	32
Student Opportunity - Careers	32
20. Student engagement	33
Student Staff Liaison Committee (SSLC)	33
Feedback	33
Complaints procedures	33
21. Joint degrees	34
22. Library	34
23. Study abroad/placement learning	35
24. Visiting students	35
University Information	35
25. All Students information	35
26. Undergraduate Students	37
27. Learning Resources and Student Support	38
Student Opportunity - Careers	38
IT Services	38
Language Centre	39
Wellbeing Support Services	40
Student Support	40
University Dean of Students and Faculty Senior Tutors	41
Personal Tutors	41
Residential Life Team	41

Student Opportunity (Immigration & Compliance)	42
Counselling Service	42
Disability Services	42
Mental Health Support	43
University Health Centre	43
Chaplaincy	44
Students' Union Advice Centre	44
Student Funding.....	44
Security Services	45
University Children's Services	45
Academic Registrar's Office	45
Appendix A: Creative Writing and the Warwick Writing Program	46
Appendix B: Monitoring Points	48
Appendix C: Marking descriptors and the 20-Point Scale	60
Marking descriptors – Department of English and Comparative Literary Studies .	60
Marking descriptors - Creative Writing modules.....	63
Appendix D: Course Regulations 2019-20 – Second & Final Year Students	66
English Literature Q300	66
English pathway	66
Theory pathway	68
North American pathway	69
World literature pathway	70
Modules Available in 2019-20 as Distributional Requirement (pre-1900).....	71
QP36 English Literature & Creative Writing pre-1900 modules.....	71
Optional Modules for all degrees	72
Appendix E: Procedures in the event of suspected cheating	75

Department of English and Comparative Literary Studies

Undergraduate Handbook 2019/2020

Departmental information

1. Welcome / Welcome Back

This is the department's Student Handbook for 2019-20. This is a mixture of regulations, guidance, and helpful advice to ensure that you get the best degree you can in your time at Warwick. If you have further questions, please do ask any of us for help, especially your personal tutor.

All the rules, requirements, and deadlines for assessed and examination work set out here are designed to create a level field for all students to do their best. It is not intended to replace information on University regulations available online (<https://warwick.ac.uk/services/gov/calendar>) but to pick out some of the common issues.

Our job is to help you realise your opportunities and talents. Yours is to work productively, keep in contact and attend classes, and enjoy your courses. All of the information in this booklet is given in good faith, and believed to be correct at the time of publication, February 2020. Any significant changes to the practices and procedures detailed in this handbook will be notified to students by email and the electronic copy of the handbook available from the English and Comparative Literary Studies website will be updated accordingly.

2. Introduction

The purpose of this handbook is:

- To provide new students with a useful guide to how the Department of English and Comparative Literary Studies functions.
- To provide existing students with a point of reference on topics that often become relevant in your second and final years.

3. Departmental contact details

Telephone: 024 7657 4638 or 024 7652 4928

Email: UGEnglish@warwick.ac.uk.

Post: Department of English and Comparative Literary Studies, Humanities Building, University of Warwick, CV4 7AL

Location: the department is located on the 5th floor of the Humanities Building. For any queries, please come to the departmental office, room H506. The majority of our teaching rooms are located in the Humanities Building, but seminars are also conducted in Millburn House (where the Warwick Writing

Programme, part of the School of Creative Arts, Performance and Visual Cultures is based) and in other buildings around the central campus.

You can find campus maps on the Warwick website to help guide you in your first weeks on campus. The Humanities building can be found on the Central Campus map:

<http://www2.warwick.ac.uk/about/visiting/maps/campusmap/>

Emergencies: please contact the University Security Team on 024 7652 2222 or 22222 from a campus phone.

Contacting students: the department uses a number of methods to communicate with students but email is the department's preferred method, and **students are expected to check their Warwick email address daily**. You will have been given a Warwick University email address when you registered at the University and this is the email address that you should use when contacting your tutors and the departmental office.

The department's website is at: <https://warwick.ac.uk/fac/arts/english>

Notification of cancelled classes: every effort is made by the department to adhere to the published timetable. Occasionally, sessions may have to be moved due to staff illness or other unforeseen circumstances. In the event of a cancelled seminar, your module tutor will notify you by email and will inform you of arrangements for rescheduling. **(This is one of the many reasons why it's important to check your Warwick email daily.)**

- Information about departmental IT support systems:

Tabula

The department uses Tabula as an attendance, seminar and coursework management tool. You will be submitting your coursework via this system. You can find information on getting started with Tabula on the IT Services website here:

<https://warwick.ac.uk/services/its/servicessupport/web/tabula/guides/student/>

Moodle

All modules have a Moodle page with details of the syllabus, reading lists and learning materials. Module tutors will provide you with information about how to access the module Moodle page.

IT Services offers assistance with their supported software and hardware equipment. For all issues regarding Tabula, Moodle, desktops or any other IT problems, contact IT Services directly on x73737 while on campus or 024 765 73737 off campus. You can also email the IT Services Help Desk on helpdesk@warwick.ac.uk, and there is a Drop-in Centre on the first floor of the Library: <https://www2.warwick.ac.uk/services/its/servicessupport/servicedesk/>

4. Staff details (academic and administrative)

Office hours: All academic staff have office hours. Please see their profile pages or noticeboards outside their doors for details.

For all staff contact details, modules taught and research interests, please see staff profile pages: <https://www2.warwick.ac.uk/fac/arts/english/people/>

5. Key roles and contacts

Head of Department	Professor Emma Mason	Emma.Mason@warwick.ac.uk H503
Director of Undergraduate Studies (First years)	Dr John West	J.West.1@warwick.ac.uk Drop in during office hours (H541), or email for an appointment.
Director of Undergraduate Studies (Second/Third- year Intercalated years)	Dr Jonathan Skinner (Term 1) , Dr Rochelle Sibley (Terms 2 & 3)	J.E.Skinner@warwick.ac.uk Drop in during office hours (H544), or email for an appointment. Rochelle.Sibley@warwick.ac.uk Drop in during office hours (H521), or email for an appointment.
Director of Undergraduate Studies (Finalists)	Professor Stephen Shapiro	S.Shapiro@warwick.ac.uk Drop in during office hours (H528), or email for an appointment.
Senior Tutor	Professor Daniel Katz	D.Katz@warwick.ac.uk Drop in during office hours (H531), or email for an appointment.
English Literature Degree Convenor	Dr Michael Meeuwis	M.Meeuwis@warwick.ac.uk Drop in during office hours (H529), or email for an appointment.
English and Creative Writing Degree Convenor	Will Eaves	W.Eaves@warwick.ac.uk Drop in during office hours (Ground Floor, Milburn House) or email for an
English and Theatre Degree Convenor	Dr Matthew Franks	M.Franks@warwick.ac.uk Drop in during office hours (H532), or email for an appointment.
English and History Degree Convenor	Dr Jonathan Schroeder	Jonathan.Schroeder@warwick.ac.uk Drop in during office hours (H509), or email for an appointment.
Taught Programmes Officers/ Mitigating Circumstances Officers	Angela Nakra: Mon - Fri Rachel Oelman: Wed - Fri	UGEnglish@warwick.ac.uk H506 Opening Hours: Mon-Thurs 9.00–12.30 & 13.30–16.30 Fri 9.00–12.30 & 13.30–15.30
Academic Administrator	Heather Pilbin	H.S.Pilbin@warwick.ac.uk
Senior Departmental Administrator	Siân Moore	Sian.Moore@warwick.ac.uk
Departmental Co-ordinator	Dee Parker	Dee.Parker.1@warwick.ac.uk

Director of Warwick Writing Programme (School of Creative Arts, Performance and Visual Cultures)	Professor Maureen Freely (Term 1); Professor Sarah Moss (Terms 2 and 3)	Maureen.Freely@warwick.ac.uk S.Moss@warwick.ac.uk Drop in during office hours (Ground Floor, Millburn House), or email for appointment.
Theatre and Performance Studies Department	Departmental Secretary	theatreoffice@warwick.ac.uk Ground Floor, Milburn House
History Department	Undergraduate Co-ordinators	HistoryOffice@warwick.ac.uk Third Floor, Humanities Building

The **Directors of Undergraduate Studies** (DUGS) deal with requests for extensions to assessed essay deadlines, queries on how to withdraw temporarily or permanently from your course and how to change your degree course. The DUGS page is at <http://www2.warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/dus>

The **Senior Tutor** is responsible for the personal tutor system and can provide advice, support and guidance to students if their personal tutor is unavailable or they wish to speak to an alternative member of staff.

Details of **module convenors** can be found on the individual module webpages: <https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/modules/>

6. Information for Welcome Week and the first weeks at the University

During Welcome Week, 23-29th September for the academic year 2019/20, the University will run a fantastic programme of events and activities in partnership with the Students' Union. The emphasis is on helping you settle in, make friends and adapt to life at Warwick. The Department will also run induction meetings and events, and many other sessions are running across the university to help you get familiar with what Warwick has to offer. You can build your own Welcome Week timetable via MyWarwick.

University Enrolment information and Induction activities – information can be found at: <https://warwick.ac.uk/students/welcome>

English Department Induction information can be found at: <https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/firstundergraduateyearinfo/>

Students' Union: please see information about facilities and events: <https://www.warwicksu.com/>

7. Data protection information

The University and the Department will process any personal data in accordance with the General Data Protection Regulation (GDPR), which came into force in May 2018. Full information on the University's Data Protection policies can be found here: <https://warwick.ac.uk/services/idc/gdpr>

Under data protection legislation, no academic committee can discuss a student's personal details without their consent. If you would like to be considered for mitigating circumstances, you must apply through Tabula in order to allow the Panel to consider your case (please see section below for further information).

The University will keep your full student record for six years after the end of the academic year in which you graduate, or other otherwise leave the University. After six years, the University will retain only the data necessary to identify you and confirm the dates you studied at the University, the degree and classification you were awarded, and a transcript of your marks. All other personal data on your student record will be disposed of in a secure manner.

8. Mobile phone policy

Mobile phones should be switched to silent for lectures and seminar classes to minimise disruption to your fellow students and tutor. Use of mobile phones, laptops, tablets and other electronic devices, unless for the express use of taking notes or making a presentation, is not allowed in seminar classes. Your seminar tutor may ask you to leave the seminar and mark you down as absent without excuse if you abuse this privilege.

9. Recording of lectures

Please note that students are not allowed to record lectures or seminars unless given express permission by the lecturer or seminar tutor. If you need to do this for study support reasons, you should contact Disability Services in the first instance who may make this recommendation to the department for you.

The University policy on recording lectures may be found here:

<https://www2.warwick.ac.uk/services/aro/dar/quality/recordinglectures/>

10. Attendance requirements and monitoring

As a student, you are responsible for managing your own learning by attending lectures, seminars, supervisory sessions and regular meetings with your personal tutor, by doing the necessary reading and preparation for classes, and by completing assessment tasks on time.

The department has a number of check points (monitoring points) throughout the year. These help us to gauge how successfully you are engaging with your course. They identify any problems which you may be experiencing and enable us to offer support to help you. If you miss any of the points, this might indicate that you are having problems with the course and need additional support. Your student profile record on Tabula will be updated at the end of each term to show that you have met (or not met) each monitoring point during the term.

Please see Appendix B at the end of this handbook for a full list of monitoring points and further information regarding the consequences of missing them.

For additional information, please see:

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/>

International students should be particularly aware of the consequences of missing contact points: the Academic Office is obliged to report to the Home Office UK Visas and Immigration (UKVI) if any Tier 4 students have been found not to be engaging with and attending their degree course. This will normally lead to the curtailment of their visas.

Rules for keeping in contact with the department and reporting absence

Absence from classes: Seminar group attendance is **compulsory** and attendance recorded via Tabula by seminar tutors at each meeting. If you miss a seminar through illness or for any other reason, you must contact the seminar tutor (usually by email) with an explanation. The tutor may ask you to provide a medical note: please see below. You must contact the seminar tutor for **EACH** occasion of absence.

If the reasons for your absence are likely to affect your academic work you should also seek advice from your personal tutor or the senior tutor, and may wish to submit mitigating circumstances – please see mitigating circumstances section below for further information.

Please note that submitting a Mitigating Circumstances form does not mean you no longer need to inform your seminar tutors of absence. You must still contact your seminar tutor each time you are absent. If you do not, it will be recorded as an unauthorised absence and could affect your attendance record. Please see Monitoring Points information in Appendix B.

Absence through Illness: if your illness lasts seven days or less, you should provide a self-certification form, which is available from the University of Warwick Health Centre: <https://www.uwhc.org.uk/Medical-Certificate/Self-Certification-Form>. If your illness causes absence of more than seven consecutive days from classes you should, in accordance with University rules, provide a doctor's certificate.

Further information about the University's student sickness absence policy is available at: <https://warwick.ac.uk/services/aro/dar/quality/categories/attendance/sickness>

11. Requesting references from academic staff

It is essential that all reference requests for job/internship/placement applications be made directly to the member of staff whom you wish to be your referee. All requests must be made directly to your prospective referee via their Warwick email account or in person. There is no guarantee a reference will be written if you have not contacted your prospective referee in advance.

12. Transcripts/Degree certificates/HEAR

Undergraduate students at all stages of study may access their Higher Education Achievement Report (HEAR). This serves as a cumulative, formative record until you graduate, at which stage it is finalised and becomes your formal, official record of study, including module marks and degree classification (and replaces the student transcript). See: https://warwick.ac.uk/services/academicoffice/examinations/records/hear_higher_education_achievement_report.

13. Concerns and complaints

It is important for students to engage proactively with their teaching and learning as well as their wider community experience. You are encouraged to provide feedback (both compliments and concerns) so that, where possible, services can be improved. If you have a concern or complaint, please raise it as soon as possible with the most appropriate member of staff in your academic department or the relevant service or administrative department. If you are not able to find a resolution yourself or do not know who to go to, please do seek advice via the range of services available to help you (e.g. your personal tutor and/or your Student Staff Liaison Committee representative within your academic department or Wellbeing Support Services, the Senior Tutor, or the Students' Union Advice Centre).

Should your issue or concern not be resolved through available methods for you to provide feedback, the University has a clear three-stage Student Complaints Resolution Pathway. Further information, advice and guidance is available on the following University webpages:

<https://warwick.ac.uk/services/feedbackcomplaints/>
<https://www2.warwick.ac.uk/services/feedbackcomplaints/students/complaints>

For advice in case of grievances with the department, you can contact the University Dean of Students' Office: <https://www2.warwick.ac.uk/services/dean-of-students-office> and/or the SU Advice Centre <https://www.warwicksu.com/advice/>

Course information

14. Information on additional course costs (and how to limit them)

Undergraduate students are expected to purchase their own copies of the primary texts for the course, though the department tries to make a considerable amount of material available as part of course-packs. Undergraduate students can obtain most required secondary texts from the University Library. Theatre trips are offered to students on some modules; in many cases the costs are covered or subsidised - none are compulsory.

15. Course regulations

Required total credits to be taken by year of study: 120 credits in each of First Year, Second Year and Final Year respectively, please see:

<https://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/uq13>

You CANNOT take more than 120 CATS each year.

Credit weightings by years of study towards final degree classification: First Year: 0%, Second Year: 50%, Final Year: 50%.

Please refer to the 'Progression and remedying failure' information in Section 18 below for details of which modules you must pass in each year.

For information about the circumstances which Pass degrees are awarded, please see:
<https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/>

For information about exit awards, please see
<https://warwick.ac.uk/services/aro/dar/quality/az/exitawards>

English Literature Q300 Degree Structure

For students starting their degree in 2019/20:

First Year

Core modules:
EN101 Epic into Novel (30 CATS)
EN121 Medieval to Renaissance English Literature (30 CATS)
EN122 Modes of Reading (30 CATS)
Optional module:
EN123 Modern World Literature <i>or</i> a language module (30 CATS)

Second Year

Core module:
Literature in Theory (30 CATS)
Optional core module:
Pre-1900: 30 CATS from a list of modules on pre-1900 literature
Optional modules:
60 CATS from a list of optional modules*

Final Year

Optional core modules:
Dissertation <i>or</i> Selected Topics (30 CATS)
Global: 30 CATS from a list of modules on literature from outside the British Isles
Optional modules:
60 CATS from a list of optional modules*

*Students are permitted to study 30 CATS of optional modules in their second or final year outside of the Department. Please note that the module availability may vary from year to year.

For students who started their degree before 2019/20:

Second and Final Years

Students choose between the following Pathways: English/Theory/World Literature /North American Pathway and take 120 CATS in each year. Please see Appendix D for details of core and optional modules and credits for 2019-20. Please note that module availability may vary from year to year.

English Literature and Creative Writing QP36 Degree Structure

For students starting their degree in 2019/20:

First Year

Core modules:
EN101 Epic into Novel (30 CATS)
EN121 Medieval to Renaissance English Literature (30 CATS)
EN124 Modes of Writing (30 CATS)
EN127 The Written World (30 CATS)

Second Year

Core module:
EN2B7 Composition and Creative Writing (30 CATS)
Optional core module:
Pre-1900: 30 CATS from a list of modules on pre-1900 literature
Optional modules:
30 CATS from a list of Creative Writing modules*
30 CATS from a list of English modules*

Final Year

Optional core modules:
EN3E3 Personal Writing Project <i>or</i> EN3E0 Dissertation (30 CATS)
Global: 30 CATS from a list of modules on literature from outside the British Isles
Optional modules:
30 CATS from a list of Creative Writing modules*
30 CATS from a list of English modules*

*Students are permitted to study 30 CATS of optional modules in their second or final year outside of the Department. Please note that the module availability may vary from year to year.

For students who started their degree before 2019/20:

Second Year

Core module:
EN2B7 Composition and Creative Writing (30 CATS)
Optional core modules:
EN2B8 The Practice of Poetry <i>or</i> another English Department module (30 CATS)
Choice of module/s in English with a pre-1900 element (one pre-1900 module in either second or final year) (30 CATS)
Optional modules:
30 CATS from the English Department <i>or</i> any other department

Final Year

Optional core modules:
EN3B9 The Practice of Fiction <i>or</i> EN3E3 Personal Writing Project (30 CATS) <i>or</i> EN3E0 Dissertation
Choice of module/s in English with a pre-1900 element (one pre-1900 module in either second or final year – if already taken in second year, you may select a non-pre-1900 English module) (30 CATS)
Optional modules:
30 CATS from the English Department
30 CATS from the English Department <i>or</i> any other department

Please see Appendix A for further information about studying creative writing.

Please see Appendix D for details of pre-1900 and optional modules for 2019/20. Please note that module availability may vary from year to year.

English and Theatre Studies QW34 Degree Structure

First Year

Core modules:
EN107 British Theatre since 1939 (30 CATS)
EN121 Medieval to Renaissance English Literature (30 CATS)
TH114 Theatre & Performance in Context (30 CATS)
Optional modules:
EN101 Epic into Novel / EN122 Modes of Reading / TH115 From Text to Performance <i>or</i> language module (30 CATS)

Second Year

Core modules:
EN2B3 Drama & Democracy (30 CATS)
Theatre modules totalling 30 CATS
Optional core module:
EN2B5 Seventeenth-Century: The First Modern Age of English Literature (30 CATS) <i>or</i> EN2D8 European Theatre (30 CATS) <i>or</i>
A combination of two 15 CATS modules, one in each term: EN2F0 Early Modern Drama, EN2F1 Restoration Drama
Optional modules:
30 CATS in the English Department, <i>or</i> Theatre Studies Department, <i>or</i> any other department

Final Year

Core module:
EN301 Shakespeare and Selected Dramatists of His Time (30 CATS)

Optional modules:
30 CATS in the English Department <i>or</i> Theatre Department
30 CATS in the English Department <i>or</i> Theatre Department <i>or</i> from any other department
Dissertation, either in Theatre Studies <i>or</i> English (30 CATS) <i>or</i> 30 CATS free choice from Theatre Studies <i>or</i> English Departments

Please see Appendix D for details of optional modules and credits for 2019-20. Please note that module availability may vary from year to year.

English and History VQ32 Degree Structure

First Year

Core modules:
EN126 History and Textuality (30 CATS)
HI153 The Making of the Modern World (30 CATS)
Optional core modules:
EN101 Epic into Novel <i>or</i> EN121 Medieval to Renaissance English Literature (30 CATS)
EN101 Epic into Novel / EN121 Medieval to Renaissance English Literature / EN122 Modes of Reading / EN123 Modern World Literature / HI174 The Enlightenment / HI115 Latin America: Themes and Problems / HI111 History of the United States (30 CATS)

Second Year

Core module:
EN2J9 Writing History: Truth, Memory and Fiction (30 CATS)
Optional modules:
30 CATS worth of modules from the Department of English
30 CATS worth of Early Modern History modules from the History Department
30 CATS from the English <i>or</i> History Departments <i>or</i> any other department

Final Year

Core module:
History and Literature dissertation
Optional modules:
30 CATS worth of modules from the English Department
30 CATS worth of modules from the History Department
30 CATS from the English <i>or</i> History Departments <i>or</i> any other department

Please see Appendix D for details of optional modules and credits for 2019-20. Please note that module availability may vary from year to year.

Guidance on optional module selection

You will be given information regarding module choices for your second/final year and the online module application process usually by the start of term 3. Details of the available modules both within and outside the English Department will be published online.

Students on Q300 English Literature going into their final year will continue to follow the Pathway they have chosen. Students on Q300 going into their second year will follow the course structure outlined above. You should discuss the module choices best suited to your own interests and intellectual progression with your personal tutor. Modules taken outside the English Department must be approved by your personal tutor. For further information about each of the pathways and the modules available this year for both second and final years, please see <https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/modules/>.

You are allowed to take level one modules in the Language Centre in the second year so long as they are 'accelerated' language modules (for example, LL141 Spanish Beginners Accelerated). Other level one language modules must be discussed with your personal tutor AND the module's department BEFORE applying.

Prerequisites: some honours-level modules have prerequisites and some are only available to final-year students. Please see module web pages for details.

The department allocates students to modules taking into account the preferences indicated on the online module application forms and informs students of the modules they have been given during term 3. Please note that all allocations are provisional until they are confirmed at the start of the next academic year.

16. Modules

Guidance regarding unusual options: please see <https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/modules/optionsmarket> for information about options that can be taken in external departments such as the Institute for Advanced Teaching and Learning (IATL).

Study hours: information about lecture and seminar times can be found on module web pages. There is usually one 50-minute lecture given per week for each first-year module, and a one-hour seminar. Honours level modules may have a lecture/seminar format, or be taught through seminars only or lectures only. Some modules may teach you using different formats, such as workshops. There are also additional classes such as the Academic Writing Program in the first year. The University's guidance on study hours can be found at: <https://warwick.ac.uk/services/aro/dar/quality/categories/studyhours/>

Each module has a dedicated Moodle page (e-learning platform), with details of the module syllabus, assessments, reading lists and where relevant, learning materials to download.

17. Timetable

Term dates

Welcome Weekend: Saturday 21 September 2019 – Sunday 22 September 2019

Welcome Week: Monday 23 September 2019 – Sunday 29 September 2019

Autumn Term: Monday 30 September 2019 – Saturday 7 December 2019

Spring Term: Monday 6 January 2020 – Saturday 14 March 2020

Summer Term: Monday 20 April 2020 – Saturday 27 June 2020

Reading weeks

Weeks 6 of the Autumn Term and Spring Term are 'Reading Weeks'. These are set aside for private study to enable you to reflect on your learning from the first half of the term and to prepare for the second half of the term.

Tabula timetable

Your timetable will be available via Tabula.

All first-year module seminars will start in week 2 of term 1 - please note that lectures begin in week 1.

For honours-level modules, lectures and seminars begin in week 1 of the term 1 (unless advised otherwise on the module webpage).

Remember that lectures have a set time and cannot be changed. All students sign up to seminar groups after module registration via Tabula. If you wish to change your seminar group, you must contact the English Office – **not the seminar tutor** – to see if space is available in your preferred time/group.

Assessment submission deadlines

A spreadsheet of essay deadlines over the academic year is published each year on our web site and available from the English Office. Essays must be submitted electronically via e-submission through Tabula system: please ensure that you keep an email of the receipt for your records. Your Tabula profile contains details of all your individual assignments and deadlines.

Essays must be submitted electronically using Tabula by **12 noon** on the stipulated deadline. No computer-related problems will be accepted as justifiable reason for lateness so it is recommended that you submit your work comfortably in advance. See below for information on extensions/late submission.

Return of feedback deadlines

The department provides feedback via Tabula to students 20 working days after submission. You should arrange a convenient time with your tutor to discuss your feedback if required. The department **does not** return examination scripts to students, but feedback on exams is provided via Tabula. Please see the University's policy on the timing of the return of feedback to students: <https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/assessmentstrat/assessment/timeliness>

18. Examinations and assessment

Assessment conventions:

<https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/>

Marking criteria:

Your work will be marked using the University's 20-point marking scale. This scale has 20 mark (or grade) points on it, each of which falls into one of the five classes of performance which correspond to the overall degree classification. The University uses these classes of performance for all of its undergraduate modules. The department's marking criteria for BA Hons modules in English, and those for modules in Creative Writing, which operate on this scale, are set out in detail in Appendix C. For further information, see also:

<https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/markingscales>

All assessments are marked and moderated in accordance with University guidelines:

<https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/moderation/>. All Honours marks are provisional until they are approved by the Final Year Examination Board.

The department uses a feedback sheet to return feedback on essays, so that you can see clearly where things are going right, and where and how you could improve.

Plagiarism and Cheating: what is it, and how to avoid it

Cheating covers:

- **plagiarism**, which is the failure to acknowledge passages quoted from critics or from any other source, or passing off someone else's thoughts or writings as your own. Remember that submitting the same, or substantially the same, piece of work for two different modules constitutes **self-plagiarism**. Please note that students on intercalated year degrees must not submit any work submitted to their study abroad institutions for their Warwick assessments, or vice versa. See the department's revised policy on plagiarism procedures in Appendix E below.
- **collusion**, involving the collaboration by a student with another person in producing a piece of work submitted for assessment, where that piece of work is presented as being solely the work of the student.
- **contract cheating**, where a student is found to have submitted work for assessment that is procured through a third party, with or without a payment being made. This would usually count as a severe case of cheating and would be referred to an Investigating Committee of Senate.

It is important that you consult the full updated regulations and guidance carefully before embarking on your essay work:

University Regulation 11 Procedure to be Adopted in the Event of Suspected Cheating in a University Test:

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/>

University guidance on dealing with suspected cheating:

https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/i_suspectedcheating

There is a student tutorial run by the Library to help you understand what plagiarism is and its consequences: <https://moodle.warwick.ac.uk/course/view.php?id=24642>

The department's procedure for dealing with suspected cheating in assessed work is in Appendix E below:

If you are in any doubt as to what constitutes plagiarism, please speak to your personal tutor, or to your seminar tutor.

Third-Party Proofreading

There are also rules about what is and is not acceptable practice for students seeking proofreading support for their assessed work. All proofreading must follow the University's Proofreading Policy, whether that proofreading is a paid service or simply a friend reading over an essay. It is the responsibility of the student to ensure that any third-party proof reader has read and follows the University Proofreading Policy.

In short, the proof reader cannot amend a student's work by adding to or removing content, or by modifying content. The proof reader can highlight errors or mistakes but not correct them. More detail is provided in the table below.

Acceptable practices by proof readers	Unacceptable practices by proof readers
<p>The University considers it acceptable for proof readers to identify, but not make corrections to:</p> <p>Common typographical, spelling or punctuation errors;</p> <p>formatting and layout errors and inconsistencies such as page numbers, line spacing, font size, headers and footers;</p> <p>grammatical and syntactical errors and anomalies;</p> <p>lexical repetition or omissions;</p> <p>sections of text where the meaning is ambiguous;</p> <p>minor formatting errors in referencing (for consistency and order);</p> <p>errors in the labelling of diagrams, charts and figures.</p>	<p>The University does not consider it acceptable practice for proof readers to amend existing content. Proof readers are not permitted to:</p> <p>Rewrite content where the meaning is ambiguous;</p> <p>Add to existing content;</p> <p>Alter the argument or logic where it is faulty;</p> <p>Re-arrange or re-order sentences to enhance the structure or argument;</p> <p>Implement or alter a referencing system or add to references;</p> <p>Check or correct facts, data calculations, formulae or equations;</p> <p>Translate text drafted by students, noting that this does not prohibit translation of source material as long as it is properly referenced.</p>

Full details of the University's Proofreading Policy can be found here:

https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/v_proofreading

Extension Requests

Extensions to assessed work deadlines may be granted in exceptional circumstances such as ill health and/or incapacitating personal issues which are beyond your control and which are making it impossible to complete assessments. Unacceptable reasons for extensions include extra-curricular

or elective activities, job interviews, work outside university, clashing deadlines and scheduling difficulties, computer issues, family plans, relationship issues, and non-medical reports of stress or low mood. The rationale for the extension should be specific and the evidence supporting it should be recent. All extension requests must be made **before the published deadline** and must be supported by third-party evidence – usually a doctor's letter. Extension requests received later than this will only be considered in exceptional circumstances.

Requests for extensions should be made via Tabula (one for **each** assignment that you wish to have an extension for). You should state the reasons for your request and upload your supporting evidence. The request and evidence are only accessible to the Senior Tutor, the Director of Undergraduate Studies, and the Taught Programmes Officers. You may be invited to meet with your Director of Undergraduate Studies (DUGS) before a decision can be made, but if such a meeting is not thought necessary by the DUGS, then you will receive an email to advise whether or not an extension has been granted.

The usual maximum length of extension the department will allow is 14 days, but most will be shorter – and you should give a rationale for the number of days requested on the form. Please note that because of Exam Boards and other end-of-year requirements to formalise marks, **no extensions for any submission will be granted beyond the end of the fifth week of term 3.**

Late submission policy

Essays must be submitted electronically using Tabula by the stipulated deadline. Unless a formal extension has been granted, work received after the submission deadline will have the mark reduced by 5 percentage marks for each (UK) working day that the assignment is late (or part of a working day). For example, a late piece of work that would have scored 65% had it been handed in on time would be awarded 60 if it were one day late, 55 if two days late etc. Please note that the penalties will be incurred in 24-hour intervals from the deadline. Thus, when a deadline is specified as 12:00 noon, an assignment submitted the same day but at 12:00:01 pm or later will attract a 5-mark penalty. An essay arriving at 12:00:01 pm the day after will receive a 10-mark deduction and so on. Please bear in mind that these penalties are agreed at University level. Late penalties can only be waived in verified circumstances of illness or extreme personal difficulties, as detailed in the University's mitigating circumstances policy. It is therefore obviously important that you organise your time to take account of the very precise deadlines specified via the Tabula system: <http://tabula.warwick.ac.uk>. You are also advised to check after submitting your work to confirm it has been successfully uploaded, by viewing the Tabula submission receipt.

Technical problems will not normally be accepted as a reason for late submission and penalty marks will be incurred. You are strongly advised to submit your work in good time before the deadline to allow time to resolve any unexpected problems, considering the availability of technical support where needed. Backup your work regularly to reliable external storage! Should you experience technical problems whilst submitting your work online, you must contact the IT Helpdesk immediately to ensure you receive support to enable you to submit before the deadline has expired.

Please take **EXTREME CARE** when submitting your essays to Tabula and ensure you upload the correct version of your essay. If during the marking process it becomes apparent that an incorrect essay has been submitted, we will delete the incorrect submission and contact you to arrange to re-submit the correct essay. **Work that has been re-submitted following the earlier submission of an incorrect piece of work will incur late penalties as outlined above or have its mark capped at 40% (whichever is higher).** It is your responsibility to ensure that you submit the correct essay.

Any error on your part may not be discovered for some time and as such may incur significant penalties. Please take care when you submit your essays – do not leave it until the last minute, and do double check all submissions!

Departmental policies and guidance on writing essays and word-length

Throughout your years in the Department you will be required to write a number of essays. Some of these will be unassessed (or formative) essays which mean that any marks given for the work do not contribute to your final grade. However, most essays will be assessed (or summative) pieces of work, with marks counting towards your final grade. Both types of essay are important as they help you to develop your skills and improve your performance over the course. Formative essays are particularly critical in your first year and you should take every opportunity to hone your essay-writing skills before proceeding to Honours level.

Titles for essays are published six weeks before the submission deadline. You may have more than one essay due on the same day and should organise your time accordingly to make sure you can submit on time.

In accordance with departmental regulations, you are required to retain electronic copies of all pieces of submitted assessed work until after the final exam board of your degree. Online university storage is available for this, and can be accessed at www.files.warwick.ac.uk

The Department now has a template for essays, which can be found on our website: <https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/essay>

Remember these five rules for presenting your essay:

1. Use a suitable font that is easy to read: we recommend Calibri, Arial, Cambria, or Times New Roman
2. Set the font size to 12-point
3. Double-space your lines (set to '2.0')
4. Make sure your margins are set to 'Normal'
5. Include page numbers as a footer.

All essays and dissertations must have a Bibliography or Works Cited. There should also be correct and full referencing of sources as in-text citation, as footnotes or as endnotes. You are advised to write your essays using MLA conventions; if you choose another style format, please make sure you are consistent within the essay submitted. Please [see the Library website](#) for more information about formatting your referencing.

All essays have a required word-length. If you are unsure of the required word-length for an essay, please ask your tutor. Footnotes, endnotes, works cited, bibliographies and the essay title itself, are **not** included in the word-length; quotations **are** included in the word-length. You should write the number of words you have used at the end of your essay.

Markers will stop reading an essay once the word-length plus 10% has been reached. You will be penalised if you exceed the word-length plus or minus 10%. If you fall short of or exceed the 10%, you will incur one of the penalties below:

5 marks will be deducted for an essay that is between 10% and 15% over or under the required word-length.

10 marks will be deducted for an essay that is between 15% and 50% over or under the required word-length.

20 marks will be deducted for an essay that is more than 50% over or under the required word-length.

Examinations

The examination period is in term 3, beginning in week 4 and finishes in week 9. The examination timetable is published at the beginning of term 3. Examination days run from Monday through to Saturday.

Most examinations will be invigilated unseen papers. A few modules, however, opt for a seen paper. Details of these will be given to you by the tutor. Seen exam papers will be available 21 days before the examination. Papers are posted at:

<https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/essay/exams/seenpapers1819summer/> or can be collected from the English Office during opening hours.

Please note: You may be penalised up to 20 marks from your overall exam mark if it is evident that you are in violation of the rubric of an exam paper.

For details of Materials Allowed in Examinations, please refer to the Regulation A, which can be found in the University's Senate Examination and Degree Conventions at:

https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/policies/a_materials/

Past examination papers are available at:

<http://www2.warwick.ac.uk/services/exampapers>

University information about Examinations can be found at:

<http://www2.warwick.ac.uk/services/academicoffice/examinations>

Examination Regulations: please see Regulation 10:

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/examregs>

Departmental assessment strategy

The department offers a range of Honours modules and a variety of assessment methods. Some modules are 100% assessed by essay or extended project, some are 50% assessment and 50% examination, and some have a proportion assessed by other types of assignment such as reflective journals, commonplace books, and online/digital projects. Assessment methods for modules are approved in advance by University Committees, and staff members cannot change these over the course of an academic year.

Information about the University Assessment Strategy is at:

<https://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/assessmentstrat>

Progression and remedying failure

The pass mark for all undergraduate modules is 40. Information regarding the percentage weighting of each individual element of a module can be found on module websites. Where a required module is made up of more than one element and a student fails to achieve a pass mark of 40% in the module, they will be required to resit the failed element/s only. Where a module is passed on resit, the module mark is capped at 40. Where a student has mitigating circumstances, they may be permitted to sit a failed assessment or examination as a first attempt, and in such cases the marks are not capped.

University Regulation 36.2 sets out general requirements and expectations in terms of progress, attendance and the completion of work:

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress>.

Full details of University Regulations and Conventions in relation to resits can be found in Regulation 12: Absence for Medical Reasons from a University Examination for First Degrees:

<http://warwick.ac.uk/regulation12>

The department has three Examination Boards, one each for first years, intermediate (second and third-year intercalated) years and finalists. The Examination Boards consider the performance of all students over the academic year and make recommendations regarding progression or degree classification. For first-year students, the Faculty of Arts First-Year Board of Examiners makes all decisions on the progression into the second year. The Finalist Examination Board recommends the final degree classification that should be conferred on each student.

Year 1

In order to proceed to the next year of study at the end of your first year, you must pass at least 80 credits in whole modules at the pass mark of 40% or above and have an overall average of at least 40%. You must also pass all the core and optional core modules for your degree course. Students on Q300 English Literature must also pass EN123 Modern World Literature where taken. Please see the course regulations section above for details.

Please also see the University Regulations and Conventions:

Regulation 8: Regulations for First Degrees:

https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg8to8_5_1/ and

https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg8from8_6/

Harmonised First Year Board of Examiners' Conventions:

<http://warwick.ac.uk/quality/categories/examinations/conventions/fyboe>

First Year Board of Examiners student pages:

<https://warwick.ac.uk/services/academicoffice/examinations/fyboe/fyboestudent/>

Year 2

In order to proceed to the final year of study, you must pass at least 60 credits in whole modules at the pass mark of 40% or above and have an overall average of at least 40%. You must also pass all the core module and optional core modules for your degree course: please see the course regulations section above.

Please also see the Undergraduate Progression Requirements for Intermediate Years of Study:
<https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/ugprogression09>

Final Year

Degree classification rules

At the end of your degree, the results of your Honours-year modules are combined to determine your overall degree result: First, 2:1, 2:2, 3rd class, Pass, or fail. For an Honours degree, you must pass at least 168 credits in whole modules at the pass mark of 40%, including at least 80 credits in your final year. For a Pass degree, you must pass at least 150 credits in whole modules at the pass mark of 40%, including at least 50 credits in your final year. You must pass all core and optional core modules including the final year core and optional core modules for your degree course: please see the course regulations section above.

The rules that we use to determine your degree classification are described in the Undergraduate degree classification convention, available here:

<https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/ug13>

In addition, when considering students whose overall average mark falls below a class boundary but is within 2% of that boundary, the Exam Board will apply the following rules when deciding whether or not to promote the student to the higher class.

1. In cases where a student's average is within 1.0% of the higher class, the higher award will be made whenever at least one of the following conditions is met:

- a) the student has whole modules totalling 150 CATS or more at the higher class;
- b) the student has whole modules totalling 90 CATS or more at the higher class in their final year.

2. In cases where a student's average is within 2.0% of the higher class, but not within 1.0%, the higher award will be made whenever at least one of the following conditions is met:

- a) the student has whole modules totalling 180 CATS or more at the higher class;
- b) the student has whole modules totalling 120 CATS at the higher class in their final year.

In the absence of any of these conditions, the provisional classification will stand. Students with an overall average of 70.0% or higher will always be awarded a first, provided they meet the other necessary criteria in the university's Undergraduate Degree Classification Convention.

To be provisionally classified in the class indicated by your mean mark, you must also pass in the final two years of your degree at least 48 credits at that class or higher in modules relevant to the degree title. In the Department of English and Comparative Literary Studies, 'relevant to the degree title' means modules involving study or creation of linguistic and/or cultural productions. This includes modules in Theatre and Performance Studies, Film and TV, Liberal Arts, French Studies, German Studies, Hispanic Studies, Italian Studies, Classics, History of Art, and Philosophy (module codes beginning TH, FI, IP, FR, GE, HP, IT, CX, HA, PH). Other modules will not normally be considered relevant to the degree title for the purposes of classification, except where the module title includes a named author or body of literature, e.g. LA392 Shakespeare and the Law.

Results

All marks will be made available to students as soon as possible after the meeting of the relevant Examination Board; we will email you further information about this nearer to the relevant dates. Results will not be revealed to friends or family. Please note that the English Office will NOT give out results verbally, by phone, or email.

Appeals

First-year and intermediate-year students have the right of appeal only against a decision that they are required to withdraw from your degree course. Final-year students have the right of appeal against the decision of a final-year Board of Examiners regarding the classification of degree awarded or a decision not to award a qualification. There are specific acceptable grounds for appeal. Please see: <https://warwick.ac.uk/services/academicoffice/examinations/students/appeals/>

Mitigating Circumstances

What are Mitigating Circumstances?

During the course of study, you may experience exceptional unforeseen short-term circumstances which are outside your control and might have a detrimental effect on your studies. Please find a definition of possible short-term circumstances classified as mitigating circumstances in the table below. Please note that this list is not exhaustive. The purpose of mitigating circumstances is to inform exam boards about the circumstances in your life which may have affected your studies to allow them to take this into account when making decisions about your assessment, progression and degree classification. Mitigating circumstances **cannot** result in a change of marks for specific pieces of assessed coursework, exams, or modules. Equally, a successful mitigating circumstance case does not excuse you from assessment in any of your modules, and mitigating circumstances cannot be used to allow you resit assessment in order to improve your marks.

For further information, including the possible outcomes of a mitigating circumstances submission at an exam board, please see the guidance on mitigating circumstances for students at: https://warwick.ac.uk/fac/arts/staffintranet/teachingsupport/mitigatingcircumstances/mc_guidance_for_students_final_300718.docx.pdf.

If you have a long term chronic condition or disability and think you may need on-going support arrangements, please see the section on Reasonable Adjustments below.

Applying for mitigating circumstances

If you would like to apply for mitigating circumstances you should, in the first instance, contact your personal tutor. They will be able to provide advice and support with your mitigating circumstances. It is important to contact your personal tutor as early as possible to ensure that appropriate support is put in place. You may also seek advice from the Senior Tutor. Additionally, you may wish to consult Wellbeing Services, Support Services, the Dean of Students Office, or one of the advisors at the Students' Union Advice Centre. Even if your circumstance is not eligible for consideration under mitigating circumstances, you should consider seeking support from the central university support services.

Mitigating Circumstances applications are submitted through your personal Tabula profile page at:

<https://tabula.warwick.ac.uk/profiles/view/me/personalcircs>.

With your application you must submit at least one piece of relevant evidence. A list of relevant evidence relating to claim type is provided below. Joint Honours students **MUST** make their **mitigating circumstances** request to their home department, but please note that an **extension request** for an individual piece of work will have to be made to the department owning the module.

Pay close attention to the final deadline for the submission of the form for your cohort: First Year, Intermediate (Second Year/Third Year Intercalated) or Finalist, and make sure both form and evidence are submitted in advance of this deadline. **Late forms and evidence cannot be considered.** Please see below for deadlines.

Please note that submitting mitigating circumstances does not mean that you do not need to apply for extensions to individual assignment deadlines; please see the section above on Extension Requests.

Information provided by you is sensitive and will be treated confidentially and in line with General Data Protection Regulation (GDPR). Any student who believes that the mitigating circumstances submission contains sensitive personal information and/or highly confidential evidence, may submit their mitigating circumstances as 'Sensitive', to be viewed in person only. The information will be relayed to the department's Mitigating Circumstances Panel (MCP) without divulging the details of the sensitive nature of the information. Subsequently, the MCP will decide on the recommendations to be made to the Board of Examiners. Any further communications to other bodies (such as to Board of Examiners boards and/or module leaders) is **ONLY** permitted to list the type of mitigation agreed and reporting the appropriate grading of the MC submission **AND NOT** the details of the circumstances or any evidence or how it was assessed.

While it is acknowledged that you may be reluctant or not comfortable disclosing relevant information pertaining to private or sensitive issues or mental or physical health difficulties which are impacting on your academic progression, this cannot be used as an excuse not to do so. We cannot take into account circumstances that we are not told about. To ensure fairness to all students, it is your responsibility to fully disclose all relevant mitigating circumstances within the time frames laid down. Once marks have been officially released to you, it is too late to submit mitigating circumstances and retrospective applications. Consequently, mitigation where a student did not wish to raise their issues until they received their results will not normally be considered or accepted. All applications for mitigating circumstances are treated confidentially, and only a small number of staff will sit on the panel which decides the outcome.

Mitigating Circumstance Panel

The Mitigating Circumstance Panel (MCP) meets in the summer term, before the meetings of the Boards of Examiners, to consider all applications made in the department. The Panel is made up of: the Head of Department or Deputy; the Examination Secretary; the Director of Undergraduate Studies; the Senior Tutor; the Mitigating Circumstances Officer, the Secretary to the MCP.

Deadlines

The deadlines for submitting mitigating circumstances are as follows:

First Year students: Monday 8 June

Second and Third Year Intercalated students: Thursday 18 June

Finalist students: Tuesday 2 June

Definition of mitigating circumstances

Mitigating circumstances are defined as:

- Situations that you could not have predicted and had no control over (e.g. serious illness, death of someone close, being the victim of a crime, family difficulties and unforeseen financial hardship);
- Situations with significant impact on your ability to undertake assessments/examinations which are independently evidenced in a timely fashion; (e.g. doctor's note during illness showing duration and level of negative impact);
- Situations that are acute or short term, the timing of which are relevant to the impact on your study (normally within three weeks of the relevant assessment event or deadline).

In general terms, mitigating circumstances must be (a) significant (they have more than a minor impact on you), (b) unexpected (you must have had no prior knowledge of the event), (c) unpreventable (there was no reasonable steps you could have taken to prevent the event), (d) relevant (you must be able to link the event, and its impact on the period for which your claim is being made) and (e) corroborated (it must be independently verifiable and the evidence must meet the University requirements-see appendix A).

NOTE: Long term chronic conditions (normally greater than a term in duration and that are likely to be ongoing) and disabilities are dealt with under the reasonable adjustments (RAs) policy which can be viewed at: <https://warwick.ac.uk/services/disability/howwecanhelp/>. Please see the section on Reasonable Adjustments below.

Claims based on the following fall normally within the definition of mitigation circumstances (the list is not exhaustive):

- A significant deterioration of a permanent or chronic condition close to assessment (normally within three weeks of the assessment due) which you have already reported and is already covered by reasonable adjustments OR/IF the reasonable adjustments do not fully address the impact of the condition and still leave you at a disadvantage over others.

- Serious illness (physical or mental), accident or severe trauma at the time of the assessment or during the preparation for it.
- Death of someone close to you around the time of the assessment.
- Serious illness or accident (including significant caring responsibilities) of someone close to you at the time of the assessment.
- Significant change in employment circumstances beyond your control (part-time students only).
- Significant change in personal or unforeseen financial circumstances (e.g. divorce of student, fire, court appearance by student, acute accommodation crisis).
- Late diagnosis of a disability, including Specific Learning Difficulty (SpLD).
- Bullying, harassment or threatening behaviour.
- Victim of a crime or involvement in a criminal case (e.g. as a witness).

NOTE: This list is not exhaustive and if you feel that you want to report a claim for mitigating circumstances which is not listed above, but does in your opinion represent a mitigating circumstance, you should list the mitigating circumstances on your mitigating circumstances form and submit it for consideration. The department will seek advice from the Academic Director of Undergraduate Studies to ascertain if the mitigating circumstance falls within the definition of mitigating circumstances.

Claims based on the following would not normally be considered to fall within the definition of mitigating circumstances (the list is NOT exhaustive):

- Minor illnesses of relatives (unless you have substantial care or support responsibilities for the person).
- A permanent or chronic condition which you have already told us about and is covered by reasonable adjustments.
- Circumstances that do not relate to the assessment period in question unless independent evidence is provided which demonstrates the ongoing detrimental impact of a personal situation/medical condition. Minor illnesses, minor injuries (e.g. coughs, colds etc.) not requiring treatment from a qualified practitioner and that in a work situation would not normally lead to absence.
- Examination stress and anxiety, unless a flare-up of a pre-diagnosed illness/condition.
- Stress or symptoms of anxiety or low mood which do not meet the criteria or threshold for a diagnosis of an anxiety or mood disorder.
- Pressure of academic workload.
- Computer, printer or other IT failure.
- Temporary self-induced conditions, e.g. hangover.
- Travel disruption (e.g. traffic jams, delayed trains).
- Misreading or misinterpreting of an assessment title, assessment dates, time and deadlines.

- Claims submitted without independent supporting evidence.
- Assessment dates being clustered or close together unless there has been a specific recommendation for reasonable adjustments which includes spacing of assessment dates.
- Employment or other types of external work (unless due to hardship that could not be foreseen).
- Non-academic activities and events that can be planned (such as holiday, moving house, weddings, sporting events etc.) or that were foreseeable and preventable.
- Late disclosure of circumstances on the basis that the student did not feel comfortable submitting mitigating circumstances prior to the relevant Board of Examiners' meeting where marks are confirmed (i.e. only submitting mitigation after they have failed an assessment.)
- Staff absence due to illness or other unforeseen circumstance.
- Ignorance of the regulations or examination or assessment arrangements.

For guidance on the types of evidence required to support a mitigating circumstances application, please see the table **APPENDIX A EVIDENCE REQUIRED FOR MITIGATING CIRCUMSTANCES CLAIMS** on the page below:

Mitigating Circumstance	A significant deterioration of a permanent or chronic condition which you have already told us about and is covered under reasonable adjustments. Where this permanent condition has already been adequately adjusted for through Special Examination arrangements or other reasonable adjustments only the deterioration counts as a Mitigating Circumstance.
Evidence MUST include:	(i) Letter from health professional, or Disability Services, or Mental Health and Well Being on official, headed paper (or have an official stamp) confirming deterioration with dates AND () Must be written at the time of the deterioration* AND (i) Must attest to evidenced impact on the student.
Mitigating Circumstance	Serious illness (physical or mental), accident or severe trauma at the time of the assessment or during the preparation for it.
Evidence MUST include:	(i) Letter from an appropriately qualified health professional (e.g. medical doctor, nurse) on official, headed paper or have an official stamp confirming illness with dates AND (ii) Must be recorded at the time* of the serious illness, accident or trauma AND (iii) Must attest to evidenced impact on the student.
Mitigating Circumstance	Death of someone close to you. Bereavement at assessment time or in preparation for it earlier in the academic year (not normally more than 6 months after the event). 'Someone close' can mean parents or guardians, children, siblings, a spouse or partner. It may include friends, in-laws, grandparents and grandchildren, <u>if it can be demonstrated that the relationship was close.</u>
Evidence MUST include:	(i) If relationship is close and death occurred within the last six months, evidence that death has occurred must be submitted, this could be a copy of the death certificate or order of funeral service or death announcement in a newspaper or on the web OR (ii) If death occurred more than six months ago, evidence of impact on ability to do the assessment; such as from a doctor or counsellor or Students' Union Advice Centre or University Wellbeing Services or Senior Tutor OR (iii) If relationship is not close and regardless of time of death, evidence of impact on your ability to do the assessment, such as from doctor or counsellor or Students' Union Advice Centre or University Wellbeing Services or Senior Tutor.
Mitigating Circumstance	Serious illness or accident of someone close to you at assessment time or in preparation for it earlier in the academic year. 'Someone close' can mean parents or guardians, children, siblings, a spouse or partner. It may include friends, in-laws, grandparents and grandchildren, <u>if it can be demonstrated that the relationship was close.</u>
Evidence MUST include:	EITHER: (i) Letter from health professional on official, headed paper or have an official stamp confirming the circumstances with the dates AND (ii) Evidence of closeness (e.g. statement from Personal Tutor, Student Support, counsellor or Students' Union Advice Centre) AND (iii) Letter from health professional, or Student Support or counsellor explaining how the circumstances are affecting your ability to do the assessment. OR FOR CARERS: (i) Letter from health professional on official, headed paper or have an official stamp confirming the circumstances with the dates AND (ii) Proof that you have substantial care and support responsibilities for the person.

Mitigating Circumstance	Significant change in your employment circumstances beyond your control (part-time students only).
Evidence MUST include:	(i) Letter from employer confirming new working hours AND/OR (ii) Statement from Personal tutor or Senior Tutor or Student Support or Students' Union Advice Centre attesting to impact on student.
Mitigating Circumstance	Unforeseen significant change in your personal or financial circumstances (e.g. divorce of student, fire, court appearance or jury duty by student, acute accommodation issues of student, serious and unforeseeable transport disruptions such as road closure due to traffic accident).
Evidence MUST include:	<p>Serious Family Problems</p> <p>(i) Letter from a doctor, solicitor or other professional person confirming the circumstances and dates (must be on official, headed paper) AND (ii) Evidence from a doctor, nurse or relevant professional of how the problem is affecting your ability to do the assessment.</p> <p>Unforeseen change to financial circumstances:</p> <p>(i) Evidence proving unforeseen financial hardship, e.g. bank statements showing your current financial circumstances AND/OR (ii) Letter of support from Student Funding / Hardship Fund. https://warwick.ac.uk/services/academicoffice/funding/hardshipfunds</p> <p>Court Appearance/jury duty:</p> <p>(i) Letter from court with date student is expected to appear.</p> <p>Other issues not listed:</p> <p>Evidence provided must prove the circumstance exists (must be from independent source) with dates AND evidence from a doctor, nurse or relevant professional of how the problem is affecting your ability to do the assessment.</p>
Mitigating Circumstance	Late diagnosis of a Specific Learning Difficulty. Only eligible when diagnosis is obtained too late (after the University deadline) for reasonable adjustments to be made by way of special exam arrangements.
Evidence MUST include:	Diagnosis letter and confirmation from the Department or Disability Services that it was submitted too late and missed the University deadline.
Mitigating Circumstance	Bullying, harassment or threatening behaviour.
Evidence MUST include:	(i) Report from Senior Tutor or Student Support Services or Students' Union Advice Centre outlining nature of circumstance with dates affected AND (ii) Copies of relevant emails, screenshots, videos, social media posts, witness statements, or other communications (with dates where possible) that illustrate bullying, harassment or threatening behaviour.
Mitigating Circumstance	You are the victim of a crime/assault
Evidence MUST include:	(i) Official police report giving the date of the crime OR a letter from health professional, or Senior Tutor, or Student Support or counsellor or Students' Union Advice Centre explaining how the circumstances are affecting your ability to do the assessment. AND (ii) Crime reference number.

*Medical notes must demonstrate advice or treatment was sought at the time, or soon after any illness. Disclosure weeks or months later will carry little weight or may not be eligible.

Reasonable adjustments (including Alternative Exam Arrangements)

The Equality Act 2010 (<https://www.gov.uk/definition-of-disability-under-equality-act-2010>) requires the University to make reasonable adjustments where a candidate who is disabled (within the meaning of the Act), would be at a **substantial disadvantage** in comparison to someone who is not disabled.

'Substantial' is defined as 'more than minor or trivial' and that a disability (<https://www.gov.uk/definition-of-disability-under-equality-act-2010>) is defined as 'a physical or mental impairment that has a substantial and long-term negative effect on the ability to carry out normal day-to-day activities'.

Applying for reasonable adjustments

Students who have long term chronic conditions or disabilities and who believe they are entitled to reasonable adjustments should contact Disability Services via the Wellbeing student portal at: <https://wellbeing.warwick.ac.uk/> and request an appointment to discuss their support requirements.

A reasonable adjustment may be unique to the individual and could include, for example, arrangements in relation to examinations, deadlines and access to lecture materials in advance. Please see Disability Services website for further information about this: <https://warwick.ac.uk/services/disability/howwecanhelp/>

Any reasonable adjustments made are evidence-based; students are required to supply appropriate and recent medical evidence, or, in the case of a specific learning difference such as dyslexia or dyspraxia, a full diagnostic assessment. The type of appropriate evidence required can be discussed with Disability Services.

Once a student has met with Wellbeing Support Services, the adviser will contact the student's department and the Examinations Office (with their permission) to recommend any specific adjustments.

Reasonable adjustment recommendations for examinations are known as 'Alternative Examination Arrangements' (previously 'Special Examination Arrangements'). These must be made before the annual deadlines as set out by the Examinations Office on the Disability Services website at: <https://warwick.ac.uk/services/disability/howwecanhelp/examinations>. Recommendations that are made AFTER these deadlines will be handled under the Mitigating Circumstance Policy.

Recommendations to apply reasonable adjustments may include for the student to be able to complete assessments via alternative assessment methods; bearing in mind that academic or professional standards in relation to core competencies and assessed criteria still need to be met.

The University's Wellbeing Support Services website is at: <https://warwick.ac.uk/services/supportservices>. Further information on disabilities and reasonable adjustments can also be accessed in the University's Disability Policy at: <https://warwick.ac.uk/services/equalops/learnmore/equalityact/disability>

19. Pastoral care and support

Additional academic support

The English Department runs an Academic writing program for first year students for students based in English and students on joint degrees based in other departments:
<https://www2.warwick.ac.uk/fac/arts/english/writingprog/academicwriting/english/>
<https://warwick.ac.uk/fac/arts/english/writingprog/academicwriting/englishjointdegreeuprovision/>

There will be workshops for Honours-level students on specific essay skills in term 2, details of which will be circulated once the academic year is underway.

Second year students should also see the University's Year 2 toolkit:
https://warwick.ac.uk/services/skills/help/year2_toolkit/

Information for international students on language support can be found at:
<https://www2.warwick.ac.uk/fac/soc/al/study/learn-english/in-sessional/>

Personal tutoring system

Your personal tutor is a member of academic staff who is your first port of call for any academic and non-academic issues you experience during your degree. Your personal tutor can give you advice on applying for mitigating circumstances or reasonable adjustments to support your studies (including special exam arrangements). Your personal tutor will often, though not always change from year to year, and sometimes within the year (if your personal tutor has a term of research leave, for example). You can check who your personal tutor is on your TABULA profile. You will have mandatory meetings with your personal tutor, (as part of the department's Monitoring Student Attendance and Progression Policy), but you are also encouraged to keep in contact with your personal tutor regularly, especially, but not only, if you have a specific issue that may need negotiation with the department. Your personal tutor may be consulted by administrative and academic staff on a number of matters regarding your progress.

Support and Personal Development

Please see the Wellbeing Support Services website:
<https://warwick.ac.uk/services/supportservices>

If you suffer from any specific learning difficulties, such as dyslexia, it is very important that you inform your personal tutor and contact Disability Services through the Wellbeing portal at <https://wellbeing.warwick.ac.uk/> in order to put in place support arrangements you may need. If the department is not made aware of any difficulties via this process, your tutors cannot take them into consideration when assessing your work.

Student Opportunity - Careers

There is a designated Senior Careers Consultant, Anna Preston, who has extensive experience working with students from University of Warwick. Anna can be contacted by email [via careers@warwick.ac.uk](mailto:via_careers@warwick.ac.uk). Student Careers and Skills is located on the ground floor of University House. See <http://www2.warwick.ac.uk/about/visiting/maps/interactive/>.

Anna runs appointments in University House and may also be able to see you in the department. Appointments can be made online: <https://myadvantage.warwick.ac.uk/>

Your department also has a Student Careers and Skills representative and a Facebook page: <https://www.facebook.com/WarwickEnglishCareers>

20. Student engagement

Student Staff Liaison Committee (SSLC)

The SSLC is organised and chaired by students, but academic staff are members of the committee. The student Chair and Secretary are always invited to the Teaching and Learning Committee (TALC), and SSLC feedback on issues discussed is provided to the Departmental Meeting as part of the TALC report. SSLC representatives may also attend the Departmental Meeting. This ensures that all the academic staff members are aware of any concerns and can discuss ways of addressing these. At the end of the year, the department's SSLC writes an annual report which is sent to the Teaching Quality department of the University where it is considered alongside all the other reports, so that the University as a whole is informed of the issues that concern our students.

The SSLC will not discuss personal problems nor complaints about individual members of staff.

Your SSLC representatives will tell you much more about the SSLC. There is an SSLC notice board located between rooms H536 and H538 in the English Department. The English SSLC has a Facebook page: <https://www.facebook.com/EnglishSSLC/>

The Students' Union SSLC page is at: <https://www.warwicksu.com/sslc/>

Feedback

The Department and the University give careful consideration to the views of the students and there are a number of ways that you can pass your views on to the academic staff, some of which preserve your anonymity. You can provide feedback through Module Evaluation which is carried out at the end of Term, you can take part in the Warwick Student Survey, the National Student Survey, or you can email ugenglish@warwick.ac.uk.

Feedback from students contributes to the planning and monitoring of modules. You can make a direct impact on the way that modules are taught and organised by completing a module evaluation form. The feedback given by students is discussed by the department. This process can be completely anonymous, allowing you to be honest and fair in your feedback.

Please see Appendix A: 'Creative Writing and the Warwick Writing Program' for further information about feedback and creative writing modules.

Complaints procedures

The Department adheres to the University's three stage Student Complaints Procedure:

Stage 1: Frontline / Local Resolution

Stage 2: Formal Departmental Investigation and Resolution

Stage 3: Formal Institutional Review and Final Resolution

For Stage 1, you should contact the Director of Undergraduate Studies – in person or by email – to register your complaint. You can find full details of the Student Complaints Procedure on the main university website here:

<https://www2.warwick.ac.uk/services/feedbackcomplaints/students/complaints/>

21. Joint degrees

The joint English Literature and Creative Writing, English and Theatre Studies and English and History degrees are based in the English Department. Contacts details for the convenors of these degrees are included in Section 5 'Roles within the Department'.

The Department participates in joint degrees with the Philosophy, Film and Television and Classics Departments, and the School of Modern Languages and Culture. Information about all these degrees can be found on the relevant departmental webpages.

Guidance regarding submission deadlines for joint degrees (where rules differ): **students should consult the relevant department for submission deadlines for their modules.**

22. Library

The Library provides a very large number of resources for students in the department. You can use the Library Search on the webpage (<https://warwick.ac.uk/services/library/>) to find print and electronic books, and journal articles. For assignment research there are [key electronic resources for English](#) which give you access to secondary critical literature, such as journal articles, books, book chapters and dissertations, as well as to electronic primary texts and contemporary sources. Particularly recommended are Literature Online (primary and secondary sources) and the MLA International Bibliography (secondary sources). Support with finding information for English is available here:

<https://warwick.ac.uk/services/library/subjects/arts/english/>

Kate Courage is the Academic Support Librarian for the department. Please contact Kate at kate.courage@warwick.ac.uk if you would like help finding or referencing information for your assignments. You can also contact her if you would like the Library to buy a book you need, or have any other library-related requests. She is available for research support, by appointment, and has an office hour in the department on Wednesdays 4-5 in H5.07. You can also ask for help finding material in the Main Library at the Help Desk on the first floor.

Regular news and updates can be found via the Library's homepage, Facebook pages (@WarwickUniLibrary) and its Twitter account (@warwicklibrary).

The Library also manages a number of learning and teaching spaces from which skills enhancement and community engagement programs are run:

The Learning Grid: https://warwick.ac.uk/services/library/using/libspaces/learning_grid/

The Learning Grid Routes: https://warwick.ac.uk/services/library/using/libspaces/grid_routes

The Learning Grid Leamington:

https://warwick.ac.uk/services/library/using/libspaces/grid_leamington

Modern Records Centre: <https://warwick.ac.uk/services/library/mrc>

More on the Library's community engagement wellbeing services for students can be found at: <https://warwick.ac.uk/library/students/study-happy/> or via Twitter at #StudyHappy.

23. Study abroad/placement learning

Students following English Literature, English Literature and Creative Writing, English and Theatre Studies, and English and History degrees have the opportunity to convert to a four-year variant of the course in which the third year is spent studying abroad at one of the University's partner institutions in Europe, North America, Australia or Asia.

During the year abroad, students continue to study along the path of their degree course and may choose to also study other courses not available at Warwick, with the agreement of the Study Abroad Coordinator. Students are required to attain a pass standard in the work that they do whilst abroad, and their placement will be recorded on their HEAR transcript. However, the work does not count directly towards their overall Warwick degree classification. Students will continue to have the support of a personal tutor at Warwick whilst abroad, who will normally be the Study Abroad Coordinator. Students participating in the exchange pay a reduced tuition fee to Warwick during their intercalated year; they do not pay fees at their host institution.

For further information on the intercalated year abroad, please see:

<https://warwick.ac.uk/fac/arts/english/currentstudents/undergraduate/studyabroad>

General University-wide information about placements can be found at:

<https://warwick.ac.uk/study/studyabroad/outbound/>

24. Visiting students

Information for visiting exchange students based in the English Department can be found on our website at: <https://warwick.ac.uk/fac/arts/english/currentstudents/visiting/>

University Information

Term dates: <http://warwick.ac.uk/termdates>

25. All Students information

University Community Values and Expectations:

At Warwick, we value our diverse and international community, the pursuit and dissemination of knowledge and research with real impact. We nurture intellectual challenge and rational, rigorous debate. We want to support our students and each other to become critical thinkers and collaborative yet independent learners – individuals with a global and sustainable outlook, who are able to make an active and positive contribution to society. At the same time, we are committed to working towards a supportive, accessible and inclusive environment within which all members of our community can successfully learn, work, live and socialise. We uphold the importance not only of freedom of thought and expression, but also the significance of academic and personal integrity, equality and diversity, and mutual respect and consideration for the rights, safety and dignity of all.

We place great importance on the responsible behaviour of both our students and staff at Warwick. It is important for you, as a student, to have an idea of Warwick's core values and an understanding of the primary expectations of student members of the Warwick community. Take a look at the following to help you understand what this means for you:

What's Expected of Students at Warwick, which summarises key expectations for students and signposts associated support: warwick.ac.uk/studentbehaviour/

Equal Opportunities Statement, setting the value we place on maintaining an inclusive environment where all can contribute and reach their full potential:
<https://warwick.ac.uk/services/equalops>

Dignity at Warwick Policy, setting out how our differences are respected and valued and how we aim to prevent and address harassment and bullying: warwick.ac.uk/dignity/

University Strategy, which sets our vision as a world-class university and our values:
warwick.ac.uk/strategy/

Warwick Student Community Statement, which sets out aims for the University as well as for students: warwick.ac.uk/wscs/

University Calendar, the main 'rule book' and includes ordinances and regulations which you need to be aware of, including examinations, cheating, use of computing facilities and behaviour: warwick.ac.uk/calendar/

Student Rights and Responsibilities, which provides quick and easy links to University regulations, policies and guidelines that govern what a student can expect from the University and what they need to adhere to as a student:
<https://warwick.ac.uk/services/aro/studentrights>

Study hours statement: <http://warwick.ac.uk/quality/categories/studyhours/>

Regulation 10; Examination Regulations: <http://warwick.ac.uk/regulation10>

Regulation 11; Procedure to be Adopted in the Event of Suspected Cheating in a University Test:
<https://warwick.ac.uk/services/gov/calendar/section2/regulations/cheating>

Regulation 23; Student Disciplinary Offences:
<http://warwick.ac.uk/calendar/section2/regulations/disciplinary/>

Regulation 31; Regulations governing the use of University Computing Facilities:
<http://warwick.ac.uk/regulation31>

Regulation 36; Regulations Governing Student Registration, Attendance and Progress: <http://warwick.ac.uk/regulation36>

Feedback and complaints: We want you to be able to let us know when things are going well or there is something that you particularly like, but also if there is a problem that you don't feel you can resolve yourself. As part of this, we have a Student Feedback and Complaints Resolution Pathway and actively encourage feedback on all aspects of the student experience.

While we are committed to providing high quality services to all our students throughout their University experience, if there is something that goes wrong and you want assistance to resolve, we have an accessible and clear procedure which you can use to make a complaint: <https://warwick.ac.uk/services/feedbackcomplaints>

Health, Safety and Wellbeing Policy Statement:

<http://warwick.ac.uk/services/healthsafetywellbeing/guidance/handspolicy>

Equal Opportunities Statement: <http://warwick.ac.uk/equalops>

“The promotion of Equality, Diversity and Inclusion concerns all of us and is the responsibility of all members of our community. It is expected that we will all contribute to ensuring that the University of Warwick continues to be a safe, welcoming and productive environment, where there is equality of opportunity, fostered in an environment of mutual respect and dignity.

“The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognising our individual differences. We understand that simply having diversity in our work force and student body is not enough; we must create an inclusive environment where all people can contribute and reach their full potential.

“Inclusion is engaging the uniqueness and talents, beliefs, backgrounds, capabilities and ways of working of all individuals, joined in a common endeavour, to create a culture of belonging, in which people feel valued and respected.”

Smoking Policy:

<http://warwick.ac.uk/services/healthsafetywellbeing/guidance/smokingpolicy>

Policy on the Timing of the Provision of Feedback to Students on Assessed Work:

<https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/assessmentstrat/assessment/timeliness>

Moderation guidance:

<http://warwick.ac.uk/quality/categories/examinations/moderation>

University assessment strategy:

<https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/assessmentstrat>

26. Undergraduate Students

- Regulation 8; Regulations for First Degrees: https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg8to8_5_1/ and https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg8from8_6/
- Regulation 12; Absence for Medical Reasons from a University Examination for First Degrees: <http://warwick.ac.uk/regulation12>
- Undergraduate Degree Classification Rules:

<https://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/ug13>

- Harmonised First Year Board of Examiners' Conventions (including any approved exemptions and specific departmental requirements):
<http://warwick.ac.uk/quality/categories/examinations/conventions/fyboe>
- Undergraduate Progression Requirements for Intermediate Years of Study:
<https://warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/ugprogression09>

27. Learning Resources and Student Support

Student Opportunity - Careers

The Student Opportunity Career team offers a wide range of online resources, workshops, one-to-one information, advice and guidance, employer presentations, careers fairs and a student helpdesk accessible in person, by email and phone. Student Careers and Skills can help students:

- Succeed in their studies and get help with academic writing, revision, note-taking and seminar presentations
- Understand what's important to them, their values, strengths and career goals
- Recognise and develop the transferrable skills employers look for
- Research employers, search for vacancies, gain work or volunteering experience and find a job or further study place for after graduation

Each academic department has a designated Careers Consultant who can provide discipline-specific support for students and online careers. This can include one-to-one careers guidance, support for alumni events and discipline-specific information sessions. Students can also be referred to the Careers and Skills website for more information (<https://warwick.ac.uk/services/careers>).

IT Services

IT Services provide the essential resources and support necessary to give all students access to information technology services and support. If students have problems with IT related issues, IT Services provide a dedicated Help Desk. Students can go to the drop-in centre on the first floor of the Library building (Monday to Friday, 9am-5.30pm), telephone 024 765 73737 (Monday to Friday, 8.30am-5.30pm) or email: helpdesk@warwick.ac.uk

Every student, with the exception of those students on courses at partner institutions which are validated by the University, is entitled to register to use the services provided by IT Services, which can be accessed from anywhere on campus. Information on setting up an account, accessing the network from on and off campus, printing and purchasing computers is available on-line at: <http://warwick.ac.uk/its>

IT Services also produce information on acceptable use of University IT facilities for students and staff: <https://warwick.ac.uk/services/gov/calendar/section2/regulations/computing>

A range of Help Desk Leaflets providing useful IT support information are available from: <http://warwick.ac.uk/servicedesk/leaflets> or students can pick up copies from the IT Services Help Desk Drop-in centre.

IT services also provide support for personal computer-related issues such as slow performance, removing viruses, replacing hardware and assisting with file recovery.

The training service provided by IT Services is available to all University students and is provided to facilitate students to work more effectively with applications delivered by IT Services: <https://warwick.ac.uk/services/its/servicessupport/training>

IT Services provides a number of open access work areas across Gibbet Hill, Westwood and main campuses, accessible to all students, and the University provides student residences with a network connection and access to wireless. For further information on the Residential Network Service (ResNet), please visit:

<http://warwick.ac.uk/its/servicessupport/networkservices/resnet/>.

For links to other useful pages, see MyWarwick at: <http://warwick.ac.uk/students>.

Language Centre

The Language Centre (<https://warwick.ac.uk/fac/arts/languagecentre>) supports the University's commitment to the increased provision of foreign language learning opportunities for undergraduate and postgraduate students across the University. For those interested in developing their language skills, the Language Centre offers a wide range of modules and the facilities, resources and programs to support students.

There are a number of choices available for acquiring a new foreign language or brushing up language skills:

- Modules for credits on the academic program:

These can be taken as part of an undergraduate degree course, but must be agreed with the student's home department before enrolling. There are a range of levels available, as well as accelerated options for those who want to develop their language skills at a faster pace. More information is available from:

<https://warwick.ac.uk/fac/arts/languagecentre/academic/>

- Academic modules not for credit:

The same modules as those available for academic credit are also available to take in addition to degree studies. A fee applies to these modules. More information is available from: <https://warwick.ac.uk/fac/arts/languagecentre/academic/fees/>

- Lifelong Language Learning (LLL) Courses:

A program of language courses available to students, staff and the public from beginner through to advanced level. More information is available from:

<https://warwick.ac.uk/fac/arts/languagecentre/lifelonglearning/>

Enrolment takes place on Wednesday, Thursday and Friday of week 1, with online enrolment for Lifelong Language Learning courses from mid-September, and consultation evenings for those unsure of their level.

The Language Centre is located on the ground floor of the Humanities Building and can be contacted by email: language.enquiries@warwick.ac.uk

Wellbeing Support Services

Wellbeing Support Services (<https://warwick.ac.uk/services/wss>) offer a comprehensive support structure available to help with all kinds of different problems, including personal, physical and mental health; financial; problems connected with the law and University regulations; problems involving the provision of facilities for students with disabilities; or harassment of any sort.

Students may consult the services of their own accord, or may be referred to them by personal tutors/supervisors. There may be more than one option available to students in difficult situations. To access support services, students will meet with a Wellbeing advisor in the first instance, and together they will determine and organize the support that is needed.

Wellbeing advisors, and Wellbeing Support Services, located on the ground floor of Senate House, can be contacted by telephone on 024 7657 5570 or through the Wellbeing portal at: <https://wellbeing.warwick.ac.uk/>.

Support services available to students through the University and the Students' Union comprise the following:

- Wellbeing Support Services (<https://warwick.ac.uk/services/wss>)
- Dean of Students' Office (<https://warwick.ac.uk/services/dean-of-students-office>)
- Personal Tutoring System (<https://warwick.ac.uk/services/dean-of-students-office/personaltutors>)
- Residential Life Team (<https://warwick.ac.uk/services/residentiallife>)
- International Student Office (<https://warwick.ac.uk/services/iso>)
- Disability Services (<https://warwick.ac.uk/services/disability>)
- Wellbeing Team (including Mental Health support and Counselling needs) (<https://warwick.ac.uk/services/mentalhealth>)
- University Health Centre (<https://www.uwhc.org.uk/>)
- Chaplaincy (<https://warwick.ac.uk/services/chaplaincy>)
- Students' Union Advice Centre (<https://www.warwicksu.com/advice/>)
- Student Funding (<https://warwick.ac.uk/services/academicoffice/funding/>)
- Security Services (<https://warwick.ac.uk/services/campus-security>)

Student Support

Wellbeing Support Services also works closely with the University Dean of Students to help students with non-academic issues, including personal or family problems, financial difficulties, accommodation problems, and situations where students are unsure who to go to or where to get help.

The Wellbeing Support Team provide support and pastoral care giving advice and practical help to students on a daily or more long term basis, and manage emergency and crisis situations which impact on students. Wellbeing Support Services, located on the ground floor of Senate House, can be contacted, as above, by telephone on 024 7657 5570 or through the portal at: <https://wellbeing.warwick.ac.uk/>

For further details, see: (<https://warwick.ac.uk/services/wss>)

University Dean of Students and Faculty Senior Tutors

The University Dean of Students works closely with Faculty Senior Tutors to help students in times of need by promoting the academic support of students, individually and collectively.

The Dean of Students and Faculty Senior Tutors are experienced members of academic staff whom students can turn to in confidence for support regarding difficulties with their studies, which they have been unable to resolve with departmental Personal and Senior Tutors.

The University Dean of Students has overall responsibility for the personal tutor system, but no disciplinary function. Issues typically dealt with by the Dean of Students' Office include: academic course issues unresolved at the departmental level; advice on temporary withdrawal; appeals against academic decisions; academic complaints; ongoing difficulties with a personal tutor, course tutors or supervisors; and problems with termination of registration proceedings.

The Dean of Students' Offices are located on the Second Floor of Senate House (Room SH2.17) (open Monday to Thursday, 9am-5pm, Friday 9am-4pm). In the first instance, please contact the appropriate Faculty Senior Tutor (<https://warwick.ac.uk/services/dean-of-students-office/about>). The Dean of Students can be contacted on: DeanofStudents@warwick.ac.uk or telephone the Offices on 024 765 22761.

Personal Tutors

Personal Tutors are academic members of staff based in departments, assigned to each student on arrival at Warwick. They provide academic advice to personal tutees on their studies and personal development including feedback on academic progress and transition into university life. They also offer help and advice on other issues that impact students' ability to study which may involve signposting students to Wellbeing Support Services for professional assistance.

Personal tutors are the first point of contact for help with concerns about academic progress, study problems, enquiries about course changes, general concerns about university life, and financial issues. All departments have one or more Senior Tutors with whom students can also discuss issues. On occasion your personal tutor may refer you to the Senior Tutor.

Residential Life Team

All students who have accommodation on campus have access to an excellent network of support called the Residential Life Team. The Residential Life Team works and lives alongside students within the Halls of Residence and is a key part of the University's support network.

Resident Tutors are there to help with a wide range of matters including personal or family problems, feeling lonely or homesick, problems with accommodation, and when students are not sure where to get help or who to talk to. Resident Tutors in students' accommodation are their primary point of contact, if unavailable, students are advised to contact the Residential Life Team.

The Residential Life Team can be contacted via email: residentialteam@warwick.ac.uk or telephone 024 765 75570.

Student Opportunity (Immigration & Compliance)

The Student Opportunity (Immigration and Compliance) team supports all EU and international students during their studies at Warwick and is able to assist with immigration advice (a free and confidential service advising on issues including visa extensions, dependent visas, working in the UK during or after study, travel visas, etc.); practical support (bringing family to the UK, Police registration, providing letters to prove student status for visa purposes, banking); and the International Student Experience (Welcome Week and a programme of ongoing induction events, social events and trips for international students and their families, and the opportunity to take part in a HOST visit).

For further information, see: <https://warwick.ac.uk/study/international/immigration/>

Advice on immigration can only be obtained via authorised staff who are deemed to meet the Immigration Services Commissioner's Code of Standard and Guidance. Students should be directed to the Student Immigration & Compliance Team within Student Opportunity (contact details at <https://warwick.ac.uk/study/international/immigration/current/connect/>) or the Students' Union Advice Centre (advice@warwicksu.com) in the first instance for immigration advice. It is also worth noting that changes in a student's enrolment status, for instance, temporary withdrawal, can have implications for their ability to hold a visa to remain in the UK and students may wish to seek advice accordingly.

The Student Immigration & Compliance Team is located on the first floor of University House Building (open Monday to Thursday, 9am-5pm, Friday 9am-4pm) and can be contacted by telephone on 024 765 23706 or via:

<https://warwick.ac.uk/study/international/immigration/current/connect/>

Counselling Service

The University Counselling Service provides an opportunity for all students at any level and at any time of study at the University of Warwick to access professional therapeutic counselling so that they may better develop and fulfil their personal, academic and professional potential. There are a wide variety of services, including individual counselling, group sessions, workshops and email counselling.

Students may wish to visit the Counselling Service if they are suffering from depression or experiencing stress/anxiety; having problems with self/identity or interpersonal relationships; having issues from the past or present that may hinder their capacity to function: abuse, self-harm, eating disorders, loss. Counselling can help with exploring issues to develop insight and bring about positive change to psychological and emotional distress.

The University Counselling Service is located in Westwood House and can be contacted by telephone on 024 765 23761 or email: counselling@warwick.ac.uk

Disability Services

Disability Services offer advice, guidance and support to students with specific learning differences/dyslexia; hearing and visual impairments; physical disabilities and mobility difficulties; social communication difficulties/ASD; unseen medical conditions; and any other disability that is likely to have an impact on their studies and life at University. The services

provided are tailored to the individual and aimed at enabling students to successfully complete their studies and have a positive experience of University life.

Disability Services can support students with reasonable adjustments and the Disabled Student Allowances (DSAs); NMH support such as mentoring or specialist study skills; information about accessible campus accommodation and assistive technology; and signposting students to other support services.

Disability Services are located on the ground floor of University House (office hours Monday to Friday, 8.30am-5pm) and can be contacted by telephone on 024 761 50641 or via the Wellbeing portal at: <https://wellbeing.warwick.ac.uk/>

Mental Health Support

Advice, information and support for mental health needs is provided via trained staff in Wellbeing Support Services, including the services of a trained mental health nurse, access to counselling, and other wellbeing support, to facilitate academic work and participation in University life. The main aims of the service are to promote mental health and wellbeing throughout the University; to identify support needs; to discuss strategies for managing mental health difficulties; to provide short-term or ongoing support, which may include mental health mentoring for students in receipt of Disabled Students Allowances; to provide information and, if needed, access to other services within the University and local mental health services.

Students should contact Wellbeing Support Services if they are struggling to manage a mental health difficulty; if they, or other people, have become concerned about their mental health recently; and if they would like to discuss strategies which may help them to cope with university life.

As well as working institutionally to promote positive wellbeing, there is also an opportunity for students to attend wellbeing groups or to meet with a Wellbeing Advisor if they have concerns about their wellbeing or would like to make changes to their lifestyles in order to improve their wellbeing, e.g. healthy lifestyle, work life balance, managing stress, relationships with others.

The University Wellbeing Team can be contacted by telephone on 024 765 75570 or email via the Wellbeing portal at: <https://wellbeing.warwick.ac.uk/>

University Health Centre

Students resident on campus and in some local areas should register with the University Health Centre. Students must be registered in order to use the Health Centre, although the Centre may be able to assist non-registered people in emergencies.

The Health Centre provides primary health care GP services to registered patients; two medical practices with both male and female doctors; nurse practitioners and Practice Nurses; sexual health clinics; travel clinics and immunisation facilities; and physiotherapy sessions. Students should visit the Health Centre if they require a consultation with a doctor or nurse, an emergency appointment, emergency contraception, vaccinations or advice on vaccinations, and sickness certification.

Students living off-campus, who are not able to register with the health centre, can locate their nearest GP by visiting: www.nhs.uk.

The University Health Centre is located on Health Centre Road and can be contacted by telephone on 024 765 24888.

Chaplaincy

The Chaplaincy is the focus of Spiritual life on campus and provides a meeting place for Christian, Jewish and Muslim prayer and worship. It is a focal point for different faith groups and student societies and offers a safe, supportive space at the centre of campus where people can 'learn to live well together'. Students of all faiths and none can come and find a friendly place to chat and eat. A chapel, three kitchens, meeting rooms and an Islamic prayer hall make the Chaplaincy an inclusive, spiritual and social space that welcomes the whole University community.

Students can visit the Chaplaincy with personal issues: stress, debt, relationships, loneliness, vocational issues, theological issues, and enquiries about using the Chaplaincy for religious and social functions.

The Chaplaincy is located by the Arts Centre and can be contacted by telephone on 024 765 23519 or email: chaplaincy@warwick.ac.uk.

Students' Union Advice Centre

The Students' Union Advice Centre is an independent Warwick Students' Union-run service for all students. It offers free, confidential, non-judgemental advice and support on a whole range of issues.

Students can contact the Advice Centre if they have academic problems and difficulties with, for example, exams; change of course; academic appeals and complaints; have a housing problem with their accommodation, on or off campus; have immigration problems such as entry clearance, family members and working in the UK; have money or legal difficulties; or are simply not sure who to talk to or where to get help.

The Advice Centre is on the second floor of SU HQ (open Monday to Friday, 9am-3pm). It will see students usually by appointment or can be reached by telephone on 024 765 72824 or email: advice@warwicksu.com.

Student Funding

The Student Funding team offers advice and guidance on all aspects of financial support. This includes government grants and loans, and scholarships and bursaries provided directly by the University. The team can provide budgeting advice to help make students' money go further and also administers University hardship funds.

Students should visit Student Funding if they want to know what financial support they may be entitled to; want to know more about the scholarships and bursaries; are having difficulty paying for day-to-day living expenses; or have additional financial needs because they care for a child or have a disability.

The Student Funding team is located on the ground floor of Senate House (open Monday to Thursday, 9am-5pm, Friday 9am-4pm) and can be contacted by telephone on 024 761 50096 or email: studentfunding@warwick.ac.uk.

Security Services

The University Security Team works 24 hours a day to ensure that there is a safe, secure and friendly environment for students, staff and visitors. The University also has a campus policeman who is located on the University campus, who is available Monday to Friday (9am-5pm), and who can be contacted by telephone on 024 765 22083 or email: security@warwick.ac.uk. For an emergency on campus phone 22222 or 024 765 22222 and in an emergency off-campus phone 999.

Students should call the security team about emergency response requirements: Doctor/Ambulance/Fire; safety and security issues on and off campus; assistance: pastoral care, directions and facility support; outdoor event applications and entertainment support.

University Children's Services

Some students, especially postgraduate or mature, may need information about child care provision on campus. Children of Warwick staff and students are eligible to attend the University Nursery (<https://warwick.ac.uk/services/childrensservices/nursery>). In recent years, holiday schemes and summer schemes have also been made available: <https://warwick.ac.uk/services/childrensservices>.

The Nursery is located on Lakeside, opposite the Scarman House Conference Centre, on Scarman Road and can be contacted by telephone on 024 765 23389 or email: nurseryenquiries@warwick.ac.uk.

Academic Registrar's Office

- Academic Office: <https://warwick.ac.uk/services/academicoffice>
- International Student Office: <https://warwick.ac.uk/services/iso>
- Student Recruitment, Outreach and Admissions Service: <https://warwick.ac.uk/services/aro/sroas>
- Student Careers and Skills: <https://warwick.ac.uk/services/careers>
- Teaching Quality: <https://warwick.ac.uk/services/aro/dar/quality>

Creative writing:

- focuses on the production of new writing by students and critical reflection on that practice
- requires engagement with the expressive potential and persuasive power of language
- recognises formal constraints and conventions, but also questions them in order to produce innovative solutions to artistic problems and to explore the nature of originality
- operates on the principle that process can be as important as product, since both generate knowledge
- requires students to acquire knowledge of the contexts of their writing: literary, cultural and personal
- requires students to read analytically across a culturally and historically broad range of writing
- involves the exploration of the relationships between writer and creative industries, text and audience
- normally involves reading and responding both to published work and the work of peers.
- As a subject, Creative Writing is naturally interdisciplinary. Creative projects are often implicitly 'hybrid' in conception, and sometimes explicitly so in form, seeking to express a sense of heterogeneous experience. A writer's working method may involve fieldwork as well as archival or scientific research and may engage with many fields of knowledge.

Using lived experience in your writing:

Writers will very often draw on personal experiences, but part of the professionalism we teach our students requires the vigilant separation of artistic from therapeutic writing: for their own and others' safety and dignity students will be strongly discouraged from treating current distress or trauma as 'material.' A writing workshop is not a safe or appropriate environment for therapeutic work and students are discouraged from disclosing or exploring live mental health difficulties in a classroom environment.

The distinction between 'live mental health difficulties' and past experiences that can safely be explored in assessed work will always be a personal one. Personal and seminar tutors can help students to access appropriate, confidential support for on-going troubles outside the classroom.

Feedback:

Students are sometimes concerned that the assessment of creative work may be 'subjective', by which they mean determined by the personal tastes of teaching staff. Most of us publish as literary critics as well as writers; the separation of personal taste from professional judgement is a skill we can teach you.

It is part of our professionalism as teachers, readers and writers that individual preferences are separate from our pedagogical work, although the sharing of personal enthusiasm can be part of good teaching. When staff assess students' work as when we review or judge the work of our peers, we consider the ambitions, challenges and cultural context of each project. New things are made and found by taking risks, and so we reward risk-taking, ambition and originality whether or not they are successfully realised; writers learn as much from flawed projects as from fully achieved ones and we want to support, encourage and

reward ambition. At undergraduate level, an exciting process may be more important than a polished product.

We hope that you will always find your feedback constructive and supportive. If you are confused or disappointed by something, please go and see the tutor who marked your work to discuss it. This is one of the purposes of office hours, and we are always happy to expand on or explain our marking. Our second-marking and moderation process shows that tutors with very different ways of teaching agree over grades: work of the same quality will receive the same grades whoever is marking. Written commentary may vary a little in tone and emphasis.

At least once per module, we ask for your feedback on our teaching in a Module Evaluation form. We take your responses seriously and use them in yearly planning. There is a great deal of research showing that students across the UK and US tend to give lower scores to teachers of colour, teachers on temporary contracts, LGBTQ teachers, female teachers and younger teachers. Please be mindful of the risks of unconscious bias as you fill in these forms and reflect on our teaching: we need everyone's commitment to make the Warwick Writing Program a good place for all of us to learn and work.

Please see marking descriptors for Creative Writing modules below in Appendix C.

Please see details of Distributional Requirement (pre-1900) and optional modules for students on the English Literature and Creative Writing degree in Appendix D.

Appendix B: Monitoring Points

In order to ensure that students are actively engaging with, and progressing on, their course of study the Department of English and Comparative Literary Studies, in line with the revised University Good Practice Guide on Monitoring Student Attendance and Progress, the department has established a monitoring points scheme by which a student's performance during the academic year will be assessed.

Where a student misses three of the 'monitoring points' the Academic Office will write to the student and the department will receive a copy of this e-mail. The department is required to investigate with the student what problems they may be experiencing, to support their full engagement with the course and to explain the consequences of missing further monitoring points. Departments may decide that they wish to initiate such discussions before three 'monitoring points' are missed. Where four 'monitoring points' are missed, it is likely that a student's problems are such that they should be encouraged to seek advice and support from the Department or University Senior Tutor. Where a student misses five 'monitoring points' it is likely that the student is at risk of imminent withdrawal or failure, so appropriate action should be taken immediately.

Where a student has missed six formal 'monitoring points' in one academic year the Academic Office will notify the Director of Graduate/Undergraduate Studies that the student should be referred to the Continuation of Registration Committee as set out in University Regulation 36 - Governing Student registration, attendance and progress. The department will be given an opportunity to present any reasons why such a referral might not be appropriate. The department may wish to seek advice on this from their Faculty Board Secretary or the Academic Office. The Department will receive copies of correspondence sent to the student at this point.

Where a student has missed eight formal 'monitoring points' in one academic year the Department or the Academic Registrar will need to invoke the process outlined in University Regulation 36 - Governing Student registration, attendance and progress.

For further information, please see:

<http://www2.warwick.ac.uk/services/aro/dar/quality/categories/attendance/what/>

For further information regarding the process for Regulation 36, please see:

<https://warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceregression/>

International students should be particularly aware of the consequences of missing contact points: the Academic Office is obliged to report to the Home Office UK Visas and Immigration (formerly the UK Border Agency) if any Tier 4 students have been found not to be engaging with and attending their degree course. This will normally lead to the curtailment of their visas.

The monitoring point scheme for undergraduate students is as follows and students are reminded that attendance at all lectures and seminars during the course of the term is compulsory.

The following schemes apply to all of the following students where applicable:

- Q300 English Literature students
- Q301 English Literature students with Intercolated Year
- QP36 English Literature & Creative Writing
- QP37 English Literature & Creative Writing with Intercolated Year
- QW34 English Literature & Theatre Studies

- QW35 English Literature & Theatre Studies with Intercalated Year
- VQ32 English & History
- Exchange Students based in the English Department

First Year Students – English Literature

Monitoring point	Description	Example of timing	Monitoring methods
Year 1 - Term 1			
1	Module registration on Emr	By end of week 2	Taught Programmes Officer to review and update Tabula
2	Meeting with personal tutor	By end of week 3	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
3	Attendance at Academic Writing Session	Week 4	Tabula attendance records completed by Tutor immediately after the event takes place
4	Teaching sessions – specific module	Week 5 – EN101	Tabula attendance records completed by Tutor immediately after the event takes place
5	Teaching sessions – specific module	Week 8 – EN121	Tabula attendance records completed by Tutor immediately after the event takes place
6	Teaching sessions – specific module	Week 10 – EN122	Tabula attendance records completed by Tutor immediately after the event takes place
Year 1 - Term 2			
7	Teaching sessions – specific module	Week 2 – EN101	Tabula attendance records completed by Tutor
8	Teaching sessions – specific module	Week 4 – EN121	Tabula attendance records completed by Tutor immediately after the event takes place
9	Teaching sessions – specific module	Week 7 – EN122	Tabula attendance records completed by Tutor immediately after the event takes place
10	Meeting with personal tutor	By end of week 9	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
11	Submission of all required assessed work	By end of week 10	Tabula automatically records when work is submitted

	during the term if applicable		
Year 1 - Term 3			
12	Meeting with personal tutor	By end of week 4	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
13	Attendance at examinations OR submission of final piece of coursework (if no exams)	Weeks 4-9	Taught Programmes Officer to update Tabula if exams and Tabula automatically records when work is submitted

First Year Students – English Literature & Creative Writing

Monitoring point	Description	Example of timing	Monitoring methods
Year 1 - Term 1			
1	Module registration on Emr	By end of week 2	Taught Programmes Officer to review and update Tabula
2	Meeting with personal tutor	By end of week 3	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
3	Attendance at Academic Writing Session	Week 4	Tabula attendance records completed by Tutor immediately after the event takes place
4	Teaching sessions – specific module	Week 5 – EN101	Tabula attendance records completed by Tutor immediately after the event takes place
5	Teaching sessions – specific module	Week 8 – EN121	Tabula attendance records completed by Tutor immediately after the event takes place
6	Teaching sessions –	Week 10 – EN124	Tabula attendance records completed by Tutor immediately after the event takes place

	specific module		
Year 1 - Term 2			
7	Teaching sessions – specific module	Week 2 – EN101	Tabula attendance records completed by Tutor
8	Teaching sessions – specific module	Week 4 – EN121	Tabula attendance records completed by Tutor immediately after the event takes place
9	Teaching sessions – specific module	Week 7 – EN127	Tabula attendance records completed by Tutor immediately after the event takes place
10	Meeting with personal tutor	By end of week 9	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
11	Submission of all required assessed work during the term if applicable	By end of week 10	Tabula automatically records when work is submitted
Year 1 - Term 3			
12	Meeting with personal tutor	By end of week 4	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
13	Attendance at examinations OR submission of final piece of coursework (if no exams)	Weeks 4-9	Taught Programmes Officer to update Tabula if exams and Tabula automatically records when work is submitted

First Year Students – English & Theatre Studies

Monitoring point	Description	Example of timing	Monitoring methods
Year 1 - Term 1			

1	Module registration on Emr	By end of week 2	Taught Programmes Officer to review and update Tabula
2	Meeting with personal tutor	By end of week 3	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
3	Attendance at Academic Writing Session	Week 4	Tabula attendance records completed by Tutor immediately after the event takes place
4	Teaching sessions – specific module	Week 5 – EN107	Tabula attendance records completed by Tutor immediately after the event takes place
5	Teaching sessions – specific module	Week 8 – EN121	Tabula attendance records completed by Tutor immediately after the event takes place
6	Teaching sessions – specific module	Week 10 – EN107	Tabula attendance records completed by Tutor immediately after the event takes place
Year 1 - Term 2			
7	Teaching sessions – specific module	Week 2 – EN121	Tabula attendance records completed by Tutor
8	Teaching sessions – specific module	Week 4 – EN107	Tabula attendance records completed by Tutor immediately after the event takes place
9	Teaching sessions – specific module	Week 7 – EN121	Tabula attendance records completed by Tutor immediately after the event takes place
10	Meeting with personal tutor	By end of week 9	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.

11	Submission of all required assessed work during the term if applicable	By end of week 10	Tabula automatically records when work is submitted
Year 1 - Term 3			
12	Meeting with personal tutor	By end of week 4	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
13	Attendance at examinations OR submission of final piece of coursework (if no exams)	Weeks 4-9	Taught Programmes Officer to update Tabula if exams and Tabula automatically records when work is submitted

First Year Students – English & History Studies

Monitoring point	Description	Example of timing	Monitoring methods
Year 1 - Term 1			
1	Module registration on Emr	By end of week 2	Taught Programmes Officer to review and update Tabula
2	Meeting with personal tutor	By end of week 3	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
3	Attendance at Academic Writing Session	Week 4	Tabula attendance records completed by Tutor immediately after the event takes place
4	Teaching sessions – specific module	Week 5 – EN126	Tabula attendance records completed by Tutor immediately after the event takes place
5	Teaching sessions – specific module	Week 8 – HI153	Tabula attendance records completed by Tutor immediately after the event takes place
6	Teaching sessions –	Week 10 – EN126	

	specific module		Tabula attendance records completed by Tutor immediately after the event takes place
Year 1 - Term 2			
7	Teaching sessions – specific module	Week 2 – HI153	Tabula attendance records completed by Tutor
8	Teaching sessions – specific module	Week 4 – EN126	Tabula attendance records completed by Tutor immediately after the event takes place
9	Teaching sessions – specific module	Week 7 – HI153	Tabula attendance records completed by Tutor immediately after the event takes place
10	Meeting with personal tutor	By end of week 9	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
11	Submission of all required assessed work during the term if applicable	By end of week 10	Tabula automatically records when work is submitted
Year 1 - Term 3			
12	Meeting with personal tutor	By end of week 4	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
13	Attendance at examinations OR submission of final piece of coursework (if no exams)	Weeks 4-9	Taught Programmes Officer to update Tabula if exams and Tabula automatically records when work is submitted

Honours Year Students

Monitoring point	Description	Example of timing	Monitoring methods
Honours Year - Term 1			
1	Attendance at department/course induction session	By end of week 1	Paper register; Taught Programme Officer to input attendance into Tabula
2	Module registration on eMR	By end of week 2	Taught Programmes Officer to review and update Tabula
3	Meeting with personal tutor	By end of week 3	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
4-6	Teaching sessions (attendance at any seminar during specific weeks)	Weeks 5, 7 & 9	Tabula attendance records completed by Tutor immediately after the event takes place
Honours Year - Term 2			
7-9	Teaching sessions (attendance at any seminar during specific weeks)	Weeks 2, 4 & 7	Tabula attendance records completed by Tutor immediately after the event takes place
10	Meeting with personal tutor	By end of week 9	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
11	Submission of all required assessed work during the term	By end of week 10	Tabula automatically records when work is submitted
Honours Year - Term 3			
11	Meeting with personal tutor	By end of week 4	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
11	Attendance at an examination OR submission of final coursework (if no exams)	Weeks 4-9	Taught Programmes Officer to update Tabula if exams and Tabula automatically

Study Abroad (Intercalated Year) – Q301, QP37, QW35

Monitoring point	Description	Example of timing	Monitoring methods
Study Abroad - Term 1			
1	Email contact with Personal Tutor	By end of October	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
2	Registration of Study Abroad Module	By end of week 3	Taught Programmes Officer to review and update Tabula
3	Email contact with Personal Tutor	By end of November	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
4	Submission of Learning Agreement	By end of December	Taught Programmes Officer to review and update Tabula
5	Submit 2 page progress report	By end of December	Tabula automatically records when work is submitted
Study Abroad - Term 2			
6	Email contact with Personal Tutor	By end of January	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
7	Submission of Mid-term placement plan	By mid-February	Taught Programmes Officer to review and update Tabula
8	Email contact with Personal Tutor	By end of February	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
9	Email contact with Personal Tutor	By end of March	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
10	Submit 2 page progress report	By end of April	Tabula automatically records when work is submitted

Study Abroad - Term 3			
11	Email contact with Personal Tutor	By end of May	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
12	Requested Final Year Modules	By the deadline set by the Department	Taught Programmes Officer to update Tabula

Visiting Exchange Students – Full Year and Part Year based in the English Department

Full Year Students

Monitoring point	Description	Example of timing	Monitoring methods
Exchange Students (Full Year) - Term 1			
1	Meeting with personal tutor	By end of week 3	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
2	Module registration on eMR	By end of week 3	Taught Programmes Officer to review and update Tabula
3-5	Teaching sessions (attendance at any seminar during specific weeks)	Weeks 4, 7 & 10	Tabula attendance records completed by Tutor immediately after the event takes place
6	Submission of all required assessed work during the term if applicable	By end of week 10	Tabula automatically records when work is submitted
Exchange Students (Full Year) - Term 2			
7-9	Teaching sessions (attendance at any seminar during specific weeks)	Weeks 4, 7 & 10	Tabula attendance records completed by Tutor immediately after the event takes place
10	Meeting with personal tutor	By end of week 3	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.

11	Submission of all required assessed work during the term if applicable	By end of week 10	Tabula automatically records when work is submitted
Exchange Students (Full Year) - Term 3			
12	Meeting with personal tutor	By end of week 3	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
13	Attendance at an examination OR submission of final coursework (if no exams)	Weeks 4-9	Taught Programmes Officer to update Tabula if exams and Tabula automatically records when work is submitted

Part Year Visiting Students

Monitoring point	Description	Example of timing	Monitoring methods
1 term only			
1	Meeting with personal tutor	By end of week 3 of applicable term	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.
2	Module registration on eMR	By end of week 3 of applicable term	Taught Programmes Officer to review and update Tabula
3-5	Teaching sessions (attendance at any seminar during specific weeks)	Weeks 4, 8 & 10	Tabula attendance records completed by Tutor immediately after the event takes place
6	Submission of all required assessed work during the term	By end of week 12 of applicable term	Tabula automatically records when work is submitted
2 terms only			
1	Meeting with personal tutor	By end of term 1, week 3 (or term 2 week 3 if starting in term 2)	The Personal Tutor records the meeting immediately after it takes place with basic details. The student has to approve the meeting and can expand on the details of the meeting if required.

2	Module registration on eMR	By end of term 1, week 3 (or term 2 week 3 if starting in term 2)	Taught Programmes Officer to review and update Tabula
3-4	Teaching sessions (attendance at any seminar during specific weeks)	1st term attending- Weeks 4, 8 & 10	Tabula attendance records completed by Tutor immediately after the event takes place
5	Submission of all required assessed work during the 1 st term attending	By end of term 1, week 12 (or term 2 week 12 if starting in term 2)	Tabula automatically records when work is submitted
6-8	Teaching sessions (attendance at any seminar during specific weeks)	2 nd term term attending- Weeks 4, 8 & 10	Tabula attendance records completed by Tutor immediately after the event takes place
9	Submission of all required assessed work during the 2 nd term attending	By end of term 2, week 12 (or term 3 week 7 if starting in term 2)	Tabula automatically records when work is submitted

Appendix C: Marking descriptors and the 20-Point Scale

Please note that when an assessment is submitted with a Specific Learning Difference marking sticker, the marker will take reasonable account and not unduly penalise any failings in grammar, syntax, spelling and punctuation. Where such issues are so severe as to hamper or prevent comprehension, module convenors and/or the Senior Tutor will consult with the student and seek advice from Disability Services.

Marking descriptors – Department of English and Comparative Literary Studies

Class	Scale	Mark point	Generic university descriptor	English Department descriptor
Zero	Zero	0	Work of no merit OR Absent, work not submitted, penalty in some misconduct cases	
Fail	Low Fail	12	Poor quality work well below the standards required for the appropriate stage of an Honours degree.	Ineptitude in knowledge, structure, academic/professional practice. Failure or inability to address the topic. No evidence of basic understanding of relevant concepts/techniques.
		25		
	Fail	32	Work is significantly below the standard required for the appropriate stage of an Honours degree. Some evidence of study and some knowledge and evidence of understanding but subject to very serious omissions and errors.	Work falls below the standard required for an Honours degree and has the weaknesses of the third-class degree without compensating factors. It may include failure or inability to address the topic, poverty of expression, and irrelevance of information.
	High Fail (sub Honours)	38	Work does not meet standards required for the appropriate stage of an Honours degree. Evidence of study and demonstrates some knowledge and some basic understanding of relevant concepts and techniques, but subject to significant omissions and errors.	
Third	Low 3rd	42	Work of limited quality, demonstrating some relevant knowledge and understanding.	<p>Work in this category will fall short of one or more of the criteria for the award of 2:ii.</p> <ul style="list-style-type: none"> It will show evidence of some relevant knowledge, though it may be poorly organised and badly expressed, and may consist of simple regurgitation of notes from seminars and lectures.
	Mid 3rd	45		
	High 3rd	48		

				<ul style="list-style-type: none"> • Third-class essays may be characterised by overgeneralised and unsupported argument, or by a simplistic and unquestioning approach to issues.
Lower Second	Low 2.2	52	Competent work, demonstrating reasonable knowledge and understanding, some analysis, organisation, accuracy, relevance, presentation and appropriate skills.	<p>Work will be conscientious, attentive to subject matter and title, and adequate in standard of presentation. The essay must employ adequate Modern English grammar, syntax, spelling, and punctuation.</p> <p>A 2:ii essay will:</p> <ul style="list-style-type: none"> • Show an understanding of the selected topic; • Show reasonable knowledge of the text(s) being discussed; • Present an argument backed up with analysis of appropriate detail from the primary text(s); • Engage with the themes and content of the module; • Be presented according to departmental criteria for the submission of assessed work.
	Mid 2.2	55		
	High 2.2	58		
Upper Second (2.1)	Low 2.1	62	High quality work demonstrating good knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills.	<p>The best work will be highly competent in organisation and presentation, showing evidence of individual research and appropriate and intelligent uses of primary and secondary material. The essay must employ a good standard of Modern English grammar, syntax, spelling, and punctuation.</p> <p>A 2:i essay will meet all the criteria for the award of the 2:ii and will exceed them in some of the following ways:</p> <ul style="list-style-type: none"> • Incorporate perceptive analysis of well-chosen detail from the text(s) being discussed; • Present arguments in which evidence leads lucidly to conclusions; • Be organised into an effective overall structure;
	Mid 2.1	65		
	High 2.1	68		

				<ul style="list-style-type: none"> • Make effective and expressive use of English; • Signpost its overall argument effectively so that the structure of the whole essay is clear to the reader; • Show some ability to engage critically with one or more named scholar's arguments about the text(s) and / or context; • Integrate analysis of the text(s) with discussion of broader cultural, historical and/or theoretical issues.
First	Low 1st	74	Very high quality work demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. Work which may extend existing debates or interpretations.	<p>First class work will demonstrate all the virtues of the 2:i band with additional qualities of intellectual maturity, scholarly organisation of original research, eloquence, and / or elements of exceptional insight in your engagement with the subject. It will show some degree of originality, independent research, and thought.</p> <p>A first-class essay in the low to lower mid class band will meet all the criteria of the award of the 2:ii and will exceed the criteria for the 2:i in some of the following ways:</p> <ul style="list-style-type: none"> • Ambitious argument or project carried out successfully; • Outstandingly perceptive commentary on a number of details of the text(s); • Highly developed organisation of overall argument; • Very effective and persuasive argumentative writing; • Convincing and vivid presentation of an engaged response to the text(s); • Thorough and lucid engagement with difficult ideas; • Outstandingly well-judged integration of the text(s) into discussion of broader cultural,
	Lower Mid 1st	78		

				<p>historical, and/or theoretical issues.</p> <p>The essay must demonstrate consistent use of referencing conventions for bibliographies, footnotes, and in-text citations.</p>
	Upper Mid First	82		<p>A first class essay in the upper middle band will demonstrate significant evidence of originality, independent research and thought. It will demonstrate all the virtues of the lower first class bands and in addition will display a particularly sophisticated handling of the arguments of other critics.</p>
	High first	88		<p>A high first will show a command of the subject that exceeds the usual expectations for the student's stage, including material that ranges beyond that covered in lectures/classes. It will meet all the criteria for the award of the low and mid first.</p>
	Excellent 1st	94	<p>Exceptional work of the highest quality, demonstrating excellent knowledge and understanding, analysis, organisation, accuracy, relevance, presentation and appropriate skills. At final-year level: work may achieve or be close to publishable standard.</p>	<p>Work in this category will demonstrate exceptional insight, bringing new perspectives to bear on the materials, or developing new knowledge or techniques. It will meet all the criteria for excellence in the category below, and will achieve or be close to publishable standard.</p>
		100	<p>Work of original and exceptional quality which in the examiners' judgement merits special recognition by the award of the highest possible mark.</p>	

Marking descriptors - Creative Writing modules

Low Fail:

Poor knowledge, structure, and creative practice. Failure or inability to engage with form and subject matter. No evidence of basic understanding of relevant concepts/techniques.

High Fail:

Work falls below the standard required for an Honours degree and has the weaknesses of the third-class degree without compensating factors. It may include failure in its use of form, poverty of expression, and be incoherent or incomplete.

Third Class (3):

Work in this category will fall short in one or more of the criteria for the award of 2ii.

It will show evidence of some relevant skills, though it may be poorly structured and badly expressed, and may consist of simple imitation (but not plagiarism) of existing works.

Third-class writing may be characterised by unsophisticated writing and a serious lack of clarity, invention and precision, or by a simplistic and unquestioning approach to language, form, narrative, or character.

Lower Second Class (2ii):

Work will be conscientious, attentive to form and genre, and acceptably presented. The writing will employ adequate Modern English grammar, syntax, spelling, and punctuation. There will be **not more than ten** elementary grammatical errors in each complete submission. 2ii creative-writing submissions will:

Show an understanding of the selected form;

Show some degree of invention in concept and execution;

Be written with a reasonable degree of clarity, sophistication, and nuance;

Engage with the themes and content of the module;

Reflect (where appropriate) on some aspects of their authors' creative practice;

Be presented according to departmental criteria for the submission of assessed work.

Upper Second Class (2i):

The best work will be highly competent in language and structure, showing evidence of sustained creative thinking and research. The writing will employ a good standard of Modern English grammar, syntax, spelling, and punctuation.

There will be **not more than five** elementary grammatical errors in each complete submission.

2i creative writing will meet **all** the criteria for the award of a 2ii, and the student will have exceeded them in **some** of the following ways, by:

Creating clear, accurate, artistically coherent and technically sophisticated written work, which articulates a combination of research and creative ideas;

Exploring themes, concepts or ideas in an imaginative, complex, or nuanced way;

Using language with a heightened awareness of concision, voice, idiom, idiolect, simile, metaphor, analogy, rhythm, and media-specific constraints;

Editing their own work with rigour and scrutiny, at the various levels of clause, line, sentence, stanza, paragraph, and at the structural level of scene, chapter, collection, book;

Reading as a writer; showing an ability to analyse texts, performances and broadcasts, and to respond to the affective power of language; using appropriate terminology and creative strategies;

Applying scholarly bibliographic skills when and where necessary.

First Class (1):

The writing will demonstrate all the virtues of the 2i band with additional qualities of creative maturity, eloquence, and / or elements of exceptional insight in its engagement with the subject or form. It may approach professional or publishable quality.

There will be **not more than one** elementary grammatical error in each complete submission.

First-class creative writing will meet **all** the criteria of the award of the 2ii and will exceed the criteria for the 2:i in **some** of the following ways, being:

Experimental and/or highly imaginative work taking knowing risks with literary forms or structures, even if those experiments are ultimately unsuccessful

A thorough and lucid engagement with complex ideas;

Outstandingly perceptive and engaging writing at the level of the sentence or line;

Highly organised and developmentally sophisticated in structure or form;

Deeply insightful in its approach to character, concept, or theme

Where appropriate, the writing must demonstrate consistent use of referencing conventions for bibliographies, footnotes, and in-text citations.

High First Class (96 or 100):

Writing in this category will show superb command of the subject and form, and will demonstrate a grasp of materials or skills that range well beyond those covered in lectures/classes. It will be work of exceptional insight and creative skill that displays a mature and sensitive approach to perspective, knowledge, or techniques. It will meet **all** of the criteria for excellence in the foregoing categories, and will achieve, or be close to, a publishable standard.

Appendix D: Course Regulations 2019-20 – Second & Final Year Students

Please see details of core/optional modules and credits for 2019-20, for students who are currently in their second or final years. Please note that the module availability may vary from year to year. Please note that all modules are worth 30 CATS unless otherwise stated.

From 2019/20, modules have new module codes, with different codes for Intermediate (Second) and Final Years. Please see module webpages for details and ensure that you register for the correct code for your year.

English Literature Q300

English pathway

Pathway Approved Options
You must take THREE/90 CATS WORTH of these across the two years. You must take at least ONE/30 CATS in Year 2.
EN227 Romantic and Victorian Poetry
EN228 Seventeenth-Century Literature and Culture
EN263 Devolutionary British Fiction 1945-present
EN301 Shakespeare and Selected Dramatists of his Time – <i>finalists only</i>
EN328 English Literature and Feminisms 1790-1899
EN330 Eighteenth-Century Literature
EN323 Othello (15 CATS T2) – <i>finalists only</i>
EN334 Crime Fiction, Nation and Empire: Britain 1850-1947
EN353 Early Modern Drama (15 CTS T1)
EN352 Restoration Drama (15 CATs T2)
EN377 Literature, Theory and Time
EN378 Disasters and the British Contemporary
EN381 Remaking Shakespeare
EN3A0 Poetry and Crisis: William Langland's Piers Plowman in late medieval culture and society (15 CATS T1)
EN3A2 Women and Writing, 1150-1450 (15 CATS T1)
EN3A4 Austen in Theory
ENXXX George Eliot and Sociology
ENXXX Literature and Revolution, 1640-1660 - Turning the World Upside Down (15 CATS T2)

Distributional Requirement (non-English)
<p>You must take ONE/30 CATS WORTH of these across the two years.</p> <p>'Distributional' means any module with a predominantly non-English component.</p> <p>See list below.</p>
Options
<p>You must take FOUR/120 CATS of other modules across the two years.</p> <p>These modules may be any honours level module offered by the Department, including any of the designated Pathway Approved Options and Distributional Requirements.</p> <p>You could take up to ONE/30 CATS of honours level module(s) from outside the Department.</p> <p>Module EN320 (Dissertation) may only be taken as an option in your final year.</p>

Modules Available in 2019-20 as Distributional Requirement on the ENGLISH Pathway

EN201 The European Novel	EN336 States of Damage 21 st Century US Writing and Culture
EN229 Literary and Cultural Theory	EN355 Ecopoetics
EN251 New Literatures in English	EN361 Introduction to Alternative Lifeworlds Fiction (Science Fiction, Fantasy and the Weird)
EN265 Global Novel	EN356 The Classical Tradition in English Translation: The Renaissance (15 CATS Term 1)
EN267 Literature, Environment, Ecology	EN364 Literature and Empire
EN302 European Theatre	EN368 The Question of the Animal (15 CATS – T2) - <i>finalists only</i>
EN304 Twentieth-Century U.S. Literature	EN391 American Horror Story: U.S. Gothic Cultures, 1790-Present
EN335 Literature and Psychoanalysis	EN392 Race, Ethnicity, and Migration in the Americas
EN399 On the Road to Collapse (15 CATS – T1)	ENXXX American Poetry: Modernity, Rupture, Violence
ENXXX Yiddish literature in translation 1894-present: A World Beyond Borders	

Theory pathway

Pathway Requirement
<p>This module may be taken in either of your honours level years.</p> <p>EN229 Literary and Cultural Theory</p>
Pathway Approved Options
<p>You must take ONE of these across the two years.</p> <p>EN265 The Global Novel</p> <p>EN267 Literature, Environment, Ecology</p> <p>EN328 English Literature and Feminisms</p> <p>EN335 Literature & Psychoanalysis</p> <p>EN336 States of Damage: 21st Century US Writing and Culture</p> <p>EN355 Ecopoetics</p> <p>EN368 The Question of the Animal (15 CATS – T2) - <i>finalists only</i></p> <p>EN370 Commodity Fictions: World Literature and World-Ecology</p> <p>EN377 Literature, Theory and Time</p> <p>EN389 Small Press Publishing (15 CATS – T1)</p> <p>EN397 - Game Theory: Interactive and Video Game Narratives (15 CATS – T1) – <i>finalists only</i></p>
Distributional Requirement (pre-1900)
<p>You must take TWO/60 CATS WORTH of these across the two years.</p> <p>Distributional means any module with a pre-1900 element. See list overleaf.</p>
Options

You must take **FOUR/120 CATS WORTH** of other modules across the two years.
 These modules may be any honours level module offered by the Department, including any of the designated Pathway Approved Options and Distributional Requirements.
 You could take up to **ONE/30 CATS** honours level module(s) from outside the Department.
 Module EN320 (Dissertation) may only be taken as an option in your final year.

North American pathway

Pathway Approved Options
<p>You must take TWO of these across the two years.</p> <p>EN267 Literature, Environment, Ecology</p> <p>EN304 20th Century North American</p> <p>EN361 Introduction to Alternative Lifeworlds Fiction (Science Fiction, Fantasy and the Weird) EN336 States of Damage: 21st Century US Writing and Culture</p> <p>EN391 American Horror Story: U.S. Gothic Cultures, 1790-Present</p> <p>EN392 Race, Ethnicity and Migration in the Americas</p> <p>ENXXX American Poetry: Modernity, Rupture, Violence</p> <p>Any module approved by the American Pathway Convenor as fulfilling American themes (including those from other departments)</p>
Distributional Requirement (pre-1900)
<p>You must take TWO/60 CATS WORTH of these across the two years. Distributional means any module with a pre-1900 element. See list below.</p>
Options
<p>You must take FOUR/120 CATS WORTH of other modules across the two years. These modules may be any honours level module offered by the Department, including any of the designated Pathway Approved Options and Distributional Requirements. You could take up to ONE/30 CATS honours level module(s) from outside the Department. Module EN320 (Dissertation) may only be taken as an option in your final year.</p>

Pathway Requirement
<p>ONE of these modules must be taken in either of your honours level years.</p> <p>EN201 European Novel</p> <p>Or</p> <p>EN265 Global Novel</p> <p>Or</p> <p>EN302 European Theatre</p>
Pathway Approved Options
<p>You must take ONE of these across the two years.</p> <p>EN251 New Literatures in English</p> <p>EN263 Devolutionary British Fiction 1945-present</p> <p>EN267 Literature, Environment, Ecology</p> <p>EN361 Introduction to Alternative Lifeworlds Fiction (Science Fiction, Fantasy and the Weird)</p> <p>EN364 Literature and Empire</p> <p>EN392 Race, Ethnicity, and Migration in the Americas</p> <p>ENXXX Yiddish literature in translation 1894-present: A World Beyond Borders</p>
Distributional Requirement (pre-1900)
<p>You must take TWO/60 CATS WORTH of these across the two years.</p> <p>Distributional means any module with a pre-1900 element. See list overleaf.</p>
Options
<p>You must take FOUR/120 CATS WORTH of other modules across the two years. These modules may be any honours level module offered by the Department, including any of the designated Pathway Approved Options and Distributional Requirements.</p> <p>You could take up to ONE/30 CATS honours level module(s) from outside the Department.</p> <p>Module EN320 (Dissertation) may only be taken as an option in your final year.</p>

THEORY, WORLD LITERATURE AND AMERICAN Pathways

EN201 European Novel
EN227 Romantic and Victorian Poetry
EN228 Seventeenth Century: The First Modern Age of English Literature
EN301 Shakespeare and Selected Dramatists of his Time
EN301 European Theatre
EN323 Othello (15 CATS Term 2)
EN328 English Literature and Feminisms, 1790-1899
EN330 Eighteenth-Century Literature
EN334 Crime Fiction, Nation and Empire: Britain 1850-1947
EN352 Restoration Drama (15 CATS Term 2)
EN353 Early Modern Drama (15 CATS Term 1)
EN356 The Classical Tradition in English Translation: The Renaissance (15 CATS T1)
EN364 Literature and Empire (Theory & American Pathway)
EN381 Remaking Shakespeare
EN3A3 Writing the Isles (15 CATS)
EN3A4 Austen in Theory
EN3A2 Women and Writing, 1150-1450 (15 CATS)
EN3A0 Poetry and Crisis: William Langland's Piers Plowman in late medieval culture and society (15 CATS)
ENXXX Literature and Revolution, 1640-1660 – Turning the World Upside Down (15 CATS – T1)
ENXXX George Eliot and Sociology
ENXXX Yiddish literature in translation 1894-present: A World Beyond Borders (Theory & American Pathway)

QP36 English Literature & Creative Writing pre-1900 modules

EN227 Romantic and Victorian Poetry	EN352 Restoration Drama (15 CATS Term 2)
EN228 Seventeenth Century: The First Modern Age of English Literature	EN379 The Marriage Plot: romance, sex and feminism in English Fiction (15 CATS – Term 1)
EN245 The English Nineteenth-Century Novel	EN396 The English Country House: fictions and histories (15 CATS) – <i>Finalists only</i>

EN273 Reeling and Writhing	EN3A3 Writing the Isles (15 CATS) – <i>Finalists only</i>
EN301 Shakespeare and Selected Dramatists of his Time	EN3A4 Austen in Theory
EN323 Othello (15 CATS Term 1)	EN395 Dreaming in the Middle Ages: Fiction, Imagination, and Knowledge - 15 CATS
EN328 English Literature and Feminisms, 1790-1899	EN3A2 Women and Writing, 1150-1450 (15 CATS)
EN330 Eighteenth-Century Literature	EN3A0 Poetry and Crisis: William Langland's Piers Plowman in late medieval culture and society (15 CATS)
EN353 Early Modern Drama (15 CATS Term 1)	EN398 Medieval Alterities: Race, Religion, and Orientalism in the Literature of Medieval England (15 CATS)

Optional Modules for all degrees

Q300 English Literature/Q301 English Literature with Intercolated Year – ALL Pathways
 QP36 English Literature and Creative Writing/ QP37 English Literature and Creative Writing
 with Intercolated Year
 QW34 English and Theatre Studies/QW35 English and Theatre Studies with Intercolated
 Year
 VQ32 English and History

Please note that all modules are worth 30 CATS unless otherwise stated.

EN201 The European Novel
EN227 Romantic and Victorian Poetry
EN228 Seventeenth Century: The First Modern Age of English Literature
EN229 Literary and Cultural Theory
EN240 Screenwriting
EN245 The English Nineteenth Century Novel
EN251 New Literatures in English
EN263 Devolutionary British Fiction
EN265 Global Novel
EN267 Literature, Environment, Ecology
EN301 Shakespeare and Selected Dramatists of his Time
EN302 European Theatre

EN304 Twentieth Century US Literature
EN320 Dissertation (application to be approved in advance - see module webpage for full details, application form and useful workshop to help prepare you over the summer) - final year students only
EN323 Othello (15 CATS) final year students only
EN328 English Literature and Feminisms 1799-1899
EN330 Eighteenth-Century Literature
EN334 Crime Fiction, Nation and Empire: Britain 1850-1947
EN335 Literature & Psychoanalysis
EN336 States of Damage: Twenty-First Century US Writing and Culture
EN352 Restoration Drama (15 CATS, Term 2)
EN353 Early Modern Drama (15 CATS, Term 1)
EN355 Eco-poetics
EN356 The Classical Tradition in English Translation: The Renaissance (15 CATS – T1)
EN361 Introduction to Alternative Lifeworlds Fiction (Science Fiction, Fantasy and the Weird)
EN364 Literature and Empire: Britain and the Caribbean to c. 1900
EN368 The Question of the Animal (15 CATS , Term 2) - finalists only
EN377 Literature, Theory and Time
EN378 Disasters and the British Contemporary
EN381 Remaking Shakespeare
EN389 Small Press Publishing: History, Theory, Practice (15 CATS, T1)
EN391 American Horror Story: U.S. Gothic Cultures, 1790-Present
EN392 Race, Ethnicity and Migration in the Americas
EN393 Advanced Screenwriting - final year students only that have taken EN240 Screenwriting
EN399 On the Road to Collapse (15 CATS)
EN397 Game Theory: Interactive and Video Game Narratives (15 CATS)
EN3A3 Writing the Isles (15 CATS) final year students only
EN3A0 Poetry and Crisis: William Langland's Piers Plowman in late medieval culture and society (15 CATS)
EN3A2 Women and Writing, 1150-1450 (15 CATS)
EN3A4 Austen in Theory
ENXXX George Eliot and Sociology

ENXXX Yiddish literature in translation 1894-present: A World Beyond Borders
ENXXX American Poetry: Modernity, Rupture, Violence
ENXXX Literature and Revolution, 1640-1660 - Turning the World Upside Down (15 CATS, Term 2)

Appendix E: Procedures in the event of suspected cheating

The University makes a distinction between **poor academic practice** and **cheating**.

A decision of **poor academic practice** will be made in cases of work deemed to have been improperly referenced through the incompetent or careless academic practices of the student, but where there is no attempt to deceive the marker. For example, it would be poor academic practice if a secondary text had been used verbatim and cited in the assignment, but not put in quotation marks.

In cases of poor academic practice, marks are not deducted from the work; instead those marks are not earned under the existing departmental marking criteria (see Appendix B). In such cases, the work will be awarded a mark that reflects its academic worth according to the marking criteria. The student will be advised in their assignment feedback that the assignment was improperly referenced due to poor scholarship and the student will be advised to meet with their personal tutor to receive further guidance on correct referencing techniques.

Cheating is a much more serious offence, because it involves the intention to deceive the marker in order to gain an advantage in an assessment. The overwhelming majority of our students do not cheat. In order to protect the work of the honest majority, the department and the University have established strict rules to enable the investigation of cases of suspected cheating.

Procedure for identifying and investigating suspected cheating

If the member of staff marking your work has concerns about suspected cheating, the following procedure will be adopted.

Stage 1: The Marker

If the marker believes that an assignment is an example of poor academic practice, that assignment will be marked according to the departmental marking criteria. However, if the marker is unsure as to whether the assignment is an instance of poor academic practice or a case of suspected cheating, the marker passes the assignment to the Module Convenor for further investigation.

Stage 2: The Module Convenor

At this stage, the Module Convenor examines the assignment and decides whether this is a case of poor academic practice, suspected cheating or neither (no case to answer). If the Module Convenor believes that the assignment is an example of poor academic practice, or if there is no case to answer, then the assignment is returned to the marker to be marked according to departmental marking criteria.

However, if the Module Convenor is unsure as to whether or not the assignment is a case of poor academic practice, or if the Module Convenor suspects that cheating has occurred, then the assignment is passed to the department's Academic Conduct Panel for further investigation.

Stage 3: The Academic Conduct Panel

At this stage, the student will be sent an email informing them that their assignment is under investigation. An Academic Conduct Panel will be convened to examine the assignment. The Panel will consist of two experienced markers, drawn from a pool established at the start of the academic year. The Panel will not include teachers from the module in question. If the Panel concludes that this is a case of poor academic practice, or if it finds that there is no case to answer, the assignment is returned to the Module Convenor for appropriate marking.

If the Academic Conduct Panel decides that this is a case of poor academic practice, or that there is no case to answer, the assignment is returned to the Module Convenor for appropriate marking. However, if the Academic Conduct Panel believes that there is evidence of cheating, they will refer the matter to the Head of Department with a recommendation.

The Academic Conduct Panel may, in rare cases where it suspects that an essay has been written to order, ask the student to attend an interview on the essay, to discuss the contents of the essay and its sources.

Stage 4: The Head of Department

At this stage, the Head of Department will provide the student with a reasonable opportunity to make representations on his or her own behalf. This may involve a face-to-face meeting, but in some cases representations may be made in writing. The Head of Department will then determine whether an offence has occurred.

If cheating has occurred, the Head of Department will determine the penalty, and the student will be informed of the outcome in a letter copied to the module Convenor, the Director of Undergraduate Studies, and the student's Personal Tutor. The student will also be informed that he or she has a right to appeal against the decision to an Investigating Committee of the Senate, in accordance with the University regulations. The possible penalties are:

- A reduction in mark for the piece of work in which the plagiarism has occurred (with or without the opportunity to resubmit or undertake a further assessment). The mark may be reduced to zero.
- Re-submission of the original work with revised referencing, for a capped mark.
- Re-submission of a new piece of work for a reduced or capped mark.

If the student accepts the penalty, the outcome is reported to the Examination Board, and a report of the circumstances and penalty imposed will be recorded in our plagiarism files. If the student appeals, the matter is referred to a University Investigating Committee (as in the University Calendar, Regulation 11, Section B, paragraphs 5-9). If the Head of Department determines that this is a case of **severe cheating**, then the matter is referred to an Investigating Committee of the Senate. Examples of cases that will usually be referred include:

- Second offences of cheating;

- Allegations relating to an assessment that contributed to the previous approval of an award to the student;
- Where the penalty imposed would potentially result in the student being ineligible to qualify for the award for which they are registered;
- Where there are multiple allegations of cheating, against the same student, which if proven would result in the student being ineligible to qualify for the award for which they are registered;
- Where the case is complex, for example involving allegations of collusion against two or more students.

In the event of the case being confirmed as a severe case of cheating the student will be informed that their case has been referred to an Investigating Committee of the Senate in a letter copied to the module Convenor, the Director of Undergraduate Studies, and the student's Personal Tutor. The student will be provided with information relating to Regulation 11, Section B, paragraphs 5-9 of the University Calendar.

Where cheating is discovered in one assignment, the Department may check the student's earlier assignments for similar offences. If further instances are identified and proven, penalties may be applied retrospectively. Repeat cases will normally be referred to an Investigating Committee of Senate.

Please note that this procedure is also outlined as a flow-chart on the following page.

