



# Undergraduate Programme Handbook - Academic Year 2022-23

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## About This Programme Handbook

This Programme Handbook provides you with information about how your programme is taught and managed, and how you will be assessed. It also provides information about key programme details and Northeastern University London (the University) facilities and services that will assist you while studying.

It is accompanied by information in the Academic Handbook on the University's website, which can be found [here](#).

If any changes are necessary, the Programme Handbook will be updated and the most recent version will be available on the Virtual Learning Environment (VLE).

### Comment

If you would like to comment on the handbook contents, or have any ideas on how to improve the information provided, please send your comments by email to:

Quality Assurance

[quality.assurance@nchlondon.ac.uk](mailto:quality.assurance@nchlondon.ac.uk)

## Degree Programme

### Programme Specification

The Programme Specification is the definitive record of your programme. It is approved by the University, and it can only be amended by following strict processes. The full documents can be found [here](#).

### Programme and Diploma Structure

In each of the three years, you will study courses from both your major and minor programmes, making a total of 120 credits studied per year. You will also study the University's three Core Courses and LAUNCH, for your Diploma. Further information on the courses studied can be found [here](#).

### Course Descriptor

Each Course Descriptor, which can be found [here](#) is a definitive record of the course and is reproduced in an associated Course Syllabus which can be found on the VLE.

## Diploma

The Diploma (Core Courses and LAUNCH) is a non-credit-bearing award assessed internally by the University, and the processes for this are monitored at regular intervals by the Quality Assurance team. All undergraduate students complete the

NCH Diploma. Its purpose is to complement, enrich and contextualise degree studies as well as to provide tools that are helpful in the workplace. It does the former through the Core Courses. These seek to provide a more well-rounded tuition that goes beyond what students get from their degree studies and to equip them with a nuanced understanding of the process by which we come to construct, evaluate and modify our beliefs and theories, whether these are in the domain of everyday activities or in science and whether they concern factual or normative claims. It does the latter through LAUNCH. This is designed as a learning-by-doing programme that cultivates skills deemed helpful for success in the workplace.

## Core Courses

### Critical Reasoning (Year 1)

The aim of the Critical Reasoning course is to help cultivate critical thinking skills and to teach students how these skills are employed both in the everyday but also the scientific context. The course is taught through weekly lectures.

#### **Part 1: Formal and Informal Reasoning**

This part of the course teaches students how to identify and avoid common fallacies but also how to develop their abilities to articulate ideas clearly and to argue persuasively. Students are also taught about a variety of different types of reasoning, including deductive and inductive reasoning. They learn how to assess the validity and soundness of arguments as well as the consistency and relevance of premises.

#### **Part 2: Scientific Reasoning**

This part of the course introduces students to reasoning in the sciences, covering topics such as the confirmation or refutation of hypotheses, hierarchies of evidence, observational vs. experimental studies, field vs. lab research, different forms of bias, thought experiments, and the basics of data science.

### Science Literacy (Year 2)

The aim of Science Literacy is to help develop an insight into seminal ideas and methods in central areas of science. They are designed for non-scientists, requiring minimal mathematical skills.

#### **Part 1: History of Science**

This part of the course is taught solely through online material, delivered via the Digital Diploma platform. It introduces students to several crucial episodes in the history of science and, in particular, the histories of astronomy, biology and computer science. The contributions of figures such as Kepler, Galileo, Darwin, Mendel, Babbage and Turing are discussed and put into a historical context.

#### **Part 2: Recent Developments in Science**

This part of the course is taught solely through lectures delivered by members of the Visiting Professoriate as well as guest lecturers. It focuses on more recent

developments in the sciences, e.g. in ecology, cosmology and neuroscience, paying particular attention to key ideas and methods that have changed our understanding of the world.

### Applied Ethics (Year 3)

This course introduces students to major ethical challenges and encourages them to explore various methodological approaches towards reasoning about such issues.

The two parts of the course are:

- Topics in Practical Ethics
- Technology and Human Values

The parts are taught by Dr Hossein Dabbagh, with some guest lectures by visiting speakers. The lectures will be highly participatory, involving group work and regular class debate. Through our discussions we will broaden our recognition of alternative viewpoints, hone our skills in argument, and reflect on larger questions about what makes for a good life, a just society, or an appropriate way to interact with our environment and each other.

Exact titles change from year to year, but representative topics include the ethics of immigration and open borders, recreational drug use and justice, civil disobedience, ethical career choices and 'effective altruism,' punishment and its justifications, and various topics within technology ethics.

### Launch and Careers

The LAUNCH and Careers provision at the University is intended to deepen the student's understanding of their own preferences and strengths, as well as provide opportunities to improve their skills and abilities to match their preferred career path.

The LAUNCH element of the provision includes hands-on experiential training in writing and presenting, working in teams, entrepreneurship and financial literacy, and digital literacy.

The Careers element of the provision includes detailed guidance on building a CV and writing covering letters, one-on-one guidance on choosing a field/industry or a career path, and help with finding opportunities, such as jobs, internships, and funding.

### Launch

#### Introductory Capabilities (Year 1)

The course's intent is to give you a proper command of some basic skills required in all fields of work: essentially - writing, presenting, working in teams, and how to understand what customers are looking for. Fostering skills, behaviours and personal attributes is fundamental to successful outcomes on LAUNCH, and the course ends with a project where you are required to take responsibility for a live brief under

exploration from a real world organisation, develop recommendations, and present them to a panel of experts, including your client. You will also engage in many activities intended to familiarise you with how job markets work, and how to take steps that will benefit your working life and career.

### Applied Capabilities (Years 2 & 3)

The course builds on the foundation laid in Introductory Capabilities. Spanning the second and third year of the Diploma, the course introduces you to more of the techniques and ideas you will see used at work on graduation, including digital literacy,, and data management. You will also have plenty of practice in preparing for job applications, interviews, and other steps in your career journey.

The second year culminates in a project where you must develop a new business idea,, and test the feasibility through primary market research.

In your final year, you will get the opportunity to digitally launch your ideas, learn how to use data in decision-making, and develop advocacy skills to improve the likelihood of agreement to recommendations.

## Change of Programme or Transfer to Another Institution Procedure

If you are feeling unsure whether you are on the right course, at the right place or even whether higher education is for you, the University will guide you towards making a decision.

### Student Route Visa or Tier 4 Visa Students

The University is required to report to the United Kingdom Visa & Immigration (UKVI) if a Student Route visa or Tier 4 visa student interrupts, defers, changes programmes (if approved by the University) or withdraws from their studies. The UKVI will curtail the student's visa to 60 days and the student will be required to return home. To ensure the break in studies or withdrawal complies with the University and the UKVI regulations students are required to make an appointment with the Visa and Immigration Compliance Manager.

A student visa or Tier 4 visa student who started their undergraduate or postgraduate degree programme **before** September 2020 are not eligible to transfer to another programme from within the UK. The student will need to leave the UK and make a new visa application from their home country for the new programme. Please contact the Visa and Immigration Compliance Manager for further details.

New Student Route visa students who started their programme from September 2020 and onwards, can only change their programme after getting permission from



the University. The student must meet the below requirements to start their new programme:

- Your new programme is at degree level or above.
- Your new programme is not at a lower level than the current course.
- You will be able to complete your new programme within your current period of leave (visa).

The faculty/registrar confirms either of the following:

- Your new programme is related to the previous programme for which you were granted leave as a Student visa student, meaning that it is either connected to your previous programme, part of the same subject group, or involves deeper specialization. **or**
- Your previous programme and your new programme in combination support your genuine career aspirations.

Please note that if you change your programme, you must complete your new programme within your existing period of the visa.

## Transferring Between University Programmes

If you are considering transferring to another degree programme, you must complete the [Change in Circumstances: Programme Transfer Form](#). Further information can be found in the [Change in Circumstances Guidance](#).

## Transferring to Another Institution

If you are considering transferring to another institution you must complete the [Change in Circumstances: Withdrawal Form](#). Further information can be found in the [Change of Circumstances Guidance](#).

## Withdrawing from your Studies

If you are considering withdrawing from the University, you must complete the [Change in Circumstances: Withdrawal Form](#). Further information can be found in the [Change of Circumstances Guidance](#).

## Break in Studies

If you are considering a break in your studies, you must complete the [Change in Circumstances: Break in Studies Form](#). Further information can be found in the [Change of Circumstances Guidance](#).

## Who's Who on my Programme

Members of the Faculty for Art History

Can be viewed [here](#).

Members of the Faculty for Economics

Can be viewed [here](#).

Members of the Faculty for English

Can be viewed [here](#).

Members of the Faculty for History

Can be viewed [here](#).

Members of the Faculty for Law

Can be viewed [here](#).

Members of the Faculty for Philosophy

Can be viewed [here](#).

Members of the Faculty for Politics & IR

Can be viewed [here](#).

## Diploma Programme

Can be viewed [here](#) (Critical Reasoning).

Can be viewed [here](#) (Science Literacy).

Can be viewed [here](#) (Applied Ethics).

## Launch

Members of the LAUNCH programme

Can be viewed [here](#).

## Professional Support Staff

The University has a team of staff available to help you with all matters for which you might need support, from academic to personal.

Associate Dean of Teaching and Learning

Dr Alison Statham

Registry

Can be viewed [here](#).

Student Support and Development (SSD)

Can be viewed [here](#).

Mental Health Adviser [mentalhealth@nchlondon.ac.uk](mailto:mentalhealth@nchlondon.ac.uk)

Quality Team

Can be viewed [here](#).

Operations Team

Can be viewed [here](#).

## How We Will Communicate With You

Outside of induction meetings, Personal Tutor meetings, lectures, tutorials, or other scheduled sessions, the University email system and the VLE will be the main methods of relaying important information to you. Emails will be sent to your University email address, which you need to check regularly. Any hard copy correspondence will be sent to the address on your student record. It is important that you keep this up to date via your account details held by SSD.

Other methods of communication are via noticeboards, as well as announcements in class.

## Key Information About the Academic Year & Timetables

### Academic Year

The Academic Year governs the University's academic operations and service provision and within this, we have set term dates and examination periods.

The key term dates in 2022-23 can be accessed from the Programme Information section of your Faculty's homepage on the VLE.

### Your Timetable

Timetables can be viewed via CELCAT, the University's timetabling application. During induction in Freshers' Week, training sessions on how to use CELCAT are held, and a 'how to' guide can be found on the VLE.

## Teaching and Learning Strategy

Can be downloaded and viewed [here](#).

## Teaching and Learning

### Lectures

Lectures provide both context and content for topics in the course being studied. They are aimed at providing guidance, stimulation, and orientation, as well as transmitting factual information where relevant. A typical lecture may last for up to two hours. You are expected to attend all the lectures in courses for which you are enrolled. They will be interactive and require you to be familiar with the topic beforehand so that students can participate constructively. It is important to learn quickly how to take notes. Pre session activities and reading will be available on the relevant course Canvas site.

Please arrive promptly to your lectures; a few minutes will be allowed at the beginning and end of lectures for students travelling to or from lectures in other buildings. There will be an opportunity for students to raise questions for discussion in lectures and usually the last 15-20 minutes of each lecture hour will be devoted to questions and discussion. The responsibility of lecturers and students alike is to attain clarity, to understand, and to master the topic in question.

Different lecturers have different styles of lecturing and provide different lecture aids in the course of them; some use PowerPoint, others use handouts, others do neither. Encountering a variety of teaching styles and approaches in university lectures is a good thing for students because it encourages students to profit from different ways of thinking and learning. All of the styles are tried and tested and of great value in their own way. Never be afraid to ask a question, however worried you might be that it will seem silly or stupid to others: most of the others will be glad you asked it.

Important points to note about lectures:

- Lectures provide a crucial guide to the subject and a framework for your own reading.
- Try to follow the arguments made by the lecturer while taking notes.
- Try to follow up the reading as soon as possible. If you leave it until later in the year you will have forgotten some of the ideas.
- Prepare in advance of lectures by reading the relevant topic.

## Professorial Lectures

Throughout the year visiting professors will give a varying number of lectures. Some will form the Core Courses for the Diploma (and will be compulsory); some will be subject-specific, but open to all; and some will be of general interest to all.

Professorial lectures are generally scheduled so that no other lecture or tutorial clashes with them. To make the most of your time at University, you are encouraged to attend as many of these lectures as possible.

## Tutorials

One-to-one and small group tutorials are central to the learning experience at the University. They do not replace lectures or seminars, but they do allow for a more personalised setting in which you are invited to work collaboratively with a tutor to

address a particular theme, problem, or source. By working in this way, you will develop skills that are otherwise difficult to obtain in the lectures and seminars alone, skills such as oral communication, independent thinking, problem-solving, and self-reflection.

It is usually – but not always – the case that you will be asked to prepare an essay, or some other piece of work, in advance of the one-to-one tutorial. These essays are not marked formally and, as such, will not affect your grades directly. Indirectly, however, the tutorials are an invaluable opportunity to think through your ideas with an expert in the field. So what can you expect from them?

Whereas in lectures the tutor is expected to do much of the heavy lifting, the tutorial provides you with an opportunity to think through your work, and to bring to light new questions and perspectives which arise from your reading. It is important, therefore, to do as much preparation as you reasonably can. The tutor will want to hear your voice, your ideas, your questions. They will try to resist the temptation, however strong it may be, to speak more often than you.

To some the prospect of meeting face-to-face with a tutor is, at first, a daunting one. This is a normal feeling to have. The important thing to note is that the tutorial is a safe space in which to express your ideas, even if you are unsure about the manner in which to do so. Your tutors will not expect perfect or fully formed answers. They will not expect you to know everything and they will not discourage you when you struggle. They will give you the time and space to think through a problem on your own terms. If you are at all unsure about how best to approach the tutorials, ask the tutor who is conducting them; they will be more than happy to offer guidance and reassurance.

Finally, the tutorials are there to be enjoyed. They form a central part of the University experience for students and tutors alike, and we hope that you, too, will profit from them as so many others have done.

## Academic English Skills Service (AESS)

Our English and Academic Writing Adviser, Meera Mawani, offers academic writing workshops, webinars and short recorded videos focusing on key academic writing skills to all students studying at the London campus. Areas covered include writing and reading critically, how to structure essays, avoiding plagiarism and referencing. Meera also offers drop ins and one-to-one consultations (in person or virtual appointments) with a particular specialism in supporting multilingual learners. Students can book an appointment or secure a place at a workshop or webinar via TargetConnect.

## Academic Writing Support Sessions

The writing team at NUL offers one-to-one drop-in appointments on a first come first served basis to support students with their academic writing. They can help with any issues around academic writing, including but not limited to structuring essays,

paragraphing, logic and reasoning, and referencing. Students can book your appointments on Celcat.

## Seminars

Seminars are typically highly interactive. Students are expected to be prepared to not only contribute to seminars by providing arguments and solutions but also to lead discussions and invite comments and suggestions from colleagues. Preparatory reading and activities for each seminar will be posted on the relevant course Canvas site.

- It is important for students to fully engage during seminars while demonstrating mutual respect and acknowledgment of others' opinions.

## Learning Resources

### Libraries

On certain weeks a large proportion of your reading will be provided or suggested on the VLE for you to read on screen or download and print. However, you may the material on the VLE will never be completely sufficient, nor will online resources. You will also want or need to find physical books. When you do find a book, be wise and selective about how much of it you read.

The University's students have full membership access to the City of London's research libraries including Guildhall Library, the London Metropolitan Archives and the Small Business Research + Enterprise Centre, as well as its lending libraries at the Barbican Centre, Shoe Lane and Artizan Street.

This includes full access to all facilities offered at these libraries, including study space, wifi, printing, book borrowing privileges and access to digital resources.

The University can also provide students with a membership to Senate House Library, one of the UK's largest academic libraries for arts, humanities & social sciences. Located in central London, it is home to over two million books and over 1800 archives and special collections.

Students also have access to its borrowing, digital, and print services. The University Collection has its home in one of the most spacious and beautiful reading rooms within Senate House Library. The Collection contains classic texts and contemporary commentaries which have been chosen by the University's faculty for their direct relevance to the degree syllabi taught at the University.

In addition to the above resources, students can also sign up for a Reader's Pass to the British Library – one of the greatest research libraries in the world where you can explore any of the 170 million items in the Library's collection. As it is a copyright library, it has copies of all new books published in the UK, and many of those

published abroad, making it an excellent resource when more detailed research is required.

## Online Resources

Students have access to the VLE, which is the University's method for sharing lecture and tutorial material and other course materials. Students should not, however, regard the VLE as sufficient for their research: independent research, and literature searches, are required for most assignments, with the exception of highly technical Economics courses.

Northeastern University London students have full access to the digital resources available from [Northeastern University's Library](#). Northeastern University is redefining the library service for the 21st century with over 800,000 e-books, 100,000 electronic journals and 100,000 streaming video and audio titles in the collection. It also offers a number of helpful resources including a 24/7 LibChat service, one-to-one assistance from subject specialist librarians and workshops and events throughout the year.

## Study Skills

During your time at the University, you will experience a range of teaching methods and research strategies that aim to challenge and encourage you to develop your own ideas.

Independent study is an essential aspect of your degree. Outside of lectures and tutorials, you will be expected to find time to read books and articles, as well as write essays. This may seem daunting, but all you need to do to succeed is utilise your time well and exercise some self-discipline.

## Essay Writing

Essay writing is a craft, and you should put effort into developing your essay-writing technique, learning to structure your thoughts coherently and effectively, and to write with fluency and style. In the preparation of each essay, you'll need to select wisely from the recommended reading.

What we're looking for in your essays:

- You've worked hard on it – thinking, reading, planning, checking for errors and editing.
- You remain focused on the essay question and don't lose the thread of your argument.
- Your writing is coherent and well-structured.

- Your essay is persuasive and has a strong argument supported by evidence and examples.
- You've avoided plot-telling and that you haven't included anything irrelevant.
- Your writing is accurate, free from spelling errors, properly punctuated, and has correct grammar.
- Your language is sufficiently formal (avoiding colloquialisms).
- Your essay is well referenced with footnotes and a bibliography.
- You have a strong introduction, with a well-constructed first sentence.
- You use the first lines of each paragraph to signpost the development of your argument.
- You have a lively conclusion in which you have synthesised your argument.
- You've learned from the feedback you've been given week by week.

## Quoting

Whenever you quote or paraphrase, you must cite your sources. Short quotations (fewer than 40 words) should be enclosed in quotation marks and put in the main text. Longer quotations should be separated from the main texts by being indented, with single spacing and without quotation marks.

If you miss out text in a quoted sentence, indicate it by three full stops in square brackets [...].

## Stylistic/Grammatical Points

You must re-read your work before you hand it in (or read it out) and edit it so that it makes sense. There's no point having great ideas if they're lost under a morass of badly worded or incomplete sentences, or irritatingly poor spelling and syntax. We don't want to proofread your work:

- We want to engage with your ideas.
- Be circumspect in the use of the first person pronoun.
- Tenses: the present tense should be used when talking about events in fiction; either the past or the present tense can be used when describing what a critic has argued/argues. The past tense places the critic more firmly in their historical context.
- Don't start sentences with 'because' and only very infrequently, 'also'. Be wary of using 'and' and 'but' to start sentences.
- Don't end sentences with 'of', 'to', 'at' or other prepositions.



- Numbers up to ten are written out: one, two, etc. Above ten, use numerals.
- 1580s NOT 1580's etc.
- Quotations should be in inverted commas, but not italicised as well. Words derived from other languages should be italicised: *ad fontes*, *ex post facto*, *ad hominem*, *juste milieu*, *amour propre*, etc.
- Avoid colloquialisms – this is formal academic writing so be wary in general of e.g. 'thing', 'a lot', 'describing words' (known as adjectives!), 'big problem', 'big factor', 'massively'. Don't use 'incredibly' for 'very'.
- Given that you are doing formal writing, do not use ampersands (&), slashes (/), i.e., e.g. or anything else of this nature in your text.
- Use British spelling (though either –ise or –ize is fine).
- Use capital Roman numerals after the names of monarchs and popes: Henry VIII, Alexander VI, Louis XIV.

## Developing Effective Study Habits

Skills development is a continuous process, and you are encouraged to reflect on your own progress and to take advantage of all the help that is on offer, not only in the early days but throughout your programme of study. Some study tips are presented below:

- Avoid being distracted by setting up a time and area that you use specifically for studying, so that you associate it with work and a concentrating mindset. This could be in your bedroom, in the library or wherever you want, but make sure your environment distracts you as little as possible, and ensure that you've got all the equipment you need to hand.
- Decide how much you will read or for how long you are going to work, and schedule it for a time when you are awake and able to concentrate. Don't disregard your natural preferences; if you're a late-night worker, then don't force yourself to study at 08.00am. Likewise, if you're an early riser then cramming before an exam at 01.00am the night before just won't work.
- Work effectively for short periods of time, not aimlessly for hours. Write a timetable to keep you on track. Stella Cottrell *The Study Skills Handbook* (Fourth Edition, 2013). Basingstoke, Hants: Palgrave MacMillan has useful tips on how to structure your writing and study periods.
- If you take a lot of notes make sure you re-read them the next day and write down exactly how they will be used in your assignment. If they are not relevant, put them aside. Don't throw notes away until the end,

though, as your thoughts will develop during the learning process and you may wish to refer to them later on.

- Make sure that you comment on every ideas, concepts or quotations that you note down: avoid just restating other people's ideas. Notes and diagrams will help you to retain a sense of structure and progression, as will researching information for future reference.
- Be organised. File your notes and course materials carefully. Consider using Endnote or similar bibliographic referencing software. An excellent guidebook for grammar and syntax tips is *The Wadsworth Handbook* by Laurie Kirschner and Stephen Mandell (2014).
- You should take sensible precautions against accidents and last-minute problems, both in terms of being careful about storing work in progress and not leaving things until too late. Regularly save documents when you're working on them (every ten minutes is good) and always have multiple back-ups of important files.
- Encourage each other. Discuss and debate with each other. Don't try to impress each other with how little or how much you've done. In group tutorials, give both praise and constructive criticism to the person who shared their essay. Remember that it will be your turn the next week.

## General Writing Tips

Researching and producing high-quality essays and assignments will form a significant part of your workload. Of course, different approaches work for different people, and each subject has its own distinctive requirements. However, observing the guidelines below should help make the writing process easier by teaching you how to approach the task in a structured way.

Although writing well usually requires a lot of work, you can make the process less stressful by being highly organised. Therefore, before you even think about the first draft, you should produce a detailed work plan. Draw up a clear structure for the reader to follow, starting with a general outline and then adding more layers of detail. (You may have to revise the plan later, but that doesn't mean it wasn't important to make a preliminary one.)

Making preparatory notes, using mind maps, and drafting essay plans are all ways of helping you think about what a piece of work should look like.

Divide the document into main sections and then into sub-sections. What will go into each section? Decide what the main topic is for each and allocate the key points and their supporting evidence.

Write the introduction and each subsequent paragraph so that it contains a 'signpost' telling the reader where they are. Remember that what is clear to you may well need clarifying for your audience. You will most likely have to revise and redraft your

essay plan several times before coming up with something satisfactory.

Identify how each section links to the preceding and subsequent one. Does your argument proceed logically? Does it flow? Are you making a comparison, or are you extending your discussion of a particular point?

Maintain a critical approach – rehearse and test your arguments as fully as possible before you start the first draft. If something feels vague, then you can guarantee that it will be noticed by your tutor.

Start fleshing out these detailed notes into a first draft. This should now be far easier than working with a blank screen or page.

## Preparation

Your tutors and fellow students will expect you to turn up for classes on time and have prepared appropriately. You should be able to contribute actively and constructively to the session and engage readily with any questions raised in preparatory material. Adequate preparation may include reading your materials thoroughly more than once and taking accurate and detailed notes.

## Revision

At the revision sessions you will receive advice on exam technique.

## Plagiarism...And How To Avoid It

The University uses Turnitin, which is an originality checking and plagiarism prevention tool that encourages best practice for referencing and citing other people's ideas and written material. This online tool also allows you to manage the process of submitting and tracking assignments electronically.

(With acknowledgments to Oxford University English Faculty plagiarism guidelines, from which some of the below has been taken.)

- Plagiarism is the use of material appropriated from another source or from other sources passed off as one's own work, and may take the form of unacknowledged quotation or substantial paraphrase. Plagiarism can also be the unintended result of careless presentation, if extensive quoted material or close paraphrase are included without acknowledgement. This constitutes 'reckless' plagiarism. Sources of material include all printed and electronically available publications in English or other languages, or unpublished materials, including theses, written by others. Plagiarism is regarded as a serious form of cheating for which offenders can expect to receive severe penalties.
- Your essays will inevitably sometimes involve the use and discussion of critical material written by others with due acknowledgement and with references given. This is standard critical practice and can be clearly distinguished from appropriating without acknowledgement (and

presenting as your own) material produced by others, which is what constitutes plagiarism. If you employ good working habits in preparing your weekly essays and extended essays, there is little danger that you will be accused of plagiarism unjustifiably.

- An essay is essentially your view of the subject. While you will be expected to be familiar with critical views and debates in relation to the subject on which you are writing, and to discuss them as necessary, it is your particular response to the theme or question at issue that is required by tutors and examiners.
- When you read the primary texts that you will be discussing in your essay, make sure that you find your own examples of episodes, themes, arguments, etc. that you wish to discuss. Note these down, and make sure that they form the basis of the material you will be discussing in the essay. If you work from your own examples, you will be much less likely to appropriate other people's materials. Get to know your primary texts well before you embark on detailed secondary reading.
- When you are taking notes from secondary sources always note author, title (of book or journal, and essay or article title as appropriate), publisher, place of publication (for books), year of publication, and page numbers.
- If you have time, it is a good idea to read the chapter or article through once quickly before you take notes on it. This will make the notes that you take on a second, slower reading, more discriminating, and will make you less likely simply to transcribe quantities of material without thinking it through.
- If you do copy out material word for word from secondary sources, make sure that you identify it as a quotation in your notes. This will ensure that you recognise it as such when you are reading it through in preparing your essay.
- At the same time always note down page numbers of quoted material. This will make it easier for you to check back if you are in doubt about any aspect of a reference. It will also be a necessary part of citation.
- When you are writing your essay, always make sure that you identify material quoted from critics or ideas and arguments that are particularly influenced by them. There are various ways of doing this, in your text and in footnotes. If you are substantially indebted to a particular critic's arguments in the formulation of your materials, it may not be enough to cite his or her work once in a footnote at the start or the end of the essay. Make clear, if necessary in the body of your text, the extent of your dependence on these arguments in the generation of your own – and, ideally, how your views develop or diverge from this influence.

- You may wish to acknowledge ideas or material that you have obtained from lectures. The best way to do this is to put in a footnote citing the lecturer, lecture series, and term in question.

Example:

This is a passage from Barry Windeatt's *Troilus and Criseyde* (*The Oxford Guides to Chaucer*; Oxford, 1992, p. 196):

At the very centre of the poem's structure Troilus is at last impelled inside the curtained bed of Criseyde, which stands inside the 'littel closet' within Pandarus' house in the walled and besieged city of Troy. The most intimate experience of Troilus lies not only at the centre of its structure as a poem but at the centre of a succession of containing and enclosing structures in the fabric of its setting at Troy, within which the physical union of Troilus and Criseyde is a climax not only intrinsically but also as the fulfilment and completion of a pattern. It is towards this central episode that the poem moves with a 'centrifugal' energy which, once the centre is passed, becomes a centripetal force, and this is given form and shape through the setting and background of the action.

Legitimate use of this passage:

Like *Sir Gawain and the Green Knight*, or indeed *Beowulf*, *Troilus and Criseyde* is a poem susceptible to a number of different approaches to its structure. The move 'fro wo to wele, and after out of ioie' (l, 4), announced at its opening, focuses on the fortunes of the poem's main protagonist as a key element in its construction. The 'Troy ... ioie' rhyme in this stanza (l, 2 and 4) is a recurrent one in the poem and draws attention to the central role that location also has in *Troilus*. As Barry Windeatt notes, as the poem approaches its structural centre, the Trojan locations narrow down to 'the curtained bed of Criseyde, which stands inside the "littel closet" within Pandarus' house in the walled and besieged city of Troy'.<sup>1</sup> As he also observes, this central episode, in which the first physical union of Troilus and Criseyde takes place, is in fact part of a structural sequence, which places this union at the heart of the poem - and one might say, almost at the heart of Troy - and then moves after it to an increasing fragmentation of location and action. But it is arguable that the fact that Chaucer puts 'wele' and human love at the structural centre of *Troilus* is as important as what he puts at its end.

1 B. Windeatt, *Troilus and Criseyde*, *Oxford Guides to Chaucer* (Oxford, 1992), p.196.

This illustration both quotes from and paraphrases parts of the passage in question, but it acknowledges its debts, in footnote (for the quotation) and in the text (for the paraphrase). It also incorporates the material within a set of arguments that are either not dependent on Windeatt's material or develop it in an original direction, and it adds in its own original examples or insights.

Plagiarised passage:

What Chaucer puts at the heart of his poem is worthy of note. At the very centre of Troilus and Criseyde Troilus is at last brought inside the curtained bed of Criseyde, which stands within the 'litel closet' within Pandarus' house in the walled and besieged city of Troy. The intimacy of this scene is further intensified by the fact that it completes a structural pattern in the poem in which what might be seen as centrifugal and centripetal elements are involved. The poem moves towards this central episode so that it forms a climax in the work; after this centre is passed, the centripetal movement takes over.

This version is almost entirely derivative of Windeatt's original passage. It quotes some of it directly or with minimal variation and puts other parts of it into close paraphrase. It contains no new material, nor does it add to the sum of the ideas in the original. It offers no acknowledgment of its source, and gives the impression that its author intends this argument and choice of illustrations to be taken as original to him or her. Every time you use another's ideas, you must give them credit - even in your weekly essays.

## Repercussions

**Summative assessment for your degree and for the NCH Diploma:** Information about how any plagiarised assessment would be considered and dealt with can be found in the [Academic Misconduct Policy](#).

**Formative assessment:** Tutorial essays will also be checked for plagiarism. Make sure you don't fall into plagiarism involuntarily or otherwise. Familiarise yourself with the [Academic Misconduct Policy](#).

## Assessment

The aim of assessment is to enable you to cultivate and demonstrate the knowledge and skills required by the course.

### Modes of Assessment

#### Summative Coursework

For each piece of summative coursework, the University prepares an **Assessment Brief** which provides you with all the information required for you to complete and submit your summative coursework. It identifies the course, level, weighting, word length and submission date at the top of the document. The date by which you should receive your feedback is also published.

The task itself is clearly written followed by the assessment criteria and learning outcomes that you will be required to meet in order to be successful with the assessment.

The assessment regulations are also listed for your reference, should you have extenuating circumstances or if your assignment is submitted late. If you do

experience problems with submitting your assignment, please contact SAS for help.

Written assignments should be submitted electronically on the VLE, unless requested otherwise by the Course Leader or stated on the **Assessment Brief**.

Hard (paper) copies of essays and other electronic submissions are only required if specifically indicated by the Course Leader or as stated on the Assessment Brief.

## Dissertation

The purpose of the dissertation is not only to assess your ability to construct a substantial and self-directed piece of research, but as the culmination of your studies, to demonstrate your ability to reflect on advanced issues, and to demonstrate your ability to find and deploy evidence with intellectual integrity and maturity. It is an opportunity to express yourself at length with fluency, clarity, and coherence.

In preparation for your dissertation, you will specifically be further trained in digital literacy and research skills, building on those skills you have acquired over the preceding years. Time will be spent with you considering the various online and offline research resources available, both as a group, in a seminar-style lecture, and individually, in tutorials, in response to your specific research area.

A submitted dissertation should be no longer than 110% of the length specified by the Assessment Brief. The word count includes everything in the main body of the text (including titles, subtitles, captions, inline references, quotes, citations, lists, footnotes, and other written elements), but does not include bibliographies, appendices (which should be kept to a minimum), or words embedded within tables or graphs.

There is no regulatory/mandatory penalty for exceeding the word count by more than 10%, but you should be aware that the marker will not include any additional work, after the 110% limit has been reached, within the allocation of marks. You may therefore be penalised for a failure to be concise, and for failing to conclude your work within the approximate length specified. Likewise, a failure to meet the minimum word limit may result in lower marks based on the quality of the work because you may not have included the necessary information required for the assessment.

## Examinations

Lecturers will provide you with information in order to help you prepare for examinations, which may include revision sessions and mock examinations. You will also be invited to a FOCUS on Examinations session by SSD

## Assessment Planner

The Assessment Planner has been designed to help you plan your workload. More information on this can be found on the Faculty homepage on the VLE.

## Formative Assessment

You will be given clear deadlines for the submission of all formative coursework (tutorial essays, term essays, term papers, exercises). Detailed information for each course can be found in the relevant Course Syllabus on the VLE.

Please make sure you observe the deadlines. You are responsible for accurately noting all course requirements and to plan your work accordingly. If you are experiencing difficulties in meeting a deadline, please contact the relevant subject tutor as soon as possible.

You are formatively assessed on work for your degree programmes by faculty who, through one-to-one tutorials and group tutorials, provide you with the opportunities to develop an understanding of and the necessary skills to demonstrate good academic practice.

You will not be given a mark for formative work, Feedback for the formative assessment of your coursework will be comments on what you are doing well, and advice for improvement and development. The comments you receive from your tutor for formative assessment and during your tutorials are important: they will inform you whether you are honing your analytical and critical skills, whether you are getting to grips with your subject, whether you need to undertake further research or read around a particular topic.

## Summative Assessment For Your Degree

General information about how you will be assessed summatively can be found in the Programme Specification for your degree programme, which is available [here](#).

Marks for your summative assessment contribute to your degree classification.

### Conduct of Assessment

The conduct of assessment is regulated by the following:

[Academic Quality Framework Chapter 7 Academic Regulations for Taught Awards Part C: Assessment Regulations](#)

[Assessment Regulations for Taught Awards](#)

[Academic Misconduct Policy](#)

[Marking, Moderation and Feedback Policy](#)

### Turnitin

The University uses Turnitin software, which is an originality checking and plagiarism prevention tool that encourages best practice for referencing and citing other people's ideas and written material. This online tool also allows you to manage the process of submitting and tracking assignments electronically.

**ALL** summative assessment coursework submissions are put through the Turnitin software. The University has a clear policy and procedure on investigating alleged



cases of plagiarism, which has clearly defined outcomes (such as the request to withdraw from the programme). It is therefore very important that you familiarise yourself with the [Academic Misconduct Policy](#) in order to avoid making mistakes.

### Anonymous Marking

Unless otherwise stated, all summative assessments are marked anonymously. For further information, please refer to the Assessment Brief for particular courses. The Assessment Briefs are published on the course pages on the VLE.

### Grade Marking

Unless otherwise approved, your summative assessments will be marked using the Common Marking Scheme to ensure consistency of marking across the University . Further information can be found in the Course Syllabus.

### Generic Grading and Classification Criteria

The grading and classification criteria presented here are matched to the Quality Assurance Agency Framework for Higher Education Qualifications award descriptors for Levels 4-6, which can be downloaded and viewed [here](#).

The criteria are generic and should, therefore, be used with reference to the appropriate QAA subject benchmark statements, to the intended learning outcomes statements within the Programme Specification of the specific course and level being assessed, and/or the intended learning outcomes for the specific unit or individual assessment element.

The criteria are intended to ensure consistency in the marking and classification of the University's awards, in accordance with Higher Education standards, while allowing for the appropriate exercise of academic judgment in respect of subject or discipline expectations and requirements. (Not all criteria are directly relevant for all subjects.)

These generic criteria are designed to provide guidance for:

- Students in interpreting the marks or classification they are awarded, and feedback provided by tutors.
- Staff in developing and applying marking criteria or marking schemes for individual assessments.
- Internal and External Examiners and assessors in determining and verifying the marks and classifications awarded.
- Employers or other interested parties in understanding the level of achievement represented by the marks or classifications awarded.

### Summative Assessment For Your NCH Diploma

The [Diploma Regulations](#) give detailed information on the assessment of the Diploma courses.

For your Diploma, marks awarded for work submitted for your Core Curriculum and LAUNCH will contribute to your diploma classification.

Information about when work is due, when examinations are set, and how they will be marked can be found in the Diploma Regulations.

## Extenuating Circumstances

Throughout your studies, you will be required to complete and submit, or sit, a wide range of assessments. This will require you to balance your workload and use time-management skills to ensure that assessments are submitted to stated deadlines. However, the University recognises that there may be serious adverse circumstances outside of a student's control that prevent them from completing assessments and that it is in their best interests that any extenuating factors should be considered when determining student results in the case of summative assessments.

Please consult the [Extenuating Circumstances Policy](#), and you can download an extenuating circumstances form [here](#).

For longer-term difficulties, there are other support options, and you must discuss this with either Student Support Development (SSD) or your Personal Tutor to ensure that both you and the University take all possible precautions to keep these difficulties from affecting your studies.

## Feedback and Results

### Formative Feedback

Formative feedback is given to students in lectures, small group tutorials, and one-to-one tutorials, depending on the group size and material presented. Small group and one-to-one tutorials in particular provide opportunities for tutors and students to reflect on progress and performance.

The feedback which the students receive from the tutorials is timely, constructive and developmental.

At the end of Michaelmas and Hilary, you will have a Collection in which you will receive feedback from the tutors who have been teaching you. You will also be asked to give your own feedback on each course.

Students also have the opportunity to sit mock examinations in the courses for which they are to be summatively examined.

### Summative Feedback

#### Coursework

The University believes that you need clear feedback at the right time, so that you can learn and improve. Upon submitting coursework, you should receive your provisional mark and feedback no more than 20 working days after submission. The marks you receive are provisional until the relevant Progression and Award Board has met to ratify the marks for all students.

## Examinations

Students do not have access to examination scripts. Generic feedback is provided after summative examinations in the form of an Internal Examiner Report.

## Results

Once the results have been finalised, they will be sent via email directly from the University.

You may see the following after each course:

**PASS** – your marks have been confirmed and awarded.

**REFER** – you have failed your coursework/examination, or did not submit/attend. However, you will, on this occasion, be allowed to retake the failed element(s) of assessment. The mark for any referred assessment is capped at the pass mark of 40%.

**DEFER** – you submitted and had accepted a claim for extenuating circumstances which means you do not lose one of your attempts to sit/resit an assessment. If you were taking an assessment as your first attempt, your marks for that assessment will not be capped at 40%.

## Appeals

The University is committed to having in place fair, effective and timely procedures for handling student queries and academic appeals.

The [Academic Appeals Policy](#) outlines the process.

## Recognition Of Prior Learning

The University recognises that learning can be achieved in many ways, and for those students who can demonstrate prior experience or certificated learning they may be able to gain recognition for academic credit against an award. For further information, please click [here](#).

## External Examiner

The name of the External Examiner for your **Major** and **Minor** courses and

information on the role of the External Examiner can be found in the External Examiner section on the Faculty homepage on the VLE.

## Employer Links

All students will have access to the University's [Careers Advisory Service](#). This includes Industry speaker events with representatives and Alumni from a wide range of sectors and our electronic Careers Centre, containing features and functionality for careers guidance, interview advice and job searching.

Students will be guided through the creation of a CV, LinkedIn Profile, Interview training and job applications.

All students depending on programme and career aspirations will be assigned an advisor who will work with them to maximise their employability potential.

In addition, Careers Advisers, supplemented with support from tutors, offer advice, often one-to-one, on securing a professional future tailored to students' skills and ambitions.

Members of the Careers Team and contact details can be found in the Programme Information section on the VLE faculty homepage.

## The Legal Bit

When you enrolled on your programme, you agreed to the Terms and Conditions of the year of entry.

The undergraduate programmes at the University are designed, taught, examined and validated by the University.

## Student Intellectual Property Rights (Ipr)

IPR are rights that are used to protect your ideas, intellectual creation, invention or design. A key aim of the University is to encourage and facilitate discovery, development and application of intellectual property (IP), maximising the benefit to the University, staff and you, as well as to wider society.

The University reserves all rights and interests in any copyright, design right, registered design, patent or trademark arising as a result of your work in conjunction with any member of staff or other you at the University for a purpose associated with the University. The University will acknowledge your role in the development of intellectual property.

Copyright in your original work, such as class work, essays, projects, internal examinations scripts and computer-generated material, will belong to you. This work (but not examination scripts) will be returned to you when no longer required for the purpose of assessment or display.

