History of Art and Film Taught Postgraduate Programme Guide

2017/18

• Country House: Art, History and Literature MA
• Film and Film Cultures MA
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Welcome/Introduction

Welcome to the School of Arts. We hope that you find your time studying in Leicester both inspiring and enjoyable.

This programme guide has been produced for all taught postgraduate students studying a degree in the discipline of History of Art or Film. It therefore includes information about our MA programmes in Film and Film Cultures, and the Country House. This programme guide is designed for use during the academic year 2017/18; revised versions will be issued in subsequent years.

This Programme Guide will give you all the information you need to present your work at the standard postgraduate study requires. You should find guidelines on how to format your essays correctly, how to cite and reference other works you might be called on to use, and an example to illustrate these principles in practice. Alongside these notes, you should also find further details on assessment and the marking process, as well as links to e-reading lists and module pages. We also include tables of marking criteria to show the ways in which different types of work are graded, and information on the university regulations on submitted work. We hope that this guide proves accessible and helpful, but please do not forget that your seminar tutors and Personal Tutor are always available to give you further advice.

On behalf of everyone in the School of Arts, I wish you an enjoyable and successful year.

Dr Julian North
Director of Taught Postgraduate Studies
September 2017

Postgraduate Student Handbook

This guide should be read in conjunction with the School of Arts Taught Postgraduate Student Handbook which can be found on the School’s website. It is vital that you follow all instructions contained in both books to give you the best chance of success in your studies.
How to Present Your Work

Your coursework must meet each of the following conditions:

- You should agree your essay question with the module tutor before commencing to write.
- The School of Arts recommends the MHRA referencing system (www.style.mhra.org.uk), but if you are familiar with an alternative system, such as MLA or Harvard, you may use this instead. (Please note on your work the name of the alternative referencing system.) Please consult an appropriate style guide to ensure you are using your chosen system correctly.
- Your essay should be within the stated word limit. Word limits include footnotes and appendices but exclude bibliographies.
- Make sure that you put your student number and module title in the header of your essay. Do not put your name on either.
- The pages must be numbered.
- It is ESSENTIAL for you to keep a copy of your work.
- All coursework is submitted via Turnitin, no hard copy is required. The only exception to this is your dissertation.
- If your piece of work does not meet all the Department’s requirements, it will not be accepted as examinable material.
- Candidates who have not passed their coursework will not be permitted to proceed to the dissertation, or, in the case of part-time students, will not be permitted to enter the second year of the course.

Essays and exercises are all subject to moderation. Work is usually marked within 21 days of submission, excepting when this period includes public holidays and days when the University is officially closed, these days of closure being added into the total. Work which is submitted late, for any reason, falls outside of this schedule.

The exception to the 21-day turnaround is the dissertation, for which, in line with University Regulations, marks and feedback can only be returned following the relevant Board of Examiners. Our Postgraduate Board of Examiners usually takes place in early November, but a comprehensive list of dates can be located here:

In addition, for dissertations:

- Supervisors may read and offer feedback on all of a dissertation in draft but must not be asked to look at multiple drafts of the same section/chapter.
- Dissertations should not be more than 15,000 words in length (25,000 words for the 90-credit version) including notes, but excluding the bibliography.
- Put your student number, not your name, on the dissertation.
- Front cover of your dissertation should bear same details as title page, i.e.

```
Dissertation Title

MA in [Degree Title]
University of Leicester
2017

Candidate Number (NOT NAME)
```

- Current full-time students and Year Two part-time students are required to submit two copies of their dissertation, word-processed and soft bound (also called ‘perfect bound’), by 28 September 2018. Year One part-time students will be required to submit the same by 30 September 2019.
- Students should complete a Dissertations Deposit Agreement (click for further details).
- We recommend that dissertations be bound by the University’s Print Services (website www2.le.ac.uk/offices/printservices; drop-off and collection service via the Bookshop), who require one day for binding or three days for printing/copying and binding. Enquiries to 0116 252 2851
or printservices@le.ac.uk. You are free to select your own choice of colour for the cover.

- Dissertations should be handed in at the School Office (Att.1514) and also submitted electronically on Turnitin via the relevant Blackboard site.
- It may not be possible for dissertations submitted after 28 September* to be considered by the next Board of Examiners. Thus, failure to submit by the deadline may mean the award of the degree, and the opportunity to graduate, will be delayed.

The sample essay that follows has been presented according to the MHRA Style Guide, which is available free online. If you have questions about MHRA style, please consult the extensive advice in the Style Guide as your first resort. If you are familiar with an alternative system, such as MLA or Harvard, you may use this instead.
Formatting an Essay: An Example

‘Al her seete God mayntene’: the Afterlives of Chaucer’s Wife of Bath

While Chaucer’s Pardoner seems to have been ‘the one pilgrim who lingered most strongly in the memory of the fifteenth-century audience’ in the long run the Wife of Bath has cast the larger shadow.¹ The number of texts and media in which the Wife has featured is truly formidable. In the centuries immediately following Chaucer’s death, she appears in several pieces of popular verse: her ‘Prologue’ is retold in a misogynistic lyric recorded in the 1520s, and the ballad ‘The Wanton Wife of Bath’ (c.1600) extends her story to her death and beyond.² In the seventeenth and eighteenth centuries, learned modernisations of her ‘Prologue’ and ‘Tale’ are produced by Brathwaite, Dryden and Pope, while John Gay’s Wife of Bath: A Comedy (1713) sets her on the stage as a mischievous matchmaker.³ In the twentieth and twenty-first centuries she makes her way on to the screen, both small and cinematic. Much of Pasolini’s I racconti di Canterbury (1972) is given over to her narrative, and in 2004 Sally Wainwright’s TV version garnered a string of awards for the BBC.⁴

The Wife’s long career after her creator’s death is interesting for numerous reasons. Katherine Morsberger has looked at Dryden and Pope’s treatments in terms of feminist history, as a measure ‘of changes in standards of decorum, for both poet and woman’.⁵ Susan Schibanoff, on the other hand, has used early responses to the Wife to trace shifts in reading practice at the close of the Middle Ages.⁶ This dissertation will take a different path, however, and judge what these adaptations, fluctuating as they do between popular and high culture, can reveal about Chaucer’s mutely status as literary authority. It will focus on three retellings from three different periods: the Tale of Beryn (c.1420), ‘The Gentleman’s tale’ from The Collier of Caunterburyie (1590), and Percy MacKay’s


All work should be double-spaced throughout, with the exception of footnotes, which should be single-spaced. Main text should be in 12 pt typeface; footnotes should be 10pt.
stage play *The Canterbury Pilgrims* (1963). These readings will in turn be guided by Michel Foucault's concept of the 'author-function', the way in which a writer's name can serve as a 'projection...of our way of handling texts'. This concept, which by its very nature tends to 'vary according to the period and the form of discourse concerned', will be used to understand Chaucer's variable status as an authority, and the different meanings his name absorbs as his best-known character is resurrected and redeveloped.  

That the Wife of Bath should provide a valuable insight into notions of authorship is not surprising. From the first she is closely associated with textual authority, as the famous opening declaration of the 'Prologue' makes explicit:

> Experience, though noon auctoritee  
> Were in this world, is right ynoth for me  
> To speke of wo that is in marriage.  

Although this sets the Wife in stark opposition to written 'auctoritee', any difference between the two swiftly evaporates: by the end of the 'Prologue', the Wife has not only made liberal use of such authorities as Jerome, Ovid and Paul, but has set herself up as 'expert in al myn agat' (III. 174). Yet more importantly, Chaucer himself invites the reader to see her as an authority throughout *The Canterbury Tales*, granting her a unique level of 'pedagogic potential'. Thus at the conclusion of 'The Clerk's Tale', the narrator refers his audience to the Wife for further information on marriage, directing them towards 'the Wyves love of Bathe...and al hire secte' (IV. 1170-71). Chaucer is evidently playing with ideas of authorship here, promoting his creation as an author in her own right. She functions as 'an index of truthfulness' for the Clerk, guaranteeing the authenticity of the sentiments assigned to her, albeit ironically. In effect, Chaucer evokes the various meanings of the Middle English 'auctor' through the Wife: she is at once 'a creator, cause or source' and a 'person on whose authority a statement is made'. The joke continues in the work of his successors, as Hoccleve

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11. *ibid.*, ii.4, ii.5.  
Bibliography

Primary:


Secondary:


Academic Honesty and Plagiarism

You must always be sure that you credit ideas, data, information, quotations and illustrations to their original author. Not to do so is plagiarism: the repetition or paraphrasing of someone else’s work without proper acknowledgment.

The University expects students to conduct their studies with exemplary standards of academic honesty and will penalise students who submit work, or parts of work, that have been:

- plagiarised;
- completed with others for individual assessment (collusion);
- previously submitted for assessment, including self-plagiarism;
- prepared by others;
- supplied to another for copying.

Plagiarism and collusion

Plagiarism is used as a general term to describe taking and using another’s thoughts and writings as one’s own. Examples of forms of plagiarism include:

- the verbatim (word for word) copying of another’s work without appropriate and correctly presented acknowledgement;
- the close paraphrasing of another’s work by simply changing a few words or altering the order of presentation, without appropriate and correctly presented acknowledgement;
- unacknowledged quotation of phrases from another’s work;
- the deliberate and detailed presentation of another’s concept as one’s own;
- reproduction of a student’s own work when it has been previously submitted and marked but is presented as original material (self-plagiarism).

Any student who prepares or produces work with others and then submits it for assessment as if it were the product of his/her individual efforts (collusion) will be penalised. Unless specifically instructed otherwise, all work you submit for assessment should be your own and should not have been previously submitted for assessment either at Leicester or elsewhere.

Avoiding Plagiarism and Poor Academic Practice

If you are in any doubt about what constitutes good practice, ask your personal/academic tutors for advice or make an appointment with Learning Development.

Penalties

The University regards plagiarism and collusion as very serious offences and so they are subject to strict penalties. The penalties that departments are authorised to apply are defined in the Regulations governing student discipline (see online Student Handbook for link to current regulations).

The School requires that you upload all assessed work for content modules to Turnitin; plagiarism checking software that will automatically identify any uncredited material in your essays. Submission information for each module is shown on Blackboard.
Attendance

If you are absent you should inform your seminar tutor and also email SchoolofArts@le.ac.uk using HAF Absence in the title and include the date/s, time/s, module/s and tutor name/s for the classes you missed. The office will then note this on the Attendance Management System which will prevent your being sent absence messages when you are ill.

Assessment and Examinations

Senate Regulation 7.10 dictates that all summative work which contributes towards the calculation of a student’s degree classification shall be subject to a system of moderation by an internal examiner. The School of Arts has adopted moderation as its marking practice; work is marked by a first marker. A second marker (moderator) receives a full set of marks of the work and a sample of work (of the first marker) against which to test the robustness of the marking.

Moderators within the School should all observe the following principles:

The moderator must make one of three recommendations; that the marking has been carried out fairly and to the appropriate standards; that the marks for the cohort, or for a particular marker/s, should be raised or lowered by a stated figure; that the whole submission, or the submission marked by a particular marker/s, should be re-marked.

a. Moderators base their judgements on their reading of a sample of scripts from each marker.
b. Graphs showing the distribution of marks will be made available as an aid to this judgement, but marks should not be changed purely on the basis of this evidence.
c. Moderators must not adjust the marks for individual scripts.
d. In the event of a re-mark, the 21-day requirement for the return of work to students will be suspended, and students notified of this.

Frequently Asked Questions

How will I be assessed?

The majority of our modules are assessed by coursework. There are also modules that require you to do groupwork projects, oral presentations, short exercises, and so on, to help you develop important skills. See module descriptions for details. Remember that you must not submit work for assessment which has already formed part of another assessment either at Leicester or elsewhere.

Do I have to submit non-assessed work?

Although it does not contribute to the overall assessment of the module, non-assessed work plays an important role: tutors are able to assess your progress in a module and, most importantly, you will be able to use feedback in order to improve subsequent work and to prepare for the final coursework or examination.

Where do I submit assessed work?

Assessed work should be submitted via Turnitin on Blackboard.

Should I put my name on assessed work?

No! The University has a system of anonymous marking for written examinations and assessed essays, and students must use their original Student ID numbers (printed on the Student Library Card). Students use the same number for the duration of their course. Please do not put your name on your assessed work (even in the file names of electronic work), but use your student number instead.
Must I observe word-limits?

The word limit for written work includes quotations and footnotes but excludes the bibliography. You should ensure that your work keeps to the stated limit. Work exceeding the given limit will be penalised.

When are my assignments due in?

Deadlines for assessed assignments are published on individual modules sites in Blackboard and individual tutors will set deadlines for non-assessed work. A list of relevant assignment deadlines is also made available further on in this Programme Guide. If you are in any doubt about your assignment deadline, please contact your tutor or the School Office.

Are there any deadlines or penalties?

The University places the utmost importance on adherence to deadlines for assessed work (see www.le.ac.uk/sas/assessments/late-submission). The penalty is a deduction of 10 marks for the first day, and 5 marks for each subsequent day of non-submission, until the mark for a bare pass (50) is reached. It is expected that students will adhere to deadlines for non-assessed essays in the same way.

If you do need to submit a piece of work after the submission deadline, you will still be permitted to do this via Turnitin on Blackboard, although it will be subject to lateness penalties. You should also notify the School Office via email that you have submitted your assignment after the deadline. University Regulations permit taught postgraduate students to submit a piece of work up to nine days after the deadline. Anything submitted more than nine days after the deadline will be deemed as a non-submission and will be subject to a mark of 0 (with the opportunity to resubmit at a later stage for the purposes of progression, as outlined below under ‘What happens if I fail?’).

What if I can’t meet an essay deadline?

It is very important that you keep to assignment deadlines, as a system of penalties for late submission operates (see above). We do not offer any extensions on assessed work. However, if you cannot complete your work because of problems as illness, bereavement, or major personal difficulties, you may be eligible to claim for mitigating circumstances. Please refer to the guidance on mitigating circumstances in the Taught Postgraduate Student Handbook.

What happens if I fail?

If you do not have a mark of at least 50% for each taught module, you will be offered one opportunity only to resit this work, usually in the summer period. For a resit or resubmitted piece of work, the maximum mark is 50. Students following the 60-credit dissertation route are entitled to resit up to 60 credits of the taught modules: if you fail more than that at the first attempt you will not be able to write your dissertation or complete the course. Students following the 90-credit dissertation route are entitled to resit up to 45 credits of the taught modules.

How can I improve my essay marks?

For a general description of the characteristics of work which would be considered for a grade of Merit or Distinction, please see the later tables in this Guide. It is vital that you read through (and act upon) any feedback given to you. Should you require any additional feedback you may consult with your Personal Tutor who will provide feedback on your performance in examinations. For non-assessed essays you may consult with your module tutor during his or her office hours (times are on the tutors’ office doors) or contact your tutor to make an alternative appointment (send an email or drop a note into the staff pigeonholes in Att 1514). A further useful resource is the Learning Development team (www2.le.ac.uk/offices/ld).

What happens if I have problems with my work?

If you are experiencing problems that you are unable to solve for yourself it is important to report them promptly. If the problems are strictly academic (i.e. you are experiencing difficulties with the course content or with modes...
of assessment such as essay writing) your module tutor would be the most likely reference point. Failing that you should contact your Personal Tutor. Learning Development and the English Language Teaching Unit provide a wide range of services: please see their web pages www2.le.ac.uk/offices/ld and www2.le.ac.uk/offices/eltu.

If your problems arise from illness or personal/family circumstances you should see your Personal Tutor. It may be appropriate to consult the Victoria Park Health Centre (203 Victoria Park Road, telephone 0116 215 1105) or the Counselling Service (0116 2231780 or email counselling@le.ac.uk). If your problems are likely to affect assessed work, it is very important to provide the Department with written evidence at the time they occur.

**Course Details**

**Programme and Module Specifications**

View the programme and module specifications for your course as follows:

- **MA Film and Film Cultures**
- **MA in the Country House**

In the programme specification you will find a summary of the aims of your course of study and its learning outcomes, alongside details of its teaching and learning methods and means of assessment. The programme specification also identifies the core modules that make up the course and any choice of optional modules. Each module has its own specification that formally records that module’s aims, teaching and learning methods, assessment components and their percentage weighting.

A list of module specifications can be found [here](#).

You can read more about our MA programmes on our University website:

- **MA Film and Film Cultures**
- **MA Country House (Art, History and Literature)**

**Assignment Submission Dates**

Assignments must be submitted by 12 noon on the date below:

<table>
<thead>
<tr>
<th>CODE</th>
<th>MODULE TITLE</th>
<th>ASSIGNMENT TYPE</th>
<th>SUBMISSION DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA7201</td>
<td>Research Methods in Film Studies</td>
<td>Book Review</td>
<td>27 October 2017</td>
</tr>
<tr>
<td>HA7010</td>
<td>The Country House in History</td>
<td>Essay 1</td>
<td>03 November 2017</td>
</tr>
<tr>
<td>HA7020</td>
<td>Country House Research Skills</td>
<td>Bibliographical Exercise</td>
<td>09 November 2017</td>
</tr>
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<td>HA7201</td>
<td>Research Methods in Film Studies</td>
<td>Dictionary Entry</td>
<td>10 November 2017</td>
</tr>
<tr>
<td>HA7203</td>
<td>Approaches to Textual Analysis</td>
<td>Essay 1</td>
<td>20 November 2017</td>
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<tr>
<td>HA7201</td>
<td>Research Methods in Film Studies</td>
<td>Gobbets</td>
<td>24 November 2017</td>
</tr>
<tr>
<td>HA7010</td>
<td>The Country House in History</td>
<td>Essay 2</td>
<td>06 December 2017</td>
</tr>
<tr>
<td>HA7020</td>
<td>Country House Research Skills</td>
<td>Essay</td>
<td>14 December 2017</td>
</tr>
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<td>HA7203</td>
<td>Approaches to Textual Analysis</td>
<td>Essay 2</td>
<td>12 January 2018</td>
</tr>
<tr>
<td>HA7201</td>
<td>Research Methods in Film Studies</td>
<td>Case Study</td>
<td>15 January 2018</td>
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<tr>
<td>CODE</td>
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<td>ASSIGNMENT TYPE</td>
<td>SUBMISSION DEADLINE</td>
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<td>----------</td>
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<td>-----------------</td>
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<tr>
<td>HA7204</td>
<td>American Cinema</td>
<td>Research Project</td>
<td>23 February 2018</td>
</tr>
<tr>
<td>HA7101</td>
<td>The Country House and the Collecting of Art: Evolution and Dispersal</td>
<td>Essay 1</td>
<td>16 March 2018</td>
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<tr>
<td>HA7202</td>
<td>Film &amp; Film Cultures in Historical Contexts</td>
<td>Essay 1</td>
<td>23 March 2018</td>
</tr>
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<td>HA7204</td>
<td>American Cinema</td>
<td>Essay</td>
<td>11 May 2018</td>
</tr>
<tr>
<td>HA7101</td>
<td>The Country House and the Collecting of Art: Evolution and Dispersal</td>
<td>Essay 2</td>
<td>18 May 2018</td>
</tr>
<tr>
<td>HA7106</td>
<td>The Country House: Management, Preservation, Education</td>
<td>Essay</td>
<td>18 May 2018</td>
</tr>
<tr>
<td>HA7202</td>
<td>Film &amp; Film Cultures in Historical Contexts</td>
<td>Essay 2</td>
<td>18 May 2018</td>
</tr>
<tr>
<td>HA7205</td>
<td>Dissertation</td>
<td>Dissertation</td>
<td>21 September 2018</td>
</tr>
<tr>
<td>HA7000</td>
<td>Dissertation A</td>
<td>Dissertation</td>
<td>28 September 2018</td>
</tr>
<tr>
<td>HA7005</td>
<td>Dissertation B</td>
<td>Dissertation</td>
<td>28 September 2018</td>
</tr>
<tr>
<td>HA7200</td>
<td>Dissertation</td>
<td>Dissertation</td>
<td>28 September 2018</td>
</tr>
</tbody>
</table>

**Module Information and Reading Lists**

For all modules please follow the links below for information on module content and reading lists.

**HA7000: Dissertation A**

Module description: TBC

**HA7005: Dissertation B**

Module description: TBC

**HA7010: The Country House in History**

Module description

E-Reading List: [http://readinglists.le.ac.uk/modules/ha7010.html](http://readinglists.le.ac.uk/modules/ha7010.html)

**HA7020: Country House Research Skills**

Module description

E-Reading List: [http://readinglists.le.ac.uk/modules/ha7020.html](http://readinglists.le.ac.uk/modules/ha7020.html)

**HA7101: The Country House and the Collecting of Art: Evolution and Dispersal**

Module description

E-Reading List: TBC
HA7106: The Country House: Management, Preservation, Education

Module description
E-Reading List: TBC

HA7200: Dissertation

Module description

HA7201: Research Methods in Film Studies

Module description
E-Reading List: http://readinglists.le.ac.uk/modules/ha7201.html

HA7202: Film & Film Cultures in Historical Contexts

Module description
E-Reading List: TBC

HA7203: Approaches to Textual Analysis

Module description
E-Reading List: http://readinglists.le.ac.uk/modules/ha7203.html

HA7204: American Cinema

Module description: TBC
E-Reading List: http://readinglists.le.ac.uk/modules/ha7204.html

HA7205: Dissertation
Module description: TBC

Film Society

From the biggest blockbusters to the critically acclaimed corners of World Cinema, Film Society is a chance to get together with like-minded people to watch and talk about your favourite films. Alongside weekly screenings we’ll have themed bar crawls, cinema trips, film quizzes and many other socials. So, if you have a guilty pleasure for Nicolas Cage or can’t stop talking about Nicolas Winding Refn’s Drive, you’ll be more than welcomed here. This is a recreational society so students from all disciplines can join. Membership is only £3 for the entire year.

Contact:
su-film@le.ac.uk
Facebook
Students’ Union

Requirements and Degree Classifications

Academic Obligations: A Summary Statement

Students joining the School of Arts undertake:

- to attend, and swipe into, all seminars, classes, and tutorials. Classes start on the hour and finish 10 minutes before the published end time to allow time for travel to the next class
• to attend, and swipe into, all lectures
• if unable for any reason to attend a seminar, class, or tutorial, to provide the relevant tutor with an explanation – preferably in advance – of the reasons for absence. You also need to send a brief explanatory message to SchoolofArts@leicester.ac.uk
• to perform all reading and other preparatory work set by tutors
• to contribute in a well-prepared and constructive manner to seminar discussion
• to produce all written work set by tutors by the deadlines laid down
• to present all written work in a clear and legible form according to the School’s requirements, outlined earlier in this Guide
• to ensure that the university has their current term-time and vacation addresses
• to remain in attendance during the full period of each term
• to be available during the July resit period, if required

Members of staff undertake:
• to be present to give seminars, classes, tutorials, and lectures
• if unable to be present, to give advance warning where possible
• to mark essays and other written assignments within approximately 21 days
• to be available at regular, stated times to see students about their work
• to provide their students with feedback on their performance in completed modules after the end of each semester

Students who fail to fulfil their academic obligations may be reported to the College Board as negligent in the prosecution of their studies. International students who fail to attend checkpoints will be reported centrally and this may result in the termination of their course and the subsequent reporting to the UK Border Agency, in line with University sponsor obligations.

Students experiencing difficulties or wishing to obtain further advice should consult their tutors or the Head of the School. The Head of the School will inform all students at the beginning of the session about the arrangements for such consultation.

### MA Degree Classification

The structure of History of Art and Film PGT degrees shall be 120 taught credits and a 60 credit dissertation or research project (although students on both programmes may opt for the 90-credit dissertation, and undertake 90 taught credits).

Students should observe Senate Regulation 6: Regulations governing taught postgraduate programmes for full details. The following regarding progression and award will be of particular significance to all students:

#### Progression requirements

6.27 The progress of each student shall be considered by a Board of Examiners at the end of the taught component of the programme. The Board of Examiners shall determine whether a student is permitted to progress to the dissertation or research project. Where the structure of a programme is such that a student has already begun work on his/her dissertation or research project, the Board of Examiners shall determine whether the student may continue with this work.

6.28 In making progression decisions for students on MA, MSc, LLM, MEM, and MBA programmes, a Board of Examiners shall adopt the following progression requirements:

<table>
<thead>
<tr>
<th>Taught Module Credits Failed at First Attempt</th>
<th>Progression Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 30 credits</td>
<td>A student will proceed to, or continue with, the dissertation or research project and is entitled to re-sit failed modules up to the maximum credit value set out in paragraph 6.23 above, at the earliest opportunity.</td>
</tr>
</tbody>
</table>
If, after reassessment, a student has any module mark of < 40%, Grade ‘F’, s/he will not be allowed to continue work on the dissertation or research project and shall be considered at the next meeting of the Board of Examiners.

31-45 credits
A student will proceed to or continue with, the dissertation or research project and is entitled to re-sit failed modules up to the maximum credit value set out in paragraph 6.23 above, at the earliest opportunity.

If, after reassessment, a student has more than 30 credits of failed modules, or any module mark of < 40%, Grade ‘F’, s/he will not be allowed to continue work on the dissertation or research project and shall be considered at the next meeting of the Board of Examiners.

46-60 credits
A student will not proceed to, or continue with, the dissertation or research project but is entitled to re-sit failed modules, up to the maximum credit value set out in paragraph 6.23 above at the earliest opportunity.

If, after reassessment, a student has 30 credits or fewer of failed modules, and no module mark < 40%, s/he will be allowed to progress to, or continue with, the dissertation research project.

If, after reassessment, a student has more than 30 credits of failed modules, or any module mark of < 40%, Grade ‘F’, s/he will not be allowed to continue work on the dissertation or research project and shall be considered at the next meeting of the Board of Examiners.

More than 60 credits
A student will not proceed to, or continue with, the dissertation or research project, but is entitled to re-sit failed modules up to the maximum credit value set out in paragraph 6.23 above in order to meet the requirements for intermediate award, where the relevant programme specification makes provision for such an award.

Where there is no provision for an intermediate award, or where the number of credits failed is such that the student cannot redeem a sufficient number to meet the requirements for an intermediate award, a board of examiners shall terminate his/her course for academic failure.

Criteria for and classification of awards
6.30 A Postgraduate Certificate, a Postgraduate Diploma and a Masters degree may be awarded with pass, merit, or distinction. In all cases classification is determined either on the basis of an overall credit weighted average or preponderance of credits, whichever leads to the better result for a student. The following descriptors apply:

Pass
To be awarded a pass a student will have demonstrated achievement of the specified learning outcomes of the programme to a satisfactory standard, demonstrating a critical and substantial understanding of the topic. They will have demonstrated the ability to develop an independent, systematic and logical or insightful argument or evaluation. They will also have demonstrated a significant degree of competence in the appropriate use of the relevant literature, theory, methodologies, practices, and tools and shown evidence of clarity, focus and cogency in communication.

Merit
To be awarded a merit a student will have demonstrated achievement of the specified learning outcomes of the programme to a very good standard,
demonstrating a well-developed, critical and comprehensive understanding of the topic. They will have demonstrated the ability to develop an independent, systematic and logical or insightful argument or evaluation. They will also have demonstrated a high degree of competence in the appropriate use of the relevant literature, theory, methodologies, practices, and tools, and shown a high level of clarity, focus and cogency in communication.

**Distinction**

To be awarded a distinction a student will have demonstrated achievement of the specified learning outcomes of the programme to an excellent standard, demonstrating a sophisticated, critical and thorough understanding of the topic. They will have demonstrated evidence of originality of thought and the ability to develop an independent, highly systematic and logical or insightful argument or evaluation. They will also have demonstrated excellence in the appropriate use of the relevant literature, theory, methodologies, practices, and tools, and shown excellent clarity, focus and cogency in communication.

6.31 For a Postgraduate Certificate, a student must have attempted every assessment component for each of the taught modules, unless mitigating circumstances have been accepted, and have achieved the following thresholds:

<table>
<thead>
<tr>
<th>Award</th>
<th>Taught modules</th>
<th>Failed credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate</td>
<td>A credit-weighted average mark of at least 50%, or at least 45 credits at 50%, grade ‘C’, or above</td>
<td>No more than 15 credits with a mark of less than 50%, grade ‘D’, and no module mark &lt; 40%, grade ‘F’</td>
</tr>
<tr>
<td>Postgraduate Certificate with Merit</td>
<td>A credit-weighted average mark of at least 60%, or at least 45 credits at 60%, grade ‘B’ or above</td>
<td>No credits with a mark of less than 50%, grade ‘D’</td>
</tr>
<tr>
<td>Postgraduate Certificate with Distinction</td>
<td>A credit-weighted average mark of at least 70%, or at least 45 credits at 70%, grade ‘A’ or above</td>
<td>No credits with a mark of less than 50%, grade ‘D’</td>
</tr>
</tbody>
</table>

6.32 Where a Postgraduate Certificate is to be awarded as an intermediate award and a student has attempted taught modules to a value greater than 60 credits, the thresholds set out in 6.31 above shall be applied to the 60 credits identified to meet the criteria for the award of a Postgraduate Certificate.

6.33 For a Postgraduate Diploma, a student must have attempted every assessment component for each of the modules of the taught modules, unless mitigating circumstances have been accepted, and have achieved the following thresholds:

<table>
<thead>
<tr>
<th>Award</th>
<th>Taught modules</th>
<th>Failed credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Diploma</td>
<td>A credit-weighted average mark of at least 50%, or at least 90 credits at 50%, grade ‘C’, or above</td>
<td>No more than 30 credits with a mark of less than 50%, grade ‘D’, and no module mark &lt; 40%, grade ‘F’</td>
</tr>
</tbody>
</table>
### Postgraduate Diploma with Merit

<table>
<thead>
<tr>
<th>Award</th>
<th>Taught modules</th>
<th>Failed credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A credit-weighted average mark of at least 60%, or at least 90 credits at 60%, grade ‘B’ or above</td>
<td>No more than 15 credits with a mark of less than 50%, grade ‘D’ and no mark &lt;40%, grade ‘F’</td>
</tr>
</tbody>
</table>

### Postgraduate Diploma with Distinction

<table>
<thead>
<tr>
<th>Award</th>
<th>Taught modules</th>
<th>Failed credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A credit-weighted average mark of at least 70%, or at least 90 credits at 70%, grade ‘A’ or above</td>
<td>No credits with a mark of less than 50%, grades ‘D’ or ‘F’</td>
</tr>
</tbody>
</table>

6.34 Where a Postgraduate Diploma is to be awarded as an intermediate award and a student has attempted taught modules to a value greater than 120 credits, the thresholds set out in 6.32 above shall be applied to the 120 credits identified to meet the criteria for the award of a Postgraduate Diploma.

6.36 For a Masters programme with a structure of 120 credits of taught modules and a dissertation/research project of 60 credits, a student must have attempted every assessment component for each of the taught modules, unless mitigating circumstances have been accepted, and have achieved the following thresholds:

<table>
<thead>
<tr>
<th>Award</th>
<th>Taught modules</th>
<th>Failed credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Degree</td>
<td>A dissertation/project mark of at least 50% (grade C) and Either: a) an overall credit-weighted average mark of at least 50% or b) at least 90 credits at 50% or above from the taught modules, (grade C)</td>
<td>No more than 30 credits with a mark of less than 50%, grade ‘D’, and no module mark &lt; 40%, grade ‘F’</td>
</tr>
<tr>
<td>Master’s Degree with Merit</td>
<td>A dissertation/project mark of at least 60% (grade B) and Either: a) an overall credit-weighted average mark of at least 60% or b) at least 60 credits at 60% or above from the taught modules, (grade B)</td>
<td>No more than 15 credits with a mark of less than 50%, grade ‘D’, and no module mark &lt; 40%, grade ‘F’</td>
</tr>
<tr>
<td>Master’s Degree with Distinction</td>
<td>A dissertation/project mark of at least 70% (grade A) and Either: a) an overall credit-weighted average mark of at least 70% or b) at least 60 credits at 70% or above from the taught modules, (grade A)</td>
<td>No 30 credits with a mark of less than 50%, grades ‘D’ or ‘F’</td>
</tr>
</tbody>
</table>

6.37 For a Masters programme with a structure of 90 credits of taught modules and a dissertation/research project of 90 credits, a student must have attempted every assessment component for each of the
taught modules, unless mitigating circumstances have been accepted, and have achieved the following thresholds:

<table>
<thead>
<tr>
<th>Award</th>
<th>Taught modules</th>
<th>Failed credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Degree</td>
<td>A dissertation/project mark of at least 50% (grade C) and either:</td>
<td>No more than 30 credits with a mark of less than 50%, grade ‘D’, and no module mark &lt; 40%, grade ‘F’</td>
</tr>
<tr>
<td></td>
<td>a) an overall credit-weighted average mark of at least 50% or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) at least 60 credits at 50% or above from the taught modules,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(grade C)</td>
<td></td>
</tr>
<tr>
<td>Master’s Degree with Merit</td>
<td>A dissertation/project mark of at least 60% (grade B) and either:</td>
<td>No more than 15 credits with a mark of less than 50%, grade ‘D’, and no module mark &lt; 40%, grade ‘F’</td>
</tr>
<tr>
<td></td>
<td>a) an overall credit-weighted average mark of at least 60% or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) at least 45 credits at 60% or above from the taught modules,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(grade B)</td>
<td></td>
</tr>
<tr>
<td>Master’s Degree with</td>
<td>A dissertation/project mark of at least 70% (grade A) and either:</td>
<td>No 30 credits with a mark of less than 50%, grades ‘D’ or ‘F’</td>
</tr>
<tr>
<td>Distinction</td>
<td>a) an overall credit-weighted average mark of at least 70% or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) at least 45 credits at 70% or above from the taught modules,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(grade A)</td>
<td></td>
</tr>
</tbody>
</table>
## Marking Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| Distinction, 90+ | Absolutely outstanding work, with the qualities of 70+ and 80+ marks  
Absolutely publishable quality and of a professional academic standard.  
Faultless presentation in accordance with the appropriate conventions. |
| Distinction, 80-89 | Outstanding work, showing all the qualities of a 70+ mark, but with greater originality,  
professionalism, perfectionism in presentation, and mastery of the literature, concepts,  
and evidence. |
| Distinction, 70-79 | Obvious independence of thinking and research, and evident signs of originality. There should be clear signs of a mind capable of pursuing post-MA research at a higher degree level.  
Very effective organisation and illustration of arguments.  
Sophisticated understanding and analysis of concepts, texts and evidence.  
A near comprehensive coverage of the relevant issues.  
Excellent range of references to the appropriate primary and secondary sources.  
Near-faultless presentation and writing in accordance with the appropriate conventions. |
| Merit, 60-69 | Substantial evidence of independent thinking and good research.  
Clear and effective organisation and illustration of arguments.  
Good critical analysis of texts and concepts.  
Thorough coverage of many relevant issues.  
Wide range of reference to appropriate primary and secondary sources.  
Good presentation and writing, following the Centre’s conventions.  
Originality and flair may however be lacking or perhaps the ideas or argument may be questionable, and the piece may not show the attention to detail and other qualities of mind necessary to carry it to distinction level. |
| Pass, 50-59 | More evidence of independent thinking or research (than below) but lacking in originality.  
Basically sound organisation and illustration of arguments.  
Adequate critical analysis, but it may sometimes be lacking in clarity or show poor judgement.  
Areas of omission in coverage of relevant issues and in reference to primary and secondary sources.  
Tolerable presentation in accordance with appropriate conventions, but there may be insufficient proof-reading and shortcomings in referencing, bibliography, citation and style. |
| Fail, 40-49 | Little or no evidence of independent thinking and/or research.  
Weakly conceived with lack of clarity and purpose in organization and illustration of the argument. |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| Bad fail, 0-39 | Failure to show any sign of independent research or thinking.  
No conceptual framework or hypothesis.  
No critical analysis of texts or concepts.  
Major omissions in coverage of relevant material.  
Extremely limited range of primary and secondary sources.  
Absence of any kind of scholarly apparatus and failure to observe approved conventions.  
Cases of plagiarism. The ‘blatant and unacknowledged lifting of material’ can vary in seriousness as a fault; but in almost all cases it will result in a bad fail, and in major cases of deception examiners may award a mark of zero, or near zero, for plagiarism. |