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Introduction

Welcome to the MA in English Language and Linguistics

Welcome to the School of English at the University of Leicester. We are delighted that you have chosen our MA programme as a way of expanding your knowledge and extending your skills, and we look forward to getting to know you and working with you.

During the course of your MA programme, you will acquire a well-structured knowledge base for the systematic study of the English language. You will develop your spoken and written communication skills as well as your skills in collecting and handling data. You will learn how to locate and access relevant publications and how to read them critically. As you approach your dissertation, you will move towards a more independent approach to learning, in which you will formulate your own research questions and develop an appropriate methodology for addressing them. Throughout, we will encourage you to reflect upon your own knowledge, understanding and communication skills, and to help your fellow-students to reflect on theirs.

Getting to know us

The Language and Linguistics team in the School of English is relatively small, and you will undoubtedly come into contact with all of us during your MA programme. You will find more information about our research interests and contact details on the School of English web pages. Each module on this programme has a Blackboard site, and you will be able to find details of the module convener’s office hours there.

You will be allocated a personal tutor for the duration of your time on the MA programme. If you have any general concerns about the programme, please do make an appointment to see them. Otherwise, please contact the course director (Dr Cathleen Waters, cw301@le.ac.uk).

Dr Cathleen Waters
Course Director
September 2015
Centre Details

A brief history of the School may be found here: [www2.le.ac.uk/departments/english/about](http://www2.le.ac.uk/departments/english/about)

The School is located in the Attenborough Tower, primarily on floors 13, 14, and 15. The School Office is Attenborough 1514. Campus maps are available at: [www2.le.ac.uk/maps](http://www2.le.ac.uk/maps).

Information on School research interests can be found via the staff list at: [www2.le.ac.uk/departments/english/people](http://www2.le.ac.uk/departments/english/people)

School Communications

The director of the MA in English Language and Linguistics by DL, Dr Cathleen Waters, is available for consultation about matters academic and pastoral at through an online sign-up link on her university webpage ([http://www2.le.ac.uk/departments/english/people/dr-cathleen-waters](http://www2.le.ac.uk/departments/english/people/dr-cathleen-waters)). In emergencies, course directors can be contacted at other times by email, in the first instance. In addition, all students are allocated a personal tutor, whom they are invited to consult about personal and academic difficulties met during the course.

For administrative matters, the Distance Learning Office is open Monday-Friday, 9.00am-5.00pm. The Programme Administrators can be reached by telephone at: +44 (0)116 252 3783 or by email at artshumsdl@le.ac.uk.
Staff List and Key Contacts

The School’s complete staff list may be found online at: www2.le.ac.uk/departments/english/people

The following table provides key contact information:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Philip Shaw</td>
<td>Head of School</td>
<td>+44 (0)116 252 5365 <a href="mailto:ps209@le.ac.uk">ps209@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Julian North</td>
<td>Senior Tutor for PGT</td>
<td>+44 (0)116 252 2776 <a href="mailto:jrn8@le.ac.uk">jrn8@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Cathleen Waters</td>
<td>Course Director</td>
<td>+44 (0)116 223 1398 <a href="mailto:cathleen.waters@le.ac.uk">cathleen.waters@le.ac.uk</a></td>
</tr>
<tr>
<td>Dr Jonathan Taylor</td>
<td>Careers Tutor</td>
<td>+44 (0)116 252 2778 <a href="mailto:jt265@le.ac.uk">jt265@le.ac.uk</a></td>
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Student Communications and Personal Details

The University keeps a record of your personal details such as your full name, addresses i.e. home address and term-time address, telephone numbers, personal email address and your emergency contact details. It is important to keep your details up to date as this will help you to receive information about your studies and exams and also ensure that official documents are provided to you with the correct name details.

You can check and update your details by logging-in to MyStudentRecord http://mystudentrecord.le.ac.uk using your University username and password. Click on the My Details tab and you will then be able to review and change your personal details.

It is important that you check your University email account frequently to ensure that you do not miss any important communication from the University.

Research Seminar Series

The School hosts a number of research seminar series during the year; postgraduate students are very welcome to attend these seminars virtually through Adobe Connect.

Learn at Leicester

Whatever your subject or level of study, there are many, many different ways in which you can access academic advice and support. The Learn at Leicester webpage provides you with further details of this support, together with direct links to a wide range of resources and services to help you:

- Make the most of the Library
- Develop your IT skills
- Manage your own learning
- Improve your English language
- Get independent advice about your course
- Manage your student information
University Library

The Library is your gateway to high quality information relevant to your studies. Using it effectively contributes directly to your success.

The Library provides you with:

- access to a huge range of specialist information resources including a print collection of over 1 million items and a Digital Library of over 500,000 eBooks and 50,000 electronic journals which you can use from anywhere on the Web;
- help in finding and using information; online, face to face and by telephone;
- individual and group study space, including the Graduate School Reading Room exclusively for postgraduate students;
- PCs, netbooks and wireless networking for your laptop;
- services for distance learners and researchers.

The Library is a shared resource for all members of the University. Please respect it and observe the Library regulations available at www.le.ac.uk/library/about.

To get started, visit www.le.ac.uk/library.

For information about your subject, please visit www2.le.ac.uk/library/find/subjects/english.

IT Services

Whilst studying at the University you will have a University IT account and email address. There are hundreds of University PCs available with Office 2010 and many specialist programs to help you with your studies.

Visit www.le.ac.uk/it4students for more information about:

- Student email: access your email and calendar anywhere, including on your smartphone or other mobile device;
- Printing: print, copy or scan on campus; pay by topping up your print and copy account;
- IT Help: visit the Help Zone in the Library, phone 0116 252 2253, email ithelp@le.ac.uk or attend a training course;
- Wifi: free access to eduroam wifi on campus, in halls or at other universities;
- PCs on campus: there are over 900 PCs available, with 350 located in the David Wilson Library (including 24/7 access during exam periods). Download the map to find a Student PC area on campus from: www.le.ac.uk/pcareas;
- Files: store files on your Personal Z: drive, which is backed up and available anywhere;
- Blackboard Virtual Learning Environment: support and information for all your courses;
- Leicester Digital Library: access to journals, databases and electronic books online;
- Mobile app: download the University mobile app to find a University PC available near you or access Blackboard Mobile Learn.

More information can be found at www.le.ac.uk/it4students

Student Learning Development

Studying for a degree is a stimulating, challenging and rewarding experience. In order to make the most of this experience, the University of Leicester provides a wide range of resources and services to support and enhance your academic development in areas such as essay-writing, critical thinking, independent learning and time-management. The Student Learning Development Team is here to help you develop the skills and abilities you
need in order to succeed in your studies. To find out more about how we can help you develop your academic skills and abilities, visit our website: www.le.ac.uk/succeedinyourstudies.

**Students’ Union Education Unit (ED)**

Education help and advice is provided by the Students’ Union for all students.

If you would find it helpful to talk to someone outside of your department, we offer a confidential and impartial service to help and advise you about where to go and what to do. If you wish to come and talk to us about your personal circumstances or academic worries, for example, exams or putting together an academic appeal, we will provide a professional and friendly service.

You will find the Education Unit staff in the Students’ Union Building on the first floor within the West Wing. Opening hours are 10.00 am to 4.00 pm, online chat facilities are available (visit our website for further details), you can either pop in or book an appointment by contacting us on the details below:

**Contact**: Students’ Union Education Unit (ED), Students’ Union (First Floor)

+44 (0)116 223 1132/1228 | educationunit@le.ac.uk | [http://leicesterunion.com/support/education](http://leicesterunion.com/support/education)

**English Language Teaching Unit (ELTU)**

The English Language Teaching Unit provides the following in-sessional courses for postgraduate students who wish to improve their English language skills:

- EL7000 Academic English for Postgraduates and Staff
- EL7040 Academic Grammar
- EL7050 Academic Listening
- EL7060 Academic Speaking

If you are new to Higher Education in the UK, we would recommend EL7030 Academic Writing Lectures, a series of four one-hour lectures in which the essentials of academic writing in a UK university are discussed.

Find out more at: [www2.le.ac.uk/offices/eltu/insessional](http://www2.le.ac.uk/offices/eltu/insessional)

**Other University Facilities**

**University Bookshop**

The Bookshop is owned by the University and is located on the ground floor of the David Wilson Library.

All prescribed and recommended texts are stocked, so that students can rely on the Bookshop for the books that they need in the course of their studies. We also sell a wide range of paperbacks and books of general interest. Books not in stock can be quickly provided to order. The Bookshop has a range of deals in the Autumn term which are exclusively for students.

Greetings cards, a wide range of stationery items and University of Leicester branded merchandise and clothing are always available.

The opening hours are:

- Monday to Friday 9.00 a.m. - 5.30 p.m. (5.00 p.m. in vacations)
- Saturday 10.00 a.m. - 2.00 p.m.

**Contact**: University Bookshop, David Wilson Library

+44 (0)116 229 7440 | bookshop@le.ac.uk | [www.le.ac.uk/bookshop](http://www.le.ac.uk/bookshop)
University Regulations

Senate Regulations (www.le.ac.uk/sas/regulations) contain rules and other important information about being an undergraduate or taught postgraduate student at the University of Leicester. The Regulations are part of the formal contract between you and the University; you will have confirmed when completing registration that you will comply with procedures defined in the University’s Regulations.

The Quick Guide to Student Responsibilities (www.le.ac.uk/sas/regulations/responsibilities) summarises some of your most important responsibilities as a student at Leicester, as defined in detail in the Regulations. These responsibilities relate to:

- attendance
- submission of work by set deadlines
- term time employment (full-time students – Home/EU and International)
- illness or other circumstances impacting upon studies
- maintaining your personal details
- the additional responsibilities of international students

Failure to adhere to student responsibilities can have serious consequences and may lead to the termination of your studies.

Student Responsibilities

The University expects its students to behave responsibly and with consideration to others at all times. The University’s expectations about student behaviour are described in:

- the Student Charter
- the Regulations governing Student Discipline
- the Student Code of Social Responsibility
- the Code of Practice governing Freedom of Speech
- the University’s regulatory statement concerning Harassment and Discrimination

These can be found at www.le.ac.uk/senate-regulations

Attendance and Engagement Requirements

Attendance and engagement with your course is an essential requirement for success in your studies. The University’s expectations about attendance are defined in Senate Regulation 4: governing student obligations (see www.le.ac.uk/senate-regulation4). Full-time students must reside in Leicester, or within easy commuting distance of the city, for the duration of each semester. You should attend all lectures, seminars, practical sessions and other formal classes specified in your course timetable, unless you have been officially advised that attendance at a particular session is not compulsory or you have received formal approval for absence. You are also expected to undertake all assessments set for you.

The University operates a Student Attendance Monitoring procedure. Your attendance will be monitored throughout the academic year and if sessions are missed without an acceptable explanation being provided to your department then neglect of academic obligations procedures will be initiated. This may result in your course of study being terminated.

If you are an international student and your course is terminated this will be reported to UK Visas and Immigration (UKVI), in line with University sponsor obligations.
Neglect of Academic Obligations

You are expected to attend all learning and teaching events which are timetabled for you. These include lectures, tutorials or practical classes. You are also expected to submit work within the deadlines notified to you. Persistent failure to attend taught sessions and/or to submit work, without good cause, will be considered to be a neglect of academic obligations. Departmental procedures for dealing with neglect are set out within the University’s regulations (see http://www.le.ac.uk/senate-regulation4 ‘Neglect of academic obligations’). In the most serious of cases of neglect the University has the right to terminate a student’s course.

Recording Lectures and Teaching Sessions

The University recognises that there are occasions when students may wish to record lectures to support their learning. Where a student believes that there are good academic reasons to request permission to record a lecture a University policy applies (see https://www2.le.ac.uk/offices/sas2/quality/recordinglectures). The policy seeks to protect the intellectual and privacy rights of both staff and students and take account of the relevant legislation concerning data protection and copyright issues.
Course Details

For information on normal and maximum periods of registration, please see Senate Regulation 2, paragraphs 2.20 to 2.29.

Programme and Module Specifications

View the programme and module specifications for your course via www.le.ac.uk/sas/courses/documentation

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.

MA English Language and Linguistics by DL Modules 2015/16

The Core Modules

- EN7504 Language, Discourse and Society
- EN7731 60-credit Dissertation

The Option Modules

One option module may be chosen in each semester; expected offerings in 2015-16 are:

- EN7613 Words and Word Meanings
- EN7733 Gender, Language and Discourse
- EN7735 Old English

Schedule of Year's Activities

Key Dates 2015-16

All times are UK.

2015

Monday 28 September
EN7504 Language, Discourse and Society Blackboard site available

Wednesday 14 October
5.00pm Leicester Linguistics Seminar online

Monday 12 October
Option module choice opens

Monday 19 October
5.00pm Deadline for return of option module choices

Friday 6 November
Critical reflection in Language, Discourse and Society due

Monday 23 November
5.00pm Leicester Linguistics Seminar online

**Friday 27 November**
Discourse essay in Language, Discourse and Society due

**Monday 30 November**
Option module 1 begins

**Thursday 24 December to Sunday 2 January 2015**
University Closed

**2016**

**Friday 19 February**
Option module 1 assessment due

**Monday 22 February**
Option module 2 begins

**Friday 25 March to Wednesday 30 March**
University closed

**Late April or Early May**
Dissertation presentation due (due date will be communicated closer to the time)

**Monday 2 May**
May Bank Holiday: the University will be closed on this day

**Friday 13 May**
Option module 2 assessment due

**Monday 30 May**
Spring Bank Holiday: the University will be closed on this day

**Monday 29 August**
Summer Bank Holiday: the University will be closed on this day

**Thursday 15 September**
Dissertation submission deadline

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**Programme and Module Specifications**

View the programme and module specifications for your course via [www.le.ac.uk/sas/courses](http://www.le.ac.uk/sas/courses)

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.
Dissertation Preparation

Choosing Your Dissertation

The dissertation module is worth 60 credits: one third or more of your MA. It consists of eight key phases. They may overlap with one another, but are presented here in more or less chronological order:

- identifying your focus and developing your project (working through six activities on Blackboard): We recommend that you begin this process in July of your first year of enrollment. You will need to complete the dissertation proposal form by the 15th of September and submit it via Turnitin. You will be allocated to a supervisor by early October (the start of your second year).
- undertaking background reading to enable you to situate your project within existing research in the field ongoing throughout the project
- considering the ethical implications of your project (by completing the online ethics form)
- working with your supervisor (in one-to-one meetings and by feedback on your drafts): From October of the second year
- collecting your data (you may choose to make a start on this before your presentation): From the beginning of October of the second year or after ethics approval has been granted by the University
- analysing your data (as above, it might be useful to undertake a preliminary study before your presentation): From October of the second year
- presenting your dissertation (by oral presentation): Deadlines and details of the submission process will be announced closer to the time
- completing your dissertation (writing up, re-writing, and proof-reading): You should submit your dissertation via Turnitin by the 15th of September 2016.

Identifying an Appropriate Dissertation Topic: FAQs

Can I write about another language instead of English?

No, this is an MA in English Language and Linguistics, therefore your dissertation must focus on English. We are not qualified to supervise your work on other languages and the library will not be able to provide you with sufficient support either.

Can I write about another language as well as English?

A meaningful comparative study compares languages that are closely related to one another. Therefore, although it makes sense to write a comparative dissertation on English and Dutch, for example, it makes little sense to write one on English and Chinese. The only possible conclusion this dissertation could draw is that English and Chinese are very different from one another, which is hardly a surprise.

Can I write about EFL learners?

Yes, if you want to build on your knowledge of another language in your dissertation, you could analyse the use of the definite article by Kurdish learners of English (for example).

Can I write about the influence of another language on English?

Yes, if you want to build on your knowledge of another language in your dissertation, you could analyse the use of Arabic vocabulary within English (for example).

Can I write about the influence of English on another language?

You would need to discuss this with a potential supervisor before you submitted your proposal form.
Coursework Submission

Please see the Referencing and Academic Integrity section for details of coursework submission.

Your coursework must be:

- in response to a title or question that you have agreed in consultation with your tutor;
- anonymous: include your candidate number and the module code in the header on each page;
- no longer than the specified word-limit;
- not appreciably shorter than the specified word-limit;
- presented in accordance with the style guide set out below;
- word-processed (or typed):
- all students should submit their coursework (Word document or PDF file) via Blackboard; students submitting work for School of Education modules (prefixed ED) should additionally follow instructions on submitting two hard copies to the TESOL office.
- on time: if your coursework submission is late or incomplete, there will be a delay in returning marks to you and penalties will be applied according to the University scheme (see below)
- submitted via Turnitin on Blackboard

How to submit your coursework via Turnitin

- Log on to Blackboard
- Click on your module title
- Click on ‘Assignments’
- Click on ‘View/Complete’ for the relevant assignment
- Fill in your name and the title of the coursework
- Click on Browse and attach your coursework in one of the following formats: Word, Text, Postscript, PDF, HTML or RTF)
- Click ‘Open’ to return to the Turnitin page
- Click ‘Submit’
- Check that you have received an email to confirm that your submission was successful

Penalties for late submission of work

You should make sure that you submit your assignments by their due date to avoid any marks being deducted for lateness. Penalties for late submission of coursework follow the University scheme defined in Regulations governing the assessment of taught programmes (see www.le.ac.uk/senate-regulation7 or www.le.ac.uk/sas/assessments/late-submission).

If you do need to submit a piece of work after the submission deadline, you will need to take it to the reception desk in Attenborough 1514; you must complete and sign a ‘Late Submission of Assessed Work’ form to accompany any late work.

Change of Course/Module

Discuss your options with your personal tutor, or another appropriate member of staff in your department, if you are considering a change of course or module. Changes of course or module require approval by your department and the University’s Registry and will only be allowed in certain circumstances.

See www.le.ac.uk/sas/courses/transfercourse or www.le.ac.uk/sas/courses/transfermodule for details of the procedures involved and deadlines that apply.
Marking and Assessment Practices

Student anonymity will be preserved during the marking of all formal examinations. Summative coursework (i.e. coursework that contributes to your module mark or grade) will be marked anonymously unless there are sound educational reasons for not doing so, or the type of assessment makes anonymous marking impractical.

All marks are provisional until confirmed by a meeting of the Board of Examiners. The External Examiner will review a selection of coursework and dissertations after the mid-September dissertation deadline; the Board will then meet (usually in late-October/early-November) to finalise results.

Students will usually be notified of module results and degree awards by the Registry (via the student portal) shortly after the meeting of the relevant Board of Examiners.

The External Examiner for this programme is: Professor Urszula Clark. Please note that students are not permitted to initiate direct contact with External Examiners (see Regulation 7.36).

Feedback and the Return of Work from Staff

The Department complies with the University’s policy for the return of marked coursework (see www.le.ac.uk/sas/quality/student-feedback/return-of-marked-work for details of the full policy:

General principles:

- Feedback and provisional grading on coursework will be returned within 21 days of the submission date for campus-based programmes; 28 days for distance learning and approved programmes.
- In exceptional circumstances where this is not possible, you will be notified in advance of the expected return date and the reasons for the longer turn-round time and where possible staff will provide some interim feedback: for example in the form of generic feedback to the class regarding common errors and potential areas for improvement.

All work in the School of English is marked by two markers. Please see the end of this Handbook for our Marking Criteria.

Students will receive a written report and an agreed grade for each assessed essay and dissertation.

Other feedback will include verbal feedback from seminar tutors.

You are encouraged to discuss your assessment feedback with your personal tutor, if you have any questions or concerns.

Progression and Classification of Awards

The University’s system for the classification of awards and the rules of progression are defined in the Regulations governing taught postgraduate programmes of study (https://www2.le.ac.uk/offices/sas2/regulations/documents/sr6-taught-postgraduate). Alternatively, refer to the Student and Academic Services website for information about degree classification and progression: www.le.ac.uk/sas/assessments/pgt-progressionaward

Any specific progression requirements for your course are stated in its programme specification (see http://www.le.ac.uk/sas/courses/documentation)

Should you fail to achieve a pass mark (50%) in a module, you will be entitled to re-sit or re-submit any of the failed components of assessment associated with that module, on one occasion only. Please note, however, that the number of credits of taught modules that you are entitled to re-sit or re-submit is half of the credit value of the taught component of the programme (i.e. up to 60 taught credits if you are undertaking a short dissertation or up to 45 taught credits if you are undertaking a long dissertation). One resubmission of the
dissertation will normally be allowed. For further details, please refer to Senate Regulation 6: Regulations governing taught postgraduate programmes of study.

Please see also your Study Skills Guide.
Referencing and Academic Integrity

You must use a consistent referencing style when referring to books and other publications that you have read for your coursework. Most academic departments have a specific referencing style which you are required to use. Please note that some of your modules may be taught by different departments. To find out which referencing style each department uses, and for information and help on each referencing style, please visit http://www.le.ac.uk/library/help/referencing

Requirements differ on how to arrange bibliographies (complete list of all reference and other sources at the end of your coursework) and whether references are included within the word count for your coursework – please refer to any separate guidance provided on these points.

The University views academic integrity as one of the foundations of academic development. A key part of this is the acknowledgement of the work of others. 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 acknowledgement.

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 colluion

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.

See also www.le.ac.uk/sas/assessments/plagiarism

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 www.le.ac.uk/senate-regulation11, paragraphs 11.63 to 11.78).
Resources and advice to help you study with integrity and avoid committing plagiarism

Negotiating these various rules, regulations and conventions can sometimes be a challenge, especially if they are new or different from previous experiences of studying. Check the Student Learning Development website for guidance on how to manage your studies so that you meet the required standards of critical scholarship and academic integrity: www2.le.ac.uk/offices/ld/resources/study/plagiarism-tutorial

If you are in any doubt about what constitutes good practice, ask your personal/academic tutors for advice or make an appointment with Student Learning Development for individual advice. You can book an appointment online by visiting: www.le.ac.uk/succeedinyourstudies.

One of the most important practices in ensuring the academic integrity of your work is proper referencing. The following section contains details of how to ensure your work meets the specific referencing requirements for the discipline(s) you are studying.

Turnitin plagiarism software is used in the School of English. By submitting your assignment electronically you are confirming that you understand and agree to abide by the University’s policy on plagiarism.

Your coursework should be double-spaced, in a font no smaller than 12 points, with each paragraph indented or followed by additional spacing. Short quotations can be included within single quotation marks in the body of your own text, but quotations longer than about thirty words should be indented as follows:

    Long quotations should be indented so that they are clearly separate from your own text. Quotation marks are not necessary, but the reference should be included. This can either be in the paragraph that precedes and introduces the quotation or at the end of the quotation (Coleman 2011, p.12).

The line after a quotation is not indented and there should be no additional spacing. Never leave quotations to speak for themselves: if you are quoting something it should always be because you have something to say about it.

References are provided according to the Harvard name-date system (www.le.ac.uk/oerresources/ssds/harvard/). Every source you refer to or quote from should be listed in your Bibliography. It is not necessary to list everything you have read, but you should be citing everything you have relied on in your essay or project. The following notes refer to sections in the online manual.

Section C: In-text referencing

1.1 Do not insert any punctuation between the author’s name and the date

1.3 Use references without page numbers sparingly. Use p. for reference to a single page; pp. for reference to more than one page (you should not italicize them). In each case, they should be preceded by a comma and a space. There should be no space before the page number.

1.4 Use single quotation marks. Indent any quotations of more than about thirty words.

1.5 Do not italicize long quotations. The reference should follow the quotation immediately and not be placed on a separate line.

1.7 Use et al. (italicized) within the text when there are three or more authors.

1.9 It is acceptable to use n.d. as an abbreviation for no date (you should not italicize them). Circa should be abbreviated to c. (which should be italicized).

1.10 and 1.11 Insert the name into the second citations in these examples, to avoid the possibility of misinterpretation.

1.17 Give the entry headword and (if relevant) sense division rather than the page number: OED house n¹ 1b.
1.20 Although films and television programmes can provide you with linguistic data, avoid citing them as if they were scholarly sources.

Section D: The full reference list

We are asking for what the manual calls a reference list. Do not list everything you have read, only what you cite or quote, but make sure that you cite all the sources that have influenced your essay. You can use hanging indentation or spacing after each entry, as preferred.

2.2 Do not use upper case for authors’ names. Do insert a space between the last name and initials. Do not insert a space between initials. Capitalize all lexical words (nouns, main verbs, adjectives, adverbs).

2.3 Use the same conventions as in section 2.2. It is acceptable to use either & or and, but be consistent (you should not italicize them).

2.4 Use the same conventions as in section 2.2. It is acceptable to use either & or and, but be consistent (you should not italicize them).

2.5 Use the same conventions as in section 2.2. It is acceptable to use either & or and, but be consistent. Do not bracket ed. or eds. (you should not italicize these forms).

2.6 It is acceptable to use either & or and, but be consistent. If you choose to abbreviate page ranges, do so consistently: pp.436-480 and pp.201-209 should be written pp.436-80 and pp.201-9. Do not abbreviate the teens: pp.12-9 and pp.413-8 should be written pp.12-19 and pp.413-18 (you should not italicize page references).

2.8 Italicize journal names. Use the same conventions as in section 2.6.

2.9 Italicize the name of the newspaper.

2.11 and 2.12 Give the full reference including page numbers (if available online) as for a printed source. The url and date of access are necessary additions to this. Enclose urls within angled brackets < >. Available from should not be followed by a colon (you should not italicize urls).

2.13 It is highly unlikely that you will need to cite an email. Check with your tutor before you do so.

2.14 Note that online images may be subject to copyright and that you should not copy them without permission.

Presentation of the Dissertation

- Put your student number, not your name, on the dissertation.
- The title page should contain the following details:

  DISSERTATION TITLE  
  MA in English Language and Linguistics  
  University of Leicester  
  2016  
  CANDIDATE NUMBER (NOT NAME)

- Dissertations must be submitted electronically through Turnitin.
- It is not possible for dissertations submitted after 30 September 2016 to be considered by the next Board of Examiners. Thus, failure to submit by the deadline means the award of the degree, and the opportunity to graduate, will be delayed.
Notification of Ill Health and Other Mitigating Circumstances

The University recognises that students may suffer from a sudden illness or other serious event or set of circumstances which adversely affects their ability to complete an assessment or the results they obtain for an assessment. In such cases the mitigating circumstances regulations and procedures may be applied. These regulations are designed to ensure the fair and consistent treatment of all students.

You must keep your department(s) informed at all times of any personal circumstances that may impact upon your ability to study or undertake assessments. Tell your department(s) about any such circumstances at the time they occur. You need to supply supporting documentation (e.g. a medical certificate) as soon as possible and no later than the deadline relevant to the assessment(s) affected. Normally, the deadline for submission of a mitigating circumstances claim will be no later than five working days after the assessment deadline to which it relates.

See www.le.ac.uk/sas/regulations/mitigation for full details of the mitigating circumstances regulations and procedures, including the University’s definition of a mitigating circumstance.

Students should submit evidence of mitigating circumstances within five working days of the relevant assessment deadline. This should be submitted to the Programme Administrator either via the School Office (Attenborough 1514) or by email.

Completed mitigating circumstances forms and supporting documentation will be considered by a Mitigating Circumstances Panel. Mitigating Circumstances Panel meetings are held every week during term time, and you can expect to receive a decision in relation to your form and evidence within ten working days of this having been submitted.

The Mitigating Circumstances Panel membership comprises colleagues from the School of English, School of Modern Languages, and the Department of History of Art and Film. This allows us to schedule regular Mitigating Circumstances Panel meetings so as to present timely responses to our students. Please note that student confidentiality is of utmost importance to the Mitigating Circumstances Panel, and specific information will never be disclosed outside of the Mitigating Circumstances Panel.

If you have any questions about this, or if you would like to find out when the next Mitigating Circumstances Panel meeting will be held, please contact the Programme Administrator for your degree.

Personal Support for Students

Departmental Student Support Arrangements

From discussion of academic progress, to friendly advice on personal matters; personal tutors are there to provide support, advice and guidance on an individual level. Common topics for discussion may include course changes, study progress, module choices, exam results, career opportunities or more personal problems such as accommodation or financial difficulties. The Department’s personal tutor system operates in accordance with the Code of Practice on Personal Support for Students: www.le.ac.uk/sas/quality/personaltutor

Your personal tutor will offer confidential advice and support on a range of matters, from official dealings with the University, College or School (this includes advice on issues relating to modules on which your personal tutor also teaches; as personal tutor their role is to provide you with support, not discipline) to guidance on how to proceed in the event of a failure. It is in your interests to ensure that your personal tutor is kept informed about anything that might affect your ability to fulfil your assignment and attendance obligations. Your personal tutor will be able to put you in touch with a range of specialist advisers within the university, qualified to give financial, medical and welfare advice.
The writing of references for potential employers is generally done by your personal tutor. Please do remember to ask your personal tutor, though, before giving his or her name as a referee. It would also help your tutor if you could provide an up-to-date curriculum vitae, and specific details about the position applied for.

Equal Opportunities

The School Equal Opportunities Officer is Dr Jonathan Taylor.

The School AccessAbility officer is Mr David Revill.

If you have any concerns related to equal opportunities (ethnicity, gender, disability, etc.), these may be raised at a regular Postgraduate Student-Staff Committee meeting.

University Student Support Arrangements

AccessAbility Centre

The Centre offers a range of services to all students who have specific learning difficulties, such as dyslexia, disabilities or long-term conditions including mental health which have a substantial day to day impact on their studies. Staff offer one to one support, the co-ordination of alternative examination arrangements and assistance with applications for the Disabled Students’ Allowance. It is possible to be screened for specific learning difficulties and access to formal assessment is available. Students are means tested to see if they are eligible for assistance with the cost of formal assessments. The open access Centre acts as a resource base for students and staff and is a relaxed place for students to work. Its computers are equipped with specialised software for screen enlargement. Essay planning and speech output software is on the University network. The Centre has some specialised equipment (CCTV, enlarged keyboard, and chairs) and some for loan (chairs, writing slopes and digital recorders). Low-level photocopying and printing facilities are also available. The Centre welcomes self-referrals as well as referrals from academic staff.

Contact: AccessAbility Centre, David Wilson Library
Tel/minicom: +44 (0)116 252 5002 | Fax: +44 (0)116 252 5513 | accessible@le.ac.uk | www.le.ac.uk/accessability

Student Welfare Centre

The Student Welfare Centre offers wide ranging practical support, advice, and information for students.

Financial advice is offered, with information on budgeting and funding. Specialised staff can advocate over late loans and other financial issues. Students can apply for hardship grants and loans through the Service. Information and guidance is available in relation to private rented accommodation.

For international students, the Student Welfare Service coordinates The International Welcome Week in September and January. Expert immigration advice is available and students are strongly advised to renew their visas through the scheme provided by Student Welfare. Specialised Officers also support students who experience financial or personal problems.

Contact: Student Welfare Service, Percy Gee Building (First Floor).
Tel: +44 (0)116 223 1185 | Fax: 0116 223 1196 | welfare@le.ac.uk | www.le.ac.uk/welfare

Counselling and Wellbeing Service

This Service offers a range of expertise and support for the psychological aspects of health and wellbeing.

Services on offer include:
Student Counselling Support

Time-limited, free and confidential counselling on a one-to-one or group basis to help students find ways of dealing with academic-related or personal issues that may be affecting ability to study or engage with student life.

For information see our website: www.le.ac.uk/counselling

Contact: Student Counselling Service
+44 (0)116 2231780 | counselling@le.ac.uk

Student Mental Wellbeing Support

Practical and emotional one-to-one and group support to students managing mental health issues whilst at the University.

Contact: Student Support (mental wellbeing)
+44 (0)116 252 2283 | mentalwellbeing@le.ac.uk

www2.le.ac.uk/offices/ssds/student-support-mental-wellbeing

Student Healthy Living Service

The Student Healthy Living Service provides direction to health care and health related activity which will contribute to wellbeing and help students to enjoy a balanced life. Students should register for health care local to the University; The University works closely with the Victoria Park Health Centre where staff have expertise in student health. More information can be found on the Healthy Living Service website.

Contact: Student Healthy Living Service
+(0)116 223 1268 | healthyliving@le.ac.uk | go.le.ac.uk/healthyliving

Careers and Employability

Career Development Service

You need a first-class education; that’s a given. But you also need an edge, an advantage, a head-start in the competitive graduate recruitment world. Based in the Students’ Union, your award winning Career Development Service is here to guide and support you from your arrival at Leicester through to graduation and beyond.

Throughout your studies you will engage with the Career Development Journey which is your personal guide to working out what you want to do after University and how to get there. Starting early is key, and completing the first step of the journey is simply achieved by logging onto MyCareers with your university username and password. You can access this through our homepage.

MyCareers is your gateway to:

- Booking one-to-one appointments with our career consultants for support with career planning, job hunting, CVs and applications, and mock interviews;
- Booking workshops, such as mock assessment centres and psychometric testing;
- Invitations to employer events;
- Finding all the opportunities available exclusively for Leicester students such as paid internships, volunteering, and enterprise and business start-up activities.

Get involved by:
• Signing up to Unitemps if you are looking for part time work whilst studying. We are based next to the Career Development Service in the Students’ Union.

• Coming along to fantastic employer events throughout the year including the Festival of Careers. We are one of the top 25 universities targeted by the largest number of top employers!

• Reflecting on your skill development throughout your academic studies and extra-curricular activities, as you will need to show employers how you can communicate, work in a team and much more. For more information on the Transferable Skills Framework go to our website.

Come and visit us in the Students’ Union and log onto your MyCareers account to get started. We’re here to support you throughout your time at university so make the most of the services we offer, to make the most of you.

Contact: Career Development Service, Level 0, Students’ Union, Percy Gee Building

0116 252 2004 | careershelp@le.ac.uk | www.le.ac.uk/careers | @uolcds | fb.com/uolcds
Feedback from Students

Student Feedback Questionnaires

Students are asked to complete a course questionnaire at the conclusion of the taught section of their course (at the end of the spring term or beginning of the summer term).

The School uses questionnaire feedback within the process of reviewing individual modules and the course as a whole.

The Course Convenor will respond to feedback verbally (where appropriate) at the end-of-course meeting and will communicate actions taken via Blackboard.

Student Staff Committees

The School Postgraduate Student-Staff Committee meets three times each year.

Representatives are drawn from each of the School’s MA programmes and also from the English Research (PhD) programme. Volunteers are sought at the beginning of each academic year; the Students’ Union will circulate details about Course Rep elections.

In 2014/15, the Postgraduate Staff-Student Committee will meet:

1.00pm, Wednesday 28 October 2015 [venue TBC]
1.00pm, Wednesday 10 February 2016 [venue TBC]
1.00pm, Wednesday 18 May 2016 [venue TBC]

If you would like to raise an issue at a PGSSC meeting, please contact your course representative. (Details are listed on Blackboard.)

Minutes of each meeting are posted on Blackboard; they are also forwarded to the School Meeting, the Students’ Union Education Unit and to the College Academic Committee.

The University’s Code of Practice on the Work of Student-Staff Committees may be downloaded here: www2.le.ac.uk/offices/sas2/quality/codes/documents/sscommittees.pdf

Societies

SPELL is the social and academic society for postgraduates in the School of English. We exist to nurture a lively postgraduate community within the department, acting as the social hub for both MA and PhD students. The society aims to support postgraduate students throughout their studies, whether that’s simply by offering a chance to make new friends and catch up with old ones, or through the development of research skills and interests at a workshop or Postgraduate Forum. Throughout the year we coordinate formal and informal events to bring postgraduates together, from casual socialising in the pub and/or afternoon tea to academic workshops. Regular events include an annual welcome reception, the Postgraduate Forum, Café Spell and a theatre trip, in addition to special events such as the Shakespeare workshop, creative writing workshop and the summer picnic held over the past year. We also maintain links with other societies across the College, such as the New History Lab.

The SPELL Committee is focused on reaching out to all postgraduates in the School of English and hope to run activities that everyone can enjoy. Please get in touch with any member of the committee if you have any suggestions/ideas for the future. We look forward to meeting you in October.

The new membership year will begin at our welcome reception at the beginning of term.
If you would like to join the Society, please see the SPELL web pages on the School of English site (http://www2.le.ac.uk/departments/english/studentresources/societiesandcommittees) or join our Facebook Group page: https://www.facebook.com/groups/208586385844425

**Proceeding to a Research Degree**

The MA in English Language and Literature is useful preparation if you are considering further study for a research degree (an MPhil or a PhD). At the University of Leicester, we have a thriving community of postgraduate research students. Further details about how to apply for a research degree are available on our web pages (see www2.le.ac.uk/departments/english/postgraduate/researchdegrees). It is worth starting discussions with a potential supervisor early in the process (by January of the year in which you wish to commence study), in order not to miss deadline for potential funding opportunities.

**Safety and Security**

The School Safety Officer is Mrs Andrea Vear (av128@le.ac.uk, ext. 2662, Attenborough 1514).

**Emergency Numbers**

To summon the fire brigade, police, or ambulance from an internal phone: dial 888
If there is no reply: dial 9 then 999
From an external phone / payphone: dial 999

**Attenborough Building**

The Attenborough Building is open from 8.00am to 6.00pm, Monday to Friday.

The fire alarm is tested once a week, usually on Thursday at 9.30am. If the alarm sounds at another time, please exit the building via the stairs. Do not collect personal belongings. Follow any instructions issued by the fire wardens. The assembly point is the area in front of the Mathematics Building.

**Paternoster**

In order to prevent the Paternoster from malfunctioning, students are asked to observe strictly the safety instructions posted in each car.

**Student IT Cards**

If you need to order a replacement Student ID Card, please visit http://www2.le.ac.uk/offices/sas2/studentrecord/access.

**Personal Belongings**

Your personal belongings are not covered by the University’s insurance. You are therefore advised to check whether your parents’ or family policies provide adequate protection. If not, private insurance arrangements should be made.

A lost property service operates from the Security Lodge, which is situated at the far end of the Fielding Johnson Building on Wyggeston Drive, University entrance No. 1.

Bicycles may be brought onto the main campus but must be placed in the cycle racks provided, and appropriate security measures taken to help to prevent theft and damage. For advice on preventing cycle theft and details of the University’s Coded Cycle Scheme visit: www.le.ac.uk/estates/facilities_&_services/security/CodedCycleScheme.html
Complaints and Academic Appeals Procedures

The University has robust systems in place governing the quality and standards of its degree programmes and your experience as a student here. We are confident that, like the vast majority of students here, you will enjoy and be satisfied with your course. In most instances your department will be able to resolve any issues that do occur but we recognise that this will not always be possible. For this reason, the University has official procedures that allow eligible cases to be formally reviewed.

Information about these procedures, including the relevant forms, can be found on the Student and Academic Services website: see [www.le.ac.uk/sas/regulations/appeals-complaints](http://www.le.ac.uk/sas/regulations/appeals-complaints). These pages should be read in conjunction with the University’s [Regulations governing student appeals](http://www.le.ac.uk/senate-regulation10) and [Regulations governing student complaints](http://www.le.ac.uk/senate-regulation12).
## Marking Criteria

<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>Distinction (&gt;70)</th>
<th>Merit (60-69)</th>
<th>Pass (50-59)</th>
<th>Fail (40-49)</th>
<th>Fail (&lt;49)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of Aims and Argument</td>
<td>Clear and sophisticated aims, with excellent organization and illustration of arguments</td>
<td>Clear aims with effective organization and illustration of arguments</td>
<td>Clear</td>
<td>Weakly conceived, with a lack of clarity and purpose in the organization and illustration of the argument</td>
<td>Organization of material is incoherent</td>
</tr>
<tr>
<td>Project Design</td>
<td>Thoughtful project informed by background reading and making excellent use of data. Clear evaluation of methodological limitations.</td>
<td>Thoughtful project design, showing some evidence of background reading and consideration of limitations. Good quality data.</td>
<td>Coherently designed project, though not always acting on background reading or methodological limitations to produce good quality data</td>
<td>Insubstantial project design producing little or poor analysis of data. Major methodological limitations</td>
<td></td>
</tr>
<tr>
<td>Ethics (where applicable)</td>
<td>Ethical issues central to all aspects of the project</td>
<td>Careful and informed approach to ethical issues</td>
<td>Some thought given to ethical issues, and conforms to the University guidelines</td>
<td>Does not fully conform to the University guidelines for ethical research</td>
<td></td>
</tr>
<tr>
<td>Independent Thinking</td>
<td>Independent approach to project design, evidence selection, and interpretation of results</td>
<td>Substantial evidence of effective research and independent thinking</td>
<td>Evidence of research, with some independent thinking</td>
<td>Little evidence of independent thinking or critical analysis of texts and concepts</td>
<td>Poor and/or derivative use of secondary sources</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Sophisticated, subtle and probing analysis throughout</td>
<td>Detailed and thorough analysis throughout.</td>
<td>Some analysis offered in support of arguments</td>
<td>Little or inaccurate analysis.</td>
<td></td>
</tr>
<tr>
<td>Knowledge and Accuracy (including linguistic terminology)</td>
<td>Near-faultless use of linguistic terminology; extensive knowledge of the field</td>
<td>Accurate use of linguistic terminology; Thorough coverage of the field</td>
<td>Largely accurate use of linguistic terminology. Good coverage of relevant issues</td>
<td>Poor use of linguistic terminology or conventions. Limited range of reference to key work in the field</td>
<td>Serious errors in use of linguistic terminology</td>
</tr>
<tr>
<td>Use of Academic Conventions</td>
<td>Near-faultless presentation in accordance with the appropriate academic conventions</td>
<td>Very good presentation in accordance with appropriate academic conventions with evidence of careful proofreading and correction</td>
<td>Good presentation in accordance with appropriate academic conventions, but evidence of insufficiently thorough proofreading and of some shortcomings in referencing, bibliography, citation and matters of style</td>
<td>Inaccurate presentation, evidence of weak or inconsistent use of academic conventions, poor proofreading and serious problems with referencing, bibliography, citation, formatting or style</td>
<td>Serious and persistent failure to use academic conventions</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Readability</td>
<td>Clear and lucid academic writing in an discriminating register</td>
<td>Clear academic writing in an appropriate register</td>
<td>Writing in an academic register with satisfactory levels of precision and clarity</td>
<td>Writing in an inappropriate register, with lack of clarity and precision</td>
<td>Serious errors in written expression</td>
</tr>
</tbody>
</table>
### MA Oral Presentation Marking Criteria

<table>
<thead>
<tr>
<th></th>
<th><strong>DISTINCTION</strong></th>
<th><strong>MERIT</strong></th>
<th><strong>PASS</strong></th>
<th><strong>FAIL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge, and relevance of content</strong></td>
<td>Evidence of systematic, independently-minded reading and thought. Directly relevant to the nuances of the topic.</td>
<td>Evidence of careful and resourceful reading and thought. Directly relevant to the topic.</td>
<td>Evidence of some careful reading and thought. Mainly relevant to the topic.</td>
<td>Significant gaps in reading and thought. Often irrelevant to the topic.</td>
</tr>
<tr>
<td><strong>Critical analysis and evaluation of material</strong></td>
<td>Subtle, detailed and independent-minded analysis. Confident and balanced evaluation.</td>
<td>Detailed and thorough analysis. Clear effort made to weigh up evidence carefully.</td>
<td>Usually thorough analysis, going into some detail. Some effort made to weigh evidence.</td>
<td>Limited or superficial analysis. Tendency to describe rather than evaluate.</td>
</tr>
<tr>
<td><strong>Clarity and range of expression</strong></td>
<td>Highly articulate, fluent, wide-ranging expression with strong command of critical language and/or proper terminology.</td>
<td>Clear expression, generally fluent, very good command of critical language and/or proper terminology.</td>
<td>Some minor losses of clarity. Largely accurate use of critical language and/or terminology.</td>
<td>Flaws in clarity at times. Limited expression. Problems with accurate use of critical language and/or terminology.</td>
</tr>
<tr>
<td><strong>Pace and timing</strong></td>
<td>Excellent time keeping and excellent delivery pace.</td>
<td>Good time keeping and well paced delivery.</td>
<td>An ability to keep to agreed time and an attempt to keep the delivery paced.</td>
<td>Unable to keep to agreed time; issues with delivery pace severe enough to affect audience’s comprehension.</td>
</tr>
<tr>
<td><strong>Appropriateness to audience (specialist/non-specialist)</strong></td>
<td>Expertly adjusted to cater to all present, with well-judged levels of explanation.</td>
<td>Well-adjusted to the needs of the majority of the audience, with suitable levels of explanation.</td>
<td>Attention given to explaining terms and contexts likely to be unfamiliar to the audience.</td>
<td>Not adapted to the levels of knowledge of the majority of the audience.</td>
</tr>
<tr>
<td><strong>Engagement/rapport with audience</strong></td>
<td>Excellent ability to establish eye-contact (in-person) or tone of voice (pre-recorded), to directly address and to engage the audience.</td>
<td>Very good ability to establish eye-contact (in-person) or tone of voice (pre-recorded), to directly address and to engage the audience.</td>
<td>Good ability to establish eye-contact (in-person) or tone of voice (pre-recorded), to directly address and to engage the audience.</td>
<td>Limited ability to establish eye-contact (in-person) or tone of voice (pre-recorded), to directly address and to engage the audience.</td>
</tr>
<tr>
<td><strong>Use of handout, visual and other aids</strong></td>
<td>Highly confident use of aids, which are fully integrated, thoroughly relevant to the presentation, and entirely clear.</td>
<td>Assured use of aids, which are well integrated, directly relevant to the presentation and very clear.</td>
<td>Satisfactory use of aids, which are largely well integrated, relevant to the presentation and clear.</td>
<td>Limited confidence in use of aids, which are not always well integrated, relevant to the presentation or clear.</td>
</tr>
<tr>
<td><strong>Response to Questions (if applicable)</strong></td>
<td>Direct and thoughtful responses, revealing broader subject knowledge and/or clear sense of potential challenges for research.</td>
<td>Direct responses, indicating good knowledge of subject material and/or awareness of potential challenges.</td>
<td>Satisfactory responses, indicating questions and their implications for work were understood.</td>
<td>Responses indicate significant gaps in understanding of subject / lack of appreciation of challenges for research.</td>
</tr>
</tbody>
</table>