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Undergraduate Student Handbook

This handbook should be read in conjunction with the School’s Undergraduate Student Handbook which can be found on the School's website (www2.le.ac.uk/departments/history/current) and on the Blackboard site ‘Undergraduate Information and Resources’. It is vital that you follow all instructions contained in both Handbooks to give you the best chance of success in your studies, failure to do so will result in penalties or disciplinary action.

School of History Style Guide

When completing coursework you should refer to the School of History Style Guide which can be found on the School’s website (www2.le.ac.uk/departments/history/current) and on the Blackboard site ‘Undergraduate Information and Resources’. It is vital that you complete your assessments as per the format requirements as depicted in the Style Guide or your mark for that assessment may be affected.

Lectures, Tutorials and Seminars

To help you make sense of these differing types of teaching, and to make it easier for you to get the most out of them, we offer the following suggestions. It does need to be said that each lecture and each class is unique in itself, depending on the lecturer or tutor and the group of students involved.

Lectures

The function of lectures is to provide a basic framework for a module, and a springboard for further investigation of subjects through reading, class discussion and essay writing. No subject can be adequately studied solely by attending lectures, but important areas will not be properly grasped if a series of lectures is missed.

Since you will approach lectures with varying levels of background knowledge, it is impossible to give definitive advice about note-taking. It is not necessarily true that the more notes you take, the more profitable the hour has been. You might leave the lecture without a single line, but with a fresh understanding of vital issues that will remain embedded in your mind. On the whole, however, students prefer to compile a body of lecture notes to which they can refer when writing essays and revising for examinations. It is therefore essential that these notes be clear and well-organised, so that they will make sense weeks or months after the lecture. In practice this means:

a) Paying attention to the structure that the lecturer is using. Since this is often outlined at the start, late arrival is a bad idea.

b) Using the same structure for your notes, generally by hierarchical numbering of sections and points (a good scheme is 1, 2, 3, etc., with a, b, c, etc. for sub-sections and i, ii, iii, etc. for further sub-divisions).

c) Highlighting the key points in the lecture (e.g. by underlining or starring).

d) Avoiding the danger of trying to write down too much detail, which often leads to inaccuracy and missing more important parts of the lecture. A common error is to write down the examples given by the lecturer, because they are solid ‘facts’, rather than the arguments that those examples are merely intended to support or illustrate. Remember to concentrate on these points of analysis as the core of your lecture notes, rather than on a narrative of events.

e) Reading through your notes after the lecture, making the structure and highlights clear and ensuring that the progression of points is logical. Check any names or dates you are uncertain of in a text book or reference work.

Tutorials

A tutorial class normally meets for a number of one-hour sessions, and typically consists of between twelve and fifteen students. On each occasion, the group discusses a topic which has been selected by the tutor as being of
significance in the course. The basis of the discussion is work that has been set in advance: for example, an essay to be written or specified reading to be done.

Through tutorial discussion, you should be able to advance your existing understanding in depth and in approach, and to make contrasts and comparisons with other themes or topics in the course. By pooling ideas, each student should gain from the insights and arguments of the others. At the same time, you are acquiring vital skills of mental agility and of communicating with confidence and relevance in debate. Tutorial work, together with essay writing or other coursework, thus forms the key learning element in your first year. This is why attendance at tutorials is compulsory.

The role of the tutor is frequently misunderstood. It is not primarily to impart further information. A tutorial is not an alternative form of lecture, and you should not be attempting to take notes all the time, for you cannot both do that and make a useful contribution to the discussion. The effectiveness of the tutorial depends on the students there. If they have not done the required reading, have given it little thought of their own, or are unwilling to venture into discussion, then there is little that the tutor can do. A tutorial group cannot afford passengers who make no contribution, and those who put little into the session will find that they get little out of it.

You should not make the tutor the focal point towards whom all your comments are directed, for the purpose of the meeting is to engage in discussion with the rest of the group. Nor should you be too diffident about airing your ideas. It is better to venture an opinion than not to contribute at all. Too often, students hang back because of a mistaken feeling that any comment they make must be ‘correct’. In fact, it is often more educative for an answer to a question or problem to emerge slowly from discussion. You must also be prepared to modify your views in the light of the arguments and evidence brought forward by other students or the tutor. Learning to be receptive to constructive criticism and to modify your analysis to incorporate other arguments, and thus make it more sophisticated, is one of the crucial skills that you have come to university to learn.

Seminars

Seminars become increasingly important in the second and third years, when they largely replace tutorials. A seminar is normally a larger gathering, its size depending on the numbers taking the option in question. Seminars can be of one, two or three hours (this is commonly the form in the third-year Special Subjects) and are more frequent, usually meeting once a week. The seminar takes as its starting point one or two presentations, each of which is prepared by one or more of the students taking the course and presented orally to the group at a particular date.

In a successful seminar, the tutor will take even more of a background role than in a tutorial. Most of the points made above about the requisite approach to tutorials clearly apply just as much in the case of seminars. Above all, the seminar can only work if those attending are able and willing to make an informed and relevant contribution to the discussion. This should not prove difficult, for the skills and confidence acquired in the smaller forum of first-year tutorials are a preparation for the wider audience and fuller discussion of the seminar.

In the case of both tutorials and seminars, you must remember that you cannot make bricks without straw. The essential foundation must be the reading and thinking that you have done in preparation. Your comments should be rooted in historical research and pay proper attention to the available evidence. Give your own ideas, however, and do not simply summarise or uncritically repeat what you have read.

Mobile phones must be turned off and not used at all during lectures, seminars and tutorials.
Essay writing

Care of Library Materials

For almost all your coursework, you will be using the books and journals held in the University Library. These must be handled with care and consideration. They are needed not just by you but by many generations of students to come – and most of them are out of print and therefore irreplaceable. It is an act of selfish vandalism – and a serious disciplinary offence – to write in or mark books in any way. If you wish to make notes on a text, photocopy the relevant pages and make them on those.

Historical Writing: What to Aim for

In your essays you should aim to achieve the best standards of historical writing both in content and in presentation.

What is required in an effective piece of historical writing? What objectives should you have foremost in your mind when researching and writing?

The starting point is knowledge of the issue you are analysing. You cannot claim to be demonstrating effective scholarship unless you can show that you are fully aware of an issue’s context - its period, regional setting etc. You can do this directly by quoting facts, dates and statistics, or you can do it indirectly by alluding to them or by making it clear in your argument that you know them without directly stating them.

Yet, knowledge alone is insufficient. An essay or examination answer which merely cited a string of facts or statistics would get some marks, but not very many. In addition to knowing what happened, you have to demonstrate understanding of what happened. This can be – and often needs to be – at several levels. In particular, you need to understand why things happened and how they happened. So, consider an issue in terms of not only what happened and when it happened but also why it happened. Why something took place and what were its consequences are the most interesting, most stimulating and, frequently, the most debatable aspects of historical inquiry. They lead to argument, which should characterise your essay.

You also need to understand the importance of what happened in its immediate context and its wider historical context. You need to appreciate why one set of historical events is more, or less, important than others, what their combined contribution to a longer-term historical process was, and so forth.

The way in which your knowledge and understanding of an issue that you are studying come out most clearly is through your analysis of it. Your essay should be the argument which you have constructed to explain and evaluate the issue in question. It is for this reason that most essay and examination questions pose a problem for you to respond to by constructing an argument. In developing your argument you will, as we all do, want to look at what other historians have written about the issue. As we all do, you will to some extent, rely on what others have said. Your use and criticism of such work demonstrates your understanding and knowledge both of what they have said and of the historical material itself. The aim, however, must be to go beyond what they have said to produce an analysis or an argument of your own. It has to be said that this is not always possible but, nonetheless, this objective is what you should be aiming to achieve.

The structure of your argument also helps to determine what is, and what is not, relevant to any answer. After all, part of knowing and understanding any material is realising what is, and what is not, important - what to include and what to leave out. This all relates to your assessment and judgement of the factors in play, their relative importance and how historians have previously treated them.

The structure of your essay is a vital part of its effectiveness in communicating your ideas. In many cases, a thematic structure is more effective than a chronological one. A thematic approach helps to focus your essay on your analysis rather than a narrative of facts and events. This is particularly the case in examinations when time constraints mean that the less irrelevant material you include in your answers, the more space you will have for relevant material. The ‘write all you know’ answer never gains high marks because it does not demonstrate its
writer’s ability to differentiate between the important and the unimportant and, thus, reveals a lack of real understanding.

Other features are, of course, important. Your knowledge and understanding will come through most clearly if your English style expresses your ideas precisely. The impact of your work will be weakened by grammatical and spelling mistakes. The presence of what historians call a critical apparatus – the footnotes and the bibliography – will make your understanding clearer and may help the reader follow your arguments more easily.

**Essay Writing**

The following notes are intended to highlight some of the essential points of good essay writing and to warn against some common pitfalls. They are not an exhaustive, or definitive, survey and the practice of individual tutors might vary on some points. They will also be helpful for other forms of written coursework assignments. Although their word length may differ, both the importance of clarity of content and the rules of correct presentation still apply.

**Preparing the Essay**

The question set will invite you to consider an aspect, or aspects, of an important historical problem. Read the question carefully and be sure you understand it. If necessary, use a dictionary or reference work to check the meaning of the terms used. Analyse the question to appreciate fully its demands.

Keep the question firmly in mind while you read the books and articles on the reading list, so that you confine your answer to the aspects set. Be critical. Think sceptically about all you read. Begin with the more general works and then progress to the more specialised. If your course tutor has recommended a textbook or general survey, it is a good idea to start with the section in it related to the question’s topic in order to place it in context, including basic chronology.

When making notes, pay attention both to the arguments the author is advancing and to the key examples used to support them. Take care to summarise the material in your own words rather than just slavishly copying the author’s text. The latter method of note taking is likely to lead you into plagiarism, which is a serious offence (ensure that you have read the section in this handbook on ‘Academic Honesty and Plagiarism’).

**Planning and Structuring the Essay**

An essay is not a narrative description of events but an explanation, or analysis, of them. This means putting forward a case – an argument – in your essay. To achieve this, scrutinise the evidence available, decide which interpretation of the evidence best fits the facts and then argue a case for it. Presenting your argument forms the basis of your essay, although an effective response will also show awareness of other factors or interpretations.

Come to your conclusions before you start writing and keep your central argument in mind throughout the drafting of your essay. Do not simply list the opinions of others or sit on the fence. Be careful of summarising the opinions of historians if you are not familiar with their work. Do not stray from the topic or wander into repetition. Irrelevance and repetition are common signs of poorly focused preparation. Above all, make your own views clear.

Make a plan of your essay before you write it. This will help you to present your discussion and argument in a clear and logical way. Furthermore, a plan will aid maintaining a proper balance between more important and less important points.

One possible way of structuring an essay is given here as an example:

**Introduction**: one short paragraph in which you comment on the question and set it briefly in its historical context.

**State your argument**: Come straight to the point and avoid unnecessary background material. Present your argument in considerable detail, in a series of paragraphs – these should be in a logical sequence.
Give the evidence: Justify your view, drawing not only on historians’ opinions but also on reported events and the contents of historical sources. This does not need to be a separate section, and it may make most sense to present the evidence on each aspect as you discuss it – but make sure that your argument remains clear.

Discuss other factors: At this stage the other possible explanations should be briefly surveyed, and their importance as contributory factors assessed.

Conclusion: One final paragraph in which you summarise your answer to the question, whilst acknowledging the possibility of other viewpoints.

Bibliography: Finally, provide a list of the sources that you have consulted.

Before you hand an essay in, read it through again, checking for clarity and errors. Do not rely only upon your computer check of grammar and spelling.

Once you have mastered the basics of essay-writing, you will be able to pass on to more varied essay structures. Do not tie yourself down too rigidly to any one approach.

Conducting Oral History Interviews

If you are researching a contemporary or near-contemporary issue, you may wish to employ oral history evidence and undertake interviews to obtain it. This can be very fruitful but you must be aware that research projects involving ‘living human subjects’ can raise ethical issues. Therefore your research must comply with the university’s Research Ethics Code of Practice, which can be accessed at www2.le.ac.uk/institution/committees/research-ethics/code-of-practice

More generally, you will find it useful to read Alan Ward, ‘Is your oral history legal and ethical?’, www.concernedhistorians.org/content_files/file/ET/187.pdf [accessed 1 September 2014].

The University Protocol for Ethical Approval of student work is available at www2.le.ac.uk/institution/committees/research-ethics/protocol-for-ethical-approval-of-student-work-non-clinical-research-on-human-subjects

Anyone undertaking interviews must complete a University Research Ethics form and have it approved by the School’s Research Ethics Officer. You can access this form online at www2.le.ac.uk/institution/committees/research-ethics/review

The School’s Research Ethics Officer is Prof David Gentilcore (email dcg2@le.ac.uk, telephone 0116 252 2834).

Presentation Requirements and Word Limits

Identification and layout

It is essential that the following appear at the top left-hand corner of every page of your assignment (not just the first page):

- your student number (the 9 digit number located directly below your name on your ID card)
- the module number
- the assignment number
- the word count

All three should be placed in the page header so that they appear on the printed copy of your essay as required.

DO NOT PUT YOUR NAME ON YOUR WORK.

The full title of the question which you are tackling should be placed at the top of the first page.
Coursework must be word-processed using A4 size paper (210mm x 297mm), the norm on university networked printers. It must be presented in justified text using Times New Roman font 12 point type, with double-line or 1.5 line spacing. Each page must be clearly numbered (this can be done by using the page header and the automatic numbering function). The top, bottom, left and right margins should be not less than 25mm, all of which should be set up in your page template.

The very first paragraph should start at the left-hand margin (as should any paragraph immediately following a sub-heading). After this, the beginning of each paragraph must be clearly indicated either by inserting a blank line or by indenting the first word by at least 20mm.

**Word Limits**

The word limit for the assignment must be adhered to, and penalty marks are deducted for any excess word length: for further information, refer to the ‘Penalties’ section in this handbook.

In all assignments, the word limit applies to the main body of the text (including headings and quotations) and the references (i.e., footnotes) – these added together must not exceed the stated word limit. The bibliography of sources consulted which is placed at the end of an assignment is not included in the word limit, and word limit also does not apply to any tables, graphs, diagrams, charts, maps, pictures or other illustrative material, or to their captions and sources (provided that these are brief and purely descriptive).

**Style Guide**

The School’s Style Guide should be referred to for detailed information on:

- Spelling
- Grammar
- Abbreviations contractions and colloquialisms
- Use of ‘ed.’ and ‘eds’
- Dates and numbers
- Capital letters
- Italics/underlining
- Inverted commas/quotation marks
- Quotations
- Foreign words and quotations
- Tables, charts, maps, illustrations etc
- References
- Bibliography

The Style Guide can be found on Blackboard on the ‘Undergraduate Information and Resources’ site and on the School’s website (www2.le.ac.uk/departments/history/current).

**Backing up of data**

**Backup of Computer Files**

From time to time, students lose computer files relating to their coursework, due to accident, mechanical breakdown or theft. However, whilst this is unfortunate, loss of data on any significant scale is entirely avoidable if certain simple precautionary procedures are followed as a matter of routine. The loss of anything more than a few hours of work is always due to lack of prudence and organisation, as it occurs because the student has only one copy of the file or data, without any back-ups.

It is essential that students are aware that, because of this, loss of computer data is not normally an admissible ground for the waiving of penalties obtained due to late submission.
In order to ensure that you are not vulnerable in this unnecessary way, it should become your regular habit to make a backup of any files which you have altered at the end of each spell of work (at the very least, at the end of each working day). You are strongly advised to adopt one of the following methods:

(a) **Place a backup copy on the University system by email**

Attach the file(s) to an email, and send it to your own University email address. Provided you have not exceeded your storage space limit, the files will be safely stored on the University central system for as long as you want. Retain the email at least until you have also stored a more recent backup version of the particular file(s), and then you can delete it manually. The University central system has its own regular and secure backup procedures.

(b) **Retain a backup on memory stick and/or CD**

Keep a memory stick or flash drive which is used exclusively for back-up purposes; that is, it is additional to any that you may carry around with you for everyday use. As you will mainly be storing Word files, this does not need to be expensive or have a large storage capacity.

When not in use, the back-up memory should be stored in a safe place, out of sight – do not leave it plugged in to the computer or on your desk, as should a theft occur you would be likely to lose it as well!

It is also a good idea at a regular interval, at least once a fortnight in term-time, to copy all of your folders onto a CD, and again to store this safely. **This is particularly important for Dissertation students, especially if you have collected primary source material by taking digital photographs** (e.g., at the National Archives); you must ensure that you have back-up copies of this on a permanent medium such as a CD.

These practices are common sense, and many students are no doubt following them already. However, a significant number are not, and this leads to upset and stress when work is lost, which is then added to by the fact that penalties cannot be waived for problems which arise from a lack of care in working practices.

(c) **Save files to your personal Z:drive**

When working on campus on a University PC you should save your files to your personal Z:drive (‘My Documents’). Files saved here will be available to you on any University PC. Your personal Z:drive contains your Documents and Pictures folder and you have 500MB worth of storage space for your files. Files saved in your personal Z:drive are backed up by IT Services, and they can be restored if you accidentally lose or delete them.

If you are working off campus you can use My Files to access files from your personal Z:drive via the web. My Files is a personal online storage space for your files. Download your files from My Files, work with these files on your home computer, and then upload the files back to My Files once you have finished. The updated files will then be available to you when you work on a campus PC, or any other PC.

**Plagiarism (plagiarism explained and how to avoid it)**

The coursework which you submit must be your own work. **If you quote directly from the authors whose books and articles you have read you must indicate that you have done so by putting the quotation in quotation marks and footnoting it; you should not copy material from other students.** To do so is cheating, just as much as copying in an examination, and will be punished as such by the School and the University. You may be given a mark of zero for the item of coursework or, in more serious cases, for the module as a whole. You should bear in mind that plagiarism is not in your best interests as it prevents you from gaining experience of research and accurate referencing. One of the most important skills which you will acquire in the course of your three years is the ability to formulate and express your own ideas in your own way; if you copy someone else’s work you are not merely cheating but you are also throwing away any hope of developing one of the skills which will make you most employable after you graduate.

**ALL students are required to submit ALL coursework via Blackboard and this will automatically be checked for plagiarism by the Turnitin plagiarism-detection software.**
You will be required to sign a declaration, on the cover sheet that you attach to the coursework which you submit for assessment, confirming that the work is your own and that no part of your assignment has been previously submitted. Read the declaration on the form and be sure you understand it fully before you sign. If you have any doubts about what plagiarism is, or about how to avoid it you should consult with your tutor for the module concerned or with your personal tutor. In addition, the School, in conjunction with the Careers Centre has developed an online tutorial ‘Don’t Cheat Yourself’, which we strongly recommend that you complete, as this will help you understand what you need to know about plagiarism and how to avoid it. In particular try to ensure that the notes which you take from books and articles make clear what is and what is not direct quotation from the author, so that there is no chance of accidental plagiarism.

Plagiarism and Academic Honesty

As you read through University Regulations, you will note that there is a specific regulation about academic honesty. This describes the penalties which apply when students cheat in written examinations or present someone else’s material for assessment as if it were their own (this is called plagiarism). Very few students indeed commit such offences, but the University believes that it is important that all students understand why academic honesty is a matter of such concern to the University, and why such severe penalties are imposed.

Universities are places of learning in two senses. For students on taught courses, learning takes place through listening and talking to academic staff, discussion with peers, reading primary and secondary texts, researching topics for dissertations and project work, undertaking scientific experiments under supervision and so on. For Ph.D. students and academic staff, learning takes the form of original research, where the outcome will be a contribution to the sum of human knowledge. At whatever level this learning takes place, however, a common factor is the search for truth, and this is why an over-riding concern for intellectual honesty pervades all the University’s activities, including the means by which it assesses students’ abilities.

Throughout your time at the University you will legitimately gather information from many sources, but when you present yourself for any examination or assessment, you are asking the markers to judge what you as an individual of the studies have undertaken. This judgement will then be carried forward into the outside world as a means of telling future employers, other universities, financial sponsors, and others who have an interest in your range of marks and what level of your award. If you use dishonest means with the aim of presenting a better academic picture of yourself than you deserve, you are engaging in a falsehood which may have the severest repercussions. If you are discovered, which is the most likely outcome, the penalties are severe. If by some chance you are not discovered, you will spend the rest of your life failing to measure up to the academic promise indicated by your degree results and other people’s expectations of your abilities.

Cheating in written examinations

The University assumes that students know without being told that this is dishonest, and it therefore applies strict penalties in all written examinations at all levels. Any student found copying from another student, talking in an examination, or in possession of unauthorised material, is reported by the invigilator to the Examinations Officer, who refers the matter for University consideration. The standard penalty is for a mark of zero to be given to the exam and module concerned, but in some circumstances, particularly in the case of a repeat offence, the penalty could be permanent exclusion from the University. The risks associated with cheating are enormous. The simple advice is: don’t do it.

Collaboration

Many modules offer students the opportunity to work together in pairs or teams. Care should be taken to read departmental guidelines on how such modules are to be assessed.

If a joint or collaborative report is requested, the team can work together right up to the point of submission. In such circumstances, individuals may be asked to indicate the sections of the report they contributed to, or the
assessment may be of the group itself, or there may be an additional form of assessment, such as presentation
session, which allows for individualised grading. A more common arrangement is where the collaborative
investigation of a topic is followed by the submission of a report from each team member, where each report is
independently produced. Similarly, work undertaken on computers or at the laboratory bench may be jointly
undertaken with other students, but the outcome for assessment purposes is still meant to reveal the
intellectual abilities of the individual students, and therefore has to be prepared by that student without the
assistance of others. If you do not understand what is required of you, ask the module convener, another
academic tutor, or your personal tutor. Do not guess.

Self-Plagiarism

It is considered to be academic dishonesty to submit your own work more than once. As such, you are required
to sign a coursework cover sheet which affirms that no part of the work that you are submitting has already
been previously submitted for any course. To do so is cheating, and is subject to penalties as with any other form
of plagiarism.

Plagiarism

Plagiarism is to take the work of another person and use it as if it were one’s own in such a way as to mislead the
reader. Whole pieces of work can be plagiarised (for example, if a student put his or her name on another
student’s essay), or part pieces, where chapters or extracts may be lifted from other sources, including the
Internet, without acknowledgement. Sometimes plagiarism happens inadvertently, where students fail to read
instructions about or do not understand the rules governing the presentation of work which require sources to
be acknowledged. In such cases, the problem is usually identified very early in the course and can be put right
through discussion with academic tutors. Deliberate attempts to mislead the examiners, however, are regarded
as cheating and are treated very severely by boards of examiners. Any plagiarism in assessments which
contribute to the final degree class are likely to lead, at the very least, to the down-grading of the degree class
by one division. In the worst cases, expulsion from the University is a possibility.

The severity of the penalties imposed for plagiarism stems from the University’s view that learning is a search for
truth and that falsehood and deception have no place in this search. The emphasis placed on avoiding plagiarism
sometimes worries students, who believe that they will find it impossible to avoid using someone else’s thoughts
when they spend all their time reading critical works, commentaries and other secondary sources and are
required to show in their work that they have studied such material. Sometimes problems arise from poor
working practices, where students muddle up their own notes with extracts or notes taken from published
sources. In the light of all that has been said above, the question you should ask yourself about any piece of
academic work are ‘Will the marker be able to distinguish between my own ideas and those I have obtained
from others?’ What markers fundamentally want to see is that students have read widely round the subject, that
the sources used have been acknowledged, and that the conclusions which arise from the study are the
student’s own.

If you are in any doubt about what constitutes good practice, read through departmental guidelines carefully
and then if necessary ask your personal or academic tutors for further advice. Check the Careers Service website
for guidance on how to avoid plagiarism (www2.le.ac.uk/offices/ld/resources/study) or make an appointment
for individual advice.

Joint degree students are reminded that information in respect of plagiarism occurrences is shared between
departments. If students plagiarise in both departments this is considered a case of multiple plagiarism and
appropriate penalties will be applied.

Coursework submission procedure

All coursework must be word-processed and should follow the guidelines for Presentation Requirements
detailed in this Handbook.
• You must submit each assignment via Blackboard. You can log on using your UoL username and password at https://blackboard.le.ac.uk.

• Instructions on how to submit your assignments can be found in the ‘Online Submission and Feedback’ guide for students which is located at http://www2.le.ac.uk/departments/history/current under the ‘Handbooks and Guides’ section. A copy is also available on the ‘Undergraduate Information and Resources’ site on Blackboard. **It is essential that you read the guide carefully as it contains instructions on how to submit your assignments as well as how you will receive feedback and marks.**

• **Your assignments must be submitted by midnight on the deadline date, or the assignment will be regarded as a late submission. (The breakdown of penalties applied in cases of late submission and non-submission can be found on page 17).**

• All coursework is submitted anonymously, using your 9-digit student number, which appears on your University ID card. Please ensure that this number and **not** your name appears in the header on every page of every piece of coursework you submit.

• If you have submitted successfully you will receive a Turnitin receipt via email. No record is made of an attempt to submit, only successful submissions. Therefore it is important to check before the deadline that you have received the receipt instead of assuming the submission is successful. We aim to inform you via email if the submission has been unsuccessful. However this is not obligatory, it is your responsibility to check if the submission was successful.

• You are **strongly** advised to keep a personal copy of any assignment you submit for reference purposes as well as the receipt of electronic submission – this will be sent as an email after a successful electronic submission.

**How to Submit your Coursework**

Detailed instructions on how to submit your assignments can be found in the ‘Online Submission and Feedback’ guide for students which is located http://www2.le.ac.uk/departments/history/current under the ‘Handbooks and Guides’ section. A copy is also available on the ‘Undergraduate Information and Resources’ site in Blackboard. **It is essential that you read the guide carefully and have a reference copy to hand when submitting coursework.**

A few extra points:

• Once submitted your assignments are checked for plagiarism via the TurnitinUK online service. TurnitinUK carries out a comparison of submitted work against publications and electronic resources including a large number of web sites and other students’ work.

• You can currently only upload the following file types: Microsoft Word™ (DOC and DOCX); Corel WordPerfect®; HTML; Adobe PostScript®; Plain text (TXT); Rich Text Format (RTF); Portable Document Format (PDF).

• The file size may not exceed 20 MB. Files of larger size may be reduced in size by removal of non-text content, for example pictures. If you do have problems with submission please contact the School Office.

• PDF documents must contain text to be submitted. PDF files containing only images of text will be rejected during the upload attempt. To determine if a document contains actual text, copy and paste a section or all of the text into a plain-text editor such as Microsoft Notepad or Apple TextEdit. If no text is copied over, the selection is not actual text.

• Users whose files are saved in a file type that is not accepted by TurnitinUK will need to use a word processing program to save the file as one of the accepted types. Rich Text Format and Plain Text file types are nearly universally available in word processing software. Neither file type will support images or non-text data within the file. Plain text format does not support any formatting, and rich text format supports only limited formatting options.
When converting a file to a new file format, users should rename their file with a name other than that of the original file. This is suggested to prevent permanent loss of the original formatting or image content of a file due to it being overwritten.

**Late Submission of Coursework: Waiving of Penalties**

Assignments must be submitted by the deadlines stipulated. Any work submitted late will be marked at the tutor’s convenience. Work which is submitted late will incur a penalty, unless there are mitigating circumstances such as illness or personal problems. If an assignment is submitted after the designated deadline date, *but there are mitigating circumstances which were a contributory factor in failure to meet the course deadline* then a ‘Mitigating Circumstances Form’ to the School Office. You will find a link to the form on the ‘Undergraduate Information and Resources’ Blackboard site (in the ‘submission of coursework’ folder found on the ‘student resources’ tab), alternatively hard copies can be obtained from the School Office.

In accordance with University's Mitigating Circumstances Regulations (see [www.le.ac.uk/senate-regulation7](http://www.le.ac.uk/senate-regulation7)), penalties for late submission may be waived if mitigating circumstances are accepted by the Mitigating Circumstances Panel. Mitigating Circumstances must be accompanied by supporting evidence (medical note, letter from Counselling/Welfare services, etc.). All cases are considered on their own merits by the Mitigating Circumstances Panel on a fortnightly basis. Please note that penalties can only be waived for specific reasons – for further details on acceptable reasons, please see below.

Confirmatory evidence must be submitted by a designated deadline date, for first semester this is Friday 5th February 2016 and for second semester this is Friday 3rd June 2016. Late penalties cannot be waived if mitigating evidence is handed in after these dates.

All coursework must be submitted by a designated deadline date, for first semester this is Friday 5th February 2016 and for second semester this is Monday 16th May 2016. If you are experiencing mitigating circumstances and want to submit coursework after this date you must speak to the relevant Senior Tutor. Failure to do so means there is no guarantee that work will be marked and returned if submitted after this point without authorisation.

**Satisfactory reasons for a late mark penalty to be waived, along with appropriate supporting evidence**

<table>
<thead>
<tr>
<th>Examples of evidence of mitigating circumstances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serious physical illness</td>
</tr>
<tr>
<td>Psychological illness</td>
</tr>
<tr>
<td>Severe personal difficulties</td>
</tr>
<tr>
<td>Serious illness or death of an immediate family member or close friend</td>
</tr>
<tr>
<td>Sudden deterioration in a long standing medical condition or disability</td>
</tr>
<tr>
<td>Being the victim of a serious crime</td>
</tr>
</tbody>
</table>
Legal proceedings requiring attendance at court
Documentary evidence from the court or a solicitor

For unavoidable problems where there is no appropriate evidence such as, arranging an interview for an assignment where the interviewee is unable to make an arranged time before the submission deadline date, the student should contact the relevant Senior Tutor for advice.

**Unsatisfactory reasons for a late submission, where the penalty will not be waived**

- Computer malfunction/theft of computer (how to avoid: see instructions in student handbook on the imperative need for **regular** and **secure** back-up of all work-related computer files)
- Sporting events, including University team fixtures (how to avoid: these are known far enough in advance that plans should be made around them)
- Consequences of paid employment
- Holidays or other events that were planned or could have been expected (including family celebrations, anniversaries and holidays)
- Misreading documentation such as ‘I thought the deadline was 2pm’
- Inadequate time management **including** lack of adequate margins in travel arrangements on a submission day
- Not understanding the requirements for an assessment

For general advice please contact the relevant Senior Tutor. For urgent problems on the day of submission please contact the School Office, on 0116 252 2587.

Year 1 Senior Tutor – Dr James Bothwell (jsb16@le.ac.uk)
Year 2 Senior Tutor – Dr Nigel Aston (na47@le.ac.uk)
Year 3 Senior Tutor – Dr Eliza Riedi (er48@le.ac.uk)

**Feedback**

Electronic written feedback will be provided for all forms of assessment. Information on how to access feedback can be found in the ‘Online Submission and Feedback’ guide located [http://www2.le.ac.uk/departments/history/current](http://www2.le.ac.uk/departments/history/current) under the ‘Handbooks and Guides’ section. A copy is also available on the ‘Undergraduate Information and Resources’ site on Blackboard.

For coursework, written feedback will be made available within three weeks (21 business days) from the date of submission, provided the coursework was submitted by the stipulated deadline. For examinations, written feedback will be made available as soon as possible after the relevant Panel or Board of Examiners, however students wishing to further discuss their performance should speak to the module co-ordinator concerned. Personal tutors should be consulted for overall performance. Written dissertation feedback is provided and can be collected, with the dissertations, once they are available for collection. Notification will be provided through Blackboard when feedback is available for collection.

Overall module marks are not confirmed until the relevant Panel or Board of Examiners has met at the end of the semester, therefore you may not receive your mark and feedback for the final piece of assessment within the standard turnaround time. Feedback will be returned to students via Blackboard.

**Purpose of Essay Feedback**

The feedback you receive for each piece of assessment provides you not only with a mark for your assignment but with some points on the strengths and weaknesses of your work and some suggestions on how to improve it.
The feedback you receive will include sections on areas such as referencing and strength of conclusion, but please note that your mark is not determined by any one category. Essays are assessed through a careful consideration of all the general areas: weaknesses in one or more areas of an essay may be outweighed by its strengths in others. Please note that the mark given on your marking sheet is not final and is subject to change until confirmed by the Board of Examiners at the end of the academic year.

You should read the comments on your essay carefully: their purpose is to help you reflect on your work and to give you some pointers on how you might improve your future essays. Take note of areas your tutor has indicated require more attention: punctuation, grammar, paragraphing, and general use of English. Other areas which might be causing you difficulties are when and where to reference your work, and how you should format those references. There is detailed guidance on how to do this in the School's Style Guide (available on Blackboard and the School’s website), but if you have any doubts, discuss them with your tutor.

It is good practice to ensure that before you hand in your next essay, you reflect on whether you have understood and implemented all the suggestions for improvement given in the feedback on your earlier essays. If you wish for more guidance, your tutors are available during their advertised office hours to help you.

Examinations and revision

University Regulations

Please see the section ‘University Regulations’ in the Undergraduate Student Handbook (page 16) for details about the University’s full regulations regarding examinations.

Examination Anonymity

The University operates a policy of examination anonymity. Candidates are given a candidate number which is entered onto the cover of all examination answer books and attendance slips. This anonymity is maintained throughout the marking process until the Board of Examiners have met and confirmed module marks and progression. Coursework is also submitted and marked anonymously.

Revision

Preparing for Examinations

There are many different approaches towards revising for examinations: what suits one individual will not suit another, and there is certainly no ideal or foolproof technique. But some general points are worth making in the light of the School’s cumulative experience of the problems often associated with revision. Joint Degree students will note that some of what follows applies only to Single-Subject historians, but most is relevant to them too.

Work out what is the best pattern of revision for you: do not model your approach on that of others, and do not believe other students’ stories, either of how much or how little revision they are doing. The key to revision is to use your common sense: for example, ensure that you maintain a regular pattern of meals, a healthy diet, and sufficient sleep.

How to Revise?

The notes that you have compiled during course work should provide the foundation for your revision. The specific topics can then be placed within the overall context of the course; and this will help you to select appropriate topics on which to do further work. It is a mistake, however, to confine your revision simply to constant re-reading of lecture notes; you may succeed only in perpetuating any errors or misunderstandings that your notes contain.

You will need to build on the essays or seminar papers that you have prepared during the coursework, although these will not on their own be sufficient for a good coverage of topics. This is because you will not be asked
examination questions that will allow you simply to recycle your coursework, i.e. essay titles will not be repeated and you will not be able to write summaries of coursework previously submitted for assessment. Additional topics therefore will need to be covered by reading books and articles that you have not previously consulted.

It is often useful to return to articles and books that you read when taking the course; in the context of your overall understanding of the subject, ideas and insights may make an impression which they did not first time around. However, there comes a point when you will need to stop reading new material, and consolidate the knowledge that you have gained.

**How Much to Revise?**

It is unrealistic to expect to gain a complete grasp of every aspect of each course you have taken; and the examination system itself is built around the idea of selectivity in study and revision. In most of your papers this means that you have to write on two out of a total of eight questions. In these cases you should revise at least five topics thoroughly, but should the need arise you should be prepared to range more widely. You can never rely on a topic recurring on the basis of a ‘pattern’ detected - or imagined - in recent papers. Some exam questions may demand knowledge of more than one lecture/seminar topic. Bear in mind too the practice of dividing some papers into two sections, with the stated provision that you must write on one question from each section. A full set of past examination papers is available for consultation on the lower ground floor of the University. Most recent papers are available on module sites on Blackboard. In the case of new courses you will be provided with a specimen paper by your module coordinator.

**Examination Technique**

By contrast with revision technique, this consists of a set of skills that have to be learnt and, more importantly, applied under stressful conditions. By being accepted for a degree course you have already shown that you possess at least some of these skills, but they can be improved and must be maintained. The fruit of months of diligent course work, and of weeks of thorough and effective revision, can easily be thrown away in two hours by inadequate thought or self-discipline.

**Timing**

This is crucially important. First, spend some minutes deciding which questions you can best answer. Unless you do this you may well realise, once the examination is over, that you would have done yourself more justice answering different questions: an obvious point perhaps, but one that crops up again and again in post-examination discussions with candidates. Then give yourself about fifty minutes to plan and write each ‘one hour’ answer, and be sure not to let yourself overrun this time allocation by more than a few minutes. One of the commonest failings in university examinations is a last answer which is short, incomplete, or written in note form. Good marks gained for a longer answer earlier in the script can never compensate for the poor marks awarded in these instances. However, even a short answer is better than none at all.

**Planning the Answer**

With the exception of Special Subject ‘gobbet’ questions, individual answers should take the form of ‘mini-essays’. Most of the points made in the section on essay writing in the Guidance section above therefore apply also to examination answers. This is particularly true of the emphasis placed on planning the essay: it is a good idea to spend a few minutes thinking about each question in all its aspects, and structuring the answer accordingly. Consider why the question has been posed in this particular way: why has this angle been chosen, what will it illuminate? Look carefully at the dates that you are instructed to cover, for these are clues that can alert you to the themes involved. Determine the main points that you think are relevant, and make these the framework of your paragraphs. Do not spend time on over-elaborate plans that duplicate the content of the essay and reduce the time available for writing the answer itself.
Writing the Answer

The answer should usually take the form of analysis rather than narrative. A narrative answer all too often degenerates into ‘what happened next’ history.

Keep your handwriting as legible as possible and do not let your prose style degenerate, for example by employing abbreviations not in current use. Any illegible scripts will need to be translated to a scribe at the student’s expense.

The most frequent failing is that of not answering the question. Sometimes this happens because the candidate has not spent enough time simply thinking about the question, and planning the answer carefully. This problem can also occur because the student insists on ‘working in’ knowledge and arguments derived from an essay that dealt with a topic similar or proximate to the question asked. The result is a partially irrelevant answer which is heavily penalised.

Other common failings are repeating material within the answer, where the student has failed to realise that he or she has already covered that point; and failing to deal with the question in all its aspects, or covering part of the period specified in a very sketchy fashion.

What are the Examiners Looking For?

First of all, they are looking for clarity of thought and understanding of the subject. Secondly, they want a full answer to the questions set. Thirdly, they expect a good written prose style. Finally, the examiners expect your arguments to be supported by the citing of accurate and relevant examples and illustrations. Nothing of major importance should have been overlooked.

Students often ask what is the difference between a 2.i and a 2.ii performance. Examination questions do not call for facts alone, but for an explanation, often either of causes or of consequences. The instructions in questions therefore ask the candidate to exercise his or her critical judgement. This is also true of quotation questions, where the student is called on to debate the validity of the quotation. A 2.ii answer is frequently a solid descriptive treatment of the subject, but fails to advance any explanation of it. It displays knowledge but not understanding; it describes rather than explains. A 2.i answer is qualitatively superior not so much in terms of facts as in the use made of them, and in the sophistication of the arguments employed.

In this context, students sometimes misunderstand the meaning of the term ‘originality’. Of course, the examiners do not expect you to have found out some new information, or to offer new ideas. What is being referred to is some contribution of thought from the student: that the answer is something more than just a compilation of material derived from the works that have been read, and that the student has integrated this material, and thought about it.

Even the most able and well-informed student finds examinations an unwelcome prospect, but they are less daunting if approached in a positive spirit. Feel challenged rather than intimidated. Examinations are not intended to trap and defeat you, but to offer you the opportunity to display your intellectual abilities to best advantage. Make sure you seize this opportunity.

Penalties

Breakdown of Penalties Applied in Cases of Late Submission and Non-Submission.

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 (shown below) follow the University scheme: www.le.ac.uk/sas/assessments/late-submission
<table>
<thead>
<tr>
<th>CASE</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Submission</td>
<td>Standard penalties apply: 10 marks will be deducted for the first 24 hours after the deadline. If the work is submitted after 24 hours a further 5 marks will be deducted for each of the next subsequent working days, until the bare pass mark of 40 for the assessment is reached. Any work submitted 11 working days after the deadline will be considered a non-submission and awarded a mark of zero.</td>
</tr>
<tr>
<td>Non Submission</td>
<td>Any work not submitted within 11 working days after the deadline will be awarded a mark of zero. You should be aware that this may result in you failing the module as a whole, and that failed assessments within a module when resat are normally capped at a maximum overall mark of 40 (exceptions to this may be approved by the Board of Examiners where there is evidence of sufficient mitigating circumstances).</td>
</tr>
</tbody>
</table>

**NB First Year Students** - All coursework and examinations must be submitted and passed in order to proceed into the second year. Students resitting after failing due to late submission or non-submission will be awarded a maximum assessment mark of 40%.

**NB Second Year Students** – Students taking HS2000 must complete Assignment A and the ‘Dissertation Nomination Form’ in order to proceed in to the third year. Students resitting after failing due to late submission or non-submission will be awarded a maximum assessment mark of 40%

**NB – You are not considered to have successfully submitted unless both the hard and the electronic copy have been received by the School.**

**Penalties for Exceeding Word Limits**

A standard system of penalties will apply in the event that a student is discovered to have exceeded the word limit of an assignment. A summary of the regulations is below.

All students should indicate the word count of their essay. **Assignments exceeding the word limit will be penalised by one mark for every 100 (or part of a hundred) words over the limit.** Thus an assignment which is between one and 100 words over the limit will receive a penalty of one mark; an assignment which is 101 to 200 words over the limit will receive a penalty of two marks; an assignment which is 201 to 300 words over the limit will receive a penalty of three marks, and so on.

Please note that when checking the word count using Microsoft Word, you should make sure that the checkbox titled ‘include textboxes, footnotes and endnotes’ is ticked. If this is not done, the word count figure will not include your references, and you are likely to exceed the word limit by a considerable amount and incur a significant loss of marks. You are strongly encouraged to monitor your word length regularly when writing.

**Academic Dishonesty**

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](http://www.le.ac.uk/senate-regulation11), paragraphs 11.63 to 11.78). Poor academic practice is also considered to be academic dishonesty, even if it is unintentional, and will result in a low mark for the piece of work affected.
Release of Examination and Module Marks

Examination Marks
Students will be notified by email at appropriate times of the year with full details about the arrangements for the release of marks. All marks should be considered provisional until confirmed at the relevant Boards in midsummer.

Semester 1 Module Marks
An indication of your performance will be available after the Panel of Examiners have met at the end of February 2016. Results are released centrally and not through the School. For more information on how results are released please consult www.le.ac.uk/sas/assessments/results. Students can make an appointment to see their personal tutors to discuss their level of achievement.

Semester 2 Module Marks
Once the Board of Examiners has met for your degree, you will be sent an email, directing you to a secure URL where you can log in to your student homepage, to check the section ‘results’. On the homepage you will be able to see progression/awarding decisions, as well as individual module results. A link to the student homepage is provided in the email notifying you that results are ready to view.

Resubmission Instructions
Should you need to resubmit coursework you will be sent full instructions when you are notified by the School of any resubmissions that are required of you.

Mark schemes and Mark Definitions
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 marking impractical.

The Class Bands Used for Marking (Mark Scheme)
In the School of History, items of coursework and examination scripts are awarded a numerical mark out of 100. These marks are divided into the following class bands, which are used by the University as a whole for degree classification purposes:

- 70 and over  First Class
- 60 to 69  Upper Second Class
- 50 to 59  Lower Second Class
- 40 to 49  Third Class
- 35 to 39  Pass for Credit (subject to a minimum overall average mark for the year of 40)
- 34 and below  Fail

What do the Class Bands Mean?
The same bands apply to examination answers as to essays, but in examinations the constraints of limited time put a higher weighting on relevance and structured argument than on style.
**First Class (70% or above)**

A first class essay or examination answer shows a very high level of knowledge and understanding of the subject; it is able to relate the subject under discussion to the wider development of the period or topic. It does not contain irrelevant material. It has a clear and sophisticated argument which is clearly focused on and relevant to the question. It answers all parts of the question and deals with all elements in it fully and effectively. It shows awareness of other historians’ ideas on the topic and may evaluate them but goes beyond them, either by combining them or developing an original argument (it is this latter which gains the highest marks). It is clearly and precisely expressed and has no grammatical or spelling mistakes; it has a full and comprehensive critical apparatus. Marks of 85 or greater are reserved for outstanding work. This will show all the qualities of a 70+ mark, but with greater originality, faultless presentation, and outstanding mastery of literature, concepts and evidence. It will also lack the minor errors acceptable in a lower first-class mark.

**Upper Second Class (60-69%)**

An upper second class essay or examination answer shows a high level of knowledge and understanding of the subject; it is able to relate the subject under discussion to the wider development of the period or topic. It may contain a small amount of irrelevant material. It has a clear argument focused on and relevant to the question. It answers most parts of the question and deals with most elements in it effectively. It shows some awareness of other historians’ ideas on the topic and makes use of them and may evaluate them but in places it goes beyond them, either by combining them or developing an original argument (it is this latter which gains the highest marks). It is clearly expressed and has few grammatical or spelling mistakes; it has a critical apparatus.

**Lower Second Class (50-59%)**

A lower second class essay or examination answer shows knowledge and understanding of the subject; it may relate the subject under discussion to the wider development of the period or topic. It contains some irrelevant material. It has an argument which is at least in part focused on and relevant to the question. It does not answer all parts of the question but does deal with some of them effectively. It shows awareness of other historians’ ideas on the topic and may discuss them, but does not go beyond them or evaluate them. Its style may be unclear and in places confused and there may be grammatical and spelling errors; its critical apparatus is partial and contains errors.

**Third Class (40-49%)**

A third class essay or examination answer shows limited knowledge and understanding of the subject or of part of it; it does not relate the subject under discussion to the wider development of the period or topic. Very often, it contains much irrelevant material and also factual errors. It lacks an argument which is at least in part focused on and relevant to the question. It often also does not answer all parts of the question, deals with only a few of them effectively and may lack any focused argument. It shows little awareness of other historians’ ideas on the topic. Its style may be unclear and confused and there may be grammatical and spelling errors; its critical apparatus is partial and contains many errors.

**Pass for Credit (35-39%)**

A pass essay or examination answer shows rudimentary to minimum knowledge and understanding of the subject or of part of it; it does not relate the subject under discussion to the wider development of the period or topic. It contains much irrelevant material and also factual errors. It lacks an argument which is at least in part focused on and relevant to the question. It deals with only parts of the question. It shows at best a rudimentary awareness of other historians’ ideas on the topic. Its style may be unclear and confused and there may be grammatical and spelling errors; its critical apparatus is partial and contains many errors.
Fail (less than 35%)
A fail essay or examination answer lacks even a rudimentary knowledge or understanding of the subject. It contains little or no relevant material and many factual errors. It fails to answer the question in an effective way and lacks a logical or reasoned argument. Very often, its style is confused and ungrammatical and contains many spelling errors. It also often has no critical apparatus.

Academic Content: what the ratings mean (used on the coursework marking sheet)

Introduction:
Unacceptable No substantive attempt to address the question.
Poor A weak and/or irrelevant introduction. Question may have been misunderstood.
Fair Adequate, but tends to have no clear focus identified in the introduction.
Good A good, well-focused introduction.
Very good A strong, well-focused introduction which addresses the question effectively.
Excellent An excellent, well-focused introduction which directly addresses the question and considers its wider implications.

Content:
Unacceptable Little or no relevant material. Often contains factual errors.
Poor Thin and superficial grasp of the topic. Some deficiencies in knowledge and understanding.
Fair Adequate coverage of topic, but several aspects could have been explored further.
Good A well-informed essay, but some aspects could have been explored further.
Very good Very strong and well-informed, displaying a high level of command of the subject matter.
Excellent Excellent, comprehensive and detailed coverage, displaying a very high level of command of the subject matter.

Communication and presentation:
Unacceptable Poorly written and/or presented with a confused and/or ungrammatical style and many errors.
Poor Unclear, incorrect, colloquial and/or confused style and language at times mar or obscure the meaning of the essay. Inaccurate or inconsistent presentation.
Fair Tolerable presentation and academic writing style, generally in accordance with academic conventions, but may be unclear in places and lacking sufficient proof-reading.
Good Clearly expressed with few errors. Well-presented in accordance with academic conventions.
Very good A well-written and precisely-expressed essay, written in good style and with almost no grammatical or spelling errors, and fully in accordance with academic conventions.
Excellent A very well-written essay in excellent style, with near-faultless presentation and writing in accordance with academic conventions.

Argument:
Unacceptable Fails to answer the question in an effective way and lacks a logical or reasoned argument.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Poor structure which significantly weakens the overall quality of the essay. Lacks an argument which is clearly focused on the question. Deals with only parts of the question.</td>
</tr>
<tr>
<td>Fair</td>
<td>Generally sound, with some evidence of clarity and organisation. Has an argument which is at least in part focused on and relevant to the question.</td>
</tr>
<tr>
<td>Good</td>
<td>A well-organised answer which has a clear argument focused on and relevant to the question, answering most parts of the question and dealing with most elements in it effectively.</td>
</tr>
<tr>
<td>Very good</td>
<td>A well-planned and well-organised answer with sophisticated (and possibly original) argument which is focused on and relevant to the question.</td>
</tr>
<tr>
<td>Excellent</td>
<td>A very well-planned and very effectively organised answer with a very sophisticated (and possibly original) argument which is clearly focused on and relevant to the question.</td>
</tr>
</tbody>
</table>

**Critical analysis:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>A descriptive answer which fails to get to grips with the question and does not relate the subject under discussion to the broader context.</td>
</tr>
<tr>
<td>Poor</td>
<td>Attempts critical analysis but is predominantly descriptive.</td>
</tr>
<tr>
<td>Fair</td>
<td>Some critical analysis. May be lacking in clarity and comprehension of concepts at times.</td>
</tr>
<tr>
<td>Good</td>
<td>An analytical answer which engages clearly and effectively with concepts and evidence.</td>
</tr>
<tr>
<td>Very good</td>
<td>A strongly analytical answer, showing evidence of critical thought and with a sophisticated understanding of concepts and evidence.</td>
</tr>
<tr>
<td>Excellent</td>
<td>A very strongly analytical answer throughout, demonstrating a high level of achievement in the development of intellectual skills.</td>
</tr>
</tbody>
</table>

**Evidence and Example:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Contains little or no relevant primary or secondary source evidence.</td>
</tr>
<tr>
<td>Poor</td>
<td>Limited use of sources. Lacks detailed evidence in support of the argument.</td>
</tr>
<tr>
<td>Fair</td>
<td>Deploys some relevant evidence and historiography to illustrate arguments, but does not go beyond or evaluate the material.</td>
</tr>
<tr>
<td>Good</td>
<td>The argument is well supported with relevant evidence, detail, illustration and sources.</td>
</tr>
<tr>
<td>Very good</td>
<td>A broad range of relevant evidence from appropriate sources is used with judgement to provide effective support of the argument and analysis.</td>
</tr>
<tr>
<td>Excellent</td>
<td>A very extensive range of relevant evidence from appropriate sources is used with judgement and critical evaluation in very effective support of the argument and analysis.</td>
</tr>
</tbody>
</table>

**Conclusion:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>An irrelevant conclusion which fails to address the question.</td>
</tr>
<tr>
<td>Poor</td>
<td>A weak conclusion. Fails to develop from previous argument, or question may have been misunderstood.</td>
</tr>
<tr>
<td>Fair</td>
<td>Adequate, but lacks focus and/or does not fully respond to question.</td>
</tr>
<tr>
<td>Good</td>
<td>A good conclusion which addresses the question.</td>
</tr>
<tr>
<td>Very good</td>
<td>A strong and focused conclusion which effectively addresses the question and builds on the previous arguments.</td>
</tr>
</tbody>
</table>
Excellent  A very strong, well-focused conclusion which builds on the previous arguments and develops the analysis further, and effectively addresses the question’s implications.

**Bibliography:**

*Unacceptable*  No real evidence of research or reading. References may be incorrect or inconsistent.

*Poor*  Inadequate and/or irrelevant range of reading. References may be incorrect or inconsistent.

*Fair*  Adequate range of reading, but lacking breadth and depth. May be too reliant on textbooks, or failing to consult articles and essays.

*Good*  A good range of reading, targeted effectively on the topic.

*Very good*  An extensive range of reading, demonstrating detailed research.

*Excellent*  A very extensive and nearly comprehensive range of reading, demonstrating very thorough research.

**Assessment and Progression for all years (including any degree specific requirements)**

**Assessment**

**First Year Students**

All History first semester modules are assessed by coursework only. Each piece of coursework is given a weighting, which is detailed in the information given to you with each module. The marks you gain for your coursework, adjusted by the weighting, are added together (including any assignments with a mark of 0 because they were late or never submitted).

In the second semester, HS1013, HS1014 and HS1016 are assessed by a combination of examination and coursework. In just the same way as in the first semester, each element is weighted and a final mark calculated on the basis of that weighting.

**In order to be credited with a module you will need to have submitted ALL pieces of coursework AND have to have passed ALL assignments with at least a pass mark of 40 or greater. Marks between 35 and 39 can be considered a ‘pass for credit’, subject to the condition that students obtain an overall mark of 40 or greater for the module concerned. Any modules where the overall module mark is less than 40, but greater than 35, the overall weighted average for their first-year must be 40 or greater in order for the module mark to be considered a ‘pass for credit’. Failure to meet these conditions will result in failure of the module and failure of the year.**

**Second Year Students**

First semester modules taught in the School of History are assessed by coursework only.

In the second semester modules are assessed by a combination of coursework and a 2-hour examination, but there are variations from this in some cases. Second-semester modules will be examined in the midsummer examination period in May/June.

**Third Year Students**

Most modules taught in the School of History are assessed by a combination of coursework and a 2-hour examination, but there are variations from this in some cases. Examinations for first-semester modules will be held in January, except for Special Subjects which defer the examination to May/June. Second-semester modules will be examined in May/June.
Progression and Assessment

The University’s system for the classification of awards and the rules of progression are defined in Senate Regulation 5: Regulations governing undergraduate programmes of study (www.le.ac.uk/senate-regulation5). Alternatively, refer to the Student and Academic Services website for information about degree classification and progression: www.le.ac.uk/sas/assessments/progression-ug

The School of History follows progression requirements as described in Senate Regulation 5. However, we do have specific requirements that are not in the Regulations. Any specific progression requirements for your course are stated in its programme specification (see www.le.ac.uk/sas/courses/documentation) and are also detailed below.

First Year Examinations and Progression to Second Year

To pass the first year and to proceed to the second year of your degree you must have passed all modules with a mark of 40 per cent or greater, and have submitted and passed all pieces of coursework. However individual modules may be passed with marks of 35 to 39 per cent, if your overall average for the year is 40 per cent or greater. If you fail a module, you will normally have the right to re-sit in the September examination period the failed module. If you are required to complete September re-sits, you will only be required to re-take the failed assessment; therefore for example if you have failed the examination part of the module but passed the coursework element you will re-sit the examination only. Should you pass, then you will be allowed to proceed to the second year. Should you fail, you may not be permitted to proceed to the next year of your course. The maximum mark that can be awarded for a resit or resubmit assessment attempt is 40.

If you think that there are medical or other factors which have affected your work and progress either during the course of the year or during the examinations, you must submit the University’s ‘Mitigating Circumstances’ Form (found at www2.le.ac.uk/departments/history/current) as soon as possible (and certainly no later than Monday 6 June 2016), so that they can be taken into consideration by the Board of Examiners. Where a module has been failed because of medical or other factors, the Mitigating Circumstances Panel can recommend that students are permitted to re-sit/resubmit failed examinations/coursework without a cap on the final module mark.

If you fail your re-sit, or have lost your right to re-sit, the School will normally recommend the termination of your course; however, this occurs in very few cases.

The first year examinations are qualifying examinations, that is to say, that in passing them you demonstrate your ability to move to the second and third years of your chosen degree programme. They do not, however, form any part of the assessment of your final degree, which is based entirely on your work in the second and third years.

Second Year Examinations and Progression to Final Year

To pass the second year and proceed to the third year of your degree you must obtain an overall average of 40 per cent. Subject to this, individual modules may be passed with marks of 35 to 39 per cent. If your overall average for the year is less that 40 per cent, you will normally have the right to re-sit in the September examination period any modules with marks of less than 40 per cent. If your overall average is 40 per cent or more, you will only have to re-sit modules with marks of less than 35 per cent. If you are required to complete September re-sits, you will only be required to re-take the failed assessment; therefore for example if you have failed the examination part of the module but passed the coursework element you will re-sit the examination only. Should you pass, then you will be allowed to proceed to the third year. The mark for the assessment(s) you originally failed, however, will be capped at 40. Should you fail, you may not be permitted to proceed to the next year of your course.

In order to be credited with module HS2000 you will need to have submitted the ‘dissertation preference form’ AND to have submitted AND passed the written assignment. Failure to do this will result in failure of the module.
If you think that there are medical or other factors which have affected your work and progress either during the course of the year or during the examinations, you must submit the University’s ‘Mitigating Circumstances’ Form (found at www2.le.ac.uk/departments/history/current) as soon as possible (and certainly no later than Monday 6 June 2016), so that they can be taken into consideration by the Board of Examiners. Where a module has been failed because of medical or other factors, the Mitigating Circumstances Panel can recommend that students are permitted to re-sit/resubmit failed examinations/coursework without a cap on the final module mark.

If you fail your re-sit, or have lost your right to re-sit, the School will normally recommend the termination of your course; however, this occurs in very few cases.

Three-Year Programmes Basis of Assessment

Assessment is based upon the results obtained for the 12 modules (totalling 240 credits) taken during the second and third year. The first year is a qualifying year and hence the marks obtained during it do not form a part of the final assessment. The mark for each module is the final mark obtained by calculating the all of the assessment marks with their weightings.

Four-Year Programmes (Year Abroad) Basis of Assessment

The programme is assessed as a Four Year Programme with a year out, with the ‘year out’ being the year abroad. The year abroad does not count towards the final classification (unless you are spending your year in America as part of BA History and American Studies with a year abroad*), but a student must pass all modules taken during the year abroad in order to graduate with a four-year ‘year abroad’ degree programme. Failure in the academic modules may mean that a student will be allowed to revert to the three-year programme, subject to the discretion of the School’s Board of Examiners.

In the case of four-year programmes in which the year out does not count towards the final classification, the second and fourth years are used in determining the degree class, according to the standard scheme for three-year programmes.

*For integrated four year programmes the same general principles apply to the calculation of the weighted average as for three-year programmes, but the second, third and fourth years are included, with a relative weighing of 20:30:50. For the purposes of identifying students’ best performance on a module-by-module basis, all second, third and fourth year modules are equal, but the credit threshold for a particular class is 180 rather than 120 credits.