Undergraduate Assessment and Style Guide

Session 2016-17

• BA Politics
• BA International Relations
• BA Politics and International Relations
• BA International Relations and History
• BA Politics and Economics
• BA Politics and Sociology
• BA History and Politics
• BA Contemporary History
• BA Management Studies with Politics
• LLB Law with Politics
• BA European Studies
• BA American Studies
• BA Study Abroad and Erasmus Exchange
• Major in Politics
• Minor in Politics
• Major in International Relations
• Minor in International Relations
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Summary of Key Points

Make sure that you have read and understood the crucial material contained in this booklet:

- The requirements for submitting Assessed Essays and Coursework pp. 6-12
- Penalties for Assessed Essays and Coursework over the maximum length p. 12
- Plagiarism detection software p. 13
- The procedure for handing in Assessed Work p. 13
- Penalties for late submission of Assessed Essays, Assessed Coursework, Dissertation Plans and Dissertations p. 13-15
- Feedback and How to Use It p. 16
- The procedures for examinations pp. 17-19
- Your responsibility to present evidence of mitigating circumstances p. 19
- The differences between grade boundaries pp. 19-21
- The requirements for oral presentations pp. 21-22
- The regulations and guidance on plagiarism pp. 23-26
- The guidelines on citing sources pp. 27-29
- The guidelines on bibliographies pp. 29-32
- The guidance on using quotations p. 29

You are expected to follow the regulations and guidelines set out in this booklet. Failure to do so may result in your assessed work being penalised.
Introduction

The aim of this Assessment and Style Guide is to:

- give details of the requirements for all undergraduate Politics and International Relations modules;
- describe the arrangements for submission of coursework in all years, and the penalties which you will incur if you are late in handing in assessed work;
- give advice on making class presentations;
- explain the arrangements for your written examinations;
- explain what is meant by plagiarism, to help you understand how to avoid inadvertently committing it, and to make sure you are clear about how serious are the University’s sanctions if plagiarism is found; and
- set out the preferred style for presentation for all of your written work.

We hope that you will make full use of this Guide and read it carefully. We have tried to make it as clear and helpful as possible. It is very important that you understand what it contains. If you have any questions at all about the material in this Guide, please come and ask me, or see the Politics and International Relations Exams Officer Dr Laura Brace. You can also see School Manager, Dr Andy Tams.

Dr George Lewis,
Head of the School of History, Politics and International Relations

Assessment and Style Guide 2016/2017

This guide is to be used in conjunction with its companion volume, the Undergraduate Student handbook.

Please note that all references in this guide to “Politics and International Relations modules” include ALL modules in Politics and International Relations. These have the prefix “PL”, e.g. PL1015, PL2011, PL3094.

Students taking modules in other disciplines should be aware that these disciplines have their own regulations. Students are encouraged to familiarise themselves with the differing procedures in different disciplines, particularly with regard to late penalties and over-length penalties for coursework.
University Regulations

**Senate Regulations** ([www.le.ac.uk/sas/regulations](http://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](http://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.

Assessment

**Coursework Requirements - 20 credit modules**

For all students EXCEPT students on the ‘BA Politics and Economics’ degree

Many, but not all, 20 CREDIT modules in Politics and International Relations are assessed by two elements:

- an **ASSESSED ESSAY**, worth 30% of the marks for the module
- a two-hour **EXAMINATION**, in which students are required to answer two questions, worth 70% of the marks for the module

There are a number of exceptions:

- AM1003 Introduction to American Politics - exam, assessed essay and numeracy exercise
- PL1019 Politics, Power and Ethics - assessed précis, assessed essay, multiple choice test
- PL1020 Classics of International Relations - two assessed essays
- PL2000 Political Analysis – research design group project, literature review, multiple choice exam
- PL2011 Political Ideas - textual analysis exercise, article review and assessed essay
- PL2021 Sex and Gender in Global Politics - assessed essay, exam with one essay question and one short stimulus question
- PL2025 Quantitative Data Analysis - two short assessed assignments, one longer piece of coursework
- PL3098 The Conservatives: Crisis and Recovery - two assessed essays
- PL3106 Parliamentary Studies - two assessed essays
- PL3116 The Changing Character of War – two assessed essays
- PL3118 Global Justice and Human Rights - two assessed essays
- PL3136 Democratization and EU Enlargement in Post-Communist Europe - assessed essay, research report
- PL3139 Contentious Politics in EUrope – assessed essay, research report
- PL3140 Climate Change: Ethics, Issues, Justice – group written report, assessed essay
- PL3141 Technology, Politics and War – two assessed essays
- PL3142 Politics of the International Drug Trade - assessed essay, research report
**NB. Students in the 2nd and final year on the ‘BA Politics and Economics’ degree taking 15-credit modules should refer to the information on assessment on page 9 of this Assessment & Style Guide.**

Full details of the assessment arrangements for each taught module can be found in the module guide and on the Blackboard site for that module. Details of the assessment arrangements for PL3094 and PL3095 can be found in the **Dissertation Handbook**.

### First Year

<table>
<thead>
<tr>
<th>Semester One</th>
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<tbody>
<tr>
<td>PL1015 Cold War, Crisis and Confrontation: International Relations, 1945-89</td>
<td>Assessed Essay (30%)</td>
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<tr>
<td>PL1019 Politics, Power and Ethics</td>
<td>Assessed Précis (30%)</td>
</tr>
<tr>
<td>PL1020 Classics of International Relations</td>
<td>Assessed Essay (50%)</td>
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<tr>
<td>AM1003 Introduction to American Politics (NB - all assessed components must be passed in order to pass the module)</td>
<td>Numeracy Exercise (20%)</td>
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<table>
<thead>
<tr>
<th>Semester Two</th>
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<tbody>
<tr>
<td>PL1011 Political Concepts</td>
<td>Assessed Essay (30%)</td>
</tr>
<tr>
<td>PL1012 Comparative European Politics</td>
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<td>PL1016 Order and Disorder: International Relations from 1989 to the Present</td>
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<td>PL1021 Power in the World Economy</td>
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### Second Year

<table>
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<tbody>
<tr>
<td>PL2011 Political Ideas</td>
<td>Textual Analysis Exercise (20%)</td>
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<tr>
<td>PL2015 International Theory</td>
<td>Assessed Essay (30%)</td>
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<tr>
<td>PL2020 Political Parties in Contemporary Britain</td>
<td>Assessed Essay (30%)</td>
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<tr>
<td>PL2021 Sex and Gender in Global Politics</td>
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<td>Course Title</td>
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<td>PL2028</td>
<td>Latin American Politics</td>
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<td>PL2019</td>
<td>The Making of Contemporary US Foreign Policy</td>
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<td>PL2023</td>
<td>Politics and Power in Africa</td>
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<td>PL2027</td>
<td>Contemporary Political Philosophy: Theories of Justice</td>
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<td><strong>Final Year</strong></td>
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<tr>
<td>PL3060</td>
<td>Feminism</td>
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<tr>
<td>PL3094</td>
<td>Dissertation 1 (assessed jointly with PL3395)</td>
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<td>PL3138</td>
<td>Politics of the Global South</td>
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<td>PL3139</td>
<td>Contentious Politics in Europe</td>
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<td>PL3140</td>
<td>Climate Change: Ethics, Issues, Justice</td>
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**Semester Two**

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<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Assessment Type</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>PL3076</td>
<td>Politics and the Environment</td>
<td>Assessed Essay (30%)</td>
<td>Exam (70%)</td>
</tr>
<tr>
<td>PL3095</td>
<td>Dissertation 2 (assessed jointly with PL3394)</td>
<td>Oral Presentation (15%)</td>
<td>Dissertation Plan (15%)</td>
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<td>Dissertation (70%)</td>
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<tr>
<td>PL3098</td>
<td>The Conservatives: Crisis and Recovery</td>
<td>Assessed Essay (50%)</td>
<td>Assessed Essay (50%)</td>
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<tr>
<td>PL3114</td>
<td>American Political Development</td>
<td>Assessed Essay (30%)</td>
<td>Exam (70%)</td>
</tr>
<tr>
<td>PL3118</td>
<td>Global Justice and Human Rights</td>
<td>Assessed Essay (30%)</td>
<td>Assessed Essay (70%)</td>
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<td>PL3121</td>
<td>The Politics of Slavery</td>
<td>Assessed Essay (30%)</td>
<td>Exam (70%)</td>
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<td>PL3129</td>
<td>The Politics of Nuclear Weapons</td>
<td>Assessed Essay (30%)</td>
<td>Exam (70%)</td>
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<td>PL3136</td>
<td>Democratization and EU Enlargement in Post-Communist Europe</td>
<td>Assessed Essay (50%)</td>
<td>Research Report (50%)</td>
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<td>PL3141</td>
<td>Technology, Politics and War</td>
<td>Assessed Essay (50%)</td>
<td>Assessed Essay (50%)</td>
</tr>
<tr>
<td>PL3142</td>
<td>Politics of the International Drug Trade</td>
<td>Assessed Essay (50%)</td>
<td>Research Report (50%)</td>
</tr>
</tbody>
</table>

**Coursework Requirements - 15 credit modules**

*(Students on the ‘BA Politics and Economics’ degree only)*

Many 15 CREDIT second and final year Politics and International Relations modules taken by students on the ‘BA Politics and Economics’ degree are assessed by:

- COURSEWORK, worth 20% of the marks for the module
- a two-hour EXAMINATION, in which students are required to answer two questions, worth 80% of the marks for the module

There are a number of exceptions:

- PL2200 Political Analysis—research design group project, multiple choice exam
- PL2211 Political Ideas - textual analysis exercise, assessed essay
- PL2221 Sex and Gender in Global Politics - assessed coursework, exam with one essay question and one short stimulus question
- PL2225 Quantitative Data Analysis - two short assessed assignments, one longer piece of coursework
- PL3306 Parliamentary Studies - two assessed essays
- PL3336 Democratization and EU Enlargement in Post-Communist Europe - assessed essay, research report
- PL3339 Contentious Politics in Europe - assessed essay, research report
- PL3340 Climate Change: Ethics, Issues, Justice – group written report, assessed essay
- PL3342 Politics of the International Drug Trade - assessed essay, research report

Full details of the assessment arrangements for each taught module can be found in the module guide and on the Blackboard site for that module. Details of the assessment arrangements for PL3394 and PL3395 can be found in the Dissertation Handbook.

The procedures for the submission of coursework for the 15 credit modules taken by students on the ‘BA Politics and Economics’ degree and the penalties for late submission are the same as those for the submission of assessed essays and coursework described below.

**First Year**

All students on the ‘BA Politics and Economics degree’ take the 20 credit versions of first year modules. Please see ‘Coursework Requirements – 20 credit modules’ for a list of First year modules

**Second Year**

| Semester One |
|-----------------|------------------|------------------|
| PL2211          | Political Ideas  | Textual Analysis Exercise (20%) | Assessed Coursework (80%) |
| PL2220          | Political Parties in Contemporary Britain | Assessed Coursework (20%) | Exam (80%) |
| PL2221          | Sex and Gender in Global Politics | Assessed Essay (40%) | Exam (60%) |
| PL2225          | Quantitative Data Analysis | Short Data Analysis Exercise and Report (20%) | \multirow{2}{*}{Longer Data Analysis and Report (60%)} |
| PL2228          | Latin American Politics | Assessed Coursework (20%) | Exam (80%) |

| Semester Two |
|-----------------|------------------|------------------|
| PL2200          | Political Analysis | Research Design Group Project (30%) | Multiple Choice Exam (70%) |
| PL2216          | European Union Politics | Assessed Coursework (20%) | Exam (80%) |
| PL2219          | The Making of Contemporary US Foreign Policy | Assessed Coursework (20%) | Exam (80%) |
| PL2223          | Politics and Power in Africa | Assessed Coursework (20%) | Exam (80%) |
### Final Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Assessment Breakdown</th>
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<tbody>
<tr>
<td>PL2224</td>
<td>Governing Societies in Conflict</td>
<td>Assessed Coursework (20%)</td>
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<td>Exam (80%)</td>
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<tr>
<td>PL2227</td>
<td>Contemporary Political Philosophy: Theories of Justice</td>
<td>Assessed Coursework (20%)</td>
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#### Semester One

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<td>Exam (80%)</td>
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<td>PL3363</td>
<td>South African Politics</td>
<td>Assessed Coursework (20%)</td>
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<td>Exam (80%)</td>
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<td>Parliamentary Studies</td>
<td>Assessed Essay (50%)</td>
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<td>Assessed Essay (50%)</td>
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<td>PL3322</td>
<td>The Political Legacies of Conflict in Northern Ireland</td>
<td>Assessed Coursework (20%)</td>
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<td>Exam (80%)</td>
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<td>PL3327</td>
<td>Political Participation in Britain</td>
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<td>Exam (80%)</td>
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<td>PL3331</td>
<td>Political Parties in Western Democracies</td>
<td>Assessed Coursework (20%)</td>
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<td>Exam (80%)</td>
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<td>PL3339</td>
<td>Contentious Politics in EUrope</td>
<td>Assessed Essay (50%)</td>
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<td>Research Report (50%)</td>
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<td>Assessed Essay (50%)</td>
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#### Semester Two

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<tbody>
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<td>PL3376</td>
<td>Politics and the Environment</td>
<td>Assessed Coursework (20%)</td>
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<td>Exam (80%)</td>
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<tr>
<td>PL3395</td>
<td>Dissertation 2 (assessed jointly with PL3394)</td>
<td>Dissertation Plan (20%)</td>
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<td>Dissertation (80%)</td>
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<td>PL3398</td>
<td>The Conservatives: Crisis and Recovery</td>
<td>Assessed Essay (50%)</td>
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<td>Assessed Essay (50%)</td>
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<td>PL3314</td>
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<td>Assessed Coursework (20%)</td>
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</table>
Assessed Essays and Assessed Coursework

You must carefully follow the procedures set out for the completion and submission of Assessed Essays and Assessed Coursework. You must choose a title for your Assessed Essay and Assessed Coursework from those on the module guides and Blackboard sites for the module.

If you inadvertently use a Presentation question or a question for the 15-credit version of the module when you are taking the 20-credit version of the module (or vice-versa) for an Assessed Essay, your essay WILL NOT BE MARKED, and you will receive a mark of 0 for that part of the assessment.

Students doing assessed essays are recommended to seek advice from the lecturers in charge of the modules on the form that the essays should take. Staff are not permitted to comment on drafts, but can offer general advice.

There is some very helpful advice on planning and writing essays on the Learning Development website. It offers comprehensive guides on all aspects of study at University, and will be particularly useful as a reference when writing any of your essays. See: http://www2.le.ac.uk/offices/ssds/sd/ld/resources.

Penalties for Coursework over the Maximum Length

The MAXIMUM LENGTH of Assessed Essays on many 20 credit modules is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Maximum Length</th>
</tr>
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<tbody>
<tr>
<td>First Year</td>
<td>2,000 words</td>
</tr>
<tr>
<td>Second Year</td>
<td>3,000 words</td>
</tr>
<tr>
<td>Final Year</td>
<td>3,000 words</td>
</tr>
</tbody>
</table>

The word count DOES INCLUDE references in the text, but DOES NOT INCLUDE the Bibliography. ALL Essays MUST be word-processed.

You must check the maximum word length for each module you are taking. In particular, the maximum word length for assessed essays and coursework is different on the following modules: PL1019, PL1020, PL2000/2200, PL2011/2211, PL2021/2221, PL2025/2225, PL3098/3398, PL3106/3306, PL3116, PL3118, PL3136/3336, PL3139/3339, PL3141 and PL3142/3342.

The maximum length of assessed essays and coursework on 15-credit modules is lower than on 20-credit modules – please check carefully before starting your assignments.

Any Assessed Essays and Coursework EXCEEDING the maximum length will be penalised by half the excess length. THERE ARE NO EXCEPTIONS TO THIS RULE. For example:

- A FIRST YEAR essay which is 2,400 words is 20% over the limit; therefore 10% of the mark will be deducted.
- A SECOND OR FINAL YEAR essay which is 3,600 words is 20% over the limit, therefore 10% of the mark will be deducted.

Students taking modules in other disciplines must be aware that there may be different over-length penalties in those disciplines. Please make sure you know the rules for both disciplines.
Plagiarism Detection Software

All assessed essays, coursework, dissertation plans and dissertations are analysed using the Turn-it-in plagiarism detection software.

Procedure for Handing in Assessed Work - Electronic Copy

Please read carefully the following guidelines relating to the submission of coursework. Failure to comply with these guidelines will result in delays with your work being processed, marked and returned, and possibly in the loss of marks due to penalties.

For all modules apart from the final Dissertation, students must submit an electronic copy ONLY.

- Submit each piece of assessed work electronically through Blackboard (https://blackboard.le.ac.uk) via the ‘Assessment Submission’ link on the Blackboard site for each module.
- If you have successfully electronically submitted a piece of assessed work, you will receive an e-mail receipt. **You must keep a copy of this receipt as proof of your electronic submission.** You can only be sure that your electronic submission has been successful once you have received an e-mail receipt.
- You must also ensure that you have saved a copy of your essay on your computer.
- **If the electronic copy is not submitted by the stipulated deadlines, your work will be marked as late and appropriate penalties will apply.**

The deadlines for submission are:

SEMESTER 1

- **BEFORE 4.00pm on the evening of Monday 5th December 2016**

  With the exception of modules AM1003, PL1019, PL1020, PL2011/2211, PL2025/2225, PL3106/3306, PL3116, PL3136/3336, PL3139/3339 and PL3140/3340 (please refer to the module guides and Blackboard sites for these modules).

SEMESTER 2

- **BEFORE 4.00pm on the evening of Tuesday 2nd May 2017**

  With the exception of modules PL2000/2200, PL3098/3398, PL3118, PL3137/3337, PL3141 and PL3142/3342 (please refer to the module guides and Blackboard sites for these modules).

Dissertations

Those students doing a Dissertation in Politics and International Relations in their final year will receive a **Dissertation Handbook** which contains information about requirements and assessment.

Penalties for Late Submission of Assessed Essays, Assessed Coursework, Dissertation Plans and Dissertations

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 http://www2.le.ac.uk/offices/sas2/assessments/late-submission).

The University has regulations governing late submission of coursework. They are listed below:

- Students are expected to submit work by published deadlines, with the exception of where there is accepted evidence of mitigating circumstances.
- Where a student experiences a sudden illness or other serious and unforeseen event or set of circumstances which causes them to miss a deadline for assessed work they should report this to their
department using the Mitigating Circumstances Form. Where the effect of the mitigating circumstances is such that it is unclear when the student might be able to submit the course work s/he should be advised to submit the work as soon as possible and that the regulations concerning mitigating circumstances as set out from paragraph 7.97 below will be applied to ensure that there is no penalty for the late submission.

- Mitigating Circumstances Panels are allowed to set a revised submission date where it is possible to do so on the basis of the evidence provided. Where there are exceptional and urgent circumstances the Chair of the Mitigating Circumstances Panel is authorised to set this revised submission date. This will be reported to the Mitigating Circumstances Panel at its next meeting. If a student fails to submit by the revised date then penalties for late submission shall be applied in line with para 7.95, unless further accepted mitigation has been submitted.

- Departments should consider late submissions of coursework on an ongoing basis so that where mitigation is submitted after the deadline students can receive prompt decisions as to whether their mitigating circumstances have merited no penalty for the late submission. Similarly, if mitigating circumstances cause an assessment to be missed entirely, students should receive prompt decisions as to whether the non-participation in that assessment can be excused or an alternative assessment provided.

- In cases where there are no accepted mitigating circumstances, late submission of coursework shall lead automatically to the imposition of a penalty. Penalties shall be applied as soon as the deadline is reached.

The University's penalty scheme is as follows:

a) a deduction of 10% of the maximum mark available from the actual mark achieved by the student shall be imposed upon expiry of the deadline;

b) a further deduction of 5% of the maximum mark available from the actual mark achieved by the student shall then be imposed on each of the next subsequent working days;

c) The subsequent 24 hour periods described under (b) above shall apply from the expiry of the initial deadline. For example, where a deadline is 14:00 on Wednesday, a 10% penalty shall be deducted at 14:01 on Wednesday, and a subsequent 5% shall be deducted at 14:01 on Thursday;

d) Under (a) and (b) above penalties shall be applied until the pass mark for the assessment has been reached (40% for undergraduate work and 50% for postgraduate work), after which point no further penalties shall be applied unless the work is deemed to be a non-submission (see (e) and (f) below);

e) for undergraduate programmes: any piece of work submitted 11 or more working days after the expiry of the deadline will not be marked but will be assigned a mark of zero and deemed to be a non submission;

f) for postgraduate programmes: any piece of work submitted 9 or more working days after the expiry of the deadline will not be marked but will be assigned a mark of zero and deemed to be a non submission;

g) ‘available marks’ in this context means the maximum marks available for the piece of work (for example, 100 would be the available mark in a percentage marking scheme);

h) ‘working day’ in this context means a period of twenty four hours or part thereof from Monday to Friday inclusive, excluding public holidays and University closure days.

<table>
<thead>
<tr>
<th>Examples of penalties which could be imposed in Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date submitted</td>
</tr>
<tr>
<td>Submitted on time (i.e. before 3.59pm on 5th December)</td>
</tr>
<tr>
<td>Submitted 1 day late</td>
</tr>
</tbody>
</table>
### Failure to Submit Assessed Work

Students who fail to submit assessed work either in hard copy or electronically may be deemed to be in breach of their academic obligations and reported to the Politics and International Relations Progress Committee. In such cases, the Committee may recommend that the University issues a formal warning. Students should be aware that this may result in the loss of the automatic right to resit failed modules.

### Failure to Submit Assessed Work by the Deadline

Students who are unable to meet a deadline, or believe they will be unable to meet a deadline, and have mitigating circumstances, should contact the School to advise as soon as possible. Students should contact the School Office (Politics@le.ac.uk) and the Exams Officers (Dr Laura Brace) in the first instance.

You should take into account that malfunctioning technology – laptops, memory sticks, etc. – is not regarded as an exceptional circumstance, nor is difficulty in gaining access to a computer terminal.

### Return of Marks and Feedback on Assessed Work

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](http://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; the date of return for marked coursework is published in the module guides.
- 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.

**Please note:** The 21 day return of marked coursework does not apply to students who submit work after the deadline, or to Dissertations. The 21 day period does not include public holidays and days on which the University is closed (e.g. during the Christmas vacation).

### The return dates for Assessed Essays, Assessed Coursework and Dissertation Plans

**SEMESTER 1** With the exception of modules AM1003, PL1019, PL1020, PL2011/2211, PL2025/2225, PL3106/3306, PL3116, PL3136/3336, PL3139/3339 and PL3140/3340 (please refer to the module guides and Blackboard sites for these modules):

- **Submission deadline:** Monday 5th December 2016
- **Return of feedback and provisional grading:** Friday 6th January 2017

**SEMESTER 2** With the exception of modules PL2000/2200, PL3098/3398, PL3118, PL3137/3337, PL3141 and PL3142/3342 (please refer to the module guides and Blackboard sites for these modules):

- **Submission deadline:** Tuesday 2nd May 2017

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<table>
<thead>
<tr>
<th>Late Submission</th>
<th>Marks Deducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 days late</td>
<td>15</td>
</tr>
<tr>
<td>3 days late</td>
<td>20</td>
</tr>
<tr>
<td>4 days late</td>
<td>25</td>
</tr>
<tr>
<td>More than 4 days</td>
<td>40 (marks deducted until the pass mark is reached)</td>
</tr>
<tr>
<td>Not submitted</td>
<td>Mark of zero</td>
</tr>
</tbody>
</table>

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**Politics and International Relations**

**University of Leicester**
Return of feedback and provisional grading: Tuesday 23rd May 2017

Feedback and How to Use It

Politics and International Relations provides feedback to students in a number of ways.

For assessed essays and assessed coursework, feedback is added to the electronic copies submitted by students and is released via Blackboard. Please note that marks are provisional until confirmed by the Board of Examiners. The feedback provided on assessed work will usually cover areas such as structure, analysis and content, referencing, and main areas for improvement. The latter, sometimes called ‘feed forward’, should provide constructive advice on how the work might have been improved. You should aim to act upon this when writing subsequent coursework.

Instructions on how to access assessed essay and coursework feedback via Blackboard (Turnitin assignment) is available from here:

http://www2.le.ac.uk/offices/ithelp/services/blackboard/assignments-and-grades/grade-centre/get-started/student-view

Politics and International Relations provides feedback on exams in two ways. Firstly, generic feedback is written regarding overall performance on each paper, highlighting common strengths and weaknesses on the answers to each question. This feedback is posted on Blackboard. Secondly, students are required to meet with their personal tutor early in each semester to receive personalised feedback on their exam performance – and further advice on performance in assessed essays and coursework if requested – on Politics and International Relations modules. The personal tutor will offer guidance on how to improve your exam performance. Joint degree and combined degree student whose personal tutor is not in this discipline will be allocated a tutor in Politics and International Relations with whom they can discuss their academic performance in Politics and International Relations modules. Lists of personal tutors are posted in the ‘Politics Undergraduates’ section of Blackboard.

Feedback and advice from academic staff is not confined to assessed work and exams. There are many opportunities for you to receive on-going feedback from staff on the Politics and International Relations modules that you are taking. This ranges from oral feedback on your performance in tutorials and seminars, feedback on oral presentations, and discussions about assessed essay questions and exam preparation.

You are encouraged to seek advice from your tutor or module leader on assessed essays and coursework before you submit your work, particularly on those modules that are assessed by coursework only. Staff are not permitted to provide formal written feedback on drafts of assessed essays and coursework, but will offer advice on your approach to a question and comment on an essay plan, etc. You can email your tutor or the module leader for advice on assessed work, but it is often more productive to speak to them in person (normally during their office hours). Where a module has an exam, general revision advice will be provided in a lecture or seminar. Past exam papers are available via the Library.
EXAMINATIONS

Examination Regulations

If your course involves any exams you must ensure that you are familiar with the University's Examination Regulations (www.le.ac.uk/sas/assessments/examregs). These contain a variety of regulatory information and instructions relating to exams, including the rules governing:

- scheduling
- admittance
- student conduct
- permitted and prohibited items and clothing
- use of calculators and dictionaries
- absence due to illness
- cheating

You can also find information about exams in the Students' Guide to Exams (www.le.ac.uk/sas/assessments/examsguide)

Most undergraduate modules in Politics and International Relations have a compulsory examination element (see pages 6-11 for full details). All undergraduate examinations in Politics and International Relations are two hours long, and in that time you have to answer TWO QUESTIONS. The EXCEPTIONS are PL1019 Politics, Power and Ethics, and PL2000/2200 Political Analysis. The exams for PL1019 and PL2000/2200 are a one hour long multiple choice test. Past examination papers are available on the library website.

Examinations in Politics and International Relations:

For those modules that have an examination element, first semester modules will be examined in January 2017 (in the period January 9th – 20th inclusive), and second semester modules will be examined in Midsummer 2017 (from May 15th - June 2nd inclusive).

The September examination period is in the week beginning 4th September 2017. Any student required to take resit examinations must be available that week. DO NOT BOOK HOLIDAYS FOR THIS WEEK.

The First Year Modules have to be passed in order for you to proceed to the second year, but your marks in these modules do not count towards your final degree classification. **Second and Final Year Modules do count towards your degree.**

Examination Timetables

Timetables for the January and Midsummer examinations will be displayed, among other places, on the Exams office webpage:

http://www2.le.ac.uk/offices/sas2/assessments/examtimetable

You will also receive an email from the Exams Office confirming the times and dates of your exams. **Make sure you read these timetables with great care.** If you miss an examination in the first or second year because you have misread the timetable, you will be allowed to resit, but the maximum mark you can obtain on an element that you are resitting or resubmitting (e.g. an exam or assessed essay) is 40%.

**Students must be available to attend examinations on any date within the formal assessment periods, including Saturdays.**

Examination Anonymity

The University of Leicester has a system of anonymous marking for **Written Examinations.** Your Student Registration Number is what you will use to identify ALL of your coursework.
Publication of Results and Availability of Examination Feedback

Students who have taken modules in Politics and International Relations will have their RESULTS for the FIRST SEMESTER modules posted on Blackboard by the end of February 2017. First semester results are provisional at this stage until they are confirmed by the University in Midsummer.

Results for SECOND SEMESTER modules will also be posted on Blackboard as soon as they are available in July 2017.

Please note: Marks will not be given out over the telephone.

Module leaders will provide general feedback on students’ performance in first and second year examinations through the module sites on Blackboard. You are required to see Personal Tutor, or the person assigned to you if your Personal Tutor is in another discipline, for individual guidance on how to improve your performance. However, we are not permitted to return examination scripts.

Progression and Classification of Awards

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

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

What Happens if You Fail?

All students have a right to resit on one occasion any module that they fail in years one and two, unless they have had this right specifically withdrawn by a University committee as a penalty for neglect of their studies.

In the first year failed modules from either semester will be resat in September. Recommendations about requiring students to resit modules are made by the appropriate Board of Examiners and the decisions made by the appropriate University committee.

In the second year failed modules are normally resat the following September.

In the case of final year failures the question of a resit arises only if the overall degree will be failed. In that event resits would normally take place without residence during the following academic year. **There are no September resits for any final year modules in Politics and International Relations.**

Pass for Credit

The University has introduced a PASS FOR CREDIT for students who have received an overall mark for a module between 35 and 39. Pass for Credit is subject to the achievement of an overall average of at least 40 per cent [across the whole range of modules taken in the year]. There are no resits for exams or resubmissions for assessed work if a Pass for Credit has been awarded. Students must be aware the Pass for Credit mark cannot be improved and it will be marked as a ‘PC’ on their University transcript.

Consequences of Failure

Evidence of mitigating circumstances (see next section) is likely to be very important if you fail a module, whether as a result of examination failure/absence or failure/non-submission in assessed coursework. If you have submitted evidence which, in the view of the School, is sufficient to explain the failure (including absence from an examination or non-submission of coursework) it may be possible to argue that you should be allowed to submit (coursework) or sit (examination) in September. If this is the case you will be credited with the actual mark you achieve then.

Any mitigating evidence MUST be submitted prior to the assessment period in each semester.
However, in the absence of any special circumstances, your second attempt at coursework or examinations will be regarded as a resubmission, in the case of coursework, or a resit, in the case of examinations. **If you are resubmitting coursework OR resitting examinations, the maximum mark you can get you can get on an element that you are resitting or resubmitting (e.g. an exam or assessed essay) is 40%.**

Please be clear about the difference between submit and resubmit and sit and resit.

**Notification of Ill Health and Other Mitigating Circumstances**

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](http://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.

Please submit information about mitigating circumstances to the School Office (Politics@le.ac.uk) or Exams Officers (Dr Laura Brace).

**Grade Boundaries and Marking**

**Before you begin writing your essays and examinations,** it would be a good idea to read over the following notes so that you have some idea of what your tutors and examiners are looking for when they mark your work. Please talk to your Module Tutor if you have any questions about these notes.

Inevitably there is scope for disagreement on how we measure the ‘quality’ of an essay. It is not possible simply to give ticks for points correctly made and then total up the ticks. Moreover, some students find it frustrating that there are very few ‘right’ answers to the complex questions raised in the study of Politics or International Relations. What your tutors and examiners are looking for is primarily the ability to argue a case. This does not, however, mean arguing in the sense of asserting certain things in a forceful, crude, repetitive way, with little regard to any opposing views, but rather showing the ability to blend relevant evidence and reasoned argument in as skilful and persuasive a way as possible.

What follows is an attempt to summarise the kinds of things that will place your work in a particular mark band. Please bear in mind that some of these bands are quite wide and at the edges may have more in common with the neighbouring band than with the other end of the same band. The same bands apply to examination answers as to essays or coursework, but in exams the constraints of limited time put a higher weighting on relevance and structured argument than on style. Further guidance on the criteria for assessments such as multiple choice exams or assessed reports will be given in the relevant modules. Marks for assessed essays and coursework may be lowered where there is poor academic practice (e.g. in referencing).

**Grade Boundaries for Modules**

<table>
<thead>
<tr>
<th>Grade Boundaries</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>70+</td>
<td>First</td>
</tr>
<tr>
<td>60-69</td>
<td>Upper second</td>
</tr>
<tr>
<td>50-59</td>
<td>Lower second</td>
</tr>
<tr>
<td>40-49</td>
<td>Third</td>
</tr>
<tr>
<td>35-39</td>
<td>Pass for Credit (PC) (This ONLY applies to the overall module mark.)</td>
</tr>
<tr>
<td>Under 35</td>
<td>Fail</td>
</tr>
</tbody>
</table>

All students have the right to be told the final mark in each module they take.
First Class
Work showing a very high level of knowledge and understanding of the subject. It will demonstrate very good or excellent critical evaluation and analysis of evidence from a wide range of sources, expressed in a very well-reasoned, logical manner. The work has a clear and effective argument that is focused and relevant to the question. Answers are factually correct and comprehensive. They will show a very good or excellent organisation of information and use of appropriate examples to illustrate points and justify arguments. Overall, the writer demonstrates that they are in command of the material and not the other way round.

Marks of 85%+ are reserved for outstanding work which demonstrates an advanced grasp of relevant theoretical and conceptual material, as well as a critical awareness of the potential and limits of such interpretations. Work in this category will also demonstrate sophisticated and critical understanding and analysis of a broad range of relevant debates within the academic field. It will be exceptionally well-organised and clearly-written.

Upper Second Class
Work showing a good level of knowledge and understanding of the subject matter. It will demonstrate good critical evaluation and analysis of evidence from a range of sources, expressed in a well-reasoned, logical manner. The work develops a clear and effective argument that is focused and relevant to the question. Answers will show a good organisation of information, with use of examples to illustrate points and justify arguments. In general, work will be factually correct and comprehensive in coverage, although there may be minor omissions. Answers in this class show an understanding of the terms and concepts relevant to the question and have evidence of analytical ability, but could provide more effective links between theory and evidence.

Lower Second Class
Work showing a competent knowledge and understanding of the subject matter. It will have evidence of critical evaluation and analysis of evidence from different sources. The work shows some evidence of an argument that is, in part, focused and relevant to the question. Answers will show a competent organisation of information, with some use of examples to illustrate points and justify arguments. Answers in this class are often narrative rather than analytical in style and only indirectly or inadequately address the question. They often include unsupported generalisations, occasional inaccuracies, irrelevance, omissions and/or contradictions. They tend to be weak in the definition and application of concepts. Although the main issues may be understood, they are often presented in a superficial manner and there is only a limited attempt to go beyond the basic reading.

Third Class
Work showing a limited knowledge and understanding of the subject matter. It will have limited evidence of understanding of theory or evidence. Answers will show a basic organisation of material, with limited use of examples to illustrate points. Answers are often weak narrative or descriptive accounts which may touch on the areas required by the question but display only a limited grasp of the topic, the requirements of the question or the way in which to construct an answer. The argument is fleeting and frequently simplistic. Although there may be some basic familiarity with the relevant facts, inaccuracies and omissions are usually more evident. Answers in this class frequently show deficiency in structure and style. There is little attempt to go beyond the basic reading.

Pass for Credit
Work showing a rudimentary knowledge of the subject matter. It will have minimal evidence of understanding of theory and evidence, with minimal evidence of ability to evaluate critically. Answers exhibit only a rudimentary organisation of material and use of examples to illustrate points. Significant inaccuracies and omissions are evident in the work. The presentation of work in this class is poor. There is little or no attempt to go beyond the basic reading.

Fail
Answers which are even weaker than the previous category. The degree of failure can obviously vary, from the essay which only narrowly misses the cut to the total disaster area. Some essays end up as fails, particularly in exams, because they are simply too short to constitute anything like an adequate coverage of the question; others fail because they are seriously deficient in relevance (this is a particular problem), direction, accuracy and comprehensibility. Poor academic practice is often found in assessed essays and coursework in this category. At University level a relatively small proportion of essays end up in this category in subjects like Politics and International Relations.

PRESENTATIONS

Requirements

Formal presentations are not a requirement in the first year, though some modules in the first year contain provision for a group presentation. However, presentations do form part of the requirements of some modules in the second and final years. In both years such presentations are not part of the formal assessment, except in the Dissertation modules (PL3094/95) where presentations are part of the assessment. [NB. students on the ‘BA Politics and Economics’ degree are not required to do an assessed presentation on their 15 credit Dissertation modules (PL3394/95)].

Where students are required to give presentations in modules other than the Dissertation modules (PL3094/95), module tutors will explain what they expect of you.

Where presentations are required, you will receive written feedback on your performance. Examples of the feedback sheets for each level are to be found towards the end of this booklet. Advice on the presentation in the Dissertation modules (PL3094/95) is contained in the Dissertation Handbook.

Importance of Presentations

The ability to make a presentation is a valuable skill which is important to develop while you are an undergraduate. The operation of tutorials and seminars is greatly assisted by effective presentations. Those who are given the task of making a presentation have an obligation to the other members of the group to do as good a job as they are capable of doing. They also have an obligation to themselves to develop their skills in this area. Failure to meet obligations in giving presentations, without adequate reason, is something which is likely to be recorded on your file and may well influence employment references that are written about you. Most final year students will be doing a dissertation and the fact that there is an assessed oral presentation on PL3094/95 means that they will benefit from developing good presentation skills.

The ability to give a good presentation is important also in career terms. Whatever job you go into, you are almost certain to need to have the ability to present information, ideas, and arguments effectively. Indeed in many areas you are nowadays very likely to have to demonstrate these skills at the interview stage. It is very much better that you get some practice in front of people you know rather than have to present for the first time in front of strangers at an interview.

Advice on Presentations

This section aims to offer some simple pieces of advice to enable you to improve the quality of your presentations. More detailed advice is available from the Learning Development Unit, which is located on the 2nd floor of the David Wilson Library. Have a look at this web link, which offers many different resources on presentation skills: http://www2.le.ac.uk/offices/ssds/sd/ld/resources/presentation/index

Getting started

Before you begin, think about what you are trying to do in the presentation. For example:

a) setting out the problem
b) getting over information  
c) creating the basis for a discussion

Be aware also that giving a presentation is different from writing an essay: a presentation should not be simply an essay reading session. Compared to writing an essay, in a presentation you need to:

a) have a different style of English; remember your audience are listening to you, not reading what you have prepared;  
b) have a less complex structure; if your argument is convoluted you will lose your audience;  
c) go into less detail – you are trying to get your audience to remember the key points – tell them where they can go to if they want more detail;

You also need to be aware of who your audience are. In life after University you will need to be conscious, for example, of the need to tailor presentations to audiences: a presentation to company colleagues will be tailored differently from one to potential clients or one launching a new product or service. Here you know that your audience are your fellow students and you know what has been covered in lectures and/or earlier seminars in the module.

It is important in making a presentation to...

a) be clear (that includes audible)  
b) have a logical sequence  
c) put facts (e.g. tables of figures) on a handout, on an OHP or on Power Point. The more things you can convey diagrammatically the better your audience are likely to grasp and remember them.

Things to do

a) Have a clear idea of the main points you want to get over.  
b) Have a clear structure: an introduction (in which you set out the problem that you are addressing), a middle bit (in which you present your main points) and a conclusion (where you summarise and recap on the main points to make sure your audience have grasped what you want to say).  
c) Talk from notes; try to avoid simply reading out a prepared text.  
d) Make eye contact with your audience.  
e) Be prepared to pause and check that your audience are with you and have understood what you are saying.  
f) Use visual aids where possible and where appropriate (in the second year) or where required (final year).  
g) Make sure your notes are legible; space things out so that you can see what you are trying to say; nothing is more numbing for an audience than waiting for a presenter to decipher his or her own handwriting.  
h) Co-ordinate with anyone else making a presentation in the same session so that each knows what the other plans to cover and thereby avoids overlap.

Things to avoid

a) Having information overload (padding will have a soporific effect on your audience).  
b) Having too little to say: make sure you begin to think about what you want to cover in good time, in case you have to do more digging to get the information you want.  
c) Talking too quickly/too quietly/in a monotone, or chewing gum (however nervous you are).  
d) Keeping your head down throughout the presentation.  
e) Using racist or sexist language.

Above all try to treat giving a presentation not as an ordeal but as something to be enjoyed.
WHAT IS PLAGIARISM?

Principles of academic integrity apply to the work of everyone at the University, staff and students alike, and reflect the University’s commitment to maintaining the highest ethical and academic standards. A key part of this is acknowledging where and when, in the process of producing your own work, you have drawn on the work of others. In practice, this means that the ideas, data, information, quotations and illustrations you use in assignments, presentations, reports, research projects etc. must be credited to their original author(s). This process of crediting the work of others is achieved through referencing (see the section below on ‘Referencing styles’). Failure to do this properly is to risk committing plagiarism: the repetition or paraphrasing of someone else’s work without proper acknowledgement.

What we mean by ‘plagiarism’, ‘self-plagiarism’ and ‘collusion’

Plagiarism is used as a general term to describe taking and using another’s thoughts and writings and presenting them as if they are our 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, with or without appropriate and correctly presented acknowledgement;
- unacknowledged quotation of phrases from another’s work;
- the presentation of another’s concept as one’s own;
- the reproduction of a student’s own work when it has been previously submitted and marked but is presented as original material (self-plagiarism).

Collusion is where work is prepared or produced with others but then submitted for assessment as if it were the product of individual effort. Unless specifically instructed otherwise, all work you submit for assessment should be your own and must not be work previously submitted for assessment either at Leicester or elsewhere. For more detailed information on how the university defines these practices, see also: www.le.ac.uk/sas/assessments/plagiarism

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 ‘Plagiarism and collusion: Departmental penalties for plagiarism and/or collusion).

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.
Referencing style

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.

All assessed coursework in Politics and International Relations is submitted electronically and subjected to the JISC plagiarism detection software (Turn-It-In UK). Students are advised to place quoted material in “double quotation marks” as this is easier for the plagiarism detection software to detect than ‘single quotation marks’. Members of staff also carry out spot checks of assessed work.

For each piece of assessed work you submit, you are required to READ AND SIGN the Statement on Plagiarism at the bottom of the cover sheet.

You must not copy or reproduce for formal assessment work that has been submitted for consideration as part of another unit of assessment. So, for example, you cannot submit a dissertation that includes material that you have presented or are presenting for assessment for another module.

EXAMPLES OF PLAGIARISM


“The standard view of British politics in the twentieth century depicted the United Kingdom as a highly centralised state in which decision-making authority was concentrated at the centre. The British constitution encouraged this centralisation of power. The doctrine of parliamentary sovereignty, the cornerstone of the traditional constitution, established the legislative supremacy of Parliament - it could legislate on any matter of its choosing and no other body had the authority to overturn Acts of Parliament. Unlike most other liberal democracies, Britain had an uncodified constitution which did not establish a clear separation of powers between the legislative, executive and judicial branches of the state. The legislature and executive were in practice fused. The majority party in the House of Commons formed the government and could use its parliamentary majority to enact its legislative programme largely unchecked.”

Example 1 – Verbatim (or near verbatim) plagiarism

The doctrine of parliamentary sovereignty establishes the legislative supremacy of Parliament. Parliament can legislate on any matter of its choosing and no other body has the authority to overturn Acts of Parliament. Britain has an uncodified constitution that does not establish a clear separation of powers between the legislative, executive and judicial branches of the state. The legislature and executive are in practice fused.

- No quotation marks (underlined text has been directly quoted)
- No reference to Garnett and Lynch at end of paragraph
- No indication that the ideas are those of another author

Example 2 – Plagiarism through failure to use quotation marks

The Westminster Model was the dominant organising perspective of British politics for much of the twentieth century. It is a hierarchical and elitist perspective: political power is concentrated at Whitehall and Westminster, where civil servants advise but ministers decide and are accountable to Parliament and the electorate. The doctrine of parliamentary sovereignty was a key element of the Westminster Model. It established the legislative supremacy of Parliament - it could legislate on any matter of its choosing and no other body had the authority to
overturn Acts of Parliament. The uncodified constitution did not establish a clear separation of powers between the legislative, executive and judicial branches. In practice, the legislature and executive branches were fused. The majority party in the House of Commons formed the government and could use its parliamentary majority to enact its legislative programme largely unchecked.¹

- The writer provides some original material at the outset
- The writer provides a reference to the source at the end of the paragraph
- But some phrases taken verbatim from the source (underlined) have not been put in quotation marks – a reference alone will not suffice
- The paraphrased material in the penultimate sentence is a near verbatim reproduction of the original

Example 3 – Plagiarism through unattributed paraphrasing

The British constitution has brought about a centralisation of power. The doctrine of parliamentary sovereignty established the legislative supremacy of Parliament. It states that Parliament can legislate on any matter of its choosing, that no other body has the authority to overturn Acts of Parliament and that no Parliament can bind its successors. The UK is also unusual in having an uncodified constitution. The constitution of the United States provides a clear separation of powers between the legislative, executive and judicial branches of the state. The British constitution does not: legislature and executive are in practice fused.

- There are no direct quotations from the source in this version
- But the writer provides only limited original material
- There is no reference to Garnett and Lynch
- Even if the material was properly referenced, an essay consisting mainly of paraphrasing like this will not score a good mark because the student does not use his/her own words and ideas

The distinctions between properly referenced writing, poor academic practice and plagiarism can sometimes be a grey area, but there are some general guidelines which will help you to avoid trouble in the form of accidental plagiarism. You will see that some of the trouble can spring from the way you take notes on a subject: in other words, problems can creep in long before you write up your essay. Plagiarism, then, is a charge of which you should be aware all the time.

TIPS FOR AVOIDING PLAGIARISM

1. Use your own words as far as possible when you are writing notes, as well as essays. Read the work of others but reflect on what they say, write down your own version of this, and draw your own conclusions about the cogency of their views.

2. When making notes from sources, summarise the points as succinctly as possible. If you copy verbatim phrases/sentences/passages, make sure that (a) these are in quotation marks, so that when you come back to them later - perhaps weeks or even months later - you will remember that these are not your words; and (b) you record the name of the author, title of the work and page number of the source immediately afterwards. You should also make a note of internet sources when you access them – the webpage may not exist a couple of months later.

   Students sometimes think that they cannot express an idea any better than the author of an article or book. In such cases, you might want to include the words in your essay as a quote: if so, put it in quotation marks and provide a citation. However, do not let your essay become a series of quotes devoid of your own ideas and assessment.

3. When you write your essay, impose your own structure on it. Do not follow the structure of another source or simply repeat the structure you gained from a lecture. Writing an essay plan before you begin work on the essay proper will help to organise your ideas and structure.

In a university essay, the marker is looking for your assessment of the topic and the sources you have read. Essays that rely heavily on the structure and ideas found in these sources will not be a true reflection of your own thinking and will not receive a very good mark. Try to provide your own assessments of the topic and the material you have read. In Politics and International Relations, there is rarely a single ‘right answer’.

4. Make sure the essay contains references using the Harvard system set out in this guide – not just mentions in the bibliography – to the sources of any particular points you make. This means including author, title and page numbers. Make sure that the sources you have cited in the essay appear also in the bibliography at the end.

5. Providing references is not a sign of weakness in an academic essay, but shows that you have read and understood key texts. References to academic texts can also lend support to your own assessments. Many cases of plagiarism can be avoided by proper referencing.

As a general rule, it is not necessary to provide a reference for facts that are common knowledge. So if you state that Labour won the 1997 general election with 44% of the vote, a reference is not needed. However, if you state that Labour made significant gains among lower middle class voters in outer London, you must provide a reference to the source of this data. Similarly, if you argue that the 1997 election is a ‘critical election’ then you must provide a reference to the academic work where this claim is made or, if the analysis is your own, where the concept is outlined. When in doubt, cite your sources.

6. If you refer to a particular source which you found cited in another work, make this clear; do not claim to have read the original source if you have not. Take, for example, the following quotation which appears in Lowi and Ginsberg, *American Government*:

   “Although the Three-fifths compromise acknowledged slavery and rewarded slave owners, nonetheless, it probably kept the South from unanimously rejecting the Constitution.”

This comes from a book by Donald Robinson, *Slavery in the Structure of American Politics*. However, unless you have actually read this book, which the person marking your essay may be inclined to doubt, the quotation should be cited in the following way:


7. Treat material on the internet with caution: ‘searching’ the web is not the same as ‘researching’ a topic. Official websites may contain much useful information, but many web pages you will find in your searches are not appropriate for academic work. They may have not been refereed and vetted by other scholars, as most academic books and journals have been, and may contain material that is inaccurate or one-sided. If you are unsure about using an online source, ask your tutor for advice before using it in your research. Finally, you must cite correctly any text that is directly quoted or paraphrased from websites.

8. Students should also make use of the resources produced by the Learn at Leicester section of the Student Academic Services website, which include an online tutorial on avoiding plagiarism ([http://www2.le.ac.uk/offices/id/help-with/plagiarism](http://www2.le.ac.uk/offices/id/help-with/plagiarism)).
STYLe GUIDe FOReSSAyS & DISSERTATIONS

Introduction

During your student career you will write many essays and most of you will write a dissertation. Politics and International Relations has a preferred style for assessed work which you must adhere to in all cases, whether you are writing an Assessed Essay or an undergraduate dissertation. This guide provides details of the style you must adopt in all the work you submit.

Students need to ensure that all essays conform to the style guide, as set out below. Essays that do not conform to the guidelines will have marks deducted, because the essay will have failed to meet the standard of presentation required of academic work.

Essays submitted with one or more of the following will be penalised:

- an incomplete bibliography;
- incomplete citations without including page number(s); and
- webpage citations without the full address and date when accessed.

Finally, students must demonstrate their familiarity with, and understanding of, at least some of the material recommended on module reading lists. Students do not have to use this material exclusively, but if you submit an essay that does not draw on any, or only very little of the reading list material they risk failing to properly engage with the relevant academic literature and debates in the topic. This is likely to affect the quality of the essay and consequently the mark awarded to it.

This guide covers most common points and questions regarding style. You will make a very good first impression with your work if it is well presented and follows these simple instructions.

A Note on Racist and Sexist Language

The use of racist and sexist language should be avoided in both your oral and your written work, both because it causes offence and because it often reveals a sloppy approach towards your sources. It is important when you are quoting directly from a particular source that you use the exact words on the page. If you are summarising someone else's argument, however, it is a tell-tale sign that you are not doing so very carefully if you just reproduce their sexist or racist terminology without comment or analysis. Essays written in the twenty-first century that routinely refer to 'Negroes' or 'coloureds', or to 'America' without distinguishing between North and South, are not demonstrating a rigorous approach to the sources being used, or to the context in which they were written. Remember context is everything: ‘coloured’ is an outdated and offensive term in Britain, but ‘people of colour’ is a term used in the USA by people who suffer from racial discrimination, and 'coloured' in South Africa is a very specific term that reflects issues of ethnic divide and apartheid. It is important to pay attention.

Do not use 'man' to mean humanity in general. Use terms such as 'people', 'human beings', 'humankind' or 'men and women' instead of 'mankind'. Think about whether a term is intended to refer to both sexes, or only to one. The end of the Communist Manifesto, for example, is sometimes translated as 'Working men of the world unite!' and sometimes as 'Workers of the world unite!', and for women workers there is a world of difference between the two.

General Format


Type should be DOUBLE-SPACED throughout except for indented quotations, endnotes or footnotes and bibliography and pages should be numbered consecutively. Assessed work and examinations are marked anonymously unless there are sound educational reasons for not doing so, or the type of assessment makes
marking impractical. Make sure your **STUDENT REGISTRATION NUMBER and not your name** is on your Assessed Essays, Coursework and Dissertations. For first year, first semester class (non-assessed) essays your **NAME** should be on the front page. These are not marked anonymously.

**Referencing**

This is used to indicate the source of information, ideas and direct quotations in your essays, coursework and dissertations. This includes books, journal articles, newspaper articles, government documents, other official publications, on-line databases and others. If you use a table or graph, you must provide a reference to the source. In addition to providing the details of the source of information and quotations, references should always be used to cite the source of specific facts such as a list of economic indicators or election results. The following explains the referencing system (Harvard or in-text referencing) you should use in your essays, coursework and dissertations. For more details see: [http://www2.le.ac.uk/library/help/referencing/author-date](http://www2.le.ac.uk/library/help/referencing/author-date)

The University is moving towards a standardised system of referencing based on the Harvard system. If you have studied with us before and you are used to using footnotes or endnotes, you will need to familiarise yourself with Harvard referencing as explained here.

The Author-date (Harvard) system is comprised of 2 elements:

- in-text citation and a bibliography at the end of the document. In the text of an assignment ideas taken from other people are indicated by placing the author's surname and the date of publication in brackets, for example (Joyner, 2013).
- the bibliography at the end of the document then lists the references in alphabetical order by author's surname.

**In-text citations**

The author’s surname and the year of publication can be given in one of the forms shown below:

If the author’s name occurs naturally in the sentence the year is given in brackets, for example:

In a recent study Chakraborti (2010) argued that.....

If, however, the name does not occur naturally in the sentence, both name and year are given in brackets, for example:

A recent study (Chakraborti, 2010) shows that...

When an author has published more than one cited document in the same year, these are distinguished by adding lower case letters (a, b, c, etc.) to the year for example:

Gunter (2010a) discussed the subject...

If there are two or three authors, the surnames of all authors should be given, for example:

Bartram and Monforte (2014) have proposed that...

If there are more than three authors use *et al.* in the text and the bibliography, for example:

Beck *et al.* (2008) conclude that...

See the following example:

In separated systems of government, the executive cannot threaten the legislature with a vote of confidence and so is less able to enforce cohesion (Diermeier and Feddersen, 1998, p.611). Given the separation of executive and legislature in the European Union, we would expect cohesion of parties in the European Parliament (EP) to be lower than in fused systems of government. However, research on
party politics in the EP (Hix et al., 2007, p.88-9) points to factors internal to the legislature as causes of cohesion.

Secondary referencing

Secondary referencing is when you refer to a source that has been mentioned in a document you have read. You should try to access the original source and reference that but, if that is not possible, do one of the following in the in-text citation:

Hanes (2009, quoted in Donohue, 2015, p.12) promotes the idea that...

Cottam (2012, cited in Donohue, 2015) rejects the hypothesis that...

In your bibliography you would only cite Donohue as you have not read Hanes’ and Cottam’s works.

When using the Harvard system, you may also include footnotes but only to add comments to or develop the discussion further. Please do not use them for references.

Quotations

Using quotations allows you to cite directly the ideas of others by using their own words. It enables you to support your argument by quoting directly from a comment made by, for example, a public figure. You may also copy a particularly good phrase or term from an author by putting it in quotation marks and providing a reference to the source. When quoting directly from another source you should always indicate the page number/s as well as the author and date, for example (Bell, 2010, p.250).

If a quotation is less than 20 words, put it in quotation marks and incorporate it in the text. For example: Following the Potsdam talks, Attlee told Churchill that Britain was “powerless to prevent the course of events in the Russian zone” (Deighton, 1993, p.34).

If a quotation is more than 20-25 words, separate it from the text so that it appears as a separate paragraph. Start the quotation on a new line two lines down and leave two lines of space between the last line and the new line of text. Indent 2cm from the left and right margins. The whole quotation should be single-spaced. For example:

“Of late years it has been the fashion to talk about Gandhi as though he were not only sympathetic to the Western left-wing movement, but were integrally part of it. Anarchists and pacifists, in particular, have claimed him for their own, noticing only that he was opposed to centralism and State violence and ignoring the other-worldly, anti-humanist tendency of his doctrines” (Orwell, 1954, p.181).

Bibliography

It is essential to include a bibliography with full references to the sources cited in alphabetical order of authors’ surnames. For Assessed Essays and Dissertations, the Bibliography IS NOT INCLUDED in the word count. Entries in the bibliography should start with the author’s surname(s), then the year of publication and then further details.

Remember, all sources cited in the essay must be included in the bibliography. A detailed and full bibliography is particularly important as without it, the reader has very little information about the sources used. Entries in a bibliography for other types of sources should be set out as in the following examples:

Books and Monographs

**Whole edited books**

**Chapters in edited books**

**Journal articles**

**Newspaper articles**

**Official Documents**
These can be from published and unpublished sources.

**Unpublished documents**
If you are using unpublished documents (primary sources) such as the Cabinet papers at the Public Records Office or the private papers of, for example, Clement Attlee at the Bodleian Library, Oxford, you will usually be given specific guidelines on citation when you visit these collections. The Public Records Office, for example, provides all visitors to the reading library with a helpful guide. You should adhere to the instructions given in these guides.

**Published documents**
During the course of your studies, you may make use of the wide variety of published documents available. These include U.K. government publications, documents of the European Union, the International Monetary Fund, the United Nations, local government publications and more. The general rule for references to official publications is that you should use a form of citation that makes them easily accessible to others wishing to locate them.

**Examples of how to cite official documents**

**Bill:**

**Parliamentary Debates (Hansard):**

**Government (Green, White & Command) Papers:**

**House of Commons Library research papers or standard notes**
Datasets

Many datasets available on the web will explain how they should be referenced (normally via the Harvard referencing system). Most include the authors, the title of the dataset and the place where the data can be obtained. For instance, the first wave of the British Election Study panel data should be cited as follows:


Eurobarometer reports


Other official documents (examples)


Blogs


Other internet sources


To reduce the potential for transcription errors, it is always advisable to try to copy web site addresses electronically.

Twitter


Audio-visual materials

Film or DVD

The rules for a citation of a film or DVD are: Title of film (year of distribution) Directed by... [Film or DVD] Place of Distribution: distribution company.


Television programme

The rules for television programmes are: Title of programme (Year of broadcast) name of channel, day & month of broadcast.

Video on YouTube
The rules for videos on YouTube are: Name of the person/organisation posting the video (Year the video was posted) Title of video. Available at: web address (Accessed: date).


INTERNET RESOURCES

During the course of your studies, you are highly likely to make use of a variety of online resources. These may include the official sites of organisations such as the EU or the UK government, professional or personal websites, online versions of newspapers, electronic journals etc. You should be careful in your use of online sources, as many of the web pages you will find in your searches may not be appropriate for use as sources in academic work. This could be because some of the sources and materials that you will find on the web may have not been refereed and vetted by other scholars as an acceptable source for academic work, as most books and journals have been, or because the material is of a one-sided or inaccurate nature. If you are unsure about using a particular online source make sure your subject tutor confirms to you that it is an acceptable source before using it. Furthermore, students must ensure that they treat online sources in exactly the same way as other bibliographical sources, such as books and journal articles, by citing text that is directly quoted or paraphrased from online sources.
Example of Second Year Presentation Feedback Sheet

Name –
Module -
Session –
Date ---

Clarity: did it have clear objectives? And how easy was it to understand?

Audibility.

Timing: just right? Or too long/short?

Style: how far was it an interesting discussion of key points?

Content: was this selective and relevant?

Structure: how far was there a clear introduction, development and conclusion?
Example of Final Year Presentation Feedback Sheet

POLITICS AND INTERNATIONAL RELATIONS

Name –

Session –

Date ---

Clarity: did it have clear objectives? And how easy was it to understand?

Audibility.

Timing: just right? Or too long/short?

Style: how far was it an interesting discussion of key points?

Content: was this selective and relevant?

Structure: how far was there a clear introduction, development and conclusion?

Overhead/Handout: did this set out some major points in clearly written and succinct style?