

SCHOOL OF HUMANITIES
DEPARTMENT OF ENGLISH

2011/2012

UNDERGRADUATE HANDBOOK

**This handbook should be read in conjunction with the
FACULTY OF ARTS UNDERGRADUATE HANDBOOK.**

This can be found online at: www.bristol.ac.uk/arts/current/under/

**School website: www.bristol.ac.uk/humanities/
Department website: www.bristol.ac.uk/english/**

TERM DATES 2011-2012

YOU ARE REQUIRED TO REMAIN IN RESIDENCE IN BRISTOL DURING TERM-TIME

Term Dates

	Start of term	End of term
Autumn Term	Monday 3 October 2011	Friday 16 December 2011
Spring Term	Friday 13 January 2012	Friday 23 March 2012
Summer Term	Monday 23 April 2012	Friday 22 June 2012

Teaching Blocks

	Start of teaching block	End of teaching block
Teaching Block 1	Monday 10 October 2011	Friday 27 January 2012
Teaching Block 2	Monday 30 January 2012	Friday 18 May 2012

KEY DEPARTMENT AND SCHOOL PERSONNEL

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Term-time Monday to Friday: 9.30am – 4.30pm (closed on Weds, 2pm-3pm)
Out of term-time Monday to Friday: 9.30am – 4.30pm (closed at lunchtime 1pm-2pm)

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WELCOME

WELCOME TO THE SCHOOL OF HUMANITIES

The School of Humanities (known as HUMs) comprises three departments: CART, which combines the subjects of Classics and Ancient History, Theology and Religious Studies; English; and Historical Studies, which combines the subjects of History and History of Art. We are thus three departments embracing five disciplines.

The establishment of the School in 2006 has enabled us to create a dynamic intellectual and scholarly environment. The new structure encourages cross-disciplinary activities, and means that we are able to offer students more flexible and diverse learning opportunities.

If you are a single honours student, much of what you do will be centred in the department. However, the School provides for all of us an opportunity for increased social and intellectual interchange between the disciplines, together with an identity intermediate between the separate programmes and the wider University. The School offers a huge variety of activities and events, and we hope that you will take full advantage of them during the course of your three/four years with us.

Over the coming years the School will change and develop (for example, we plan further to improve facilities). Already each of the five disciplines in the School enjoys an international reputation. My colleagues and I believe that by working more closely together we can make the School one of the most exciting and prestigious places to study in the world.

Professor Roger Middleton
Head of School

WELCOME TO THE DEPARTMENT OF ENGLISH

The department of English aims to offer a friendly, supportive and intellectually stimulating environment to its many students, be they undergraduate or postgraduate, part-time or full-time, local or international. We pride ourselves on the quality of our teaching and research and, on both fronts, are committed to maintaining a balance between established traditions of literary scholarship and the latest developments in the discipline. We hope and expect that you will approach your studies with energy, curiosity, open-mindedness, a readiness to challenge preconceptions (your own and other people's) and a willingness to work hard. A degree programme in English Literature offers a wonderful opportunity to flourish intellectually; during your time here, you can expect to make great developments in terms of your analytical and evaluative capacities, your writing skills, your ability to work independently and, of course, your in-depth literary knowledge. We trust that you will find your time in the department enjoyable and rewarding, and we intend to provide you with all the guidance and encouragement you need along the way.

This handbook provides information of particular use to those on our four full-time undergraduate courses: single-honours English, and joint-honours Drama and English, English and Philosophy, and English and Classical Studies. (In any one year there are usually about seventy-two single-honours students, and twelve, ten and eight joint-honours students respectively.) Further useful information is provided in the Faculty of Arts Undergraduate Handbook and in our own study guide, *Reading English and Writing Essays*. Year One students will also find valuable advice, and words of reassurance, in the Falstaff Society's welcome booklet, prepared by some of our own English undergraduates.

If you are a part-time or overseas students, or enrolled in the department through the intercalated BA in Medical Humanities programme, you, too, will discover much useful information in the following pages – although, given the constraints of a general handbook, certain issues specific to the circumstances of your study may not be covered. Rest assured that any further information you require will be communicated as and when appropriate, and that staff are on hand to answer any queries you may have.

The department also notes with pride that it is host to an enormously popular and well-established programme of Lifelong Learning courses, which mainly serve mature students from Bristol and the surrounding area. This programme adds an extremely valuable dimension to our overall educational provision and further enriches the diversity of the community that frequents the open house of English studies at 3-5 Woodland Road.

Dr Stephen Cheeke
Head of Education

ACADEMIC AND SOCIAL EVENTS

Each year, a number of academics from other universities are invited to give guest lectures in the English department. These lectures are mainly given under the auspices of two bequests made to the department: The Winston Churchill Birthday Foundation (covering lectures on post-Medieval subjects) and the Tucker-Cruse Fund (covering lectures on Medieval subjects, the eighteenth century and the history of the English language). Details of these are published on departmental notice-boards, our website, and e-mail lists. All students are warmly welcome.

From time to time, other departments in the Faculty of Arts hold lectures, seminars and symposia which are open to students from all departments. Some of these will be of interest to English undergraduates. Details will be disseminated as and when appropriate.

The Falstaff Society, run mainly by department of English undergraduates, organizes a variety of social and intellectual events, such as theatre trips, poetry readings, post-essay drinks, and so on, and it arranges an annual party for all students and staff at the end of the second Teaching Block. Again, events will be publicized by email. *Falstaff* has its own notice-board in the English department's front lobby, and a pigeon-hole in the rear lobby.

The English department also hosts a party for its Year Three students at the end of the summer term and organizes a finalists' group photograph.

THE ACADEMIC YEAR

In English, teaching takes place during weeks 1 to 11 of Teaching Block One and weeks 2 to 12 of Teaching Block Two. Week 12 of Teaching Block One is an essay writing/revision week and week 1 of Teaching Block Two a reading week. The five week period after the end of Teaching Block Two (sometimes dubbed 'The Pentad'), which runs to the end of the University's summer term, contains exam dates, compulsory meetings and lectures about the following year's teaching, optional creative writing workshops (to be confirmed) and other events. Further information will be provided nearer the time.

ACADEMIC STAFF

CONTACT DETAILS

Academic and Research Staff	Phone	E-mail Address ...@bristol.ac.uk	Room	Building
Archibald, Prof Elizabeth <i>Professor of Medieval Literature</i>	92 89121	E.Archibald	1.9	3-5 WR
Bennett, Prof Andrew <i>Professor of English</i>	92 89120	A.Bennett	1.14	3-5 WR
Cheeke, Dr Stephen <i>Senior Lecturer</i>	92 89782	S.H.Cheeke	2.8	3-5 WR
Dawson, Dr Lesel <i>Senior Lecturer</i>	92 88869	Lesel.Dawson	2.14	3-5 WR
Donaldson, Mr George* <i>Research Fellow</i>	n/a	George.E.Donaldson	n/a	26-27 SMP
Griffith, Dr Gareth* <i>Research Assistant</i>	92 88629	Gareth.Griffith	2.11	3-5 WR
Griffiths, Dr Jane <i>Senior Lecturer</i>	92 89850	Jane.Griffiths	G12	3-5 WR
James, Dr Stephen <i>Senior Lecturer</i>	92 88132	Stephen.James	2.9	3-5 WR
Jefferson, Dr Judith <i>Research Associate</i>	95 46972	J.Jefferson	1.1	26–27 SMP
Jones, Dr Hester <i>Senior Lecturer</i>	92 88855	egshej	1.13	3-5 WR
Karlin, Prof Daniel, Head of Subject <i>Winterstoke Professor</i>	33 18245	Daniel.Karlin	1.11	3-5 WR
King, Prof Pamela <i>Professor of Medieval Studies</i>	92 88909	fapmk	1.8	3-5 WR
Lee, Dr John <i>Senior Lecturer</i>	92 88298	J.Lee	1.7	3-5 WR
Lyon, Dr John <i>Reader in English Literature</i>	92 89150	J.M.Lyon	G.11	3-5 WR
Mason, Dr Tom <i>Senior Lecturer</i>	92 88130	Tom.Mason	2.13	3-5 WR
Matthews, Dr Samantha <i>Senior Lecturer</i>	92 89819	S.Matthews	1.6	3-5 WR
Pite, Prof Ralph <i>Professor of English</i>	33 18261	egrrgp	2.16	3-5 WR
Punter, Prof David <i>Professor of English</i>	92 88082	David.Punter	G15	3-5 WR
Putter, Prof Ad <i>Professor of Medieval English Literature</i>	92 89151	A.D.Putter	2.10	3-5 WR
Sperlinger, Mr Tom <i>Head of Part-time Education</i>	95 46969	Tom.Sperlinger	1.12	3-5 WR
Webb, Prof Tim <i>Emeritus Professor of English</i>	92 88628	Tim.Webb	2.17	3-5 WR
Wright, Dr Jane <i>Lecturer in English Literature</i>	92 89196	Jane.Wright	2.15	3-5 WR
Willis, Dr Ika <i>Lecturer in Reception</i>		Ika.Willis	2.7	36 TPR
Wootten, Dr William* <i>Research Assistant</i>	92 89124	William.Wootten	G.78	15 WR

Part-time Teaching Staff

Ashby, Mr Patrick	n/a	pa7312	n/a	n/a
Baden-Daintree, Ms Anne	n/a	ab1038	n/a	n/a
Bovair, Ms Simone	n/a	Simone.Bovair	n/a	n/a
Calvert, Mr Ian	n/a	egicc	n/a	n/a
Chilton, Dr Neil	n/a	nc6721	n/a	n/a
Codsi, Ms Stephanie	n/a	sc7270	n/a	n/a
Hanna, Mr Adam	n/a	Adam.Hanna	n/a	n/a
Holmes, Mr Richard	n/a	egrwfh	n/a	n/a
Hopkins, Prof David	n/a	David.Hopkins	n/a	n/a
Hutcheon, Ms Rebecca	n/a	rh7566	n/a	n/a
Lippert, Ms Conny	n/a	Conny.Lippert	n/a	n/a
Ludlow, Ms Elizabeth	n/a		n/a	n/a
Malay, Mr Michael	n/a	mm8179	n/a	n/a
McDowell, Miss Stacey	n/a	S.McDowell	n/a	n/a
McFayden, Mr Johnny	n/a	Jonathan.McFadyen	n/a	n/a
Parrino, Ms Maria	n/a	Maria.Parrino	n/a	n/a
Redford, Ms Catherine	n/a	Catherine.Redford	n/a	n/a
Savage, Mr Craig	n/a	Craig.Savage	n/a	n/a
Stenner, Ms Rachel	n/a	Rachel.Stenner	n/a	n/a
Taherkermani, Mr Reza	n/a	R.Taher	n/a	n/a
Walters, Ms Hannah	n/a	Hannah.Walters	n/a	n/a

* Also Part-time teaching staff

WR = Woodland Road
SMP = St Michael's Park
TPR = Tyndall's Park Road

RESEARCH INTERESTS

Archibald, Elizabeth, MA (Cantab), PhD (Yale): Professor. Research interests: medieval romance, especially Arthurian legend; the representation of women in medieval literature; the relationship of literature and social history in the Middle Ages; medieval Latin literature; the reception of classical literature in the Middle Ages.

Bennett, Andrew, BA (Hull), PhD (UEA), FEA: Professor. Research interests: romantic poetry and poetics (particularly Wordsworth and Keats); nineteenth- and twentieth-century literature; literary theory (particularly the literary, authorship, narrative, reading, reception and literary reputation).

Cheeke, Stephen, BA (Cantab), PhD (Bristol): Senior Lecturer. Research interests: late eighteenth- and nineteenth-century poetry; the relations between literature and art.

Dawson, Lesel, BA (UCLA), DPhil (Oxon): Senior Lecturer. Research interests: early modern drama; revenge tragedy; the representation of women in early modern literature; early modern constructions of lovesickness and melancholy; Shakespeare; John Ford; Thomas Middleton; medical history.

Donaldson, George, BA (Bristol): Research Fellow and Co-investigator, Arts and Humanities Research Council-funded Penguin Archive Project. Research interests: Shakespeare; nineteenth- and twentieth-century literature (especially Blake, Shelley, Lawrence); Freud, psychoanalysis and literature; the history of Penguin Books.

Griffith, Gareth, BA (Oxon), MA, PhD (Bristol): Postdoctoral Research Assistant. Research interests: Middle English literature; romance and romance manuscripts; landscape; medieval Bible translations.

Griffiths, Jane, MA, DPhil (Oxon): Senior Lecturer. Research interests: late medieval and early modern poetry, poetics, and perceptions of literary authority; the reception of medieval writing in the sixteenth and seventeenth centuries; glossing practices; modern and contemporary poetry and poetics.

Hopkins, David, MA (Cantab), PhD (Leicester): Emeritus Professor of English Literature. Research interests: seventeenth- and eighteenth-century poetry, especially Milton, Cowley, Dryden, Pope; poets as critics; English literature and the Classics; translation and imitation; literary relations; editing.

James, Stephen, MA (Cantab), PhD (London): Senior Lecturer. Research interests: contemporary poetry (especially Robert Lowell, Geoffrey Hill and Seamus Heaney); poetry of political witness; poetry and authority; poetry and the natural world; literary influence; refrains and repetitions; Charles Dickens.

Jefferson, Judith, MA, PhD (Bristol): Postdoctoral Research Associate. Research interests: Middle English literature, especially editing, metrics, *Piers Plowman*, and Lollard literature.

Jones, Hester, BA, PhD (Cantab): Senior Lecturer (part time). Research interests: literature and theology; early-modern writing by women; gender and identity in nineteenth- and twentieth-century writing; friendship; twentieth-century poetry.

Karlin, Danny, BA, MA, PhD (Cantab): Winterstoke Professor. Research interests: Romantic and Victorian poetry and fiction; American literature, especially eighteenth- and nineteenth-century; literature and film about London; editorial method and textual scholarship; Robert Browning; Rudyard Kipling; Marcel Proust; Bob Dylan.

King, Pamela, MA (Edinburgh), DPhil (York): Professor of Medieval Studies. Research interests: civic pageantry, festivals and processions; late medieval and early Renaissance theatre and drama; Middle English and Middle Scots literature; the civic culture of the late Middle Ages; medieval tomb sculpture, manuscripts, and religious iconography.

Lee, John, BA (Cantab), PhD (Bristol): Senior Lecturer. Research interests: Shakespeare; English Renaissance Drama; Spenser; Kipling; Greek Tragedy; some cognitive and constructivist theories of language, personality and literature.

Lyon, John, MA (St Andrews), PhD (Cantab): FEA Reader in English Literature. Principal Investigator, Arts and Humanities Research Council-funded Penguin Archive Project. Research interests: seventeenth-century literature (especially Shakespeare, Jonson and Donne); nineteenth- and twentieth-century literature (especially Henry James, R. L. Stevenson, Conrad, Kipling, Lawrence); the novel; contemporary poetry; elegies; literary influence, especially Shakespearean; the history of Penguin Books.

Mason, Tom, BA (Oxon), PhD (Cantab): Senior Lecturer. Research interests: poetry and criticism from Milton to Wordsworth, especially Dryden, Cowley, Pope, Johnson; comic poetry; the history of criticism; classical reception; Chaucer, Shakespeare and Milton in the eighteenth century.

Matthews, Samantha, BA, MA, PhD (London): Senior Lecturer. Research interests: Romantic and Victorian literature and culture; Tennyson; Dickens; Victorian afterlives; book history; literary influence; London in literature.

Pite, Ralph, BA, MA, PhD (Cantab): Professor. Research interests: Romantic literature, Victorian fiction and contemporary poetry; Thomas Hardy; ideas of the simple life in twentieth- and twenty-first-century writing.

Punter, David, MA, PhD (Cantab), DLitt (Stirling): Professor of English. Research interests: fiction and poetry; critical theory; Romantic and Gothic literature; comparative literature and psychoanalysis; modernity and the postmodern; literature and the law.

Putter, Ad, MA (Amsterdam), MPhil, PhD (Cantab): Professor in Medieval English Literature. Research interests: Middle English language and literature; Arthurian romance; metre; popular literature.

Sperlinger, Tom, BA (Liverpool), MSt (Oxon): Director of Lifelong Learning. Research interests: the nineteenth- and twentieth-century novel (especially Eliot and Lessing); poetry and story; literature and adult education.

Willis, Ika, BA (Oxon), PhD (Leeds): Lecturer in Reception (Bristol Institute for Research in the Humanities and Arts; shared appointment with Classics). Research interests: reception theory, deconstruction and textuality; feminism and queer theory; rewriting and appropriation, with a particular interest in fan fiction; children's literature; contemporary writing.

Wooten, William, MA (Cantab), MSc (Edinburgh), PhD (Dunelm): Postdoctoral Research Assistant, Arts and Humanities Research Council-funded Penguin Archive Project. Research interests: twentieth-century and contemporary poetry; Penguin Books.

Wright, Jane, BA, MA (Leeds), PhD (Cantab): Lecturer. Research interests: nineteenth-century literature, particularly Victorian poetry and literary criticism (and especially Tennyson, Clough, Arnold, Hopkins); sincerity; nineteenth-century visual culture; gender and literature (especially representations of masculinity); literature and work ethics.

TEACHING, LEARNING AND ASSESSMENT

PROGRAMME AND ASSESSMENT INFORMATION

PROGRAMME STRUCTURE

The English degree programme is taught through a series of discrete courses, generally referred to as units. Each unit lasts for the duration of a single Teaching Block (or twelve week period). We run two main kinds of unit in English. One kind is delivered by means of three weekly one-hour lectures and a weekly one-hour small-group tutorial (generally comprising six to eight students). These so-called **tutorial units** comprise 'Approaches to Poetry' and 'Approaches to Shakespeare' in Year One, and our four period-based units: Literature 1 and 2 in Year Two, and Literature 3 and 4 in Year Three. The other kind of unit, known as a **seminar unit**, is taught in weekly two-hour seminars (where the group size is typically ten to fifteen students). The only anomaly is Contemporary Writing (Year One, Teaching Block Two), which is taught in a weekly ninety-minute seminar and a weekly one-hour lecture. Single-honours students (those who are solely studying English Literature) will always take two units in each Teaching Block, while joint-honours students (those who study English alongside another subject) will always take just one.

The first week of Teaching Block 2 is a reading week so no lectures, tutorials or seminars will be scheduled during this week; however you are still required to remain in Bristol. Joint-honours students may have teaching during this week from their other department.

The tables below show you how the elements of your degree programme fit together. Please pay particular attention to the asterisked notes, as these explain what would otherwise remain ambiguous or liable to misinterpretation.

Course Structure for Single-Honours Students

YEAR ONE			
Teaching Block One		Teaching Block Two	
Unit Title	Credit Points	Unit Title	Credit Points
ENGL10018 Approaches to Poetry	40	ENGL10019 Approaches to Shakespeare	40
ENGL10017 Critical Issues	20	ENGL10016 Contemporary Writing or ENGL10020 Introduction to Old English or an Open Unit in another department of the University	20
YEAR TWO			
Teaching Block One		Teaching Block Two	
Unit Title	Credit Points	Unit Title	Credit Points
ENGL20200 Literature 1: 1200-1500	40	ENGL20201 Literature 2: 1500-1700	40
One of a range of Special Subject units	20	One of a range of Special Subject units	20
YEAR THREE			
Teaching Block One		Teaching Block Two	
Unit Title	Credit Points	Unit Title	Credit Points
ENGL30100 Literature 3: 1700-1830	40	ENGL30101 Literature 4: 1830-1945	40
One of a range of Special Subject units or a dissertation*	20	One of a range of Special Subject units or a dissertation*	20

* The dissertation option may be taken in place of a Special Subject in either Teaching Block, but not both.

Course Structure for Joint-Honours Students

In the table below, you will note that Approaches to Shakespeare in Year One is weighted at twenty credit points for joint-honours students, which differs from the forty credit points weighting for the unit as taken by single-honours students. You will also see that there are two variant weightings of the period units in Year Two and Year Three: either forty or twenty credit points. The difference lies in the methods of assessment: students taking a unit at forty credit points will be assessed on it as single-honours students are, while those taking a period unit at the twenty credit points tariff will have lighter assessment requirements. You will receive the same amount of teaching whether the unit runs at twenty or forty credit points, with the same weekly core reading requirements. Joint-honours and single-honours students will be taught together in mixed groups.

YEAR ONE			
Teaching Block One		Teaching Block Two	
Unit Title	Credit Points	Unit Title	Credit Points
ENGL10018 Approaches to Poetry	40	ENGL10029 Approaches to Shakespeare, ENGL10016 Contemporary Writing or ENGL10020 Introduction to Old English	20
YEAR TWO			
Teaching Block One		Teaching Block Two	
Unit Title	Credit Points	Unit Title	Credit Points
ENGL20200/ ENGL20202 Literature 1: 1200-1500 or one of a range of Special Subject units, including the Year One unit Critical Issues	Lit 1: 40/20* Special Subject: 20	ENGL20201/ ENGL20203 Literature 2: 1500-1700 or one of a range of Special Subject units	Lit 2: 40/20* Special Subject: 20
YEAR THREE			
Teaching Block One		Teaching Block Two	
Unit Title	Credit Points	Unit Title	Credit Points
ENGL30100/ ENGL39022 Literature 3: 1700-1830 or one of a range of Special Subject units or a dissertation***	Lit 3: 40/20** Special Subject or dissertation: 20	ENGL30101/ ENGL39023 Literature 4: 1830-1945 or one of a range of Special Subject units or a dissertation***	Lit 4: 40/20** Special Subject or dissertation: 20

* In Year Two, joint-honours students must take at least one period unit, and may take both. If taking only one, this must be its forty credit-points version. Thus, if a student chooses Literature 1 as a forty credit-points unit in Teaching Block One of Year Two, they may choose either Literature 2 as a twenty credit-points unit or one of the Special Subject units offered as options in Teaching Block Two. By the same logic, if they choose Literature 1 as a twenty credit-points unit, or if they choose a Special Subject unit in Teaching Block One, then Literature 2 must be taken as a forty credit-points unit in Teaching Block Two.

** In Year Three, as in Year Two, joint-honours students must take at least one period unit, and may take both. If taking only one, this must be its forty credit-points version.

*** For Drama and English and English and Philosophy students, the dissertation may be taken in place of a Special Subject in either Teaching Block, but not both. For English and Classical Studies students, there are different requirements regarding Year Three dissertations, as summarized in the section 'Academic Guidance' later in this handbook.

Period Units

The start and end dates of all period units (as shown in the course structure tables) are established for pedagogic convenience, and are not intended to impose artificial, hard-and-fast constraints on what is studied in any given unit. Clearly, the life-time's work of some authors traverses the chronological boundaries between one unit and another; moreover, the beginnings and ends of literary trends and movements are not easily demarcated. On occasions, therefore, tutorials or lectures may focus on work composed just prior to the start date or just following the end date of a given unit. Students, too, when writing essays, should not feel stifled by a sense of absolute cut-off dates; while the prime focus of any essay will usually be on literature composed within the defined period, reference to earlier or later works, where relevant, is perfectly acceptable. If in doubt on this matter when planning a particular essay, seek your tutor's advice.

Special Subjects

In Years Two and Three all students have the opportunity to choose which seminar units they would like to take. These optional units are known as Special Subjects and are tied closely to the research interests of individual members of the academic staff. Unlike the tutorial units or Year One seminar units, the Special Subjects on offer change from year to year, as tutors expand the range of their scholarly enquiries, embark upon or return from a period of (teaching-free) research leave, or join or leave the department. Further information about each Special Subject being taught in the current academic year can be found on the English department website.

OPEN UNITS

As explained in the information sent to incoming students ahead of their arrival at the University of Bristol, Year One single-honours English undergraduates are entitled to take an Open Unit (or, in certain cases, Open Units) in lieu of a twenty credit points optional unit (Contemporary Writing/Introduction to Old English) in Teaching Block Two of Year One, but not at any other point in their degree programme. Open Units are courses taken in other departments of the University. Not all units in all departments are included in this scheme. It will only be possible to take an Open Unit if places are available and there is no clash with your timetabled commitments in the English department. Registration takes place in Introductory Week. Further information about the process can be found at

www.bristol.ac.uk/esu/edpart/progunitinfo/unit/openunitsguidance.html

CONTACT HOURS

Single-honours students have approximately six formal contact hours per week in all three years of their degree programme. This total comprises one two-hour seminar, three lectures of just under an hour each and one hour-long tutorial. (The only exception is for those taking Contemporary Writing in Teaching Block Two of Year One, where the weekly format for that unit of a ninety minute seminar and a one-hour lecture adjusts the total to six and a half hours.) For joint-honours students there will be either two or four contact hours per week in the English department, depending on whether they are following a tutorial or a seminar unit. (The anomaly of Contemporary Writing, for those who choose this option, adjusts the figure to two-and-a-half hours for Teaching Block Two of Year One.) These totals are on a par with those of many English departments in the UK. In addition to these formally established, teaching-based contact hours, you can also avail yourself of one-to-one discussion time with members of academic staff, as explained in the next section.

(More general information about contact hours is provided in the Faculty of Arts Undergraduate Handbook. Bear in mind that you will be receiving numerous 'invisible' hours of service per week in terms of the various tasks performed for your benefit by administrative staff and the teaching preparation and essay marking undertaken by your tutors. Academics tend to put in very long working weeks, willingly, on your behalf.)

Consultation Hours

Each tutor will hold at least two Consultation Hours per week. The times of these will be arranged at the beginning of each Teaching Block and published on the departmental web pages for current undergraduate students. In the case of permanent staff, the times will also be posted outside their doors for pre-booking particular time-slots. Consultation Hours provide you with the opportunity to ask for advice about particular matters arising from tutorials, seminars or lectures, guidance about essays, or further feedback on essays that have already been marked. Personal Tutors (whose role is explained elsewhere in this handbook) can also be consulted during these hours. Should you not be able to attend at the published times, or should the Hours be booked up, feel free to email your tutor to see if you can arrange to see them at another point in the week, but do make use of the designated times if you possibly can. Hourly paid tutors are part-time staff and do not act as personal tutors. As unit tutors, however, they may have regular weekly Consultation Hours. Please check the web page first and then email the tutor concerned if you cannot see any published times.

STUDYING ABROAD

As part of the Erasmus Studies Programme, the English department has reciprocal exchange arrangements with the universities of Clermont-Ferrand and Paris-Sorbonne (France), Heidelberg (Germany), and Prague (Czech Republic). Scholarships are available for single-honours students who wish to study for one semester (or Teaching Block) of their second year at one of these universities. Year One students should note that the application process involves a compulsory December meeting and a January application deadline, so forward planning is required. There are also opportunities (generally self-funded) to go to universities in America, and elsewhere. For further information on these various possibilities, please visit the following website and follow the relevant links:

www.bristol.ac.uk/international/yearabroad/

Interested students should find out as much information as they can from this website and the University's International Office on the second floor of the Students' Union, and then discuss the matter with the relevant academic staff in the department. Students must also notify the School Office prior to the academic year they intend to go abroad. (NB: In terms of essay/exam marks acquired at an overseas university, there is a translation process that, for the purposes of classification, will generate results as if for two units weighted at thirty credit points each.)

Please also refer to the information regarding 'Studying abroad procedure' found within the 'School Procedures' section of this handbook.

PERSONAL TUTORS

The personal tutor system is a key part of the support system for students. It makes a very important contribution to the academic and personal growth of the individual student. Your personal tutor's role is to act as the first point of contact within the University from whom you can obtain general academic guidance and pastoral support. Sometimes this support will take the form of direct support or advice; sometimes it may involve helping you to access appropriate services.

Personal tutors provide support by:

- Helping you to develop effective study skills and habits
- Reviewing overall academic progress and providing feedback and advice
- Helping you to understand relevant University rules and regulations
- Providing appropriate information, support and guidance
- Helping and advising you in University processes which may affect you.

Personal tutors can be asked to provide advice on a wide range of issues, including:

- problems with study skills
- anxiety about exams or finances
- guidance on progress and achievement
- personal issues which may be affecting your academic performance

Your personal tutor will normally make arrangements to see you either individually or in groups at least three times a year. You can also arrange to see your personal tutor at other times if the need arises. Personal tutors are available during their designated 'consultation hour', and details can be found on your departmental website. If you need to see your personal tutor at another time you should email him/her to make an appointment. Personal tutor lists can be found on departmental notice boards. It is your responsibility to attend meetings arranged with your personal tutor. If for any reason you cannot attend, you should let them know in advance so that alternative arrangements can be made.

It is also your responsibility to inform your personal tutor of any extenuating circumstances which may be affecting your academic performance (please see the information on this in the School Procedures section entitled 'Assessment Procedures'). As stated in the University's Examination Regulations, it is the responsibility of the student to make known to the Board of Examiners in advance any extenuating circumstances which he or she wishes to be taken into consideration. Any such matters which could have been raised before the meeting of the Board, but without valid reason were not raised, will not be considered in the event of an appeal. If you wish your circumstances to be made available to the Board of Examiners please ensure that, in addition to your personal tutor, you also inform the School Office. All such matters are treated confidentially.

You may wish to ask your personal tutor to act as one of your referees for jobs. As a matter of courtesy you should let your tutor know about the applications you are making.

You may ask to change your personal tutor if you feel that the process is not working for you. You do not need to state a reason. To do this you should contact the School Office.

Further information about the personal tutoring system can be found on the web at:
www.bristol.ac.uk/esu/studentlearning/pt/

STUDENT REPRESENTATION

Faculty and University

For details of student representation at Faculty and University level please refer to the Faculty of Arts Undergraduate Handbook at:

www.bristol.ac.uk/arts/current/under/

Department and programme

The student representation system allows for dialogue between staff and students about degree programmes, life in the department, and the learning facilities provided by the University. Student reps (normally one per year group, or in some departments one per programme per year group) are elected on an annual basis.

The Staff Student Liaison Committee is a vital part of the department and it provides an opportunity to discuss matters of common interest. Student representatives sit on the Staff Student Liaison Committee which meets at least once per teaching block. Of course, you should feel free to convey any anxieties, problems or queries you may have to any academic tutor and/or your personal tutor at any time - but the staff-student forum has the advantage of allowing students to pool opinions and ideas and to get their views across in a more collective manner. It also allows lecturers to clarify any matters that might be causing confusion to undergraduate students generally.

If you have any concerns that you would like raised, please contact one of your representatives; it is important to make your views known to your representative so that the department can be more effective in serving your needs as academic students.

Contact information for your representatives, and minutes of the meetings, are posted on either student notice boards or departmental websites.

School

In addition to the Staff Student Liaison Committee system there are student representatives at the School of Humanities Meeting. This meets once a term, and is an opportunity for any generic issues (not programme or departmentally related) to be raised. There are three representatives from each department - one undergraduate, one postgraduate taught, and one postgraduate research. Arrangements for student representatives to attend the School Meeting are made at the beginning of the session.

ESSAY AND DISSERTATION DEADLINES

Please also refer to the 'Essay and dissertation submission' section of this handbook for information regarding essay submission procedures. Please note that essays and dissertations must be submitted by 12pm.

Teaching Block One

Week	Date	Level	Unit	Assessment Length
4	Thursday 3 November	1	ENGL10018 Approaches to Poetry	2,500 words
			ENGL10026 Approaches to Poetry	1,000 words
		iBAMH	ENGL20099 Approaches to Poetry	1,000 words
	Friday 4 November	2	Special subject units	2,000 words
		3	Special subject units	2,000 words
7	Thursday 24 November	1	ENGL10017 Critical Issues	2,000 words
		2	ENGL20209 Critical Issues	2,000 words
		iBAMH	ENGL20100 Critical Issues	2,000 words
	Friday 25 November	2	ENGL20200 Literature 1	1,500 words
			ENGL20202 Literature 1	1,000 words
		3	ENGL30100 Literature 3	3,000 words
			ENGL39022 Literature 3	2,000 words
		Erasmus	ENGL39004 Literature 3	1,000 words
		12	Thursday 26 January	1
ENGL10026 Approaches to Poetry	2,000 words			
ENGL10017 Critical Issues	4,000 words			
2	ENGL20209 Critical Issues			4,000 words
	iBAMH			ENGL20099 Approaches to Poetry
ENGL20100 Critical Issues	4,000 words			
Friday 27 January	2		Special subject units	4,000 words
			ENGL20200 Literature 1	2,500 words
			ENGL20202 Literature 1	2,000 words
	3		Special subject units	4,000 words
			ENGL30100 Literature 3	3,000 words
			ENGL39022 Literature 3	2,000 words
			ENGL39024 Dissertation	6,500 – 8,000 words
			ENGL39021 English/ Classical Studies Dissertation	7,000 words
			Erasmus	ENGL39004 Literature 3

Teaching Block Two

Week	Date	Level	Unit	Assessment Length
5	Thursday 1 March	1	ENGL10016 Contemporary Writing	2,000 words
	Friday 2 March	2	Special subject units	2,000 words
		3	Special subject units	2,000 words
8	Thursday 22 March	1	ENGL10019 Approaches to Shakespeare	2,500 words
			ENGL10027 Approaches to Shakespeare	1,000 words
			ENGL10029 Approaches to Shakespeare	1,000 words
			ENGL10020 Introduction to Old English	2,500 words
	Friday 23 March	2	ENGL20201 Literature 2	2,500 words
			ENGL20203 Literature 2	1,000 words
		3	ENGL30101 Literature 4	3,000 words
			ENGL39023 Literature 4	2,000 words
		Erasmus	ENGL39005 Literature 4	1,000 words
		iBAMH	ENGL39011 Literature and Medicine	2,000 words
11	Thursday 10 May	1	ENGL10019 Approaches to Shakespeare	2,500 words
			ENGL10027 Approaches to Shakespeare	2,000 words
			ENGL10029 Approaches to Shakespeare	2,000 words
			ENGL10016 Contemporary Writing	4,000 words
			ENGL10020 Introduction to Old English	2,500 words
	Friday 11 May	2	Special subject units	4,000 words
			ENGL20201 Literature 2	2,500 words
			ENGL20203 Literature 2	2,000 words
		3	Special subject units	4,000 words
			ENGL30101 Literature 4	3,000 words
			ENGL39023 Literature 4	2,000 words
			ENGL39024 Dissertation	6,500 – 8,000 words
			ENGL39021 English/ Classical Studies Dissertation	7,000 words
		Erasmus	ENGL39005 Literature 4	2,000 words
		iBAMH	ENGL39011 Literature and Medicine	4,000 words
		iBAMH	ENGL39010 Dissertation	8,000 words

THE ASSESSMENT PROCESS

Our assessment system is thorough, tried-and-tested, and designed to ensure that all efforts are taken to give students due credit for the achievement their work represents. We aim at all times to be scrupulous, even-handed and consistent in carrying out all the practices that inform the assessment process. Below is a summary of what this process involves.

Marking and Moderation

After an essay has been submitted (two copies are always required), one copy is forwarded to the tutor for whose course unit the essay was written. He or she will then mark and annotate the essay, return it to the student and record the provisional mark. In Year One that is the end of the process, as marks for this year do not count towards the undergraduate's final degree classification. In Years Two and Three, when each mark does count towards final degree classification, the process is more involved: after the provisional mark is given by the tutor, the second copy of the essay is then forwarded to a moderator. The moderator will not know who has written the essay, but will know what mark it has received. The moderator's task is to read the essay and see if she or he can approve the mark given. In the case of an unresolved difference between the marker's and the moderator's view (the exception, rather than the norm), the specific essay in question is sent out to an External Examiner, who is at liberty to agree with either the tutor's or the moderator's mark, or to confer their own mark. The External Examiner's decision is final. The moderation process is also followed for Year Two (but not Year One) examination scripts.

The Calculation of Unit Marks

For a tutorial unit taken for forty credit points, each essay and exam mark goes towards an overall unit mark. Thus, for example, for the tutorial units Approaches to Poetry, Approaches to Shakespeare and Literature 2, when taken for forty credit points, an undergraduate submits two essays of 2,500 words and sits one examination. Each of the essays counts for 30% of the unit mark, while the exam counts for 40%. (The arrangement is a little different for Literature 1, where the first written assignment (1,500 words) counts for 20%, the second (2,500 words) for 40%, and the exam for 40%.)

For a tutorial unit taken for twenty credit points, an undergraduate will submit two essays, one of 1,000 and one of 2,000 words, and will not sit an exam. In the case of joint-honours students in this situation, the first essay will count for one third of the unit mark, the second for two thirds. In the case of Open Unit, Study Abroad and Erasmus students in this situation, the first essay is formative and the second is summative – i.e. the mark for the summative essay serves as the unit mark. (Different procedures pertain for Medical Humanities students, who will be advised accordingly.)

For seminar units, where an undergraduate submits two essays of different lengths, the mark for the 2,000 word essay accounts for one third of the unit mark, and the 4,000 word essay mark accounts for two thirds. The only anomalies are the Year One unit Introduction to Old English and the Year Three Dissertation unit. Introduction to Old English is assessed by a translation test that counts for 20% and two essays of 2,500 words, worth 40% each. In the case of the Dissertation unit, the mark awarded constitutes the overall unit mark.

The Relationship between Unit Marks and Credit Points (applicable only to students graduating in July 2012)

There is no direct correlation between the credit points weighting of a unit and the contribution of the overall mark for that unit (in Years Two and Three) towards your degree; thus, the unit mark for a twenty credit points Special Subject (or a twenty credit points version of a tutorial unit that can be taken at either twenty or forty credit points) carries as much weight in your degree marks profile as that accorded to a tutorial unit taken at forty credit points. (This is true for both single-

honours and joint-honours students.) The reason for this is that credit points are intended, principally, to give an indication of the relative amounts of time which you are expected to spend on differently weighted units, but not to differentiate between the intellectual and academic value of the work involved in these units.

NB: Notwithstanding the above, in cases involving failed units there IS a direct correlation between the credit points weighting of a unit and the impact of the fail mark upon the degree result, as explained in the Classification Criteria contained in this handbook.

The Relationship between Unit Marks and Credit Points (for students who commenced study after October 2010)

For details please refer to your Faculty handbook or go to:

<http://www.bristol.ac.uk/arts/current/under/>

The Provisional Status of Marks

Please note that all Year Two and Year Three marks remain provisional until the end of the degree programme, even after moderation.

External Examiners

External Examiners are senior academics in the English departments of other British universities who have been appointed by the University of Bristol to oversee our assessment process. They are chosen so that their areas of expertise complement one another's and so that together they represent the broad range of areas (periods, approaches, etc) covered by the discipline of English. As well as their specific roles in resolving disputed marks and borderline cases and adjudicating upon Fails, the External Examiners have a number of general roles. They are appointed to monitor and advise on all aspects of our examining process, to ensure fairness and consistency in our marking, and to see that Bristol maintains standards comparable to those of other UK English departments. All three External Examiners visit Bristol each year and attend the final Departmental Examination Board in early summer. They sample a broad range of students' work, in terms of both subject area and quality. They comment on new courses and all innovations and procedural changes in our assessment system.

MARKING CRITERIA

The following guidelines, based on those agreed by the Faculty of Arts, are intended for examiners and students. In recognition of the fact that different candidates may legitimately approach a subject in different ways, examiners will give due consideration to varying modes of argument, style and interpretation and may, if appropriate, allow a candidate's strengths in one area to offset shortcomings in another. Thus, for a particular classification, examiners may find only some of the characteristics listed below to be relevant. But in all cases examiners will pay particular attention to three elements essential to the study of English Literature as an intellectual discipline: range of relevant knowledge; quality of argument; and quality of expression.

First Class (70 and above)

Knowledge and Understanding:

- of the subject being discussed: detailed and accurate, showing the ability to select what is most relevant from a broader range of knowledge
- of relevant secondary literature: detailed and critically astute, showing evidence of reading outside the prescribed bibliography
- of relevant theoretical and methodological issues: detailed and critically astute, showing clear awareness of how they relate to the question/title
- of the wider context: detailed and accurate, showing clear understanding of how the topic relates to the wider context

Argument:

- Approach: analytical, critically astute, sophisticated, engaging closely with the question/title and showing appreciation of its wider implications
- Structure: generally logically organized and rigorously argued
- Originality: evidence of independent thought
- Use of evidence: most points supported with critically evaluated evidence

Presentation:

- Clarity of expression: clear, fluent, accurate
- Spelling and grammar: no significant errors
- Technical vocabulary, where appropriate: accurate and often sophisticated usage
- Academic conventions: consistent citation and well-presented bibliography

Upper Second (2:1) (60-69)

Knowledge and Understanding:

- of the subject being discussed: extensive and accurate
- of relevant secondary literature: clear and critically engaged knowledge of works on the set bibliography
- of relevant theoretical and methodological issues: awareness of underlying principles and themes, often but not always accompanied by a sense of how they relate to the question/title
- of the wider context: generally well-informed, though limited, understanding of how the topic relates to the wider context

Argument:

- Approach: analytical, critically engaged, quite sophisticated, responsive to the question/title and showing appreciation of some of its wider implications
- Structure: generally clearly argued and logical
- Originality: attempting to go beyond the ideas of the secondary literature
- Use of evidence: most points illustrated with evidence, generally but not always critically evaluated

Presentation:

- Clarity of expression: clear, generally accurate
- Spelling and grammar: generally sound, with occasional oversights but no significant errors
- Technical vocabulary, where appropriate: accurate usage
- Academic conventions: fairly consistent citation, well-presented bibliography

Lower Second (2:2) (50-59)

Knowledge and Understanding:

- of the subject being discussed: generally clear and accurate, though there may be some errors and gaps
- of relevant secondary literature: generally clear though often uncritical knowledge of key works on the set bibliography; some significant omissions
- of relevant theoretical and methodological issues: limited awareness of underlying principles and themes and limited understanding of how they relate to the question/title
- of the wider context: some knowledge, though rarely used to any great effect

Argument:

- Approach: some attempt at analysis and synthesis, but sometimes a proneness to excessive narrative or description; a tendency to assert rather than argue; at times, a lack of proper engagement with the question/title
- Structure: argument not always clear; structure may be heavily influenced by the secondary literature rather than the requirements of the question/title
- Originality: little attempt to go beyond or criticize the secondary literature
- Use of evidence: frequent references to evidence and awareness of its importance, but rarely critically evaluated

Presentation:

- Clarity of expression: at times clumsy, though the meaning is conveyed
- Spelling and grammar: generally accurate, but with some significant errors
- Technical vocabulary, where appropriate: usage attempted, but not always with full understanding
- Academic conventions: a serious attempt at providing references, but with significant flaws in coverage and/or presentation; a generally well-presented bibliography

Third Class (40-49)

Knowledge and Understanding:

- of the subject being discussed: limited and patchy, with some significant errors
- of relevant secondary literature: limited, uncritical and sometimes muddled knowledge of a fairly narrow range of sources
- of relevant theoretical and methodological issues: obvious ignorance of many relevant issues
- of the wider context: limited and patchy, with some significant errors

Argument:

- Approach: limited attempt at analysis or synthesis; excessive narrative or description; a tendency to assert rather than argue; deficiencies in responding to the point of the question/title
- Structure: confusing organization of points; argument derivative and under-developed, with little relation to the question/title
- Originality: ideas from secondary literature presented uncritically
- Use of evidence: a range of evidence mentioned, but not critically evaluated and/or not properly integrated into the argument

Presentation:

- Clarity of expression: not always clear or easy to follow
- Spelling and grammar: accurate at times, but with frequent errors
- Technical vocabulary, where appropriate: little and/or inaccurate usage
- Academic conventions: limited but flawed attempt at providing references (e.g. given only for direct quotations); well-presented bibliography

Fail (30-39)

Knowledge and Understanding:

- of the subject being discussed: very limited, with numerous significant errors and gaps
- of relevant secondary literature: limited, uncritical and often muddled knowledge of a very narrow range of sources
- of relevant theoretical and methodological issues: obvious ignorance of relevant issues
- of the wider context: rudimentary

Argument:

- Approach: little attempt at analysis or synthesis; little understanding of the question/title and little attempt at addressing its terms
- Structure: little attempt at argument; derivative and/or illogical structure
- Originality: follows a limited range of sources closely
- Use of evidence: some reference to evidence and some awareness of its importance, but not properly evaluated or integrated into the argument

Presentation:

- Clarity of expression: often clumsy, difficult to follow and disjointed
- Spelling and grammar: frequent errors, though not always obscuring meaning
- Technical vocabulary, where appropriate: little and inaccurate usage
- Academic conventions: few or no references

Fail (below 30)

Knowledge and Understanding:

- of the subject being discussed: rudimentary and seriously flawed
- of relevant secondary literature: limited, uncritical knowledge of a very narrow range of sources, presented in a garbled manner
- of relevant theoretical and methodological issues: obvious ignorance of relevant issues
- of the wider context: rudimentary at best

Argument:

- Approach: no attempt at analysis or synthesis; fails to understand or address the question/title
- Structure: incoherent, illogical, derivative
- Originality: wholly derivative from a limited range of sources, in places verging on plagiarism
- Use of evidence: little reference to evidence

Presentation:

- Clarity of expression: clumsy, disjointed and often incoherent
- Spelling and grammar: frequent errors, at times obscuring meaning
- Technical vocabulary, where appropriate: no usage, or profoundly misunderstood
- Academic conventions: no references; poorly presented bibliography

PLAGIARISM

Plagiarism is one of the most serious forms of academic misconduct.

The University's Examinations Regulations define plagiarism in the following way:

Plagiarism is the unacknowledged inclusion in a student's work of material derived from the published or unpublished work of another. This constitutes plagiarism whether it is intentional or unintentional. "Work" includes internet sources as well as printed material. Examples include:

- Quoting another's work "word for word" without placing the phrase(s), sentence(s) or paragraph(s) in quotation marks and providing a reference for the source.
- Using statistics, tables, figures, formulae, data, diagrams, questionnaires, images, musical notation, computer code, etc., created by others without acknowledging and referencing the original source. This list is not intended to be exhaustive.
- Summarising, or paraphrasing, the work or ideas of another without acknowledging and referencing the original source. "Paraphrasing" means re-stating another author's ideas, meaning or information in a student's own words.
- Copying the work of another student, with or without that student's agreement.
- Collaborating with another student, even where the initial collaboration is legitimate, e.g. joint project work, and then presenting the resulting work as one's own. If students are unclear about the extent of collaboration which is permitted in joint work they should consult the relevant tutor.
- Submitting, in whole or in part, work which has previously been submitted at the University of Bristol or elsewhere, without fully referencing the earlier work. This includes unacknowledged re-use of the student's own submitted work.
- Buying or commissioning an essay or other piece of work and presenting it as the student's own.

The penalties for plagiarism are severe and can include receiving no marks for the piece of work, no marks for the entire unit, a lower class of degree or even, in the most serious cases, exclusion from the award of any degree.

You **must** familiarise yourself with the University's rules on plagiarism which can be found on the website at:

www.bristol.ac.uk/secretary/studentrulesregs/examregs.html

General guidance on note-taking and referencing, along with practice exercises, can be found on the website at:

www.bris.ac.uk/arts/skills/self.html

It is **your responsibility** to ensure that you do not fall under any suspicion of plagiarism. Even when plagiarism is the result of careless note-taking and/or inadequate referencing, it is still treated as a serious matter and you will be penalised.

FEEDBACK ON ASSESSMENT

Academic feedback is a vital element of the learning process, helping you to evaluate your current level of performance and to identify the ways in which you need to develop your understanding, skills and/or approach to the subject in the future. Defined in this way, it should be apparent that feedback is intended to contribute, not just to your developing understanding within a single unit or even a single year, but to your ongoing academic formation throughout your degree programme. But what exactly is feedback and when do you receive it?

Feedback is 'information' provided to you which allows you to take into account the perspective of your tutors on your own developing views and on your assessed work. It is provided in diverse ways (e.g. in either oral or written forms) and at various points during the academic year. Our aim is to make available to you a range of forms of feedback within an appropriate time-frame. The precise combination of forms in which feedback is delivered will of necessity vary from unit to unit and from programme to programme.

Typically feedback occurs in three phases.

1. **Teaching:** During the teaching process, as you begin to acquire an increasingly critical understanding of the subject matter of the unit and have the opportunity to test that understanding in class discussions—whether through questions, interactions with peers, or more direct forms of participation (e.g. presentations) or through one-to-one contact with staff.
2. **Interaction with assessment:** As your ideas begin to form, you start to interact with the formal assessment (whether formative or summative); questions arise, and 'consultation hours' offer you the opportunity for one-to-one discussion with your tutor about your approach to the assessed work. (Note: while all assessment is in a sense 'formative', only assessment that counts for progression from year 1 and for the final degree classification in years 2 and 3 is described in University documents as 'summative'.)
3. **Post-assessment:** Depending upon the form of the assessed work, you will receive various kinds of feedback. This feedback will then influence the next set of units taken by you. Types of formative feedback differ according to the method of assessment used.
 - a. General contextualization of any marks assigned is provided by the publication of the marking criteria in the Handbook.
 - b. In many units, there is a purely formative assessed element—types include essays, class tests, oral presentations, book reports and on-line quizzes—and the type of feedback involved varies accordingly. These are not moderated and are not anonymous. Tutors are expected to return formative assignments before summative assignments are due.
 - c. Feedback on essays takes the form of (i) a general written comment on the feedback sheet summarising the characteristics of the work, and (ii) written comments on the work itself. Essays are usually returned to you within three weeks, and delays are notified to you by e-mail. You are encouraged to seek further oral feedback in consultation hours.
 - d. Feedback on presentations is given orally and, where necessary, in writing.
 - e. Feedback on class tests/practice tests is delivered orally through group feedback in class or (where deemed necessary) through one-to-one feedback and in writing through comments on tests, returned to you within three weeks.
 - f. Feedback on examinations will be provided in the form of a comments sheet which will be made available to collect from the essay return pigeon-holes/holders. You will be informed when the comments sheets can be collected at the end of the relevant examination period (usually in January and June).
 - g. In reviews of student progress during the year, you and your personal tutor can look at feedback and results and discuss the remainder of your programme.

- h. Dissertations are completed in the final year of the various programmes within Humanities. Feedback therefore consists primarily of the offering of a formal comment upon the piece of work itself rather than feedback designed to help you develop within the undergraduate setting. Dissertations and dissertation feedback sheets are returned at the end of the final year and you will be informed when and where they can be collected at the end of the June examination period.

EXAMINATION REGULATIONS AND PROCEDURES

Examination Timetables

You will be notified via email when the examination timetable has been published. The draft timetable is usually published in March and the final timetable at Easter. Examination timetables are made available to you via the Student Info webpage:

www.bris.ac.uk/studentinfo

You must check that you are registered for the correct examination papers. If there are any errors you must contact the School Office immediately.

The September re-sit and supplementary examination period runs from 03-14 September 2012. **You should not make any travel or other commitments for September until you are certain that you will not be required to sit an exam or submit any work, or until you have been informed of the exact dates of any exams and/or submission deadlines.**

Religious Observances and the Timetabling of Assessment

As far as it is practicable to do so, the Examinations Office will try to ensure that the examination timetable does not conflict with the observance of religious festivals and other holy days.

It is, however, your responsibility to inform the School about your religious beliefs, because of the potential for conflict with the setting of assessment.

Candidate Numbers

You must ensure that your examination scripts are clearly marked with your candidate number. Your candidate number can be obtained via the Student Info website:

www.bris.ac.uk/studentinfo

Examination Regulations

The University's examination regulations can be found at:

www.bris.ac.uk/secretary/studentrulesregs/examregs.html

Your attention is particularly drawn to section 2.1, which states that **'failure to attend an examination without reasonable cause may result in the award of no marks for that examination. It is the responsibility of the student to be aware of the details of the examination timetable.'**

Absences from Examinations

Please refer to the section on *Attendance and Absences* (School Procedures) for what to do if you are absent from an examination.

Past Examination Papers

Copies of past papers can be found in the Arts and Social Sciences Library.

PROGRESSION ON YOUR COURSE AND THE AWARD OF CREDIT POINTS

Guidelines relating to undergraduate progression and the award of credit points can be found in the Faculty handbook or go to:

<http://www.bristol.ac.uk/arts/current/under/>

DEGREE CLASSIFICATION CRITERIA

For students who were newly registered from October 2010

Details of the criteria for degree classification can be found in the Faculty handbook or go to:

<http://www.bristol.ac.uk/arts/current/under/>

For final year students graduating in July 2012

Single-Honours Programme

Assuming that a candidate has the requisite 360 credit points, the class of degree will normally be assessed by taking into account the following criteria:

- (a) the arithmetical average of all unit marks in Years Two and Three
- (b) a combination of the arithmetical average of all unit marks in Years Two and Three and the overall number of unit marks achieved in or above a particular class in Years Two and Three
- (c) the overall number of unit marks achieved in or above a particular class in Years Two and Three
- (d) fail marks, if any (see description of fail marks below)
- (e) evidence of medical or other circumstances that may have affected the student's performance

In order to be considered for a particular class of degree, a candidate should normally satisfy one or more of the criteria specified. Points 1, 2 and 3 in each list below illustrate, respectively, the applications of definitions a, b and c above.

First Class:

1. an average of 70% or above
2. an average of 66.5% or above and four first class unit marks
3. Five or more first class unit marks

Upper Second (2:1):

1. an average of 60% or above
2. an average of 57% or above and four unit marks at or above 2:1 level
3. five or more unit marks at or above 2:1 level

Lower Second (2:2):

1. an average of 50% or above
2. an average of 47.5% or above and four unit marks at or above 2:2 level
3. five or more unit marks at or above 2:2 level

Third Class:

1. an average of 40% or above
2. an average of 38% or above and four unit marks at or above third class level
3. five or more unit marks at or above third class level

Fail Marks: Up to and including 30 credits' worth of Fails: no additional penalty

40-50 credits' worth of Fails: the degree awarded is reduced by one class; if this brings a student below the minimum requirement for a third class degree, normally an Ordinary Degree may be awarded

60 credits' worth of Fails: a prima facie case for a Fail overall; the Board of Examiners may exceptionally consider the award of an Ordinary Degree

More than 60 credits' worth of Fails: normally a Fail overall

IMPORTANT NOTE: For *classification* purposes, all English units, whether weighted at twenty or forty credit points, count for twenty-five per cent of a year's work and are therefore treated as if weighted at thirty credit points each when factoring the proportionate contribution of unit marks towards a degree performance. However, for the purposes of *progression* and in cases involving failed units, it is an Arts Faculty requirement that the units be treated at face value; thus, for example, a failed unit at forty credit points will not be considered as a thirty credit points unit and therefore, in accordance with the description of cases involving fail units above, will result in a student losing a class of degree.

Joint-Honours Programme

The degree is awarded on the English side of a joint-honours programme on the basis of Year Two and Year Three marks equally. Each department involved in a joint-honours degree programme presents twelve marks per candidate for degree classification. In order to provide the twelve marks for the English side of the classification, each of the four unit assessment marks awarded to a joint-honours student is expressed in triplicate: thus, for example, a unit mark of 65 will feature as three marks: 65, 65, 65.

Assuming that a candidate has the requisite 360 credit points, the class of degree will normally be assessed by taking into account the following criteria:

- (a) the arithmetical average of all unit marks in Years Two and Three
- (b) a combination of the arithmetical average of all unit marks in Years Two and Three and the overall number of unit marks achieved in or above a particular class in Years Two and Three
- (c) the overall number of unit marks achieved in or above a particular class in Years Two and Three
- (d) fail marks, if any (see description of fail marks below)
- (e) evidence of medical or other circumstances that may have affected the student's performance

In order to be considered for a particular class of degree, a candidate should normally satisfy one or more of the criteria specified. Points 1, 2 and 3 in each list below illustrate, respectively, the applications of definitions a, b and c above.

First Class:

1. an average of 70% or above
2. an average of 66.5% or above and twelve first class unit marks
3. fifteen or more first class unit marks

Upper Second (2:1):

1. an average of 60% or above
2. an average of 57% or above and twelve unit marks at or above 2:1 level
3. fifteen or more unit marks at or above 2:1 level

Lower Second (2:2):

1. an average of 50% or above
2. an average of 47.5% or above and twelve unit marks at or above 2:2 level
3. fifteen or more unit marks at or above 2:2 level

Third Class:

1. an average of 40% or above
2. an average of 38% or above and twelve unit marks at or above third class level
3. fifteen or more unit marks at or above third class level

Fail Marks: Up to and including 30 credits' worth of Fails: no additional penalty

40-50 credits' worth of Fails: the degree awarded is reduced by one class; if this brings a student below the minimum requirement for a third class degree, normally an Ordinary Degree may be awarded

60 credits' worth of Fails: a prima facie case for a Fail overall; the Board of Examiners may exceptionally consider the award of an Ordinary Degree

More than 60 credits' worth of Fails: normally a Fail overall

IMPORTANT NOTE: For *classification* purposes, all English units, whether weighted at twenty or forty credit points, count for twenty-five per cent of a year's work and are therefore treated as if weighted at thirty credit points each when factoring the proportionate contribution of unit marks towards a degree performance. However, for the purposes of *progression* and in cases involving failed units, it is an Arts Faculty requirement that the units be treated at face value; thus, for example, a failed unit at forty credit points will not be considered as a thirty credit points unit and therefore, in accordance with the description of cases involving fail units above, will result in a student losing a class of degree.

Certificate and Diploma in Higher Education

A candidate for a degree who does not take, or does not satisfactorily complete, the full number of units may be awarded, with the approval of the English department and the Faculty of Arts, a Certificate or Diploma of Higher Education. Further details governing awards of Certificates and Diplomas in Higher Education may be found in the University's Ordinances and Regulations, found online here:

<http://www.bristol.ac.uk/cms/go/statutes/regs/regulations/undergrad/prelimcerts.html>

OBTAINING YOUR RESULTS

First Year

Following the Board of Examiners' meeting a pass list will be produced listing those students, by candidate number, who have passed all of their units and who are permitted to progress to their second year of study. The pass list will be displayed on the departmental notice board. The pass list for first years, therefore, will only tell you whether you have passed or been referred to the Faculty Progress Committee. In all cases, you will receive more details about your results from your Personal Tutor, who can give you the marks for each unit you have taken.

Second Year

No pass list is published for second years so it is particularly important that you see your personal tutor. He/She will give you your marks for each unit as well as an overall average, and will discuss with you how your profile of results relates to the Faculty's criteria for the classification of degrees.

Final Year Assessment

A provisional pass list, by candidate number, will be posted on the departmental notice board following the Board of Examiners' meeting. This is subject to ratification by the Faculty Board

which usually meets at the end of June/beginning of July. The pass list for final year students will only consist of your degree classification. You will be able to obtain a breakdown of your provisional unit marks from your Personal Tutor.

You will be sent an email in May giving more specific details about how you can obtain your results, including relevant dates and times. Unit marks will also be made available on-line through Student Info from around mid-July (i.e. after ratification by the Faculty Examination Board):

www.bris.ac.uk/studentinfo/

Please note that unit marks and results **cannot** be given out over the telephone or by e-mail.

PRIZES

A number of prizes have been endowed to recognize excellence in various aspects of students' work in the department. Full details of the awards are given below.

The Thomas David Taylor Prize, endowed in 1911 by Georgina and Edward Taylor as a tribute to the memory of Thomas David Taylor. This prize is awarded at the end of Year 3 for the best performance in Literature 4.

The Hannam-Clark Prize, endowed in 1929 by T. Hannam-Clark, a member of the Board of Legal Studies of the University of Bristol. This prize is awarded at the end of Year 1 for the best performance in the Approaches to Shakespeare unit.

The Tucker-Cruse Prizes, endowed in 1977 by Miss Susie Tucker, formerly Reader in English Language in the department of English. There are two prizes: one is awarded for the best performance in the unit Introduction to Old English and one is awarded at the end of Year 3 for the best performance in Literature 3.

The Eric Pendry Prize, endowed in 1979 by the Pendry family, by past and present members of the department of English, both staff and students, and by other friends and colleagues, as a tribute to the memory of Eric Pendry (E. D. Pendry), Lecturer and Senior Lecturer in the department from 1964 to his death in 1978. This prize is awarded at the end of Year 2 for the best performance in Literature 2.

The Roy Littlewood Prizes, endowed in 1985 by the Littlewood family, by past and present members of the department of English, both staff and students, and by other friends and colleagues, as a tribute to the memory of Roy Littlewood (J. C. F. Littlewood), Lecturer and Senior Lecturer in the department from 1961 to his death in 1984. There are three prizes: one is awarded at the end of Year 2 for the best performance in a Year 2 Special Subject; the second is awarded at the end of Year 3 for the best performance in a Year 3 Special Subject; the third is awarded at the end of Year 3 for the best performance in the Dissertation unit.

The Savage Prize, funded on an annual basis from contributions made by present staff members of the department of English. It commemorates the occasion of Bristol's simple act of generosity towards Richard Savage (author of *The Bastard* and of 'London and Bristol Delineated') when he 'was not only caressed and treated, but had a Collection made for him of about thirty Pounds', and the more complicated and enduring act of generosity towards him of Samuel Johnson's *Life of Richard Savage*. This prize is awarded at the end of Year 3 for the best overall performance in Year 3.

The Ross Turnbull Prize, endowed in 2004 by Mrs June Turnbull, in tribute to her son Ross and to the interest and enjoyment that he derived from his undergraduate studies in English at Bristol University, before his sadly early death following his embarkation on postgraduate studies in the department. This prize will be awarded at the end of Year 1 for the best performance in narrative prose in the Critical Issues unit or the Contemporary Writing unit.

The Moira Megaw Prize, endowed by members of Ms Megaw's family, by past and present members of the department, both staff and student, and by other friends and colleagues, as a tribute to the memory of Moira Megaw, Lecturer in the department for 36 years, from 1968 until her death in September 2004. This prize is awarded to the student achieving the highest average mark across the post-medieval range of period work: i.e. Literature 2, Literature 3, Literature 4 (or in the case of joint-honours students, across whichever two or three of the post-medieval period units have been taken).

ACADEMIC GUIDANCE

UNDERGRADUATE COURSEWORK: REQUIREMENTS AND PROCEDURES

For detailed recommendations on the preparation and composition of coursework, see our in-house publication *Reading English and Writing Essays: A Student's Guide*. While that booklet offers general advice and makes clear what is expected of students in terms of the use of accurate English, the presentation of references, bibliographies, and so forth, the information laid out below describes the basic policies and practices governing coursework in the department of English. You need to follow all of the following requirements carefully.

PRESENTATION AND LAYOUT OF WORK

Essays should be submitted on A4 paper. They may be single or double-sided, as you prefer. They must be word-processed and, in the main body of the prose, double-spaced; note, however, that single-spacing is required for inset quotations (which are ordinarily indented from the left and right edges of the essay), footnotes and endnotes, and individual entries in the bibliography (although you should leave a one-line space between each of these entries). Adequate margins – for example, of at least 2.5 cm – should be provided on each side of the text for your marker's corrections and comments. Please avoid small font sizes, as these are harder to read (twelve-point is the departmental recommendation). Pages should be numbered consecutively using Arabic numbers (1, 2, 3). The title of the essay should be put at the top of the first page. Your name must not appear anywhere on the text of your essay. Remember that each copy of each essay needs to be submitted with a completed cover sheet.

ESSAY LENGTH

The word-count limits for essays include quotations and footnotes or endnotes, but exclude the title and bibliography. There are no required minimums, but, as a rule of thumb, students are encouraged to produce essays no shorter than 10% below the upper limit; thus, depending on the stipulated maximums for any given assignment, essays will typically be between 3,600 and 4,000 words, 2,700 and 3,000 words, 2,250 and 2,500 words, and so forth. The minimums are for guidance only, and simply reflect the fact that essays significantly below the upper limit, while not incurring a specific penalty, are often found to be insufficient in aspects of their response to the question or title. In the case of over-long essays, again, there is no fixed penalty tariff, but in this case markers are not supposed to read any material in excess of the maximum word-count; they are entitled to indicate where in your script they have stopped reading (based on an estimate of where the word-count limit has been reached) and even, if they judge it necessary, to require you to submit a copy of the essay on disk so that the precise length can be verified. Obviously, if the closing part of an essay were to be discounted as 'surplus', this might well adversely affect the mark the piece of work receives.

This ruling on word-counts is not intended to be draconian, but is imposed in the interests of fairness; if 'a little slack' were granted but the extent of that 'slack' judged differently in different cases, inequities would surely ensue. It is also hoped that the constraint will be found to be enabling: in learning to produce written assignments to a prescribed maximum length, and in the process cultivating the arts of concision and (where necessary) excision, you will be developing highly valuable transferable skills. Academics themselves frequently find that nothing improves a piece of work quite so much as a little strategic trimming; in the event of your drafting an essay that overshoots the limit and requires some editorial pruning (or a more radical hacking back), hopefully you will also discover the truth of this reflection.

ACADEMIC SUPPORT FOR ESSAYS

Unit tutors will happily provide appropriate guidance when essays are in preparation. However, they cannot offer feedback on either draft essays or multiple pages of notes. This is (a) in the interests of parity of support for students, (b) to avoid the tutor going too far in terms of the level of

detailed guidance offered on independent work, and (c) to protect academic staff from potentially considerable extra activity. Students are very welcome to liaise with their tutors (typically during consultation hours) in order to explore ideas and address any points of confusion. Often, a useful conversation may be had without recourse to a written plan; if such a plan is to be shown, then this should be a brief document of about one side of A4 paper, containing a succinct summary of the gist of the intended argument or approach (a few sentences only) and a brief list of key points to be covered. Such a document could provide a useful prompt for discussion, and it will almost always be addressed more effectively for the student and more efficiently by the tutor in a one-to-one meeting than by email correspondence.

DISSERTATIONS

Single-honours English students, and joint-honours Drama and English and English and Philosophy students, may substitute a dissertation for a seminar unit (or Special Subject) in either Teaching Block One or Teaching Block Two of Year Three. A dissertation is an essay of up to, but no more than, 8,000 words (including quotations and notes, but excluding bibliography) on a subject of the undergraduate's choice. The recommended minimum length is 6,500 words.

In order to write a dissertation, the undergraduate needs to have the agreement-in-principle of a member of academic staff to act as supervisor. This needs to be arranged by the end of the period during which choices of Special Subjects are made. It would be wise to begin discussing ideas for a possible dissertation project with a prospective supervisor before this period.

Students writing a dissertation will receive three hours of individual consultation with their supervisor; this may take the form of three hour-long meetings, or the time may be divided differently, by mutual arrangement between the supervisor and the student. In the interests of parity, the total time allocation will not be exceeded. To initiate the consultation process, students should make contact with their appointed supervisors as soon as possible in the relevant Teaching Block, and in any case no later than the end of Week One.

The process of supervision typically involves the scrutiny of a rough plan of the work, advice on writing up and discussion of some draft material. The supervisor will not annotate errors and infelicities in draft work in the way they might if they were marking it as a finished, formally submitted essay, although they may generalize about recurrent problems in the writing that require attention, and they may highlight a few examples of these. Their role is to guide the overall direction of the project without specific and sustained editorial intervention.

Binding

Dissertations must be spiral bound (plastic or wire binding). This can be done quite cheaply at the Students' Union Print Shop, or you can enquire at a local printing store.

For English and Classical Studies students, a joint dissertation **MUST** be taken, but may be taken either as an English unit (for 20 credit points; maximum word count: 7,000) or as a unit in Classics and Ancient History (for 40 credit points; maximum word count: 10,000). As is the case for other joint-honours students, the dissertation may be taken in either Teaching Block, with the relevant period unit, Literature 3 or 4, being taken (for forty credit points) in the other Teaching Block.

WRITING ABOUT LITERATURE IN TRANSLATION

Students on English units normally make texts written in the English language the prime focus of their written work. In units where it is deemed appropriate in an essay to concentrate heavily or exclusively on a text or texts in translation, students should address that fact explicitly, rather than simply proceeding as they would in dealing with an English-language text.

SCHOOL PROCEDURES

COMMUNICATIONS

SCHOOL OFFICE AND HUMANITIES ADMINISTRATION TEAM

The School Office is located in 11 Woodland Road (room G43).

Opening hours:

Term-time Monday to Friday: 9.30am – 4.30pm (closed on Weds, 2pm-3pm)
Out of term-time Monday to Friday: 9.30am – 4.30pm (closed at lunchtime 1pm-2pm)

Email address: hums-schooloffice@bristol.ac.uk

Administration for the School of Humanities is provided through a team of administrators who are located in 11 Woodland Road. As an undergraduate student you will have most contact with the members of the Humanities Administration Team, who are there to help you with your enquiries and provide advice and guidance where appropriate. They are based in the School Office, which will be your first port of call in many instances. **Please help the administrative staff by ensuring that you have read fully any information you are given in this Handbook or elsewhere.**

The School Office is the place where you should:

- submit assessed essays, according to the specified deadlines (by 12 midday on the due date)
- hand in medical notes
- leave notes or items for lecturers if they are not in their offices
- make enquiries about any of the administrative procedures or sources of support described below.

The staff of the Humanities Administration Team are there to assist you, but you can help them by regularly checking (more than once a week):

- the student pigeonholes for post and important notices from staff
- your University e-mail account
- the student notice boards for regular updates on unit changes, notices from staff, etc.

The School Manager, with overall responsibility for administration in the school, is Colin Mather whose office is G48, 11 Woodland Road.

POST

The student pigeonholes are located at the back foyer of 3-5 Woodland Road. Communications from teaching and administrative staff, the University and other students will be placed here. Please check your pigeonhole regularly.

EMAIL

Important Faculty and School information is communicated by email to your University email address. This address will always be used rather than a private (e.g. hotmail or gmail) address. Since both Faculty and School will assume that you are contactable through your university email account, you are advised to check your email daily. **NOTE:** any appeal against an academic decision citing non-receipt of information distributed by electronic means is unlikely to succeed if you have elected to have your email redirected.

Students should adhere to the School's email policy when conducting email correspondence with all staff. Please read this, as follows:

School of Humanities email policy

The academic and administrative staff of the School of Humanities are readily contactable by email and this is often an efficient and appropriate means of communication. However, in recent times the volume of emails received has become unmanageable. In order to prevent staff from being overwhelmed by email traffic, the following policy document is being circulated to all undergraduates. PLEASE TAKE NOTE.

1. Emails which ask questions of procedure that are set out clearly in University documents or student handbooks generate unnecessary work for staff. Please check first to see if your query is covered in documentation you have been issued with or can easily access electronically, as we cannot always guarantee a response to such enquiries.
2. Students should allow for a reasonable response time from staff. If an email is sent on Saturday early evening, it is unreasonable to expect a response before the beginning of the working week. At especially busy times, staff may not be able to get back to you for a few working days. Students should expect replies from administrative staff during office hours only.
3. Emails to staff should have a stated subject in the subject box, e.g. 'Query regarding our last lecture in ENGL200XX'. This enables staff to prioritize emails and deal with queries raised by students in an efficient manner.
4. Please ensure that your emails to staff include an electronic signature, which comprises: your full name, your year of study and your programme of study, e.g.

Janet Bloggs,

Second Year, English BA

5. Unless a given academic tutor makes it clear that they prefer students to address them by their first name, a degree of formality is advised, e.g. 'Dear Prof/Dr/Mrs Smith'.
6. Please note that queries concerning essay extensions should normally be made in person at the School Office, not via email requests. However, if illness prevents this, then telephone or email contact is acceptable.

NOTICE BOARDS

The departmental student notice boards are located on the ground floor of English, 3-5 Woodland Road. Specific information relating to your programme of study, e.g. on units, tutorial groups, assessment etc. will be posted here, as well as University and other information. Please get into the habit of checking the notice boards on a regular basis. There are other, general, notice boards located on the link corridor at the back of the villas along Woodland Road.

CHANGE OF ADDRESS

It is your responsibility to inform the University of any change in your address (either home or term-time address). You should do this by changing your University record online, which you can do by visiting the *Student Info* web-page:

www.bris.ac.uk/studentinfo/

TIMETABLES

The University provides all taught students with personalised, individual timetables.

Personalised online timetables will be accessible from **3rd October 2011** for students who have activated their University account. Timetables are subject to change, particularly in the first few weeks of the teaching block, so you will need to check them regularly to ensure you have up-to-date information.

Access your personalised online timetable via <https://www.bristol.ac.uk/mybristol> by selecting the Timetable tab on the MyBristol portal. This will give you an individual timetable for the specific units for which you are registered.

If any of your units are not displayed please check first your unit registrations on your StudentInfo page: <https://www.bris.ac.uk/studentinfo/> and then contact the School Office in Room G43, 11 Woodland Road, email: hums-schooloffice@bristol.ac.uk or phone 0117 331 7932.

Please note that any changes made to your unit choices may take 2-3 days to appear on your personalised timetable. In the interim, you can view Unit and Programme timetables by clicking on the link as directed from within your personalised online timetable on the MyBristol portal.

Open Unit Timetables:

The timetables for Open Units are also available through the Timetable tab on the MyBristol portal accessed via www.bristol.ac.uk/mybristol. If you intend to choose Open Units to study, you will need to check the timetable for Open Units against the rest of your timetable. You will not be able to take an Open Unit if it will create a clash in your timetable. You will then need to register your choice(s) at the Open Units Fair which will take place in the Wills Memorial Building on Thursday 6th October 2-5pm.

ATTENDANCE AND ABSENCES

ATTENDANCE REQUIREMENT

You are required to attend all scheduled classes and lectures, and to provide an explanation to your class tutor for any absence. In cases of an absence due to illness of more than five term-time days (excluding Saturdays and Sundays) you must complete a *Student Self-Certification Form* and take this, with the University's *Medical Certificate Form*, to your doctor; both forms can be collected from the School Office or can be found online at: <http://www.bristol.ac.uk/arts/current/under/forms.html>. You should show the *Student Self-Certification Form* to the doctor and ask him/her to complete the University's *Medical Certificate Form*. You should then deliver/bring both forms to the School Office within **TWO working days of the end of the period of absence.**

ABSENCE FROM EXAMINATIONS DUE TO ILLNESS

If you are absent from an examination due to illness, a medical note must be provided; without one, the absence can only be treated as a failure in assessment.

If you find yourself ill within 24 hours prior to the examination you must attend an appointment with the doctor PRIOR to the examination, and you must also inform the School Office of your non-attendance in advance of the examination. You must complete a *Student Self-Certification Form* and take this, with the University's *Medical Certificate Form*, to your doctor. You should show the *Student Self-Certification Form* to the doctor and ask him/her to complete the University's *Medical Certificate Form*. You should then deliver/bring both forms to the School Office within **TWO working days of the end of the period of absence.** If you fall ill during an examination you should report it to the invigilator and make an appointment to see the doctor,

with the two forms as described. Students must attend an appointment with a doctor whilst they are ill as retrospective diagnoses are not able to be made.

LEAVE OF ABSENCE

You are required to remain in residence in Bristol until the last day of each term. If you need leave of absence for a hospital appointment, or on compassionate grounds, you should obtain this (in advance) from the Deputy Head Teaching and Learning.

Leave of absence for other than medical or compassionate reasons (for example, to undertake a work placement or acquire other experience related to career development) must be applied for **in advance** from the Deputy Head Teaching and Learning (see contact details inside the front cover of this handbook). If this type of leave of absence is granted, it is your responsibility (i) to inform your tutors of all the classes that you will be missing; (ii) to catch up on all work missed; (iii) to meet any deadlines for the submission of work that falls within the period of absence. The School is under no obligation to offer extensions, arrange for resits or make any other special arrangements in these circumstances, though it may do so.

Leave of absence is not granted for family holidays or similar activities. Leave of absence is not granted retrospectively, except on medical or compassionate grounds.

If you miss a class test or examination because of an approved absence, this will be treated as if the absence was due to illness.

ASSESSMENT PROCEDURES

ESSAY AND DISSERTATION SUBMISSION

Please read these instructions carefully as procedures must be adhered to in the interests of fairness and efficiency.

Handing in work

Essays and dissertations are handed in to the School Office. These **MUST** be submitted before 12 midday on the prescribed date. **Year 1 essays** are submitted with your name filled in on the cover sheets. **Years 2 and 3 essays** are submitted anonymously, and you are required to enter your candidate number on the cover sheets as well as marking this on each page of the essay. Please note that your name should **NOT** appear anywhere on the essay itself. Your candidate number is not the same as your student number - the candidate number is used for assessment purposes only. Candidate numbers will be available online from mid-October via the Student Info page on the web:

www.bris.ac.uk/studentinfo/

The requirements for handing in work are as follows:

- two copies of each piece of work **MUST** be submitted
- essays should be stapled
- complete and attach a Feedback Sheet to one copy and a Moderator's Sheet to the other. You must also complete a Submission Sheet (which acts as a receipt for your work)
- all sections of the cover sheets should be completed.

All these requirements **MUST** have been met **BEFORE** your essay(s) can be accepted as submitted.

Copies of the cover sheets are available from the corridor outside the School Office, and you are advised to collect these well in advance of submission to give time for completion. They will also be made available electronically on the School of Humanities web page for Current Undergraduate Students. You are required to keep a copy of your work for yourself.

NOTE: The School Office gets very busy on essay hand-in days, so you are advised to come early to avoid delays.

Extensions to the deadline

Staff in the School Office are responsible for considering and authorising requests for extensions to the deadline for submission of work. You must submit any request **DIRECTLY** to the School Office in person whenever possible, and not to your Personal or class tutor. Extensions will only be granted where there are genuine reasons for non-submission by the due deadline, e.g. illness or personal mitigating circumstances.

NOTE: You will not necessarily be granted an extension for a minor illness of short duration falling into the category of self-certification; requests will be considered on a case by case basis.

Extensions granted on the basis of illness for up to and including five term-time days (excluding Saturdays and Sundays) must be supported by a *Student Self-certification Form* (available from the School Office). For illness lasting over five term-time days (excluding Saturdays and Sundays) you must complete the *Student Self-Certification Form* and take this, with the University's *Medical Certificate Form*, to your doctor. You should show the *Student Self-Certification Form* to the doctor and ask him/her to complete the University's *Medical Certificate Form*. You should then deliver/bring both forms to the School Office within **TWO working days of the end of the period of absence**. You must notify the School Office of the need for an extension **before** the submission deadline.

Extensions will not be granted for the late submission of work on the basis of computer or printer failure – you are expected to manage your time to take account of the possibility of technical failure. You should always back up your work; students using laptops and a separate hard drive should always back up onto a disk or memory stick in case the laptop and hard drive are stolen together. Extensions are also not granted for transport problems, (except where the student has been personally involved in an accident), or for dyslexia (students with dyslexia receive study and time management skills support from the Access Unit to help them to meet deadlines).

It is important to meet any extension deadline as agreed with the School Office and it is your responsibility to note the time of the new deadline.

Late submission

The penalties for unauthorised late submission are as laid down by the Faculty. Each piece of work submitted after the deadline will have 10 marks deducted. Essays which are submitted more than seven days after the original prescribed date and time (for example after 12 noon, seven days beyond the original 12 noon deadline or, for example, after 4pm seven days beyond an original 4pm deadline) will be given a mark of 0. If a piece of work has not been submitted within the week following the deadline, and so has incurred a mark of 0, it is still necessary to submit this work and to a standard which indicates a clear attempt at obtaining a pass mark, in order to gain credit points.

Appeals against penalties for late submission

Penalties for late submission are applied automatically. If you feel your circumstances should be taken into consideration you must put your appeal in writing by completing the Penalty Appeal Form, which is available from the School Office. The form will be referred on to the Deputy Head Teaching and Learning for adjudication. All appeals against penalties for late submission will be considered at the end of the relevant teaching block. Students will be notified, by email, of the outcome after the end of the teaching block. Please note the reasons for late submission outlined in the section above on extensions will not be considered justification for rescinding a penalty.

EXTRA TIME/ADDITIONAL REQUIREMENTS FOR EXAMINATIONS

If you require extra time for examinations due to dyslexia or a medical condition and/or additional arrangements for your exams, such as the use of a computer, you must complete the University's *Alternative Arrangements* form, available on the Examinations Office website at:

www.bris.ac.uk/exams/forms.html

and submit this to the School Office with the relevant supporting documentation (e.g. medical note, educational psychologist's report) by the prescribed deadline on the form (usually the beginning of November for January exams and the beginning of January for May/June exams. It is **ESSENTIAL** that you complete the *Alternative Arrangements* form by the due deadline, otherwise alternative arrangements cannot be guaranteed for you.

EXTENUATING CIRCUMSTANCES AFFECTING ACADEMIC PERFORMANCE

All submitted work is assessed on academic merit alone. However a School Special Circumstances Committee will consider individual cases of students whose academic performance has been affected by medical or other extenuating circumstances. You should notify the School Office of your circumstances and complete an Extenuating Circumstances form; all information is treated confidentially. Any matters which could have been raised before the meeting of the Board of Examiners, but were not raised without good reason, will not be considered in the event of an appeal.

PROGRAMME AND UNIT REGISTRATION

UNIT REGISTRATION

Students are automatically registered against their mandatory units in the University's unit registration record. Registration onto optional units is undertaken through the School's unit registration procedure. Option choices for the second and third years of study are made in the preceding year (i.e. in year 1 for second year options; in year 2 for third year options). You will be asked to register your optional choices by completing the unit option choice form for your programme. Students will be notified by email of the commencement of this procedure and the deadline for registering choices. The School tries, as much as possible, to allocate students to their first choice unit(s). However this is not always possible, depending on the level of demand for a particular course. Following the allocation of choices, class lists are published on the departmental web pages and posted on department notice boards. Students will be notified when this information is available.

NOTE: it is your responsibility to check that you are registered on the correct units by checking *Student Info*

www.bris.ac.uk/studentinfo/

CHANGING OPTIONAL UNITS

Your optional choices will have already been made prior to the start of the academic session. However you may, within two weeks of the start of teaching in either teaching block, change your choice of optional unit(s). You do not have an automatic right to change units, however, and this will be dependent on available places. If you wish to change a unit you should make your request to the School Office. If there is a space available, you will be given a form to complete.

Note: Unit registration is a formal requirement of the University, which must be undertaken through the School Office. If you have changed units without following the procedure for unit transfer, you will be considered to be attending the unit you are registered for and required to complete the assessment for that unit. If the assessment is not submitted, you will be deemed to have failed that unit irrespective of whether or not you have attended another unit.

SUSPENSION OF STUDIES

Ongoing medical problems or personal circumstances may affect your ability to continue with your work, and a suspension of studies may be the most appropriate course of action in such situations. If you wish to suspend studies you must first discuss the matter with your personal tutor and your Head of Education and then see a member of the administrative team in the School Office. The School Office will liaise with the Deputy Head Teaching and Learning, who is responsible for approving suspensions on behalf of the School. If you are registered on a Joint Honours programme, approval is also required from the other department/School. Final approval is given by the Faculty Education Director (Undergraduate), and students are notified of this by the Faculty Office.

TRANSFER BETWEEN PROGRAMMES/FACULTIES

If you wish to transfer from one programme to another within the University you should discuss the matter first with your personal tutor and then obtain approval from your Head of Education and the new department. You should then complete a *Notification of Transfer of Programme* form (available from the School Office), and submit it to the School Office. The Deputy Head Teaching and Learning considers and approves requests for all programme transfers on behalf of the School. Permission to transfer is normally only granted within the first four weeks of the academic year, or at the end of the first year of study.

WITHDRAWAL/EXTERNAL TRANSFER

If you wish to withdraw from your programme of study, or transfer to a programme of study at another institution, you should discuss the matter first with your personal tutor and then with your Head of Education. You should then complete the *Notification of Withdrawal/external transfer* form (available from the School Office) and submit it to the School Office. The Deputy Head Teaching and Learning authorises the withdrawal/transfer on behalf of the School.

STUDYING ABROAD PROCEDURES

If you intend to undertake study abroad, whether as part of a formal Study Abroad programme or as part of the Erasmus exchange scheme, you **MUST** notify the School Office of your intention prior to the academic year you intend to go abroad, in addition to discussing the matter with the relevant academic staff in your department. Please bear in mind that the International Office has deadlines in November, December and January (depending on which scheme you intend to follow) of the preceding academic year. This means that you should be discussing studying abroad with the relevant staff during Teaching Block 1 of the academic year before the year when you will be abroad.

You should complete the School's *Erasmus and Study Abroad Details* form, which is available from the School Office, and obtain the signature of the School Socrates-Erasmus/Study Abroad Officer (SESAO) on the form. The SESAO will be available to respond to any queries you may

have about your period abroad (see contact details on the inside cover of this handbook). The form should then be returned to the School Office for signature by the Deputy Head Teaching and Learning. It is important that you keep the School Office notified of your intentions, and that you respond to any emails you receive from the University during your period abroad.

HEALTH AND SAFETY, DISABILITY/DYSLEXIA

The School Manager is the School Health and Safety Officer and the School's Disability Representative (see contact details on the inside cover of this handbook). You may contact him about any matters concerning health and safety and/or disability and dyslexia.

HEALTH AND SAFETY

If you have a concern about health and safety please raise this with the School Manager. In addition, general matters concerning health and safety may be raised via your student representative(s). If you are involved in an accident of any kind on School premises, you should report it directly to the School Office.

If the fire alarm sounds you **MUST** immediately evacuate the building by the nearest fire exit and assemble outside the adjacent villa to the one you were in. Do not return to a room to collect any personal possessions, and only re-enter the building when instructed to do so. (NB: weekly tests of the alarm sounders will be made on Friday mornings at approximately 10.45 - these tests can be distinguished from a real fire alarm as they last for only a few seconds.)

DISABILITY/DYSLEXIA

Students with a disability, or dyslexia, are asked to declare this on arrival by completing an individual form at School registration or as soon as possible after diagnosis, so that the appropriate support can be provided by Disability Services and the School. If you have a disability or are dyslexic and you are experiencing difficulties you should contact Disability Services:

www.bristol.ac.uk/disability-services

Staff at Disability Services will be able to give you advice and support. You can also contact your personal tutor and/or the School Manager for guidance and support.

You may be entitled to extra time for examinations or other additional arrangements (Disability Services will make a recommendation to the School if this is the case). If a recommendation is made, you will need to complete an *Alternative Arrangements* form (see section above on *Extra time/Additional Requirements for examinations under Assessment Procedures*). Please note the time constraints for submitting the form.

DISCIPLINE, APPEALS AND GRIEVANCES

Full details of discipline, appeals and grievances procedures can be found on the University website:

<http://www.bristol.ac.uk/secretary/>

This includes guidance on who to approach if you have a complaint or grievance about any aspect of University life. Within the School this includes your personal tutor and/or unit tutor in the first instance, followed by the Head of Education and then the Deputy Head Teaching and Learning if you feel the matter has not been dealt with satisfactorily. Matters of concern for the student body as a whole should be raised with your student representative(s) on the Staff-Student Liaison Committee.

If your performance is judged to be unsatisfactory in the course of the year, for example as a result of failure to submit required work, or failure to respond to letters from the personal tutor, you will be referred to the Deputy Head Teaching and Learning who will issue a formal School warning which will be placed on your file. If your performance does not improve you may be reported to the Faculty by the School and required to withdraw from the programme of study.

Examination Appeals are dealt with under separate procedures found in the Examination Regulations:

<http://www.bris.ac.uk/secretary/studentrulesregs/examregs.html#appeal>

If you feel that you have grounds for appeal against a faculty board of examiners, a faculty progress committee, or in relation to a case of minor plagiarism, you should talk to the Deputy Head Teaching and Learning. You are also encouraged to seek assistance from the Students' Union Advisory Service email: ubu-justask@bristol.ac.uk

Appeals may **only** be made on the basis of one or more of the following permissible grounds:

- 1) There has been a material irregularity in the decision making process (for example: an administrative error; or appropriate account not taken of **known** illness or other extenuating circumstances);
- 2) A student's performance in assessment has been affected by illness or other factors which the student was unable, **for good reason**, to divulge before the meeting of the board of examiners;
- 3) A penalty for cheating or plagiarism, imposed under the examination regulations by the school or faculty is wrong or disproportionate.

NB: Disagreement with the academic judgment of the board of examiners (or of individual markers or moderators) **will not constitute a ground for appeal**.

RESOURCES AND SUPPORT SERVICES

STUDENT HELP WEBSITE

Please visit the University Student Help website which provides links to support and advice on all aspects of University life – study, personal and practical problems and much more:

www.bristol.ac.uk/studenthelp/

SUBJECT STUDY CENTRES AND IT FACILITIES

Students in all departments in the School have recourse to a Subject Study Centre for their Subject, as follows:

- English, Theology and Religious Studies: G7, 3-5 Woodland Road
- History of Art: B34, 9 Woodland Road
- Classics and Ancient History, History: B49, 13 Woodland Road

These Study Centres are designed to serve the needs of students for a quiet place in which to work between lectures, tutorials and seminars. For the subjects of English, Classics and Ancient History, and History of Art, the Centres contain basic collections of texts and reference books in these subjects. These must not be removed from the rooms. They should be returned to the shelves after use (according to the system of classification indicated). Tutors sometimes use the Study Centres to house material for their students to read on the premises. The Centres also have Wi-Fi and laptop terminals, and a number of PCs. Access to the rooms is controlled via a keypad on the door. You can obtain the relevant access code from the School Office.

In addition, the Student Common Room in no. 11 Woodland Road also houses five PCs and a public printer for use by students, and G95 in 19 Woodland Road is a Faculty-wide computing facility which can be used by all students in the Faculty of Arts. Access to G95 is controlled via a keypad on the door. You can obtain the access code from the School Office.

Using the public printers

Public printers use a Printer Accounting Server (PAS) which takes credit from a printer account associated with your UOB domain account. A UOB domain account (username and password) is created at the same time as your @bristol.ac.uk email address. Once you have credit in your printer account, you will be able to print by using the normal print commands on the PC. When you log on to the PC a printer is automatically set up for you. Each (A4) page you print will remove 5p from your printer account (or around 20p for a colour page). If you have no credit in your account, you will not be able to print. Please go immediately to the printer to collect your pages before someone else does by mistake. You will find details of how to use the PAS on:

www.bris.ac.uk/is/computing/applications/printing/uobonly/

THE UNIVERSITY LIBRARY SERVICE

The Arts and Social Sciences Library (ASSL) on Tyndall Avenue houses the majority of the printed books, journals and audio visual materials of interest to Humanities undergraduates, but your library card entitles you to use all 10 branches of the University Library. Information about locations of the branches and their opening hours can be found at:

www.bris.ac.uk/library

This page also contains links to the library's online catalogue, and information about using the library.

Location of collections

The main History printed collections are held on the first floor of the ASSL, while the majority of Classics and Ancient History, English and Theology and Religious Studies collections can be found on the second floor. Detailed information about the location of resources can be found on the library's subject pages (see Subject Resources below).

Note that high-demand books and journal articles are located in the Short Loan Collection on the ground floor of the ASSL. For more information about this, see:

www.bristol.ac.uk/library/using/branches/assl/collections/slc.html

Many rare and valuable items are kept in our Special Collections Department. For further details see:

www.bris.ac.uk/library/resources/specialcollections/

MetaLib (electronic resource gateway)

MetaLib provides access to online library resources such as electronic journals and databases. For more details see:

<http://metalib.bris.ac.uk/>

Subject specific resources are noted on the library's subject pages.

Subject resources

Detailed information about library resources, printed and online, for Humanities subjects can be found on the relevant subject pages:

Classics - www.bristol.ac.uk/library/support/subjects/classics/
English - www.bristol.ac.uk/library/support/subjects/english/
History of Art - www.bristol.ac.uk/library/support/subjects/historyofart/
History - www.bristol.ac.uk/library/support/subjects/historicalstudies/
Theology - www.bristol.ac.uk/library/support/subjects/theology/

Contacts

Subject Librarians provide advice and training for Humanities students. Their contact details are as follows:

Mr Jez Conolly (History of Art and History): jez.conolly@bristol.ac.uk
Mr Damien McManus (Classics and Ancient History; English): damien.mcmanus@bristol.ac.uk
Mrs Emma Place (Theology and Religious Studies): emma.place@bristol.ac.uk

BLACKBOARD

Blackboard is the centrally supported University of Bristol online learning environment. It provides an online area for teachers to post resources such as course notes, presentations, web-links and reading lists, and to communicate with their students. Students are automatically registered to use those Blackboard sites for all of the units they are registered on. Students can log into their Blackboard sites by visiting:

www.ole.bris.ac.uk/

If you find you cannot access a particular site, please first check you are registered for the unit by visiting your 'Studentinfo' web-page:

www.bris.ac.uk/studentinfo/

If, having checked your 'Studentinfo' page, it appears as though your unit registration/s are incorrect, please contact the School of Humanities Office.

Peer Assisted Learning (PAL)

Every student in the School of Humanities is automatically enrolled in the HUMS Peer Assisted Learning (PAL) scheme. A dedicated PAL Blackboard site allows you to access a range of teaching and learning materials and a sample essay bank. Starting in week 3 of Teaching Block 1, appropriately trained student mentors will also lead small independent study-groups of other students on the same course. Content for these fortnightly PAL sessions will be decided upon by the group but will typically cover: essay writing skills, applying academic conventions to your work, taking lecture notes effectively, preparing for exams, interpreting essay marking criteria, etc. PAL sessions are student-led, planned and purposeful but also informal and friendly. PAL sessions do not include 'teaching' by students, replace normal lecturer/student teaching or other academic support but are a useful addition to these.

INTER-LIBRARY LOAN VOUCHERS

As an undergraduate student you may, **exceptionally**, be given inter-library loan vouchers to assist with your dissertation/project research **up to a limit of three**. Vouchers are currently valued at £8.00 each. Vouchers are available from the School Office; however in order to obtain a voucher you must first consult with your dissertation supervisor and obtain their agreement to the loan. You must present a note or e-mail to the School Office from your supervisor confirming your eligibility for a voucher.

DISABILITY SERVICES

Disability Services are the first point of contact for students who have a disability. This includes D/deaf students, visually impaired students, dyslexic students, students who have used or do use mental health services and students with unseen impairments such as epilepsy. Students with a disability are expected to declare this at an early stage so that appropriate and accessible support can be provided by the Access Unit and the School. Disability Services are located on the Lower Ground Floor of Hampton House, Cotham Hill, Bristol BS6 6JS.

www.bristol.ac.uk/disability-services/

Please also refer to the Disability information found under *School Procedures*.

NIGHTLINE

Nightline is run by students for students, and offers a confidential listening service for students wishing to discuss any kind of problem, as well as having information on pretty much any topic,

from local bus times to sources of help on welfare and health matters and more. It operates its anonymous telephone and e-mail services during term-time, from 8pm - 8am every night and is staffed by trained volunteers. Their telephone number is on the back of every student card. For further information, please visit the Nightline website.

www.bristol.ac.uk/nightline/

STUDENT COUNSELLING SERVICE

The Counselling Service is staffed by a team of professionally trained and widely experienced counsellors who are accustomed to helping people from many backgrounds and cultures and with a wide range of personal issues and difficulties. The service is free and confidential and is available to all students of the University, both full-time and part-time. As well as providing a short term or extended series of counselling sessions, they also offer a Drop-in Service and one-off appointments.

www.bristol.ac.uk/student-counselling/

CAREERS SERVICE

The Careers Service provides a wealth of careers advice, information and employment opportunities for students, including careers advice and guidance; skills training and employability development; job-hunting assistance; work experience, and post-graduate study. It also offers courses on range of topics including interview techniques and CV writing. You can find details of all their services and sign up for courses on their website:

www.bris.ac.uk/careers/index.asp

MULTIFAITH CHAPLAINCY

The Multifaith Chaplaincy provides opportunities for students to explore spirituality, faith and belief. It also offers confidential personal support and religious advice and information, regardless of belief or background.

www.bristol.ac.uk/chaplaincy/

STUDENT FUNDING OFFICE

The Student Funding Office provides advice and information on financial matters such as bursaries and scholarships; budgeting advice; emergency short term loans and UK government support including loans, grants and Access to Learning Funds.

www.bristol.ac.uk/studentfunding/

STUDENTS' HEALTH SERVICE

The Students' Health Service offers a full NHS General Practice Service and also additional medical services specifically for student patients. They are open all year.

www.bristol.ac.uk/students-health/



FACULTY OF ARTS

WOODLAND ROAD
NVB Architects