

SCHOOL OF HUMANITIES
DEPARTMENT
OF
THEOLOGY AND RELIGIOUS STUDIES

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/thrs/**

TERM DATES 2011-12

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

Dr Isabella Sandwell	Head of Education, Theology & Religious Studies	bella.sandwell@bristol.ac.uk (0117) 92 89020
Dr Genevieve Liveley	Deputy Head Teaching and Learning, School of Humanities	g.liveley@bristol.ac.uk (0117) 95 46823
Mr Colin Mather	School Manager	colin.mather@bristol.ac.uk (0117) 33 18287
Dr Silke Knippschild	Socrates-Erasmus/Study Abroad Officer, School of Humanities	clzsk@bristol.ac.uk (0117) 92 89016

School Administration Team

Julie Sealey	Student Administration Manager	hums-schooloffice@bristol.ac.uk (0117) 3317932
Ann Clarke	Undergraduate Senior Student Administrator	
Sally Green Charlotte Hodge Valentine Jackson Kathryn Maycock Alison Ward	Undergraduate Student Administrators	
Anna Jordan	School Assistant (Reception)	

SCHOOL OF HUMANITIES CONTACT DETAILS

Postal address: School of Humanities, 11 Woodland Road, Bristol, BS8 1TB
Telephone: (0117) 3317932 (including a 24-hour answer-phone); internal: 17932
Fax: (0117) 3317933
Email: hums-schooloffice@bristol.ac.uk

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)

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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 THEOLOGY & RELIGIOUS STUDIES

A rigorous and critical understanding of religion is crucial to appreciating both Eastern and Western cultures, past and present. It is especially important within a multi-religious society such as the UK. Many employers value graduates with such a background. The Department of Theology & Religious Studies aims to provide excellence in teaching and learning within a stimulating research environment. We aim to produce high-quality graduates with an advanced understanding of religions and the methodologies employed in construing and analysing religions. In addition, the transferable skills that students are taught will equip our graduates for future achievements in many professional or further research fields. Our overarching aim is to provide excellent research-based teaching and learning in Theology & Religious Studies. Students receive high-quality teaching in core and optional areas to facilitate an informed, critical and methodologically complex understanding of religions in societies, past and present.

In all our programmes we aim to:

1. furnish students with key foundations of knowledge and skill within Theology & Religious Studies that will provide a substantial platform for opportunity and success in their future careers, either within the discipline or in other professional domains;
2. provide students with a range of opportunities to explore beyond the core requirements, gaining wider and deeper knowledge and skills within an active research environment;
3. develop in our students the abilities to engage in systematic, informed and sustained critical analysis of religions, both past and present;
4. facilitate a range of transferable skills that will enhance their specialist abilities, as well as equip them for future careers;

Objectives

On completion of the Single Honours Theology & Religious Studies programme, students will:

1. have acquired advanced knowledge and understanding of core areas within Theology & Religious Studies, so that they will have familiarity with five major religious traditions and be introduced to theological, philosophical, historical, sociological, linguistic, literary, and gender issues in the study of religions;
2. have developed their basic core abilities, and specialised in different areas within Theology & Religious Studies at second and third levels;
3. have been given the opportunity to develop linguistic skills at introductory and sometime also intermediate level, in a range of classical languages required for the study of religion;
4. be capable of producing coherent written papers which are clearly presented and display the ability to show a grasp of a subject, to discuss critical and methodological issues related to it, to provide critical analysis, and to document source materials and secondary materials;
5. be able verbally to discuss a subject, show a critical understanding of issues related to that subject, and argue for a position in relation to the critical issues;
6. have been encouraged to develop information technology skills for the purposes of information access, communication, and word processing;
7. be motivated, capable of independent study and research, and able to work in a group in a constructive and co-operative manner.

In addition to these aims, students completing the Joint Degree programmes in either Theology & Sociology or Philosophy & Theology will:

8. have acquired advanced knowledge in some of the core areas in both disciplines; and be able to pursue specialised studies in both areas arising from that training;
9. have had opportunities to choose units within each department that facilitate interdisciplinary skills and interconnections between the two subjects.

ACADEMIC STAFF

CONTACT DETAILS

Academic and Research Staff	Phone	E-mail Address ...@bristol.ac.uk	Room	Building
Balserak, Dr Jon <i>Lecturer</i>		J.Balserak		
Campbell, Dr Jonathan <i>Senior Lecturer in Biblical Studies and Judaism</i>	92 88171	J.G.Campbell	G.3	36 TPR
D'Costa, Prof Gavin, Subject Lead <i>Professor of Catholic Theology</i>	33 17010	Gavin.DCosta	1.3	36 TPR
Gethin, Prof Rupert <i>Professor of Buddhist Studies</i>	92 88169	Rupert.Gethin	2.5	36 TPR
Langer, Dr Rita <i>Lecturer in Buddhist Studies</i>	92 88248	Rita.Langer	2.4	36 TPR
Lyons, Dr John <i>Senior Lecturer in New Testament Studies</i>	95 45930	W.J.Lyons	G.1	36 TPR
Muessig, Dr Carolyn <i>Reader in Medieval Religion</i>		C.A.Muessig		
Studholme, Dr Alexander <i>Teaching Fellow in Theology and Religious Studies</i>	92 88170	Alexander.Studholme	2.1	36 TPR
Part-time Teaching Staff				
Carr, Mr James	n/a	thjmc	n/a	n/a
Davies, Dr Mervyn	n/a	thmcmd	n/a	n/a
Engelmajer, Ms Pascale	n/a	Pascale.Engelmajer	n/a	n/a
Ferzoco, Mr George	n/a	G.Ferzoco	n/a	n/a
Hatton, Rev. Dr. Peter	n/a	thpthh	n/a	n/a
Wood, Dr Martin	n/a	Martin.Wood	n/a	n/a

TPR = Tyndall's Park Road

RESEARCH INTERESTS

Jon BALSERAK BS (James Madison), MDiv, MTh (RTS), PhD (Edinburgh)

Lecturer in Theology and Religious Studies

RESEARCH INTERESTS: John Calvin, Peter Martyr Vermigli, exegesis and biblical reception in the medieval and reformation periods, reformation theology in its various expressions (Thomist, Scotist, Occamist, etc), 'Old Latin' biblical manuscripts, the electronic book.

Jonathan G. CAMPBELL BD (Aberdeen), MPhil (Oxon), DPhil (Oxon)

Senior Lecturer in Biblical Studies and Judaism

RESEARCH INTERESTS: Hebrew Bible; Dead Sea Scrolls and Second Temple Judaism; issues in contemporary Judaism, especially the 'reception' of scripture and tradition.

Gavin D'COSTA BA (Birmingham), PhD (Cantab)

Professor of Catholic Theology

RESEARCH INTERESTS: Systematic theology; theology of religions and interfaith dialogue; doctrine of the Trinity; modern Roman Catholic thought; the theology of Jewish-Christian relations.

Rupert GETHIN BA (Manchester), MA (Manchester), PhD (Manchester)

Professor of Buddhist Studies

RESEARCH INTERESTS: Theravada Buddhist thought, Abhidharma; the development of Buddhist theories of meditation; Buddhaghosa's commentaries.

Rita LANGER MA (Hamburg), Dip (Kelaniya), PhD (Hamburg)

Lecturer in Buddhist Studies

RESEARCH INTERESTS: Pali; Theravada Buddhist ritual in Sri Lanka and South East Asia.

John LYONS BA (Sheffield), MA (Sheffield), PhD (Sheffield)

Senior Lecturer in New Testament

RESEARCH INTERESTS: History of Exegesis, Genesis 12-50, Historical Jesus, Johannine Literature, The Acts of the Apostles, Dead Sea Scrolls.

Carolyn MUESSIG BA (Buffalo), MA (Toronto), MSL (Toronto), PhD (Montreal)

Reader in Medieval Religion

RESEARCH INTERESTS: Medieval Church history; late medieval preaching; popular devotion; heresies; Catherine of Siena; and stigmatics

Alexander STUDHOLME BA (Oxford), PhD (Bristol)

Teaching Fellow

RESEARCH INTERESTS: Tibetan Buddhism, Hinduism, religious synthesis, mantra

TEACHING, LEARNING AND ASSESSMENT

PROGRAMME AND ASSESSMENT INFORMATION

PROGRAMME STRUCTURE

Teaching Blocks

The University's academic year is divided into two twelve-week teaching blocks followed by one six-week period of assessment and examination. The first teaching block begins on the Monday of the second week of the Autumn Term and finishes on the Friday of the second week of the Spring Term; the second teaching block begins on the Monday of the third week of the Spring Term and finishes on the Friday of the fourth week of the Summer Term. In the Department of Theology & Religious Studies the sixth and twelfth weeks of Teaching Block 1 and the eleventh and twelfth weeks of Teaching Block 2 will normally be free of formal teaching; these weeks will be used for reading and essay writing and personal tutorials. **During week 6 of Teaching Block 1 (14 – 18 November 2011) all first year students are required to have a meeting with their Personal Tutor. In addition, all students are required to meet their personal tutors at the start of each teaching block and at the end of the summer term. All students are expected to use the twelfth week of Teaching Block 1 to prepare for the units they are doing in Teaching Block 2.** Guidance for preparation must be sought from staff, or in the case of part time staff, from the Head of Education.

Assessment of Language Units

Some specific regulations apply to language units in the Department:

Mark Capping: The following system is used in the Department as a means of 'capping' marks at the higher end of the scale in beginners' language units (Language Level A) where there is no discursive (essay) component to the overall assessment:

The number of marks above 70 should be reduced by one third.

For example, in a 'raw' mark of 85 the number of marks above 70 is 15. Reduced by one third, this becomes 10. The final mark is therefore 80.

For example, in a 'raw' mark of 91 the number of marks above 70 is 21. Reduced by one third, this becomes 14. The final mark is therefore 84.

If you have any questions about mark capping, ask your tutor.

Essay work in Beginners' Language units: Final year students taking Greek or Latin Language Level A must produce additional essay and practical criticism work, which will contribute to their unit mark. Final year language test marks are not capped.

Continuous Assessment Tests: Some units (particularly those involving language) are assessed by a series of formal class tests. University examination regulations apply for these class tests. Failure to attend a class test without reasonable cause will result in the award of no marks for that test. It is the responsibility of the student to be aware of the details of the test timetable. No candidate may enter the room after the test has been in progress for more than 15 minutes.

If a student fails to attend as the result of illness, he or she should complete a Self-Certification form (available through the School Office) and then present it, together with the University's Medical Certificate form (also available to the School Office), to their doctor and ask him/her to complete it. Students must attend an appointment with a Doctor whilst they are ill as retrospective diagnoses are not able to be made. The forms should be submitted by the student to the School within TWO working days of the end of the period of absence. In the case of a student missing a test for valid medical reasons an average will be calculated from the remaining marks on the unit.

If a student misses two tests for valid medical reasons she/he will be required to complete an alternative assessment.

Students who are absent from any test without valid cause will be referred to the Faculty Progress Committee. Please refer to the section on *Results, Credit Points and Progression on your Course*.

If you have any questions about examination guidelines, please talk to your tutor.

Progression

Students are expected to progress in their subject specific and transferable skills during their degree programme. The following attainments are required at each level:

Level 1

- Students are expected to gain an introductory overview of the major religious traditions which can be studied in greater depth at levels 2 & 3. Those who wish to do so may acquire a basic reading knowledge of a language which may subsequently be used in the study of a religious tradition.
- Students should acquire skills in essay writing and in word processing, and in the use of internet resources and the Arts & Social Sciences Library.

Level 2

- Units at this level are more specialised than at level 1 and students should acquire the basic conceptual and methodological tools needed for the study of a particular religious tradition and which are appropriate to the specific philosophical, theological, or historical approach on which the unit is based.
- They should be able to evaluate arguments and to present their findings in well structured and well expressed written form.

Level 3

- Study at this level requires a greater depth of knowledge than at level 2; units here normally have prerequisites from level 2. The methodological and conceptual tools used at this level are more complex than at level 2. For example, historical units may require students to engage more deeply than at level 2 with original sources, whilst analysis of a religious tradition will require them to understand more sophisticated theological and philosophical ideas.
- As well as a high level of written skills students should develop the ability to make their own critical judgements rather than simply presenting those of the scholars whose work they have read.

Transferable Skills

When you choose a degree programme in this Department we hope it is because of your interest in the subject. That being so, you will be eager to acquire new knowledge, concepts and methodologies which will deepen your understanding of the degree subject which you have chosen to study. These might broadly be defined as *subject specific skills* (for example learning a new language or understanding a new set of religious beliefs and practices) and they are naturally the primary focus of your attention and energies whilst taking the programme. However you also need to be aware that our programmes are designed to enable you to acquire a range of skills which are not specific to our own or to any other academic subject, but which we hope will be of use to you after you leave university. These are often called *transferable skills* or *key skills* since they can be used in a wide range of careers and contexts after you graduate. Often employers are as interested in these kinds of skills as in subject specific ones since most graduates do not work in a field directly related to their degree subject. Transferable skills include the ability to communicate effectively in both oral and written form; the effective use of information technology; numeracy; the ability to analyse and solve complex problems; self-motivation and self-discipline in meeting deadlines; the ability to work co-operatively with others; a willingness to

reflect on and improve one's own learning and performance; flexibility in adapting to change; a willingness to understand and be sensitive to beliefs, ideas and cultures other than one's own.

There are two important things to notice about transferable skills. One is that they include not only specific skills which can be learned in a traditional and clearly circumscribed way (such as the ability to use the internet), but also attributes and attitudes which require self-reflection and personal development which only you can provide whatever opportunities are offered in the programmes. The other is that subject specific and transferable skills are not two separate parts of a degree programme. In some cases, where it is appropriate, we do provide specific teaching on a particular skill, for example in the area of information technology, but in many others both subject specific and transferable skills are acquired through the same processes of learning and teaching. For example in learning Hebrew or Pali in a small class you acquire a subject specific skill that will enable you to read religious texts in their original form. But you also improve your ability to work with others to achieve a common goal; sharpen your ability to solve problems; and increase your capacity to meet deadlines and to work independently at a difficult task.

It is often far easier to be aware that you are acquiring subject specific skills than transferable ones, and the processes involved in the latter require ongoing reflection and thought on your part. Often at interviews for jobs students are asked what skills they can bring to an organisation as a result of their time at university and are unaware of a range of attributes and competencies which they possess as graduates which are highly prized by employers. The information below is designed to indicate the place of transferable skills in our programmes and to help you to assess your own progress at each level.

Students are expected to acquire the following transferable skills in the course of their degree programme (single or joint honours):

Level 1

- Skills in word processing and in use of the internet through attendance at specific courses and the writing of essays.
- Basic skills in oral presentation, in discussion and working with others through participation in a seminar.
- The beginnings of skills in independent learning through familiarisation with the library (offered through introductory tours) and essay writing.
- The ability to understand and organise a wide range of basic new ideas and concepts through attendance at lectures and through essay writing.
- Development of self-discipline and self-motivation through organising a work-load and meeting essay deadlines.
- Self-reflection and personal development: Obviously students vary greatly in age and previous experience, but at level 1 in a new academic environment students are largely dependent on criteria set by others, but in developing new patterns of work and interaction with others they should begin to reflect on their own strengths and weaknesses in the area of transferable skills.

Level 2

- The ability to analyse more complex concepts and solve more complex problems through essay writing and class participation.
- The attainment of a high level of written and presentational skills through essay writing.
- The ability to present a complex problem and to encourage discussion of it with others through seminar presentations.
- Management of a more demanding work-load and set of deadlines contributing to degree outcomes.
- Self-reflection and personal development: At this level much heavier demands are made on students to develop skills of self-motivation and self-discipline and to reflect on their strengths and weakness in meeting these demands. Students can also begin to reflect more critically

and independently on their learning experiences and contribute to their development through participation in staff-student committees.

Level 3

- Skills in independent learning and research, and in the student's own critical evaluation of sources including those on the internet, are developed through the writing of a dissertation.
- Opportunities for leadership and participation in group work are provided in all units at this level.
- Self-reflection and personal development: Students are encouraged by personal tutors and through the careers service to reflect upon their skills and interests in terms of careers and further study. They complete questionnaires asking them to reflect on their time at Bristol and on the extent to which the programme did or did not meet their needs.

One of the Careers Advisory Service aims is to promote the employability of Bristol graduates by helping students understand and develop the skills needed for their future. Their courses and individual guidance sessions assist students to identify and articulate the transferable skills gained during their time at Bristol. Full details can be found on their website at <http://www.bris.ac.uk/careers/>

PROGRAMME STRUCTURES

SINGLE HONOURS

THEOLOGY & RELIGIOUS STUDIES

YEAR 1

Students take units totalling 120 credit points: four mandatory units (80 credit points) plus 40 credit points of optional units, which may include up to 20 credit points of 'Open Units' outside the Theology & Religious Studies programme.

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
MANDATORY UNITS (80 CREDIT POINTS)			
THRS11050	Symposium in Theology & Religious Studies	20	1
THRS11047	Hinduism and Buddhism	20	1
THRS11049	Judaism and Christianity	20	2
THRS11048	The Bible and Theology	20	2
40 CREDIT POINTS FROM ANY OF THE OPTIONS BELOW			
Optional Units			
HIST13011	Introduction to Medieval History	20	1
CLAS17003	Pagan Religions of the Roman Empire	20	1
THRS11051	Religion and Material Culture	20	2
CLAS12384	The Archaeology of Myth	20	2
Language Options (Please note that students must take level one language in Teaching Block 1 before they can take level two language in Teaching Block 2.)			
THRS10017	Introduction to Sanskrit I	20	1
THRS10018	Introduction to Sanskrit II	20	2
THRS10015	Introduction to Hebrew I	20	1
THRS10016	Introduction to Hebrew II	20	2
CLAS12311	Greek A1	20	1
CLAS12312	Greek A2	20	2
CLAS12303	Latin A1	20	1
CLAS12304	Latin A2	20	2
Open units outside the Theology & Religious Studies programme (up to 20 credit points e.g. 2 x 10 credit points units or 1 x 20 credit point unit)			

YEAR 2

Students take six units totalling 120 credit points. Students may take up to 20 credit points of Open Units outside the Theology & Religious Studies programme.

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
OPTIONAL UNITS			
THRS20013	Contemporary to Postmodern Theology	20	1
THRS20014	Themes in Modern Hinduism	20	1
THRS20054	The Body and Theology: Asceticism in the Middle Ages	20	1
THRS20071	Medieval Religion in Europe, 500 – 1500	20	1
THRS20171	The Buddhist Path to Awakening	20	1
ENGL20210	The Bible and Literature	20	1
CLAS27003	Pagan Religions of the Roman Empire	20	1
MUSI29011	Monastic Cultures	20	1
THRS20032	Mahayana Buddhism	20	2
THRS20087	Death and Afterlife in Buddhism	20	2
THRS20111	Miracles in the Christian Tradition	20	2
THRS20177	The Johannine Writings	20	2
THRS20185	Vatican II and post-conciliar Roman Catholic debates in theology	20	2
THRS20191	Scripture Citing Scripture: New Testament Usage of Jewish Sacred Texts	20	2
LANGUAGE OPTIONS			
(Please note that students must take level one language in Teaching Block 1 before they can take level two language in Teaching Block 2.)			
THRS20188	Introduction to Sanskrit I	20	1
THRS20189	Introduction to Sanskrit II	20	2
THRS20186	Introduction to Hebrew I	20	1
THRS20187	Introduction to Hebrew II	20	2
CLAS20006	Greek Language A1	20	1
CLAS20007	Greek Language A2	20	2
CLAS20008	Latin Language A1	20	1
CLAS20009	Latin Language A2	20	2
CLAS22315	Greek Language Level B1	20	1
CLAS22316	Greek Language Level B2	20	2
CLAS22307	Latin Language Level B1	20	1
CLAS22308	Latin Language Level B2	20	2
Open units outside the Theology & Religious Studies programme (up to 20 credit points e.g. 2 x 10 credit points units or 1 x 20 credit point unit)			

YEAR 3

Students take the mandatory Dissertation (40 credit points) and four optional units (80 credit points).

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
MANDATORY			
THRS30100	Dissertation	40	1-2
OPTIONAL UNITS			
THRS30019	Theravada Buddhist Practice in Asia	20	1
THRS30057	Themes in Modern Hinduism	20	1
THRS30058	Medieval Religion in Europe, 500 – 1500	20	1
THRS30066	The Body and Theology: Asceticism in the Middle Ages	20	1
THRS30168	Contemporary to Postmodern Theology	20	1
CLAS37016	Pagan and Christian in Late Antiquity: Debate and Interaction	20	1
THRS30101	Death and Afterlife in Buddhism	20	2
THRS30021	The Practice of Tibetan Religion	20	2
THRS30111	Miracles in the Christian Tradition	20	2
THRS30167	Vatican II and post-conciliar Roman Catholic debates in theology	20	2
THRS30174	Questing for the Historical Jesus	20	2
THRS30175	Scripture Citing Scripture: New Testament Usage of Jewish Sacred Texts	20	2
LANGUAGE OPTIONS			
(Please note that students must take level one language in Teaching Block 1 before they can take level two language in Teaching Block 2.)			
THRS30171	Introduction to Sanskrit I	20	1
THRS30172	Introduction to Sanskrit II	20	2
THRS30169	Introduction to Hebrew I	20	1
THRS30170	Introduction to Hebrew II	20	2
CLAS30006	Greek Language A1	20	1
CLAS30007	Greek Language A2	20	2
CLAS30008	Latin Language A1	20	1
CLAS30009	Latin Language A2	20	2
CLAS30012	Greek Language B1	20	1
CLAS30013	Greek Language B2	20	2

JOINT HONOURS

THEOLOGY & SOCIOLOGY

The Theology/Religious Studies side of the degree programme consists of the following:

YEAR 1

Students take units totalling 60 credit points: (i) the mandatory unit (20 credit points), (ii) 40 credit points of optional units from the list below.

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
MANDATORY UNIT			
THRS11050	Symposium in Theology & Religious Studies	20	1
OPTIONAL UNITS			
THRS11047	Hinduism and Buddhism	20	1
THRS11048	The Bible and Theology	20	2
THRS11049	Judaism and Christianity	20	2

YEAR 2

Students take three units (i.e. 60 credit points) from the list below.

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
OPTIONAL UNITS			
THRS20013	Contemporary to Postmodern Theology	20	1
THRS20014	Themes in Modern Hinduism	20	1
THRS20054	The Body and Theology: Asceticism in the Middle Ages	20	1
THRS20071	Medieval Religion in Europe, 500 – 1500	20	1
THRS20171	The Buddhist Path to Awakening	20	1
ENGL20210	The Bible and Literature	20	1
THRS20032	Mahayana Buddhism	20	2
THRS20087	Death and Afterlife in Buddhism	20	2
THRS20111	Miracles in the Christian Tradition	20	2
THRS20177	The Johannine Writings	20	2
THRS20185	Vatican II and post-conciliar Roman Catholic debates in theology	20	2
THRS20191	Scripture Citing Scripture: New Testament Usage of Jewish Sacred Texts	20	2
LANGUAGE OPTIONS			
(Please note that students must take level one language in Teaching Block 1 before they can take level two language in Teaching Block 2.)			
THRS20188	Introduction to Sanskrit I	20	1
THRS20189	Introduction to Sanskrit II	20	2
THRS20186	Introduction to Hebrew I	20	1
THRS20187	Introduction to Hebrew II	20	2

YEAR 3

Students take three units (i.e. 60 credit points) from the list below.

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
OPTIONAL UNITS			
THRS30026	Dissertation*	20	1-2
THRS30019	Theravada Buddhist Practice in Asia	20	1
THRS30057	Themes in Modern Hinduism	20	1
THRS30058	Medieval Religion in Europe, 500 – 1500	20	1
THRS30066	The Body and Theology: Asceticism in the Middle Ages	20	1
THRS30168	Contemporary to Postmodern Theology	20	1
CLAS37016	Pagan and Christian in Late Antiquity: Debate and Interaction	20	1
THRS30101	Death and Afterlife in Buddhism	20	2
THRS30021	The Practice of Tibetan Religion	20	2
THRS30111	Miracles in the Christian Tradition	20	2
THRS30167	Vatican II and post-conciliar Roman Catholic debates in theology	20	2
THRS30174	Questing for the Historical Jesus	20	2
THRS30175	Scripture Citing Scripture: New Testament Usage of Jewish Sacred Texts	20	2
LANGUAGE OPTIONS			
(Please note that students must take level one language in Teaching Block 1 before they can take level two language in Teaching Block 2.)			
THRS30171	Introduction to Sanskrit I	20	1
THRS30172	Introduction to Sanskrit II	20	2
THRS30169	Introduction to Hebrew I	20	1
THRS30170	Introduction to Hebrew II	20	2

* This is an option only when a dissertation is **not** being written in the other department of the joint degree.

PHILOSOPHY & THEOLOGY

The Theology/Religious Studies side of the degree programme consists of the following:

YEAR 1

Students take units totalling 60 credit points: (i) the mandatory unit (20 credit points), (ii) 40 credit points of optional units from the list below.

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
MANDATORY UNIT			
THRS11050	Symposium in Theology & Religious Studies	20	1
OPTIONAL UNITS			
THRS11047	Hinduism and Buddhism	20	1
THRS11048	The Bible and Theology	20	2
THRS11049	Judaism and Christianity	20	2

YEAR 2

Students take three units (i.e. 60 credit points) from the list below.

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
OPTIONAL UNITS			
THRS20013	Contemporary to Postmodern Theology	20	1
THRS20014	Themes in Modern Hinduism	20	1
THRS20054	The Body and Theology: Asceticism in the Middle Ages	20	1
THRS20071	Medieval Religion in Europe, 500 – 1500	20	1
THRS20171	The Buddhist Path to Awakening	20	1
ENGL20210	The Bible and Literature	20	1
THRS20032	Mahayana Buddhism	20	2
THRS20087	Death and Afterlife in Buddhism	20	2
THRS20111	Miracles in the Christian Tradition	20	2
THRS20177	The Johannine Writings	20	2
THRS20185	Vatican II and post-conciliar Roman Catholic debates in theology	20	2
THRS20191	Scripture Citing Scripture: New Testament Usage of Jewish Sacred Texts	20	2
LANGUAGE OPTIONS			
(Please note that students must take level one language in Teaching Block 1 before they can take level two language in Teaching Block 2.)			
THRS20188	Introduction to Sanskrit I	20	1
THRS20189	Introduction to Sanskrit II	20	2
THRS20186	Introduction to Hebrew I	20	1
THRS20187	Introduction to Hebrew II	20	2

YEAR 3

Depending on how many units are taken in Philosophy, students take two to four units (i.e. 40–80 credit points) from the list below, to make a joint total of 120 credit points.

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
OPTIONAL UNITS			
THRS30026	Dissertation*	20	1-2
THRS30019	Theravada Buddhist Practice in Asia	20	1
THRS30057	Themes in Modern Hinduism	20	1
THRS30058	Medieval Religion in Europe, 500 – 1500	20	1
THRS30066	The Body and Theology: Asceticism in the Middle Ages	20	1
THRS30168	Contemporary to Postmodern Theology	20	1
CLAS37016	Pagan and Christian in Late Antiquity: Debate and Interaction	20	1
THRS30101	Death and Afterlife in Buddhism	20	2
THRS30021	The Practice of Tibetan Religion	20	2
THRS30111	Miracles in the Christian Tradition	20	2
THRS30167	Vatican II and post-conciliar Roman Catholic debates in theology	20	2
THRS30174	Questing for the Historical Jesus	20	2
THRS30175	Scripture Citing Scripture: New Testament Usage of Jewish Sacred Texts	20	2
LANGUAGE OPTIONS			
(Please note that students must take level one language in Teaching Block 1 before they can take level two language in Teaching Block 2.)			
THRS30171	Introduction to Sanskrit I	20	1
THRS30172	Introduction to Sanskrit II	20	2
THRS30169	Introduction to Hebrew I	20	1
THRS30170	Introduction to Hebrew II	20	2

* This is an option only when a dissertation is **not** being written in the other department of the joint degree.

OPEN UNITS

In each of their first and second years students may take Open Units worth up to 20 credit points per year. Students wishing to take Open Units should familiarise themselves with the details of the Open Unit Scheme set out at www.bris.ac.uk/esu/edpart/progunitinfo/unit/openunits.html. It is the responsibility of students to approach other departments, establish whether they are eligible to take any particular unit, establish whether there are places, and register for these units.

First Year students

Details on how you can register onto Open Units are provided in the *Registration Guide for New Undergraduates* booklet that is circulated to new students prior to starting. You should visit the Open Units Fair to register for Open Units, taking your main teaching timetable with you.

Returning Second Year students

You need not attend the Open Units Fair as unit registration will have been undertaken in the preceding Spring or Summer term. However, if you have registered for a unit/s in another department you are advised to contact the relevant department at the start of the Autumn term to confirm registration.

CONTACT HOURS

- 1 Contact hours between students and staff take place in two principal ways: in the classroom and in individual meetings. In the first year, single-honours students normally attend 4–6 one-hour lectures each week. They will also take the mandatory “Symposium” unit in the first teaching block, when they will meet with a tutor for two hours a week in a smaller group setting (8–10 students per group); they may also choose up to 2 optional seminars with similarly sized groups. In sum, each student will have six to eight classroom contact-hours with a member of staff each week. In addition, students are encouraged to make appointments with members of staff during their Consultation Hours (see below) to discuss matters relating to the specific units they are attending. After essays have been marked, students are encouraged to meet with the relevant member of staff to discuss the essay feedback.
- 2 The same principles apply in the second and third years, although there is greater variety in the size and manner of instruction of the units. In the third year, single-honours students writing dissertations are expected to meet with their dissertation supervisor no less than seven times. Joint-honours students writing dissertations meet with the dissertation supervisor five times.
- 3 In addition to meeting staff to seek advice pertaining to particular units, students are expected to meet their personal tutors at least three times a year to discuss their overall progress. These are on set days designated for the purpose. Students may also request additional meetings with personal tutors as the need arises.
- 4 Finally, the Head of Education meets student representatives at least twice a year to discuss any matters that may arise. Students are encouraged to bring complaints or suggestions for improvement in teaching to their representatives for discussion in these sessions.
- 5 Students thus have the opportunity to meet staff in a variety of ways:
 - in classes of varying sizes;
 - in informal ‘office-hour’ meetings (offered weekly);
 - in one-to-one essay feedback sessions;
 - in individual dissertation supervisions in the final year;
 - in personal tutorials;
 - in staff-student liaison meetings at least twice a year.

The quality of these contact hours depends in part on each student’s willingness, first, to take advantage of these opportunities of meeting staff, and secondly, to do the appropriate preparatory work in order to get the most out of any class or meeting.

The subjects studied in theology and religious studies do not require the kind of technical training in the laboratory that many scientific subjects do. After initial library induction, students can begin to develop their skills in independent research immediately, within the structure provided by classes.

If students do not have the time to pursue independent research in the library, then they cannot contribute effectively to a class discussion, and are reduced to passive listeners. This is directly at odds with the aims of the department to encourage students to develop the qualities of imagination, self-awareness, curiosity, sophistication and intellectual independence.

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.

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.

You must see your personal tutor at least three times during the academic year:

- At the beginning of the year, to discuss your plans for the coming academic session;
- At the start of Teaching Block 2, to review your progress and prospects; for this meeting you should complete the **Mid-Year Progress Form** (<http://www.bristol.ac.uk/classics/current-undergraduates/forms/>) and bring any essay feedback sheets you have received so far;
- At the end of the year, after receiving your exam results; this meeting is very important as the Pass lists for First and Final Year will only inform you of your overall performance; no Pass list is published for the Second Year, so you will only receive your marks if you attend a tutorial meeting. You will be informed during the year of when the exam results are published, and you must be available to see your tutor at that time.

If you do not attend any of these three compulsory meetings, your absence will be noted in your file. **In addition to these meetings, first year students are required to meet with their personal tutor during week 6 of TB1.**

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 & DISSERTATION DEADLINES

Please also refer to the 'essay and dissertation submission' section of this handbook for information regarding essay submission procedures.

Teaching Block 1 Deadlines

Date	Week	Time	Year	Unit
Tuesday 17 January	11	12pm	1	THRS11050 Symposium in Theology and Religious Studies
		12pm	2 & 3	THRS20014/ 30057 Themes in Modern Hinduism
		12pm	2 & 3	THRS20054/ 30066 The Body and Theology: Asceticism in the Middle Ages
		12pm	2 & 3	THRS20071/ 30058 Medieval Religion in Europe 500 - 1500
Tuesday 24 January	12	12pm	2	THRS20171 The Buddhist Path to Awakening
		12pm	2 & 3	THRS20013/ 30168 Contemporary to Postmodern Theology
		12pm	3	THRS30019 Theravada Buddhist Practice in Asia

Teaching Block 2 Deadlines

Date	Week	Time	Year	Unit
Tuesday 20 March	8	12pm	2	THRS20177 The Johannine Writings
Tuesday 24 April	9	12pm	3	THRS30100/ THRS30026 Dissertation
Tuesday 1 May	10	12pm	2 & 3	THRS20185/ 30167 Vatican II and Post-Conciliar Roman Catholic Debates in Theology
		12pm	2 & 3	THRS20111/ 30111 Miracles in the Christian Tradition
		12pm	3	THRS30174 Questing for the Historical Jesus
		12pm	3	THRS30021 The Practice of Tibetan Religion
Wednesday 9 May	11	12pm	1	THRS11051 Religion and Material Culture
		12pm	2	THRS20032 Mahayana Buddhism
		12pm	2 & 3	THRS20191/ 30175 Scripture Citing Scripture: New Testament Usage of Jewish Sacred Texts
		12pm	2 & 3	THRS20087/ 30101 Death and Afterlife in Buddhism

MARKING CRITERIA
Essays and dissertations

classification & mark	Criteria An essay/dissertation which demonstrates the following:
starred first 80+	<ul style="list-style-type: none"> • a high level of structured argumentation with a high level of internal consistency, rigorously demonstrated conclusions and effectively organised material • sophisticated understanding of the subject with accurate and critical portrayal of ideas, the ability to draw appropriately on relevant materials from other contexts, showing extensive intellectual initiative and independence • an ability to identify, gather, and use discriminatingly a full range of source materials, normally with evidence of wide reading outside the prescribed bibliography. • an exemplary quality of presentation and English with lucid and effective expression of ideas
first 70–79	<ul style="list-style-type: none"> • a high level of structured argumentation with a high level of internal consistency, clearly demonstrated conclusions and effectively organised material • sophisticated understanding of the subject with accurate and critical portrayal of ideas showing intellectual initiative and independence • an ability to identify, gather, and use discriminatingly a full range of source materials, normally with evidence of reading outside the prescribed bibliography • a high quality of presentation and English with clear and effective expression of ideas
2.i 60–69	<ul style="list-style-type: none"> • a good level of structured argumentation with a good level of internal consistency, generally demonstrated conclusions and well-organised material • clear understanding of the subject with accurate portrayal of ideas showing some intellectual initiative and independence • an ability to identify, gather and use with some critical evaluation an appropriate range of source materials • a good quality of presentation and English with clear expression of ideas
2.ii 50–59	<ul style="list-style-type: none"> • a reasonable level of structured argumentation with a reasonable level of internal consistency, demonstrated conclusions and acceptable organisation of material • partial understanding of the subject with generally accurate portrayal of ideas showing little intellectual initiative and independence • an ability to gather and use with only occasional critical evaluation an adequate range of source materials • a generally good level of presentation and a reasonable quality of English, but without a consistently clear expression of ideas
third 40–49	<ul style="list-style-type: none"> • a limited level of structured argumentation with little internal consistency, few and undemonstrated conclusions and poor organisation of material • limited understanding of the subject with muddled portrayal of ideas showing no intellectual initiative or independence • an ability to gather some source materials, but without critical use and evaluation • poor presentation and a poor quality of English with unclear expression of ideas
fail 30–39	<ul style="list-style-type: none"> • very limited structured argumentation, internal consistency, with undemonstrated conclusions and no organisation of material • very limited understanding of the subject with inaccurate portrayal of ideas and no intellectual initiative or independence • very limited evidence of an ability to identify, gather and use a range of source materials • a very poor level of presentation and English with confused expression of ideas
fail –29	<ul style="list-style-type: none"> • no structured argumentation, internal consistency, demonstrated conclusions or organisation of material • seriously flawed understanding of the subject with inaccurate portrayal of ideas and no intellectual initiative or independence • no evidence of an ability to identify, gather and use a range of source materials • a extremely poor level of presentation and English with incoherent expression of ideas

NB: Students should read this table in conjunction with the Note on Levels (below).

Examinations

classification & mark	Criteria
	An essay which demonstrates the following:
starred first 80+	<ul style="list-style-type: none"> • a high level of structured argumentation with a high level of internal consistency, rigorously demonstrated conclusions and effectively organised material • sophisticated understanding of the subject with accurate and critical portrayal of ideas, the ability to draw appropriately on relevant materials from other contexts, showing extensive intellectual initiative and independence • an ability to identify, gather, and use discriminatingly a full range of source materials, normally with evidence of wide reading outside the prescribed bibliography. • a high quality of English with clear and effective expression of ideas
first 70–79	<ul style="list-style-type: none"> • a high level of structured argumentation with a high level of internal consistency, clearly demonstrated conclusions and effectively organised material • sophisticated understanding of the subject with accurate and critical portrayal of ideas showing intellectual initiative and independence • an ability to identify and use discriminatingly a full range of source materials, normally with evidence of reading outside the prescribed bibliography • a good quality of English with clear expression of ideas
2.i 60–69	<ul style="list-style-type: none"> • a good level of structured argumentation with a good level of internal consistency, generally demonstrated conclusions and well-organised material • clear understanding of the subject with accurate portrayal of ideas showing some intellectual initiative and independence • an ability to identify and use with some critical evaluation an appropriate range of source materials • generally good quality of English, but without a consistently clear expression of ideas
2.ii 50–59	<ul style="list-style-type: none"> • a reasonable level of structured argumentation with a reasonable level of internal consistency, demonstrated conclusions and acceptable organisation of material • partial understanding of the subject with generally accurate portrayal of ideas showing little intellectual initiative and independence • an ability to gather and use with only occasional critical evaluation an adequate range of source materials • generally good quality of English, but without a consistently clear expression of ideas
third 40–49	<ul style="list-style-type: none"> • a limited level of structured argumentation with little internal consistency, few and generally undemonstrated conclusions and poor organisation of material • limited understanding of the subject with muddled portrayal of ideas showing no intellectual initiative or independence • an ability to refer to some source materials, but without critical use and evaluation • poor presentation and a poor quality of English with unclear expression of ideas
fail 30–39	<ul style="list-style-type: none"> • very limited structured argumentation, internal consistency, with undemonstrated conclusions and no organisation of material • very limited understanding of the subject with inaccurate portrayal of ideas and no intellectual initiative or independence • very limited evidence of an ability to identify and use a range of source materials • a very poor level of presentation and English with confused expression of ideas
fail –29	<ul style="list-style-type: none"> • no structured argumentation, internal consistency, demonstrated conclusions or organisation of material • seriously flawed understanding of the subject with inaccurate portrayal of ideas and no intellectual initiative or independence • no evidence of an ability to identify and use a range of source materials • a extremely poor level of presentation and English with incoherent expression of ideas

NB: Students should read this table in conjunction with the Note on Levels (below). These criteria apply to exam essay answers. If students are required to perform other tasks under examination conditions, the member of staff informs students of any alteration to the above criteria relevant to that task.

Note on levels

When a marker is marking an essay or examination, he or she uses the criteria above. However, it would be unfair to mark a first year essay in exactly the same way as a third year essay. In this Department we “weight” certain elements of an essay or exam script more heavily at third year level than we do at first or second year level. This means that if a first year student writes a first class essay on all the criteria except that there are many mistakes in his or her grammar and spelling, he or she might still receive a first for that essay. However, if a third year student writes a first class essay, but with these mistakes in grammar and spelling, then he or she will definitely NOT receive a first for the essay. This is because we weight grammar and spelling more heavily at third year than at first year. You can say the same for many other elements of an essay.

Performance of the element of an assessed essay or exam essay listed in the table below weighted “essential” can outweigh those elements weighted “highly desirable” or “desirable”. For example, say as a first year student you write an essay which satisfies the marking criteria for a first on all elements other than “Level of internal consistency”. In this element, your essay only satisfies the criterion for a 2.i. You can still get a first for that essay overall, because your other excellent elements outweigh the relative weakness in “Level of internal consistency”. This is because other elements are weighted “essential” whilst “Level of internal consistency” is weighted “highly desirable”. However, if your “Level of internal consistency” only satisfies the criterion for 2.ii, then you may not get a first overall, because it was weighted as “highly desirable” and not as “desirable”. At third year level, however, you would have to write an essay which fulfils the criterion of “Level of Internal Consistency” for a first to get a first overall because at third year level this element is weighted “essential”. In general, then, excellence in areas weighted “essential” can outweigh less than excellent performance in areas weighted “highly desirable” or “desirable”, and excellence in areas weighted “highly desirable” can outweigh less than excellent performance in areas weighted “desirable”.

You will notice that we expect different things from exams than we do from essays – our weighting of different elements changes, and we take into account the time restrictions. Unless a member of staff informs you otherwise, then the weighting of different elements of an essay or exam, at different levels of the degree programme is as it is described in the tables below.

Level 1 (also called Level C or ‘certificate level’)

	Criteria description	Weighting:	
		Essay	Examination
Structure	Level of structured argumentation	Essential	Essential
	Level of internal consistency	Highly desirable	Essential
	Demonstration of conclusions	Essential	Highly desirable
	Organisation of material	Highly desirable	Highly desirable
Understanding	Understanding of the subject	Highly desirable	Essential
	Portrayal of ideas	Essential	Essential
	Intellectual initiative and independence	Desirable	Desirable
Use of sources	Use of sources	Highly desirable	Highly desirable
	Range of sources used	Highly desirable	Desirable
Presentation	Presentation of sources (bibliography, footnotes, etc.)	Highly desirable	N/A
	Quality of English	Highly desirable	Desirable
	Clarity of expression	Highly desirable	Highly desirable

Level 2 (also called Level I or 'intermediate level')

		Weighting:	
	Criteria description	Essay	Examination
Structure	Level of structured argumentation	Essential	Essential
	Level of internal consistency	Highly desirable	Essential
	Demonstration of conclusions	Essential	Essential
	Organisation of material	Highly desirable	Highly desirable
Understanding	Understanding of the subject	Essential	Essential
	Portrayal of ideas	Essential	Essential
	Intellectual initiative and independence	Highly desirable	Highly desirable
Use of sources	Use of sources	Essential	Highly desirable
	Range of sources used	Highly desirable	Highly desirable
Presentation	Presentation of sources (bibliography, footnotes, etc.)	Highly desirable	N/A
	Quality of English	Essential	Highly desirable
	Clarity of expression	Highly desirable	Highly desirable

Level 3 (also called Level H or 'honours level')

		Weighting:	
	Criteria description	Essay	Examination
Structure	Level of structured argumentation	Essential	Essential
	Level of internal consistency	Essential	Essential
	Demonstration of conclusions	Essential	Essential
	Organisation of material	Essential	Essential
Understanding	Understanding of the subject	Essential	Essential
	Portrayal of ideas	Essential	Essential
	Intellectual initiative and independence	Essential	Essential
Use of sources	Use of sources	Essential	Essential
	Range of sources used	Essential	Essential
Presentation	Presentation of sources (bibliography, footnotes, etc.)	Essential	N/A
	Quality of English	Essential	Highly desirable
	Clarity of expression	Essential	Highly desirable

The marking criteria for essays and examinations set out above and this note on levels incorporate criteria from the national Subject Benchmark Statement for Theology and Religious Studies (www.gaa.ac.uk/academicinfrastructure/benchmark/honours/theology.asp), and the Faculty of Arts criteria, adjusted for use within this Department (www.bristol.ac.uk/esu/assessment/annex/6genmarkingcriteria.html).

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 handbooks or go to:

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

DEGREE CLASSIFICATION CRITERIA

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/>

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

The department has two prizes which have been endowed to recognize excellence in various aspects of students' work.

E J Conze Memorial Prize

Edward Conze (1904–1979) was one of the pioneers of the study of early Mahayana Buddhist literature. On his death the University of Bristol purchased much of his personal library and a prize was established in his memory thanks to the generosity of his widow, Muriel Conze. The prize is normally awarded annually for outstanding performance in the area of Buddhist studies by an undergraduate or postgraduate who demonstrates an ability to work with original Buddhist texts in one or more of the canonical Buddhist languages (Pali, Sanskrit, Chinese or Tibetan).

Anne Spencer Memorial Prize

Anne Spencer was a member of staff at the University of Bristol who died at the age of 37, in 1991. She had been a Reader in Education Management, and specialized in the field of business management and gender issues. Although brought up as a Christian, she struggled with the seeming credibility gap between traditional teachings and the challenges of modern life and ideas. Her family wished her to be remembered, and in due course established an annual prize that aimed to encourage one of Anne's own questions: can Christian faith be reconciled to gender questions being asked in the modern world? The prize is awarded annually by the Spencer Family Trust for outstanding work in the area of Christianity and gender studies. The prize may be awarded to an undergraduate or taught postgraduate student.

ACADEMIC GUIDANCE

PRESENTATION REQUIREMENTS FOR ESSAYS AND DISSERTATIONS

1 Draft essays

- 1.1 Students are encouraged to consult lecturers and submit a plan of no more than two A4 pages at least one full week before the deadline for final submission. However, students **cannot** submit draft essays.

2 Essays

- 2.1 Essays should be typed (please see the Academic Tutor if this is a problem) on A4 paper, double spaced, **with margins of at least 2.5 cm** (so that tutors have enough room to make comments and corrections), using a 12-point font for the main text, and a 10-point font for the notes
- 2.2 All the **pages of an essay should be numbered** consecutively; failure to comply with this regulation constitutes a deficiency in presentation and will normally result in the loss of marks.
- 2.3 You must also ensure that all your essays include a bibliography which indicates the works which you consulted. **Failure to include a bibliography will result in the deduction of marks from your essay.**
- 2.4 Students must include an exact word count when submitting essays. Students will have 2 marks deducted for exceeding the word limit, and 4 marks for anything which is 10% or more over the limit. **The word count includes footnotes**, but excludes the bibliography at the end of the essay.

3 Dissertations

In addition to the above, all students must observe the following guidelines in submitting level 3 dissertations:

- 3.1 All dissertations must begin with a **title page** giving the following information:
- the title of the dissertation;
 - the student's Candidate Number;
 - the word count of the dissertation (with a limit of 12,000 [THRS30100] or 8,000 [THRS30026] words, including footnotes and any appendix that contains further argumentation, but excluding the bibliography and any appendix that contains reference material [e.g. a translation of a text or the text of any documents under discussion]).
 - the name of the adviser.
- 3.2 After the title page there must be a **table of contents** which lists with their page numbers:
- the chapter headings,
 - subheadings (where appropriate),
 - bibliography.

Binding

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

GUIDANCE FOR THE PREPARATION OF ESSAYS AND DISSERTATIONS

These notes should be read in conjunction with the notes on marking bands and criteria for assessment and with the presentation requirements for essays and dissertations. The marking bands and criteria for assessment provide broad guidelines on what will be looked for in assessing an essay and dissertation. To a large extent they outline a range of transferable skills which are applicable to the writing of any essay, but you should bear in mind that different units may require different approaches, and may have specific requirements which cannot be outlined here. These will be given to you by individual unit tutors. For example, a unit which is largely

historical in focus may place more emphasis on the detailed presentation of factual material than might be the case in a unit in the philosophy of religion.

Content

Students understandably devote most of their energies to mastering a particular topic through reading and through taking notes in class. At the most basic level you will inevitably get a poor mark if your essay/dissertation shows a lack of familiarity with the subject matter and with the critical issues which it raises. **One of the most persistent weaknesses here is that staff put the most important and helpful books and articles in the short loan collection of the library, but it is clear from essay bibliographies that these works are often not consulted.** Students also tend to worry a great deal about whether they have come up with the “right answer” to a given question — presumably the answer which accords most closely with the lecturer’s views. Remember, however, that most questions are complex, and that judgements often have to be made about the balance of probabilities given that much of the evidence is contradictory or capable of being interpreted in different ways. For example, if you are asked to discuss the proposition that secularism cannot provide the basis for true religious pluralism, a good essay/dissertation could argue either for or against this view, and the fact that the student’s approach did not accord with the lecturer’s own opinion would not determine the mark awarded. What would be crucial was that the student presented and discussed all the evidence including especially that which could challenge whatever line of argument was adopted. If you are to sustain a critical argument, and not merely to regurgitate facts, you need to make sure that you have understood the full ramifications of the question, and therefore what can be said on both sides of a case. In order to do so you need to read widely and to attend the unit classes which are designed to tease out and clarify just these kind of issues.

English Grammar and Style

You will lose marks for poor English grammar and style. In your final-year where is good English style and correct grammar and punctuation are essential prerequisites for first class and 2.1 marks, poor English expression can cost you a whole class. Students who find they are marked down because of their English grammar, spelling and expression are encouraged to make use of the Faculty of Art’s on-line resource at <http://www.bristol.ac.uk/arts/skills/>. This resource includes on-line tutorials in grammar and punctuation.

Structuring Your Essay/Dissertation

Sometimes, too little time and energy goes into the presentation of the essay. Again and again students are told that the work that they have put in and the grasp of the subject which they exhibit deserve a 2i mark, but that the way in which the material has been presented pulls the essay/dissertation down a class. Here the main points to consider are the structure of the essay, grammar, syntax, spelling and punctuation, and the scholarly apparatus of footnotes and bibliography.

It is a good idea to structure an essay/introduction with an introduction, a main section and a conclusion, but students are often unclear about what ought to go into each. Introductions often contain a great deal of “background information” which is not relevant to the question, or some material which is felt to be important, but which the student is uncertain where to place in the essay. It is perhaps uninspiring but much safer to write a short introduction which states what the implications of the title are, and sets out the broad categories or issues which are going to be discussed in the main section of the essay. The introduction then functions rather like a table of contents in a book. Conclusions can also be tricky. It is not a good idea to use the conclusion to suddenly introduce some important new material or argument which has not previously been discussed. It is much better to review the main topics which have been covered in the essay/dissertation and to make sure that the conclusions contained in the final summing up refer directly to the question set out in the title.

Clarity of thought cannot be divorced from clarity of expression. An essay/dissertation which is full of grammatical errors and spelling mistakes will not lose marks because the lecturer has some private fetish about correct English, but because these kinds of errors make it difficult to understand just what is being argued.

Footnotes and Bibliography

There is no universally accepted convention for footnotes and bibliographies, but whichever system you adopt must be used consistently. It is important that where you quote directly from a source this should be acknowledged in a footnote. Indirect paraphrases of an author's argument should also be given a footnote. Footnotes may appear at the end of an essay/dissertation or at the bottom of a page. There must also be a full bibliography of works used in writing the essay/dissertation which should appear at the very end. Below are the recommended departmental conventions which are based on those of the MHRA (Modern Humanities Research Association), and should always be used unless a lecturer has provided an alternative full system which is more appropriate to his or her subject. For further details please consult the *MHRA Style Guide: A Handbook for Authors, Editors and Writers of Theses* (Leeds: Modern Humanities Research Association, 2002), normally available in the University branch of Waterstones (£6) and available on-line free as a PDF file from <http://www.mhra.org.uk/Publications/Books/StyleGuide/>

Final bibliography

Books in the final bibliography should contain the author, title (in italics or underlined), place of publication, publisher and date of publication. Also note that bibliographies are to be in alphabetical order of authors' surnames:

Altizer, T., *The Contemporary Jesus* (London: SCM Press, 1998).

Chapters in a bibliography which are taken from an edited book should include the author and title (in inverted commas) of the chapter, the editor and title (in italics or underlined) of the book, the place of publication, publisher and date of publication, year of publication and page numbers:

Bankier, D., 'German Public Awareness of the Final Solution', in *The Final Solution: Origins and Implementation* ed. by D. Cesarani (London: Routledge, 1994), pp. 112–140.

Articles in a bibliography which are taken from a journal should include the author and title of the article, the journal title, volume number, year of publication and page numbers:

Shakespeare, J., 'Religion and Politics in mid-Tudor England Through the Eyes of an English Protestant Woman: The Recollections of Rose Hickman', *The Bulletin of Historical Research*, 55 (1982), 94–102.

References, footnotes/endnotes

References to your sources should be given in footnotes/endnotes or in brackets in the body of the essay as appropriate. Footnote/endnote reference marks should be placed **after** any punctuation marks:

...who exist in various hells because they do not comprehend the four noble truths.⁴

The **first time** you cite a particular book, or chapter, or journal article in the notes, use the above conventions but with the author's first name or initial first, and with the page or pages specified:

T. Altizer, *The Contemporary Jesus* (London: SCM Press, 1998), p. 4.

If you are quoting from one page from within an article or book chapter:

J. Shakespeare, 'Religion and Politics in mid-Tudor England Through the Eyes of an English Protestant Woman: The Recollections of Rose Hickman', *The Bulletin of Historical Research*, 55 (1982), 94–102 (p. 94).

Subsequent references to books, chapters, articles cited previously should not include full bibliographical details, and can be given either in a note or in the body of the text in brackets:

Shakespeare, 'Religion and Politics', pp. 7–9.

"According to Altizer (*Contemporary Jesus*, p. 37) ..."

If you are referring to the exactly same page referred to in the preceding note, you can use: Ibid.

If you are citing a book, etc., that you yourself have not actually seen and checked in the original, you must cite your actual source:

Max Müller, *Selected Essays on Language Mythology and Religion*, p. 201, as quoted in Carol S. Anderson, *Pain and its Ending: the Four Noble Truths in the Theravāda Buddhist Canon* (Richmond: Curzon, 1999), p. 178.

Failure to do this could leave you open to the charge of plagiarism.

Citation by the 'Author-Date' system

Alternatively you can use the 'Author-Date' system of citation: works should be listed in the final bibliography and cited in notes according to author and date of publication:

Final bibliography:

Altizer, T. 1998. *The Contemporary Jesus* (London: SCM Press).

Anderson, Carol S. 1999. *Pain and its Ending: the Four Noble Truths in the Theravāda Buddhist Canon* (Richmond: Curzon), p. 178.

Bankier, D. 1994. 'German Public Awareness of the Final Solution', in *The Final Solution: Origins and Implementation* ed. by D. Cesarani (London: Routledge), pp. 112–140.

Shakespeare, J. 1982. 'Religion and Politics in mid-Tudor England Through the Eyes of an English Protestant Woman: The Recollections of Rose Hickman', *The Bulletin of Historical Research*, 55, 94–102.

References in footnotes or endnotes:

Shakespeare 1982, 7–9.

Altizer 1998, 37.

Bankier 1994, 112–14.

Anderson 1999, 28.

Internet Sources

An ever increasing range of valuable internet resources are available for Theology and Religious Studies students, and unit tutors may put some of these on reading lists. Some will also be listed in the departmental student internet resource room. It is important to bear in mind, however, that much that is available on the world wide web is of dubious value and has not been subject to the normal processes of scholarly peer review as happens in the case of books and articles. **In particular, students should bear in mind that using your own sources from the web is not an acceptable substitute for reading the material on the unit bibliography.** If you find a valuable internet source please draw it to the unit tutor's attention for assessment and inclusion in future bibliographies. Also remember that the normal rules about plagiarism apply to any sources which are taken from the internet.

Such material needs to be identified as in the case of all other sources which you use for an essay. You should begin by citing the author and written title of the source, then any sub sections within the source, then the full resource locator, followed by the date you last visited the site. This is cumbersome, but all of the information is necessary since sources may not be paginated and anyone trying to find a quotation needs the fullest possible information.

LEVEL-THREE DISSERTATIONS (THRS30100 & THRS30026)

Please see also the regulations and guidance on the preparation of essays and dissertations, as well as marking bands and criteria of assessment, in this Handbook.

1. The third level dissertation is not only an opportunity for you to undertake an extended piece of work on a topic that particularly interests you, but it is also the point in the undergraduate programme where you can best show that you have acquired an 'ability to identify, gather, and use discriminatingly a full range of source materials with evidence of wide reading outside the prescribed bibliography.' ('Marking Bands and Criteria of Assessment', paragraph 1, *Undergraduate Handbook*). Since the emphasis here is on the student's own development as an independent researcher and writer, our teaching procedures for the dissertation differ from those of normal essays in order to help you to show that you have acquired these skills by the third year.

2. Dissertation advisers will arrange to meet you on a total of seven (for THRS30100) or five (for THRS30026) occasions during the academic year to discuss with you the structure, content and presentation of your dissertation. Please note that the time and date of these meetings is at the discretion of the adviser. **It is your responsibility to find out from your dissertation adviser when these meetings will take place. If you fail to keep one or more appointments without good reason no alternative will be offered.**

3. In the course of your meetings with your supervisor, you must submit when required two plans of your dissertation, each of not more than one side of A4. The intention is that the first plan will be modified by you in the light of further reading and discussions with your adviser. For THRS30100 students, two of the seven meetings will take the form of group meetings where students will share experience of the dissertation process and their work.

4. Advisers will not read and comment on any other material apart from the two plans of your dissertation. It is therefore very important that students take full responsibility for the accurate presentation of their dissertation (choice of words, grammar, syntax, spelling, etc). Remember that this is your real opportunity to show what you can do at the end of your degree programme.

5. Because of the emphasis placed on independent research and initiative in the dissertation, advisers will give you a basic bibliography (of about five important titles) to get you started. You will be expected to follow up references to books and articles and to create your own more detailed bibliography. Think here more widely of the opportunity to show initiative and independent research. One student was recently commended by an external examiner (and obtained a first class mark) not only for reading the works of a major scholar in the field but also for entering into e-mail correspondence with him in order to clarify and challenge his arguments. This is meant to be fun as well as challenging – so happy researching!

HOW TO APPROACH WRITING YOUR DISSERTATION *or* 'HOW TO AVOID MAKING A REAL MESS OF IT'

- 1 The main purpose of the dissertation is twofold:
 - To show that you can apply the knowledge, abilities, and study tools that you have acquired during your study with us to a sustained piece of research and writing.
 - To enjoy yourselves by reading and thinking further in an area of theology or religious studies which interests you.
- 2 The dissertation is important, particularly if you intend to continue to postgraduate work. All postgraduate work in our discipline requires dissertation research. Your approach to the dissertation, and your dissertation mark, will thus be of considerable significance when a department considers whether to offer you a postgraduate place or a funding body decides whether to fund your postgraduate study.
- 3 Nevertheless, you should put the dissertation in a proper perspective. It is possible to give the dissertation undue emphasis, to the detriment of your other units. The dissertation is only *one* factor in assessing your eventual degree classification, albeit a significant one. It counts for 40 credit points, and is thus the equivalent of *two units*. The amount of planning work you put into your dissertation should be proportionate to this weighting.
- 4 Assume that you spend (as you should) 40 hours a week in total on your academic work. In the Third Year you are taking five units: four 20 credit-point units and the 40 credit-point dissertation. If you work on your dissertation over the two teaching blocks (i.e. the equivalent of a 20 credit-point unit per teaching block) you should be spending an average of about 13.3 hours per week on your dissertation. More time spent on the dissertation to the detriment of your other units is counterproductive; on the other hand, less time spent on your dissertation is also counterproductive.
- 5 What this does mean, however, is that **you need to build dissertation work into your regular timetable from the very beginning of your Third Year**. This is *crucially* important, and the self-discipline involved is one of the main points of the whole dissertation exercise. This is what shows whether you have acquired the academic maturity and ability to work in Theology and Religious Studies or not. It is what makes the difference between a fulfilling dissertation you can be proud of, with a good mark corresponding to that, and a mediocre one hastily put together at the last minute and instantly forgotten by everyone involved.
- 6 Good planning is thus essential. In your Third Year you should construct and *keep to a proper timetable* for your studies, with time for work on the dissertation built into it.
- 7 In general you should approach writing your dissertation in the same way that you would approach any essay. It is just that the dissertation is longer, you have more time to prepare it, and the onus is on you to carry out your own research and take advantage of whatever advice your supervisor can offer. Thus you should reread *and follow precisely* the 'Guidance for the preparation of essays and dissertations' in the Departmental *Handbook*. You will also find in the University Library books on study techniques, including writing dissertations, which might offer some useful hints (for example James E. Mauch, *Guide to the Successful Thesis and Dissertation*, at LB2369 MAU).
- 8 The supervisor should be seen as a resource for advice and help, but the supervisor is not going to do the work for you and is in no way responsible for the quality or content of the eventual dissertation. For that you must take the final responsibility. Regular meetings with your supervisor will help you with the planning of your dissertation. Remember that while your supervisor has expressed a willingness to supervise, and can give general advice on how to approach and write a dissertation, he or she may not have great subject-specific expertise on the actual area on which you are writing. For you, that is the advantage of being able to

choose an area of research that interests you. But do not expect more of your supervisor than he or she can give.

- 9 Your supervisor will give you specific advice on how to approach your dissertation. He or she may have produced additional subject or area-specific documents that can help you. (For example, in Buddhism and Indian Religions PW has produced 'How to stand a reasonable chance of getting good marks in the essays (and exams) you do on the sort of things I teach', which you may have been given in the Second Year. Additional copies are available from PW, and it may also be of more general interest.
- 10 Your final dissertation title should be carefully worked out with your supervisor. Remember that you have only **12,000 words** (including footnotes and any appendix that contains further argumentation, but excluding the bibliography and any appendix that contains reference material [e.g. a translation of a text or the text of any documents under discussion]), and when you start to write those words get used up fairly quickly. Your title should thus involve a fairly limited remit. Do not try to cover too much, and do not get sidetracked.
- 11 In broad terms what you are doing in a dissertation is quite simple. You have to be able to give an *accurate description* (of the doctrines, history etc. involved). You have to be able to *evaluate* (that is, give your own responses to what you have described, and indicate a position that you will be arguing towards), and you have to be able to *reason* (i.e. give the reasons in defence of your responses, your position). Be careful not to over emphasize the first of these, the descriptive element. That is too easy! Really good marks reflect the quality of your reasoning, your argument. You need to be arguing towards something, that is, marshalling material as evidence to construct an argument to prove something - your thesis.
- 12 Each person has their own preferred way of working on essays. But in general working on a dissertation (as indeed on any essay) involves the following aspects:
 - **Reading** and other research around and on the topic you have chosen. It can help sometimes to start with something fairly elementary, which will then direct you to the main sources in the field. For example, see if there is a relevant article in the M. Eliade ed., *Encyclopedia of Religion* (Ref. BL31 ENC) which will then direct you to standard recent works on the subject. As you read make notes. It is probably better *not* to try and write any of the dissertation at this stage. Just read, and enjoy your reading. Devote some weeks to reading, but also state right at the beginning in your dissertation timetable the date when you will *stop* reading, and stick to it.
 - **Planning** and outlining. As you read and make notes, often certain key areas related to your topic begin to emerge. On a clean piece of paper sum them up in short titles. Arrange them into some systematic order, illustrating a coherent flow. That will suggest your section headings. When you come to write your dissertation it is a good idea to divide it into a number of short sections, each with its own heading. Producing a working list of section headings is an important stage in feeling that you are coming to grips with your dissertation.
 - **Thinking**. For some strange reason thinking is the stage most people omit. Don't! It is crucial. Set aside a whole day for it, a working day in which you have my permission to do no other academic work (apart from scheduled classes). Some of you will know that PW advocates thinking while lying in the bath (maybe not for a whole day though) because you cannot be distracted by reading or note taking. Think about what you have read, how you can approach your topic, whether there are any interesting angles on it, and problems and issues that others might not have fully exploited or explored. See if any good ideas emerge. After, jot down your reflections and build them into your thesis planning.
 - Now take the first section of your thesis. Go back over your reading that relates to this topic. Read your notes, perhaps reread quickly the books. Have another bath and think

some more. *Tomorrow* (not today) you are going to write that section. Have a good night's sleep.

- **Writing** the first draft. The next day, get up early and write the first draft of the first section. The first section is not long. Do not keep putting it off, and do not stop until it is finished. *This is your writing day.* Then reward yourself with something (go out to the pub?).
 - When you have written your first draft of your first section let it go. Do not keep tinkering with it. Trying to be perfect is sinful, and invariably leads to imperfection. When the first section is finished, in a similar measured and relaxed manner repeat the process until you have completed the first draft of all the sections.
 - If you have followed the careful planning recommended here, you should have completed your first draft well ahead of any submission date. You can now begin to revise your first draft.
 - **Revising** the first draft. Revision is an integral part of the process of writing your dissertation. In revising pay particular attention to the overall structure and argument of your dissertation: does it constitute a coherent whole? Make sure that the chapter/section divisions are appropriate, that you have indeed done what your introduction says you are going to do, and what your conclusion says you have done. Do not neglect to do a proper bibliography. A poor or improperly laid out bibliography will definitely lose marks. Make sure your notes and bibliography are set out and punctuated consistently in accordance with the recommended bibliographic style.
 - When you have done your second draft, the thesis is finished. Do not keep tinkering with it. Hand it in on time, *and forget about it.* Do not keep going over it in your mind.
 - Requests for extensions need to be made in advance, in the usual way.
- 13** Finally, researching and writing your dissertation should be an enjoyable experience, not a dreadful task you have to endure. Remember when you first came to the Department, how you looked forward to studying Theology and Religious Studies and finding out more and more about what really interested you? Well, now you can, and you can show that you can do it. But, as with so many things in life, the key to enjoying writing your dissertation is relaxation. And the key to relaxation is careful planning and sticking to your plans. If you follow something like the advice given above then each stage of your dissertation production will be calm and measured, and thus the whole process will be relaxed. You will have no worries, and you will get good marks. You will produce a piece of writing you can be proud of.

GUIDANCE FOR THRS 11050 SYMPOSIUM IN THEOLOGY & RELIGIOUS STUDIES

In this unit tutors will guide small groups of students through an in depth study of a theme or key text in theology and religious studies. Students will learn how to explore a body of material through reading, discussion and writing; the aim will be to improve students' capacity for oral and written expression and to develop methodological rigour through interaction with a member of staff. Emphasis will be placed on (a) student participation, which will take the form of oral presentation of independent work on the theme and working with other students in a close reading of a text or texts, and (b) developing essay writing skills.

Assessment of THRS 11050 Theology and Religious Studies Symposium

- Each group of eight to ten students will participate in **two separate sets of seminars**, each set consisting of 10 hours and overseen by a different member of staff. Each set of ten seminars will be assessed separately with the overall unit mark being the aggregate of the assessment for the two sets of seminars.
- For each set of seminars, each student will make one oral presentation (15–20 minutes) and write one final essay of 1500 words. Each set of seminars will be assessed by an oral presentation, group participation, and an essay: (1) 50% will be awarded for (a) a student's seminar presentation and (b) general group participation (taking into account teamwork, depth of reading, participation, ability to listen to others and to respond constructively);* (2) 50% will be awarded for the essay.
- Students will be assessed on the following elements:

1 (a). oral presentations (25%)

INFORMATION	irrelevant	1 2 3 4 5	relevant
ARGUMENT	unclear	1 2 3 4 5	clear
STRUCTURE	muddled	1 2 3 4 5	coherent
INTERPRETATION	shallow	1 2 3 4 5	astute
ENGAGING DELIVERY	unengaged	1 2 3 4 5	engaging
RESPONDING TO QUESTIONS	poor	1 2 3 4 5	interactive
TIMING	too long/short	1 2 3 4 5	organized

1. (b) group skills (25%)

RESPONDING	hesitant	1 2 3 4 5	willing
LISTENING	distracted	1 2 3 4 5	attentive
PARTICIPATION	passive	1 2 3 4 5	active
TEAMWORK	uninvolved	1 2 3 4 5	involved
READING PREPARATION	unprepared	1 2 3 4 5	prepared

2. Essay (50%)

- Essays should be of 1500 words and should be presented in accordance with the guidance set out elsewhere in this Handbook . The essay will be marked according to the marking criteria also given elsewhere in this Handbook.
- Each student will receive a unit mark sheet for each set of seminars giving detailed scores and comments on performance and suggestions for improvement. Students will be given an opportunity to discuss this with the tutor during the last session or immediately after the end of the unit.

* Please note that students **cannot** make PowerPoint presentations, but may use a handout and whiteboard if they wish; students are encouraged to engage directly with their audience, rather than simply read out aloud a pre-prepared essay. Note also that attendance forms part of the ability to contribute and poor attendance will affect the mark you receive.

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 in the foyer of 36 Tyndalls Park. 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 THRS200XX. 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, Theology & Religious Studies 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 in the foyer of 36 Tyndalls Park 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 Disability Services 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

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