



University of  
**BRISTOL**

Undergraduate Handbook

2014/15

Department of Classics and  
Ancient History

School of Humanities

[www.bristol.ac.uk/humanities/](http://www.bristol.ac.uk/humanities/)  
[www.bristol.ac.uk/classics/](http://www.bristol.ac.uk/classics/)

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## Welcome to Classics and Ancient History

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**Note:** All information contained in this handbook is correct at the time of printing, but may be subject to change. For the most up to date version please visit:

<http://www.bristol.ac.uk/classics/current-undergraduates/>

# Welcome to the School of Humanities

I am delighted to welcome you to the School of Humanities, a world-leading centre for teaching and learning and research in the humanities located in the port city of Bristol. I hope this is a start for you of a life-long engagement with your chosen field of study.

The School of Humanities is located in the Arts Complex, a series of handsome Victorian houses along Woodland Road. Through their doors you will discover three departments which cover Classics and Ancient History, English, History and History of Art and Religion and Theology. Most of you will be studying single honours degrees or some of a wide range of combined honours programmes some of which involve opportunities to study abroad.

The School was established in 2006 but its origins go back to the original meeting, held in Bristol's Victoria Rooms in June 1874, 'to promote a School of Science and Literature for the West of England'. Many distinguished humanists have studied or been associated with the University over the years, including three Nobel Laureates: Sir Winston Churchill (1874-1965), who was serving as Chancellor of the University in 1953 when he awarded the Nobel Prize for Literature; Harold Pinter, who awarded an Honorary Doctor of Letters in 1998 and the Nobel Prize for Literature in 2005; and Jean-Marie Gustave Le Clézio, who studied English at Bristol in 1958-9, and was awarded the Nobel Prize in 2008. These days we are proud that English at Bristol is ranked 40<sup>th</sup> in the world in the QS World Subject Ranking, as well as 70<sup>th</sup> in the World for Arts and Humanities in the THES Subject Rankings.

Our School has been growing over the last few years and your lecturers include many young and exciting scholars from all over the world. We hope you will enjoy learning with us.

**Professor Hilary Carey**  
Head of School

# Welcome to Classics and Ancient History

Welcome to the Department of Classics and Ancient History. In order to help you find your way around, we have produced this handbook. It contains guidance and information specific to the Department of Classics and Ancient History and you should read it carefully.

The department of Classics and Ancient History comprises 16 full-time lecturers, and a number of part-time lecturers and teaching fellows. You're not likely to encounter all these people at once, but the people you will definitely have dealings with — besides your fellow students — are your Academic Personal Tutor, your lecturers, and the administrative staff in the Student Support Office.

The study of antiquity encompasses many different disciplines, and involves many different methods and approaches; teaching in the Department lays a particular stress on innovation and theoretical pluralism. We aim to encourage our students to develop an awareness of the strengths and weaknesses of such pluralism and interdisciplinarity, as well as of the different approaches themselves; to develop an appetite for critical enquiry and informed debate; and to develop the qualities of imagination, self-awareness, curiosity, sophistication and intellectual independence. Classics is a key site of contestation in wider debates on subjects such as language, meaning, historicity and the politics of knowledge. We aim to encourage our students to reflect on the meaning and importance of their subject for today, to use their knowledge and skills to understand and engage with the world around them, and to think of learning as a life-long activity. The discipline of classics has a long tradition of combining rigorous analysis and argument with clear and elegant expression. We aim to teach our students a wide range of skills.

The biggest difference between school and university is the amount of independent work you are expected to take on. At university, your lecturers will sketch the outlines of the subject and provide guidance for further exploration. You must take the initiative to read and *think* on your own. The results of such independent work will always be obvious in essays and examinations.

Here are a few key points to remember:

- **DO** read this handbook carefully
- **DO** read the Essential Bibliography in each unit's description
- **DO** get to know your tutor
- **DO** look at notice-boards regularly
- **DO** check your pigeonhole – and your university email – several times a week
- **DO** come to lectures prepared
- **DO** participate in class. *Ask questions.*
- **DON'T** skip lectures or miss deadlines. The penalties are serious.

- **DON'T** hesitate to ask for help

**Reading Week:** In the middle of TB1 (week 6) there will be a 'Reading Week'. This is emphatically NOT a 'half-term holiday' and you are **required** to remain in Bristol throughout this week. You may be required to take part in some training activities and you must meet with your Academic Personal Tutor. Likewise, you are expected to be present in Bristol to the end of the summer term.

Remember above all that if you are experiencing difficulty, help is always available, whether from your Academic Personal Tutor, some other member of staff, or Student Services: <http://www.bristol.ac.uk/directorate-academic/studentservices>

We want every student to get the most out of their academic time at Bristol and this Handbook is designed to help you do that.

**Professor Neville Morely**

Head of Subject, Classics & Ancient History

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# 1. KEY INFORMATION

## Key Dates

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

	Start Date	End Date
<b>Welcome Week</b>	22 September 2014	28 September 2014
<b>Teaching Block 1</b>	29 September 2014	19 December 2014
<b>January Assessment Period</b>	12 January 2015	23 January 2015
<b>Teaching Block 2</b>	26 January 2015	08 May 2015
<b>Summer Assessment Period</b>	18 May 2015	05 June 2015

## Vacation Dates

	Start Date	End Date
<b>Christmas vacation</b>	22 December 2014	09 January 2015
<b>Easter vacation</b>	30 March 2015	17 April 2015
<b>Summer vacation</b>	15 June 2015	18 September 2015

## School Office Opening Hours and Key Personnel

### Student Support Office Opening Hours:

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

### School of Humanities Contact Details

Postal address:              School of Humanities, 11 Woodland Road, Bristol, BS8 1TB  
Telephone:                    (0117) 33 17932 (including a 24-hour answer-phone); internal: 17932  
Fax:                              (0117) 33 17933  
Email:                           [hum-schooloffice@bristol.ac.uk](mailto:hum-schooloffice@bristol.ac.uk)

## Key Department and School Personnel

Professor Gavin D'Costa	Deputy Head of Subject	<a href="mailto:Gavin.DCosta@bristol.ac.uk">Gavin.DCosta@bristol.ac.uk</a> (0117) 3317010
Dr James Thompson	Deputy Head Teaching and Learning, School of Humanities	<a href="mailto:James.Thompson@bristol.ac.uk">James.Thompson@bristol.ac.uk</a> (0117) 928 9133
Dr Sarah Serning	Senior Tutor	<a href="mailto:Sarah.Serning@bristol.ac.uk">Sarah.Serning@bristol.ac.uk</a>
Dr John Lyons	Director of Examinations	<a href="mailto:w.j.lyons@bristol.ac.uk">w.j.lyons@bristol.ac.uk</a> (0117) 9545390
Mrs Jill Walsh	School Manager	<a href="mailto:Jill.Walsh@bristol.ac.uk">Jill.Walsh@bristol.ac.uk</a> (0117) 331 8228



Prof. Hilary Carey	Erasmus/Study Abroad Officer	<a href="mailto:Hilary.Carey@bristol.ac.uk">Hilary.Carey@bristol.ac.uk</a> (0117) 331 8245
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School of Humanities Education Team		
Mrs Julie Sealey Miss Lauren Needs	Student Administration Managers	<a href="mailto:hums-senioradmin@bristol.ac.uk">hums-senioradmin@bristol.ac.uk</a> (0117) 33 18000
Miss Annette Weekes Miss Anna Jordan	Undergraduate Senior Student Administrator Undergraduate Senior Student Administrator (Liberal Arts)	<a href="mailto:hums-senioradmin@bristol.ac.uk">hums-senioradmin@bristol.ac.uk</a> (0117) 33 17750 <a href="mailto:liberal-arts@bristol.ac.uk">liberal-arts@bristol.ac.uk</a> (0117) 33 18001
Miss Kristina Charalambous Mrs Sally Green Miss Katy Harris Mrs Valentine Jackson Mrs Kim Lai Miss Rachael Parsons Mrs Amy Siddons Mrs Anna Wallace Mrs Femke Whittaker-Treffers	Undergraduate Student Administrators	<a href="mailto:hums-schooloffice@bristol.ac.uk">hums-schooloffice@bristol.ac.uk</a> (0117) 33 17932
Miss Billie Woolfenden	School Assistant (Reception)	

## Academic Staff

Academic and Research Staff	Phone (0117)	E-mail Address ..@bristol.ac.uk	Room	Building
Butler, Prof <b>Shane</b> <i>Chair in Latin Language and Literature</i>	92 <b>88257</b>	Shane.Butler	1.33	11 WR
Coo, Dr <b>Lyndsay</b> <i>Lecturer in Ancient Greek</i>	33 <b>10824</b>	L.Coo	1.04	34 TPR
Fowler, Prof <b>Robert</b> , <i>Henry Overton Wills Professor of Greek</i>	92 <b>88256</b>	Robert.Fowler	1.34	11 WR
Geue, Dr <b>Tom</b> Teaching Fellow	33 <b>18332</b>	Tom.geue	B41	11WR
Hales, Dr <b>Shelley (study leave)</b> <i>Senior Lecturer in Art &amp; Visual Culture</i>	33 <b>10817</b>	Shelley.Hales	TBC	3/5 WR

Jansen, Dr <b>Laura</b> <i>Lecturer in Latin</i>	33 <b>10819</b>	Laura.Jansen	1.02	34 TPR
Knippschild, Dr <b>Silke</b> <i>Senior Lecturer</i>	92 <b>89016</b>	Clzsk	G.56	13 WR
Lampe, Dr <b>Kurt (study leave)</b> <i>Lecturer in Classics</i>	92 <b>88168</b>	clkwl	1.02	36 TPR
Leczna, Dr <b>Adam</b> <i>Leventis Postdoctoral Research Fellow in Greek</i>	TBC	Adam.Leczna	TBC	TBC
Liveley, Dr <b>Genevieve</b> <i>Senior Lecturer</i>	95 <b>46823</b>	G.Liveley	1.01	36 TPR
Michelakis, Dr <b>Pantelis</b> <i>Senior Lecturer in Classics</i>	92 <b>89785</b>	P.Michelakis	2.37	11 WR
Momigliano, Dr <b>Nicoletta</b> <i>Reader in Aegean Prehistory</i>	95 <b>46082</b>	N.Momigliano	2.36	11 WR
Morley, Prof <b>Neville</b> <b>Head of Subject</b> <i>Professor in Ancient History</i>	92 <b>88657</b>	N.D.G.Morley	1.36	11 WR
O'Gorman, Dr <b>Ellen (study leave)</b> <i>Senior Lecturer in Classics</i>	33 <b>17380</b>	E.C.Ogorman	2.33	11 WR
Sandwell, Dr <b>Isabella</b> <i>Senior Lecturer in Ancient History</i>	92 <b>89020</b>	Bella.Sandwell	2.38	11 WR
Zajko, Dr <b>Vanda</b> <i>Senior Lecturer in Greek Literature and Language</i>	92 <b>89851</b>	V.Zajko	1.31	11 WR

\* WR = Woodland Road; TPR = Tyndall's Park Road

#### Part-time Teaching Staff

Batten-Foster, Dr Harriet TBC hb1334

TBC = to be confirmed on the Classics and Ancient History website

## Academic Personal Tutors and Senior Tutors

Every student is allocated an Academic Personal Tutor who is your principal contact for reviewing and discussing your academic progress throughout your studies. Formal meetings will be arranged, in groups or individually, with your Academic Personal Tutor at six key points during the first year, and four times during both your second and final years of study. You can also see him/her during regular weekly consultation hours (listed under **Staff Consultation Hours** on the department website at <http://www.bristol.ac.uk/english/current-undergraduates/consultation-hours/>, and posted on the tutor's office door or noticeboard), or at other times if you make an arrangement in advance, normally by email.

Your Academic Personal Tutor will periodically review your marks with you, and can advise on your choice of options or dissertation, and discuss with you how to optimise your learning methods. Your Academic Personal Tutor may be in a good position to discuss career options with you, and will normally be the person you approach for an academic reference when applying for jobs or to take further qualifications. If you are experiencing problems which are impacting on you or your studies you should raise these with your Academic Personal Tutor, who can advise you on how best to tackle them and how best to get back on track with your work.

Your Academic Personal Tutor is your first source of advice for things like:

- feedback received on work
- study skills
- option choices
- information about your course
- references
- anything else you feel relevant to your academic progress.

Usually you will have the same Academic Personal Tutor during your time at Bristol, but this is not always possible – for instance, if your Academic Personal Tutor goes on research or maternity leave, moves job, or retires. Also, if you feel that the arrangement is not working for you, you may ask to change your Academic Personal Tutor. To do this you should contact the Student Support Office: you do not need to state a reason for requesting the change.

The University guidelines on the support for undergraduate students can be found at: <https://www.bris.ac.uk/esu/studentlearning/ug-support/>

Each School also has a Senior Tutor, in this School Dr Sarah Serning, whose contact details are included at the front of this handbook. You should contact the Senior Tutor if you feel you need particular support, due to illness or a personal matter, for example. The Senior Tutor will support you and will be able to refer you to other sources of more specialist help should you require these. The Senior Tutor is also the School's Disability Officer. In addition, the Senior Tutor will contact you if you are repeatedly absent from classes or not submitting work. In these cases, the Senior Tutor will want to help you overcome any difficulties which are preventing you from fulfilling your full academic potential. The Senior Tutor is primarily there to help you. Additionally, the three Senior Tutors in the Faculty work jointly to support academic skills development and employability, and support the PASS system (Peer Assisted Study Sessions).

## **Student Info – Choose, Check, Change your Personal Information**

You are responsible for ensuring that your personal information, including current address and contact details, is kept up to date. You are expected to update your personal information yourself using 'Student Info' at <https://www.bris.ac.uk/studentinfo/>

This section of the 'Current Students' area of the University webpage is where you can also check your unit registration, your exam timetable and your fee details. If you find any errors, you should contact the School Office as soon as possible.

## **2. STUDYING ARTS AT BRISTOL**

### **Introduction**

For most of our students, the main experience of education up to this point has been school (even if, in some cases, that was many years ago). Studying at university is very different. This may seem obvious — many students choose to go to university precisely because it's not the same as school — but even if you've been expecting it to be different, you may still find that it's not exactly what you expected. It's not just a matter of what you'll be studying — learning about new subjects, understanding more familiar subjects in much greater depth and looking at them from different perspectives — but also of how you'll be studying, and the context within which you'll be working.

### **Research and Teaching**

Bristol is what is known as a 'research-intensive' university. This means that virtually everyone who teaches you, from professors and other senior academics to research fellows and postgraduate students, is involved at the cutting edge of their subject, and this has an impact on both how and what you're taught. We aim to introduce you to the most exciting developments in your discipline, and to give you experience of the process of research; especially in your final year, you will spend much of your time in small seminar groups discussing the latest perspectives on the subject with acknowledged experts. Our programmes are designed to train you in the intellectual and technical skills required for research in the arts and humanities; not because we want to turn all our students into academics, but because these skills will enable you to understand and appreciate your subject fully — and because the ability to research and analyse problems can always be transferred to other contexts, and so is essential training for whatever you choose to do when you leave university.

The fact that optional units are generally built around the research interests and expertise of staff means that they change regularly and are kept current. This does mean that you can't count on being able to study a specific topic, if no-one in the department specialises in that field, but most of our programmes offer the opportunity to develop a research project, on a subject of your own choice, normally in the final year. Members of staff do regularly go on research leave for a term, a year or even longer, so there is always a risk that you won't be taught by a particular individual every year or that you won't keep the same Academic Personal Tutor for the whole of your time in Bristol. The positive aspect of this is that it offers the opportunity to be taught by a wider range of people, including young researchers whose work has not yet been published. Most importantly, success in research brings in funding to the University and the Faculty to improve facilities, employ more staff and so improve the student experience.

In short, we do not regard research and teaching as being in conflict with one another: our research activities inform our teaching, our teaching influences our research, and the integration of the two makes Bristol an exciting and distinctive place to study.

## Knowledge and Skills

Of course, if you're used to a more directed approach at school, adjusting to this new freedom isn't always easy at first. We don't expect everyone to become completely independent straight away; we aim to strike a balance, giving first-years much more guidance and a clearer framework (while still expecting you to start taking responsibility for your own learning) so that you're fully prepared to participate in specialised, seminar-based units and to develop your own research projects in later years. Most importantly, advice is always available from your lecturers, your Academic Personal Tutor or the Senior Tutor whether you're unsure how to approach a topic or are having problems in organising your time; just ask.

Each programme has specified 'learning outcomes', the knowledge and skills that all students should acquire if they complete the course successfully. These are above all discipline-specific — we aim to train you to be a good literary critic, a good Germanist, a good philosopher or whatever — but in most cases they are also easily transferable to other contexts, and thus highly marketable. Full details are available in the relevant Programme Specification (see <https://www.bris.ac.uk/esu/unitprogcats/AboutProgrammes.jsa>).

In very general terms, programmes in the Faculty focus on skills of analysis and argument; you don't get much credit in essays simply for providing information or a narrative account. Depending on how you were taught at A-level, this may represent more or less of a change of approach. Markers generally take it for granted that you should either know the basic facts of a subject or know where to look them up; what we're interested in is whether you understand the topic, identify key issues, evaluate relevant evidence, analyse critically the contributions of other scholars and so forth — in other words, how you make use of the information to develop a scholarly argument. It is, as much as anything, a matter of attitude and approach, of becoming a proper researcher.

## Study and Transferable Skills

As discussed earlier, the key skills and knowledge that will enable you to succeed on your programme are discipline-specific; these will be the main focus of discussions with your lecturers (for different units) and your Academic Personal Tutor (for your general academic progress). However, you will also need a range of more generic, 'transferable' skills, and there are several different sources of advice and training.

The ArtsSkills resource on the Faculty website ([www.bris.ac.uk/arts/skills/](http://www.bris.ac.uk/arts/skills/)) provides a range of guidance on skills and PDP (personal development planning) and self-help exercises on writing skills, referencing techniques and the like. We're always looking to develop this resource further, so if you have ideas for areas where more training and guidance would be useful, let us know.

The Careers Service provides career-orientated workshops, practice interviews and individual guidance as well as a variety of courses to help develop student employability ([www.bristol.ac.uk/careers/](http://www.bristol.ac.uk/careers/)). It also offers support and resources to help students applying and considering placements, including a range of placement opportunities.

The Student Skills Directory allows you to search for and book a place on skills courses in the University: <http://www.bristol.ac.uk/currentstudents/study-skills/>

Personal Development Planning is a guide for students on learning from experience, enhancing learning through reflection, skills development and goal setting to enhance their future employability. Find it at: <http://www.bris.ac.uk/careers/pdp/>

Information Services and the Computing Centre also provide information about IT-related courses and a range of self-help material: <http://www.bristol.ac.uk/it-services/learning>

## **Education for Sustainable Development**

The University, School and Faculty are all committed to enhancing and promoting Education for Sustainable Development (ESD). UNESCO defines ESD in a broad manner covering four main areas: social and economic justice, cultural diversity, human rights of future generations and the protection and restoration of the Earth's ecosystems.

It also stresses the importance of critical thinking, inter-disciplinary, multi-method approaches to assessment and challenging approaches to, and ideas about, teaching and learning. You will encounter many of these issues and approaches both directly and indirectly during the course of your studies and we encourage you to think creatively and critically about how your own subject addresses some or all of the following:

- A strong, stable and viable economy
- A healthy and just society
- Diversity
- Effective and participative governance
- Environmental limits and ecological wellbeing
- Quality of life
- Cultural heritage
- The rural and the urban (conflict and balance)
- Preparing for the imagined future
- Ethical questions

You can find out more about the University's Policy and Strategy for Sustainability here:

<http://www.bristol.ac.uk/environment/esd/>

## **Student Representation within the Department**

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 by the Student Union.

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 Academic 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 and departmental websites - <http://www.bristol.ac.uk/classics/current-undergraduates/>.

### Faculty and University

Student Representation at School and Faculty level is operated in partnership between the University and the Students' Union (UBU) and is organised to ensure that every taught student at the University is effectively represented to the University and to the UBU by their peers.

The Students' Union runs elections and organises training for elected representatives at the start of each academic year. The representatives are then able to participate in School and Faculty governance through attendance at meetings where student- and education-related matters are discussed.

In addition, the Faculty Staff Student Liaison Committee meets at least three times during the academic year and is chaired by a student representative. The meetings provide a forum for students to feed their views and concerns up from schools to institution-level and vice-versa.

Full details about how you can become involved are available on the Students' Union website:

<http://www.ubu.org.uk/democracy/representatives/course-reps/>

## **Academic and Social Events/Societies**

### **Classics and Ancient History Student Society**

A student-run society that is open to anyone and aims to enhance the Bristol experience by organising events and trips that allow members to share and develop their enthusiasm for all things classical. Please see notice board for further details.



### 3. YOU AND YOUR DEGREE IN THE SCHOOL OF HUMANITIES

#### **The Student Support Office and the School Of Humanities Education Team**

The Student Support Office is located in G44A, 11 Woodland Road (adjacent to the Student Common Room).

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 team who are based in the Student Support Office. The team can provide information and help with educational queries such as unit registration, essay submission, essay extensions and timetables, as well as general enquiries. If you are experiencing any difficulties (personal or academic) you can also contact the Student Support Office who will be able to provide advice and guidance on who to contact and how to proceed. Anything you do discuss with a member of the team will be treated in the strictest of confidence.

The School Manager, with overall responsibility for administration in the school, is Jill Walsh whose office is G35, 11 Woodland Road.

#### **Email**

It is imperative that you check your email daily. 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) address. **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.

#### **Email Etiquette**

It is now commonplace for academic and administrative staff to communicate regularly with students by emails and to accept this as a natural means by which students can contact them for information, advice or requests for a face-to-face meeting. More generally, the question of how to write emails and the tone to use has become an increasingly urgent concern amongst graduate recruiters and university lecturers.

Writing emails in and for the workplace requires a different tone to that used when emailing or messaging friends, and it is important to develop good practice before graduating. Emails which indicate professionalism and poise are bound to leave a good impression and get a quicker, more thorough response: emails which suggest ignorance, carelessness or lack of foresight will alienate the recipient and are likely to be less effective.

For example:

- 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'.
- Emails to staff should have a stated subject in the subject box, e.g. 'Query regarding our last lecture in HUMS200XX'. This enables staff to prioritize emails and deal with queries raised by students in an efficient manner.
- Emails to staff should also include an electronic signature, which comprises: your full name, your year of study and your programme of study, e.g.

**Janet Bloggs,  
Second Year, Ancient History BA**

## Notice Boards

The departmental student notice boards are located on the ground floor of Classics & Ancient History, 11 Woodland Road. Specific information relating to your programme of study, e.g. Academic Personal Tutor lists, individual tutorial groups 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.

## Timetables

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

**Personalised student timetables** are available under the Course tab on MyBristol ([www.bristol.ac.uk/mybristol](http://www.bristol.ac.uk/mybristol)). This will give you an individual timetable for the specific units and classes for which you are registered.

If any of your units (as listed on Student Info, [www.bristol.ac.uk/studentinfo](http://www.bristol.ac.uk/studentinfo)) are not displayed on your personal timetable, you must view the relevant unit timetable here <https://www.bris.ac.uk/timetables/units.html>

If any of your units are not displayed, please check first your unit registrations on your Student Info page: <https://www.bris.ac.uk/studentinfo/> and then contact the Student Support Office in Room G44A, 11 Woodland Road, email: [hums-schooloffice@bristol.ac.uk](mailto:hums-schooloffice@bristol.ac.uk) or phone 0117 331 7932.

## 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 or second choice unit(s). However this is not always possible, depending on

the level of demand for a particular course. Students will be notified by email when the final unit allocations are published.

**Note:** It is your responsibility to check that you are registered on the correct units by checking Student Info: <https://www.bris.ac.uk/studentinfo/>. Failure to do so may result in the award of insufficient credit points required for the completion of the degree.

The normal requirements for each full-time undergraduate year of study is 120 credit points. You should notify the Student Support Office straightaway if any of your units are incorrect or missing from the 'Unit Registration Details' section on Student Info ([www.bristol.ac.uk/studentinfo](http://www.bristol.ac.uk/studentinfo)).

**Note:** Unit registration is a formal requirement of the University. 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. Please note that Year 1 students will not be allowed to change allocated optional units.

## Changing Optional Units

Your optional unit choices will have already been made prior to the start of the academic session. However, in certain circumstances, and where there is a valid academic reason for doing so, second and third year students may, within the first two weeks of each teaching block, request to change their choice of optional unit(s). You do not have an automatic right to change units and it is dependent on places being available in the unit(s) you have chosen, and whether or not there are timetable clashes.

To ensure you are registered on the correct units by the end of the second week you should aim to submit your unit change request form by the end of the first week of the teaching block. Requests will be considered during the second week by the Senior Undergraduate Administrator and the Deputy Head of Teaching and Learning. They will look at whether there are sound academic grounds for the change and approve requests accordingly.

If you submit your unit change request form by the end of the first week you will be notified by email, by the end of the second week of the teaching block, whether your request to change unit(s) has been successful. If you submit your form within the second week of the teaching block you will be notified as soon as possible before the end of the third week. Until you have received notification of the outcome of your request, you should **only** attend those classes for which you are currently registered.

If you wish to change a unit you should collect a 'Unit Change Request Form' from the Student Support Office.

## Open Units

Instead of the optional units above, you may choose to take 20 credits' worth of units in other Departments. Each Department has designated certain units as 'open', which means that students from outside can take them, or has created special Open Units specifically for other students. You should bear in mind that in the case of a timetable clash your 'core' units in this Department must take priority.

Registration for Open Units is carried out as part of the School's unit registration procedure, see the '[Unit Registration](#)' section for more details.

Details of all Open Units running in the current academic year can be found here: <http://www.bris.ac.uk/esu/unitprogcatalog/AllOpenUnits.jsa?selectedCatalogue=UNIT&ayrCode=14%2F15>

Guidance for students wishing to take an Open Unit is available here: <http://www.bristol.ac.uk/esu/approve/openunits/openunitsguidance.html>

## Prizes

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

**William Beare Prize:** Awarded for the best final year undergraduate performance in Latin.

Founded in memory of William Beare, who was Professor of Latin and Pro-Vice-Chancellor of the University of Bristol (1955-58), and author of *The Roman Stage* (1950) and *Latin Verse and European Song* (1957).

**Momigliano Prize:** Awarded for the best final year undergraduate performance in Ancient History.

The Momigliano Prize was founded in memory of Arnaldo Momigliano, one of the weightiest ancient historians of the twentieth century, who spent a couple of years at Bristol after the Second World War.

**John Gould Greek Prize:** Awarded for the best final year undergraduate performance in Greek.

Founded in memory of John Gould FBA (1927-2001), H O Wills Professor of Greek in the University of Bristol (1974-1991), and author of *Herodotus* (1989) and *Myth, Ritual, Memory, and Exchange: Essays in Greek Literature and Culture* (2001). His specialities were Greek tragedy and Greek religion. The prize was awarded in his honour.

## Study Abroad/Erasmus Students

This department does not currently offer an ERASMUS or Study Abroad option. Alternative options to think about are summer schools and work experience abroad during vacation periods, as well as Masters degrees abroad after graduation.

For information about work experience abroad, see the University's Careers Service at: <http://www.bris.ac.uk/careers/resources/international/index.asp>  
<http://www.bris.ac.uk/careers/other/ulwa.asp>

For summer schools and vacation courses abroad, you should explore the websites of universities that interest you. If, however, there is a particular period or theme that you want to study, it would be worth speaking to the academic in your department with the greatest expertise in that area. She or he may know of an appropriate vacation course or, more probably, be able to suggest universities abroad with strengths in that area and where you might like to start making enquiries.

For Masters' programmes abroad, again you should explore websites and consult specialists here. And remember that many universities abroad offer programmes taught in English.

## Incoming Erasmus & Year Abroad Students

Please contact [hums-schooloffice@bristol.ac.uk](mailto:hums-schooloffice@bristol.ac.uk) with 'ERASMUS' or 'Study Abroad' in the subject heading.

**Credit points and marks:** All the first- and second-year units (CLAS 1..../2....) in the Department of Classics and Ancient History are each worth 20 credits (=10 ECTS credits for Erasmus students). Final year units (CLAS 3....) are worth either 20 or 40 credits (=10 or 20 ECTS). Students are normally expected to take 120 credits' (= 60 ECTS credits) worth of units during the academic year, 60 credits' (= 30 ECTS credits) worth in each teaching block (semester). Credits and marks are supplied to Erasmus students' home universities at the end of their study in Bristol. Credits and marks for Study Abroad students are supplied to the Bristol Study Abroad Office, who report them to the students' home university, 'translating' them into the mark systems prevailing there (e.g. 70% in Bristol = A in the USA). You will receive a mark for each unit, based on assessed work and examination (precise forms of assessment for particular units are given in the unit descriptions). The marks awarded will be forwarded to your home department at the end of the academic year.

Credit points are awarded for a unit on the basis of satisfactory attendance at all classes, submission of all required work on time and of a satisfactory standard (basically, showing that you've made an effort), and attendance at the exam. In other words, it is very easy to gain credit for a unit, and yet some students still fail to do so and have to take extra units. This is usually because of unsatisfactory attendance at classes, which could mean that you had not prepared your work for class, that you were disruptive in class, or that you did not attend class at all. You should attend ALL classes. Marks are entirely separate from credits; in theory, it's possible to lose credit for a unit and still score 80%, or fail a unit but still gain credit.

## Programme Information and Structure

In each of your three years, you need to take 120 credits' worth of units. Some of these credits will be made up from 'core' units, which are compulsory for all students doing a particular degree course; the rest of these credits are made up from optional units either in Classics & Ancient History or in some other department.

Please read the following outline of your degree programme structure, as it will help you to understand how individual units fit into your degree as a whole. Only the Classics/Ancient History side of the Joint Honours programmes is listed here. First and Second Years students should note that the Final Year programme changes every year, so the units listed for 2014-15 may not be the same as those offered to you in one or two years' time.

Note: Language Levels for Greek and Latin will be allocated on the basis of your experience and ability in the language; normally, no experience, GCSE or AS = (Beginners) Level A, A-level = (Intermediate) Level B.

### Teaching Blocks

The University's academic year is divided into two twelve-week teaching blocks, each of which is followed by a period of assessment and examination.

<b>Teaching Block 1</b>	29 September 2014	19 December 2014
<b>January Assessment Period</b>	12 January 2015	23 January 2015
<b>Teaching Block 2</b>	26 January 2015	08 May 2015
<b>Summer Assessment Period</b>	18 May 2015	05 June 2015

In the Department of Classics and Ancient History the sixth and twelfth weeks of Teaching Block 1 and the first and twelfth week of Teaching Block 2 will normally be free of formal teaching; these weeks will be used for reading and essay writing and Academic Personal Tutorials.

Academic Personal Tutor meetings: During week 6 of Teaching Block 1 all first year students are required to have a meeting with their Academic Personal Tutor. In addition, all students are required to meet their Academic 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 academic staff teaching the particular unit.

## Ancient History: Year 1

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
<b>MANDATORY UNITS (80 CREDIT POINTS)</b>			
CLAS12321	Introduction to Ancient History	20	1
CLAS12383	Rome: Republic to Empire	20	1
CLAS 12320	Literary Sources for Greek and Roman History	20	2
CLAS12382	Hellenistic World	20	2
<b>40 CREDIT POINTS FROM ANY OF THE OPTIONS BELOW</b>			
<b>Optional Units</b>			
CLAS12363	Greek and Roman Drama	20	1
CLAS17003	Pagan Religions of Rome	20	1
CLAS12343	Homeric Society	20	1
THRS10043	Introduction to Classical Chinese Philosophy	20	1
THRS11055	Ghosts, Death and the Afterlife	20	2
CLAS12361	Epic	20	2
CLAS12370	Comedy	20	2
THRS10033	Religious and Cultural Change in India: from Indus to Islam	20	2
<b>Language Options</b> (Please note that students must take level one language in Teaching Block 1 before they can take level two language in Teaching Block 2.)			
CLAS12311/ CLAS12315	Greek A1 or B1	20	1
CLAS12312/ CLAS12316	Greek A2 or B2	20	2
CLAS12303/ CLAS12307	Latin A1 or B1	20	1
CLAS12304/ CLAS12308	Latin A2 or B2	20	2
<b>Up to 20 credits of open units outside the Classics and Ancient History department</b>			

## Ancient History: Year 2

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
<b>MANDATORY UNITS (80 CREDIT POINTS)</b>			
CLAS22319	Non-Literary Sources for Ancient History	20	1
CLAS22383	Rome republic to Empire	20	1
CLAS22404	Approaches to Ancient History	20	2
CLAS22382	Hellenistic World	20	2
<b>40 CREDIT POINTS FROM ANY OF THE OPTIONS BELOW</b>			
<b>Optional Units</b>			
CLAS22363	Greek and Roman Drama	20	1
CLAS27003	Pagan Religions of Rome	20	1
CLAS22343	Homeric Society	20	1
THRS20193	Introduction to Classical Chinese Philosophy	20	1
THRS20167	Ghosts, Death and the Afterlife	20	2
CLAS22361	Epic	20	2
CLAS22370	Comedy	20	2
THRS20101	Religious and Cultural Change in India: from Indus to Islam	20	2
<b>Language Options</b> (Please note that students must take level one language in Teaching Block 1 before they can take level two language in Teaching Block 2.)			
CLAS20006/ 22315/22405	Greek Language Level A1, B1 or C1	20	1
CLAS20007/ 22316/22406	Greek Language Level A2, B2 or C2	20	2
CLAS20008/ 22307/22407	Latin Language Level A1, B1 or C1	20	1
CLAS20009/22 308/22408	Latin Language Level A2, B2 or C2	20	2
<b>Up to 20 credits of open units outside the Classics and Ancient History department</b>			



## Classical Studies: Year 1

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
<b>MANDATORY UNITS (80 CREDIT POINTS)</b>			
CLAS12367	Studying Written Texts	20	1
CLAS12363	Greek and Roman Drama	20	1
CLAS12368	Using Visual Culture	20	2
CLAS12361	Epic	20	2
<b>40 CREDIT POINTS FROM ANY OF THE OPTIONS BELOW</b>			
<b>Optional Units</b>			
CLAS12383	Rome: Republic to Empire	20	1
CLAS17003	Pagan Religions of Rome	20	1
CLAS12343	Homeric Society	20	1
THRS10043	Introduction to Classical Chinese Philosophy	20	1
THRS11055	Ghosts, Death and the Afterlife	20	2
CLAS12382	Hellenistic World	20	2
CLAS12370	Comedy	20	2
THRS10033	Religious and Cultural Change in India: from Indus to Islam	20	2
<b>Language Options</b> (Please note that students must take level one language in Teaching Block 1 before they can take level two language in Teaching Block 2.)			
CLAS12311/ CLAS12315	Greek A1 or B1	20	1
CLAS12312/ CLAS12316	Greek A2 or B2	20	2
CLAS12303/ CLAS12307	Latin A1 or B1	20	1
CLAS12304/ CLAS12308	Latin A2 or B2	20	2
<b>Up to 20 credits of open units outside the Classics and Ancient History department</b>			

## Classical Studies: Year 2

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
<b>MANDATORY UNITS (80 CREDIT POINTS)</b>			
CLAS22364	The Legacy of Classical Literature	20	1
CLAS22363	Greek and Roman Drama	20	1
CLAS22362	Approaches to Myth	20	2
CLAS22361	Epic	20	2
<b>40 CREDIT POINTS FROM ANY OF THE OPTIONS BELOW</b>			
<b>Optional Units</b>			
CLAS22383	Rome: Republic to Empire	20	1
CLAS27003	Pagan Religions of Rome	20	1
CLAS22343	Homeric Society	20	1
THRS20193	Introduction to Classical Chinese Philosophy	20	1
CLAS22370	Comedy	20	2
CLAS22382	Hellenistic World	20	2
THRS20167	Ghosts, Death and the Afterlife	20	2
THRS20101	Religious and Cultural Change in India: from Indus to Islam	20	2
<b>Language Options</b> (Please note that students must take level one language in Teaching Block 1 before they can take level two language in Teaching Block 2.)			
CLAS20006/2 2315/22405	Greek Language Level A1, B1 or C1	20	1
CLAS20007/2 2316/22406	Greek Language Level A2, B2 or C2	20	2
CLAS20008/2 2307/22407	Latin Language Level A1, B1 or C1	20	1
CLAS20009/2 2308/22408	Latin Language Level A2, B2 or C2	20	2
<b>Up to 20 credits of open units outside the Classics and Ancient History department</b>			

## Classics: Year 1

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
<b>Students must take 120 credit points made up of:</b>			
<b>40 credit points of Greek units at the appropriate level :</b>			
CLAS12311/ CLAS12315	Greek Language Level A1 or B1	20	1
CLAS12312/ CLAS12316	Greek Language Level A2 or B2	20	2
<b>40 credit points of Latin units at the appropriate level :</b>			
CLAS12303/ CLAS12307	Latin Language Level A1 or B1	20	1
CLAS12304/ CLAS12308	Latin Language Level A2 or B2	20	2
<b>Plus 40 credits from the following list:</b>			
CLAS12383	Rome: Republic to Empire	20	1
CLAS12363	Greek and Roman Drama	20	1
CLAS17003	Pagan Religions of Rome	20	1
CLAS12343	Homeric Society	20	1
THRS10043	Introduction to Classical Chinese Philosophy	20	1
THRS11055	Ghosts, Death and the Afterlife	20	2
CLAS12382	Hellenistic World	20	2
CLAS12370	Comedy	20	2
THRS10033	Religious and Cultural Change in India: from Indus to Islam	20	2
CLAS12361	Epic	20	2
<b>Up to 20 credits of open units outside the Classics and Ancient History department</b>			

## Classics: Year 2

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
<b>Students must take 120 credit points made up of:</b>			
<b>40 credit points of Greek units at the appropriate level :</b>			
CLAS22315/ CLAS22405	Greek Language Level B1 or C1	20	1
CLAS22316/ CLAS22406	Greek Language Level B2 or C2	20	2
<b>40 credit points of Latin units at the appropriate level :</b>			
CLAS22307/ CLAS22407	Latin Language Level B1 or C1	20	1
CLAS22308/ CLAS20009	Latin Language Level B2 or C2	20	2
<b>Plus 40 credits from the following list:</b>			
CLAS22383	Rome: Republic to Empire	20	1
CLAS22363	Greek and Roman Drama	20	1
CLAS27003	Pagan Religions of Rome	20	1
CLAS22343	Homeric Society	20	1
THRS20193	Introduction to Classical Chinese Philosophy	20	1
THRS20167	Ghosts, Death and the Afterlife	20	2
CLAS22382	Hellenistic World	20	2
CLAS22370	Comedy	20	2
THRS20101	Religious and Cultural Change in India: from Indus to Islam	20	2
CLAS22361	Epic	20	2
<b>Up to 20 credits of open units outside the Classics and Ancient History department</b>			

## Final Year Single Honours

All single honours students must take 120 credit points' worth of units in their final year. This is made up from:

- a) a dissertation of about 11,000 words on a subject of your choice (40 credits);
- b) 80 credit points of optional units.

**Note: Classics and Classics with Study in Continental Europe students must take at least 40 credit points of Greek or Latin units at the appropriate level.**

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
<b>MANDATORY UNITS (40 CREDIT POINTS)</b>			
CLAS32315	Dissertation	40	1 & 2
<b>OPTIONAL UNITS (80 CREDIT POINTS)</b>			
CLAS32335	Configurations of Gender and Sexuality	20	2
CLAS32406	Ecology and History in the Ancient World	20	2
CLAS30010	The Persian Empire	20	1
CLAS37014	Myth and History in Fifth-Century Athens	20	2
CLAS37016	Pagan and Christian in Late Antiquity: Debate and Interaction	20	1
CLAS37018	The Minoans	20	1
CLAS37019	Time, Temporality and Texts	20	1
CLAS30016	Rereading Lucretius	20	2
CLAS30015	The Senses	20	2
CLAS30017	Cinematic Antiquity	20	1
CLAS30018	Receptions of Greek Tragedy	20	1
CLAS30025	Thucydides and the Idea of History	20	1
CLAS30026	The Trojan War in Ancient Literature	20	1
CLAS30027	Women and the Family in Ancient Greek Tragedy	20	2
CLAS30028	Athens and its Acropolis	20	2
CLAS37012	Letter Writing in the Ancient World	20	2
	Greek Language Level A1, B1, C1 or D	20	1
	Greek Language Level A2, B2 or C2	20	2
	Latin Language Level A1, B1, C1 or D1	20	1
	Latin Language Level A2, B2, C2 or D2	20	2
THRS30171	Introduction to Sanskrit 1	20	1
THRS30172	Introduction to Sanskrit 2	20	2
HUMS30001	The Public Role of the Humanities	20	2

## Joint Honours Programmes

### English and Classical Studies: Year 1

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
<b>Students must take 60 credit points made up of:</b>			
<b>Either both of the following:</b>			
CLAS12367	Studying Written Texts	20	1
CLAS12361	Epic	20	2
<b>Or one or both of the above may be replaced by Greek or Latin language at an appropriate level:</b>			
CLAS12311/ CLAS12315	Greek Language Level A1 or B1	20	1
CLAS12312/ CLAS12316	Greek Language Level A2 or B2	20	2
CLAS12303/ CLAS12307	Latin Language Level A1 or B1	20	1
CLAS12304/ CLAS12308	Latin Language Level A2 or B2	20	2
<b>Plus 20 credits from the following list:</b>			
CLAS12383	Rome: Republic to Empire	20	1
CLAS12382	Hellenistic World	20	2
CLAS17003	Pagan Religions of Rome	20	1
THRS11055	Ghosts, Death and the Afterlife	20	2
CLAS12343	Homeric Society	20	1
CLAS12370	Comedy	20	2
THRS10043	Introduction to Classical Chinese Philosophy	20	2
CLAS12363	Greek and Roman Drama	20	1
THRS10033	Religious and Cultural Change in India: from Indus to Islam	20	2

## English and Classical Studies: Year 2

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
<b>Students must take 60 credit points made up of:</b>			
<b>Either both of the following:</b>			
CLAS22364	Legacy of Classical Literature	20	1
CLAS22362	Approaches to Myth	20	2
<b>Or one or both of the above may be replaced by Greek or Latin language at an appropriate level:</b>			
CLAS20006/ 22315/22405	Greek Language Level A1, B1 or C1	20	1
CLAS20007/ 22316/22406	Greek Language Level A2, B2 or C2	20	2
CLAS20008/ 22307/22407	Latin Language Level A1, B1 or C1	20	1
CLAS20009/2 2308/22408	Latin Language Level A2, B2 or C2	20	2
<b>Plus 20 credits from the following list:</b>			
CLAS22383	Rome: Republic to Empire	20	1
CLAS22382	Hellenistic World	20	2
CLAS27003	Pagan Religions of Rome	20	1
THRS20167	Ghosts, Death and the Afterlife	20	2
CLAS22343	Homeric Society	20	1
CLAS22370	Comedy	20	2
THRS20193	Introduction to Classical Chinese Philosophy	20	1
CLAS22363	Greek and Roman Drama	20	1
THRS20101	Religious and Cultural Change in India: from Indus to Islam	20	2

## Final Year Joint Honours

All joint honours students must take 60 credit points' worth of units in this department across their final year.

Ancient History and Archaeology: Students must take the 20 credit dissertation (CLAS30087) and two 20 credit point units from the list of Optional Units.

English and Classical Studies: If students take the 40 credit CLAS dissertation (CLAS32315), they should take one 20 credit point unit from the list of Optional Units. If students take the ENGL dissertation (ENGL39021), they should take three 20 credit point units from the list of Optional Units.

Philosophy and Classical Studies: Students must take the 40 credit dissertation (CLAS32315) and one 20 credit point unit from the list of Optional Units.

UNIT CODE	UNIT TITLE	CREDIT POINTS	TEACHING BLOCK
CLAS32315	Dissertation	40	1 & 2
CLAS30087	Dissertation ( <i>AHA students only</i> )	20	1 & 2
<b>OPTIONAL UNITS</b>			
CLAS32335	Configurations of Gender and Sexuality	20	2
CLAS32406	Ecology and History in the Ancient World	20	2
CLAS30010	The Persian Empire	20	1
CLAS37014	Myth and History in Fifth-Century Athens	20	2
CLAS37016	Pagan and Christian in Late Antiquity: Debate and Interaction	20	1
CLAS37018	The Minoans	20	1
CLAS37019	Time, Temporality and Texts	20	1
CLAS30016	Rereading Lucretius	20	2
CLAS30015	The Senses	20	2
CLAS30017	Cinematic Antiquity	20	1
CLAS30018	Receptions of Greek Tragedy	20	1
CLAS30025	Thucydides and the Idea of History	20	1
CLAS30026	The Trojan War in Ancient Literature	20	1
CLAS30027	Women and the Family in Ancient Greek Tragedy	20	2
CLAS30028	Athens and its Acropolis	20	2
CLAS37012	Letter Writing in the Ancient World	20	2
HUMS30001	The Public Role of the Humanities	20	2
	Greek Language Level A1, B1, C1 or D	20	1
	Greek Language Level A2, B2 or C2	20	2
	Latin Language Level A1, B1, C1 or D1	20	1
	Latin Language Level A2, B2, C2 or D2	20	2



## Contact Hours

Students thus have the opportunity to meet staff in a variety of ways:

- in timetabled classes of varying sizes (ranging from 6-8 hours a week in the first and second years to 4-8 hours a week in the third year);
- in informal 'consultation-hour' meetings (offered weekly);
- in one-to-one essay feedback sessions;
- in individual dissertation supervisions in the final year;
- in Academic 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 Classics and Ancient History 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.

## Independent Learning

The most striking difference between school and university, especially in Arts subjects, is that you have far fewer timetabled classes.

Student workloads in the Arts Faculty are calculated on the basis of an average of 40 hours per week over the 30 weeks of the academic year. 10 credits therefore represents roughly 100 hours of student work. Part of this workload is made up of lectures, classes and other formal contact time, typically around 6-8 hours per week during each Teaching Block; it will be more for those studying languages or practice-based subjects, and tends to be less in the later years of the programme as students are expected to be doing more independent work. The bulk of the workload is made up of preparation for class (normally around 3-4 hours per contact hour) and work on assessment tasks (e.g. researching and writing coursework, revising for exams).

This reflects a different approach to teaching and learning, with much more emphasis on working and thinking independently. In general, classes are intended to give you the basic framework of understanding so that you can effectively direct your own reading and research, as well as presenting new ideas and giving an opportunity for discussion and asking questions. They are not intended to tell you

everything you need to know (and so 'effective note-taking' does not mean writing down everything the lecturer says — quite the opposite).

The positive side of having fewer scheduled classes is that you have far more freedom to develop your own approach to the subject, pursuing the aspects that particularly interest you, rather than having to stick rigidly to a prescribed reading list and a set curriculum. You can also arrange your work in a pattern that suits you, if you find that you work best first thing in the morning or late at night. One of the most important skills you need to develop at an early stage at university is how to organise your own learning, making effective use of the time and resources that are available. It is perfectly possible to keep certain times free for sport, or to reduce your commitments to a minimum for a week so that you can appear in a play, or make time for any other activity — provided that you make up the time somewhere else, and still meet your deadlines. Another 'skill for life'...

## Studying Effectively

The biggest difference between school and university is the amount of independent work you're expected to do. Your lecturers aren't going to tell you everything you need to know about a subject. They will sketch the outlines, introduce the key issues and debates, offer guidance on what books you should read and generally try to point you in the right direction. It's your responsibility to read around the subject and think about what they've told you, and to come up with your own interpretation rather than simply repeating what you've heard in lectures or read in books. Here are some suggestions to help you study most effectively.

- (1) **Know your way around.** Before teaching starts, look through your timetable. Make sure you know which units you are required to attend, and where and when they take place. Spend some time going round the Faculty so that you know where tutors' rooms, lecture rooms and lecture theatres are. If your Hall of Residence is some way from the School, make sure you allow yourself enough time to get there in good time (especially for 9 a.m. classes).
- (2) **Manage your time.** At first, it may seem that you don't actually have to do anything much except turn up to classes; the first essay isn't due in for six weeks, the exams aren't until May . . . This is not the case. There is much more to a unit than the time you spend in class; you should also be reading extensively around the subject, preparing yourself both for the next class and for the essay and exam. Sometimes your lecturer will ask you to do some specific preparation for class (especially for language units) — but if you haven't been set anything specific, that doesn't mean you haven't got to do any preparation. At the beginning of a unit you should read general books, to familiarise yourself with its most important aspects; you can then start to prepare for the assessed work well in advance. It is far better to spread the work out over the whole year rather than have to work flat out for an essay or the exams because you've been taking it easy for a couple of months. Your general guideline for the amount of work you should be doing is given by the assignation of credits. A 20 credit unit is considered to require about 200 hours of student work (including class time); a 40 credit unit requires about 400 hours of student work (including class time). You may spend more time on work for

a unit, but the numbers given here should be regarded as the basic required amount of time.

- (3) **Take decent notes.** There is no single ideal way of taking notes from books or lectures which will suit everybody. Some people prefer to take very detailed notes, others prefer to note only key points; some prefer a very clear structure, with major headings, sections, subsections etc., others prefer a looser structure. What you must remember is that there's no point in storing information if it cannot be easily retrieved when you want to use it, whether for a class, an essay or an exam. Your notes must be clear and useful. Don't just write down everything without thinking; try to distinguish between important and less important points, between facts and opinions, and between the comments of the lecturer or author and your own ideas.
- (4) **Get to know the Library.** Make sure you go to the Library induction session, and then spend a few hours on your own getting to know the layout and the way that the computerised catalogue works. Work out where most of the classical literature and ancient history books are kept, and where the periodicals are. If you have any problems, ask the Library staff.
- (5) **Talk to people.** No-one should feel embarrassed to ask any member of staff about anything. For most students, arrival at University, especially if it is straight from school, is a shock. You have to assimilate a wide range of material quickly, and you have to do it largely for yourself. You may be new to this part of the world, and have few friends with whom to share your problems. It is not surprising that many students are bewildered, and that some students get depressed. **Talk about it.** Different kinds of anxieties can appropriately be discussed with different people — fellow-students, parents, clergy (University Chaplaincy), the Student Health Service, Student Navigation Network or the Student Counselling Service.
- (6) **If in doubt, talk to your Academic Personal Tutor.** Whatever your problem — money, accommodation, food, friends (or lack of them), understanding what Professor X is on about, or even an existential *Angst* about the meaning of studying antiquity — you may be sure that your tutor has dealt with very similar problems in the past; and even if s/he hasn't, it is his/her job (and s/he has the requisite information) to refer you to someone who *can* help. You may also be sure that anything you tell your tutor, or any other member of staff, will be subject to confidentiality.
- (7) Finally, **remember your candidate number.** The majority of assessed work that you do will be marked anonymously; the exception being first year essays. Therefore, when sitting exams, writing class tests or submitting your essays you will need to put your candidate number on any work you present.

## Writing Essays

A first-class essay will exhibit most, if not all, of the following virtues: sound knowledge of the subject as a whole; control of the material; the ability to isolate problems and make reasoned and independent choices between possible solutions; incisive

passages of close reading or analysis; the skilful use of particulars to illustrate general points; some quality of individuality; evidence of interest in the subject; a clear and elegant style; careful presentation; a sense of direction.

### **Draft essays**

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

### **Essays**

Essays should be word-processed (please see your 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.

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.

You must also ensure that all your essays include a bibliography which indicates the works which you consulted.

### **(1) Preparing to write an essay**

If you're writing an essay on a set text, start with that; read it carefully, and think about it in connection with the question you are answering. Only then read the secondary literature, testing your preliminary ideas against those of others. **Never** write an essay on the basis of the secondary literature alone: the derivative nature of your essay will always be apparent, and the mark will be lowered accordingly. Read the secondary literature critically; do not assign it unexamined authority.

If you're writing an essay on a wider topic — e.g. on some aspect of ancient history — you're likely to be much more reliant on secondary literature. Start with the general books on the subject (e.g. those listed as Essential Reading in the unit outline), so that you've got a solid grasp of the background, and then move on to more specialised works. You should pay attention both to the arguments of the secondary sources and to the evidence on which they base their arguments, and you should always read them critically.

### **(2) Writing an essay**

**Structure:** Many essays are poorly structured; that is, they do not present a coherent and continuous discussion of an issue, and there is no overall sense of direction. Individual points are not organised into a developing argument. The essay, as a whole, has no subject. To avoid this, remember at all times to concentrate on providing an answer to the question you've been set.

**Paragraphing:** Paragraphs are meant to clarify the structure of the essay. Complete absence of paragraphs, or very long ones, makes an essay wearisome to read. Endless short paragraphs create a jerky effect, and point to a lack of continuity in the argument. Each paragraph should be a unit, in which the particular points fit together.

**Introduction and conclusion:** Your essay should have both. These should not be handled in too mechanical a way (e.g. avoid the formulae, 'In this essay I will show (a) (b) (c) . . .', 'In this essay I have shown (a) (b) (c) . . .'), but you should make sure you introduce the problem and the issues at the beginning and sum up your argument at the end. If possible the introduction should also catch the attention of the reader: an essay which begins 'The poet Virgil was born in 70 B.C.' or 'The Collins English dictionary defines democracy as...' does not arouse expectations of intellectual riches ahead. As for the conclusion, don't let your essay merely peter out, and do not introduce completely new issues into your final sentences.

**Content:** Essays on set texts should always show detailed knowledge of the text(s) discussed. Generalisations and arguments must always be supported by reference to the text. The ability to analyse particular passages in detail will receive special credit. Address yourself to the question in hand. Consider the arguments for and against your various propositions, and how they can be answered. You are attempting to persuade the reader of your particular view of the matter; this cannot be done by unsupported assertion, or if you fail to address obvious objections to your position. Think carefully about the logical status of your arguments, and also about your implicit assumptions and presuppositions.

Avoid too much mere description, plot summary or narrative. An essay should be **analytical** and argumentative. You are called upon to argue a case, or analyse a piece of writing; you need to pose questions and offer possible answers. An essay which consists of nothing but facts will never get very high marks. We take it as read that you're capable of producing summaries of the information contained in books; we want to see what you then do with that information.

| Students must include an exact word count when submitting essays.

**Supporting your argument:** You will often need to support your argument by giving a quotation from an ancient text or secondary literature. Quotations should be clearly marked out as such (see the section on plagiarism below). Short quotations should be enclosed with quotation marks (' ', " "); longer quotations (anything over 40 words or so) should be set out from the text with a line space above and below the extract, and indented if possible. Quotations should not be in italics unless they are in Latin. When quoting verse, do not write it out as if it were prose. Do not centre justify any prose or verse quotations.

You should be careful to copy out the original accurately. You may omit words or sentences if this does not affect the sense and if they are irrelevant to your argument; this should be indicated by dots (. . .). Words which you have inserted should be in square brackets (e.g. "He [Augustus] claimed to have restored the Republic.").

Quotations should not be left to 'speak for themselves'. As a rule of thumb, long quotations should be followed by at least an equal amount of commentary, in which you explain the significance of the quotation and how it fits into your argument.

For how to reference quotations, see below - section (4) referencing and bibliography.

**Using secondary literature:** Do not treat modern authors as authorities to be followed without question, assuming that a quotation from Finley or Goldhill is sufficient to close the argument. You should treat their views critically; even if you agree with them, you should make it clear that you are aware of contrary arguments, or of further implications to their arguments.

You should also make some acknowledgement when you are indebted to a modern author for an idea but not for a specific verbal formulation. This is discussed in greater detail in the section on plagiarism below. As a bare minimum, you must make some reference in the text to the author to whom you're indebted; "As Goldhill argues in *Foucault's Virginit* . . .". In many cases a more precise reference to a chapter or to specific pages may be necessary to help the reader follow and engage with your argument – how to do this is explained in greater detail in section (4) on referencing and bibliography.

If you are summarising the overall argument of a book or an article, it may be sufficient to acknowledge this with a general comment: "In *The Ancient Economy*, Finley presents the primitivist view of antiquity." If you've derived your idea of what Finley says from a review or another book you must of course acknowledge this specifically. However, if you are using the reference to make a specific point — "Finley argues that Pliny's letters show no trace of economic rationality" — you should provide the page reference – how to do this is explained in greater detail in section (4) on referencing and bibliography.

**Using Internet sources:** The Internet can be an important learning resource when you are looking for information for an essay or other piece of coursework — though for various reasons, some of them noted below, it is best to think of it as a *supplement* to the books, journals and other materials in the library, rather than as a replacement for them. The following paragraphs are intended to help you make effective use of the Internet as a research tool, not only in finding relevant information but also in evaluating its usefulness and in making use of it in your work.

Online Tutorials: There is an excellent tutorial, originally designed for history students but relevant to any arts and humanities students, at [www.vts.rdn.ac.uk/tutorial/history](http://www.vts.rdn.ac.uk/tutorial/history).

We strongly recommend that all students should work their way through this tutorial, since it covers not only the skills necessary to find relevant information but the equally important skills of evaluating this material and making use of it in your work.

In addition, you should consult our own departmental library and IT resources page at <http://www.bris.ac.uk/is/subjects/classics/> where you will find many useful tips and links.

Searching the Web: Googling (<http://www.google.com>) can turn up lots of pages which are completely irrelevant to what you're looking for: a search for 'Athens' will produce lots of REM biographies as well as ancient history stuff, a search for 'Homer' is as likely to give you *The Simpsons* as the *Iliad*, and so forth.

There are ways of making the search more specific, thus cutting down the numbers of irrelevant sites you will have to wade through. If you are looking for a particular phrase, try putting it in quotation marks (e.g. "athena parthenos"); if you want only sites which contain both of two (or more) terms, put a + sign in front of each (e.g. +athens +tragedy); if you want to exclude pages which contain certain terms, use a minus sign (e.g. +athens -rem -georgia).

Internet Resources: An alternative to searching is to browse through various websites which offer lists of links relevant to particular subjects. The following offer links to sites connected with classics and ancient history:

[www.bristol.ac.uk/library/support/subjects/classics/](http://www.bristol.ac.uk/library/support/subjects/classics/)  
[www.artsci.wustl.edu/~cwconrad/classics.html](http://www.artsci.wustl.edu/~cwconrad/classics.html)  
[www.perseus.tufts.edu/](http://www.perseus.tufts.edu/)>, and <http://www.csad.ox.ac.uk/> , and <http://perseus.uchicago.edu>

(Greek and Latin texts and translations; vases, sculpture, buildings and so forth, many of which have images.)

Evaluating Internet Material: Any material taken from the Internet must be evaluated carefully and critically before you decide to make use of it in your work. Of course you should evaluate *any* material you use carefully and critically, including all the books on your reading list, but it is especially important in this case: more or less anyone can post more or less anything they want on the Internet, so there is a lot of rubbish out there: this is particularly true for the study of Classical Antiquity, which is a popular hobby with non-specialists. The tutorial at Humbul ([www.vts.rdn.ac.uk/tutorial/history](http://www.vts.rdn.ac.uk/tutorial/history)) offers excellent advice on how to evaluate Internet material.

### (3) Presentation

The aim of an essay is to **communicate** with another person; hence an essay is *inter alia* an exercise in rhetorical persuasion. Poor presentation always detracts from its effectiveness. Moreover, faulty English and inexact thinking usually go hand in hand. Try to write clearly, concisely and elegantly. Take pride in the craftsmanship involved. Try to put yourself into the position of a reader, and ask yourself if what you have written is likely to be intelligible to him/her. Please pay particular attention to the following points:

**Spelling:** Poor spelling gives an immediate impression of ignorance and slovenliness. Make sure you have access to (and preferably own) an English dictionary.

**Layout:** Please use double-spaced text and leave generous margins, so that markers can write in comments.

**Punctuation:** Correct punctuation makes reading much easier and more pleasant. A particularly common error is the use of a comma to link complete sentences, which creates an irritating 'stream of consciousness' effect, and leaves logical connections unclear.

**Grammar:** Rules of grammar help to ensure exactness of communication. Construct your sentences properly (e.g. there should normally be a verb in every sentence). A

common mistake is the misuse of the apostrophe, especially it's (= it is) for its (= of it). ('The Roman empire and its boundaries' not 'The Roman empire and it's boundaries') It is best to avoid the split infinitive (e.g. 'to boldly go' should be 'to go boldly'). Avoid the 'hanging participle' (e.g. 'Turning to Sophocles' play, we see that Oedipus' status as king...' is fine, but not 'Turning to Sophocles' play, Oedipus' status as king...').

Avoid slang, or unduly colloquial, or abbreviated language. Example:

- (a) Incorrect: 'Virgil's *Aeneid* was written to celebrate Augustus' achievements, it's influence was key, its helped to shape modern views of the Principate.'
- (b) Correct: 'Virgil's *Aeneid* was written to celebrate Augustus' achievements. Its influence has been considerable, and consequently it has helped to shape modern views of the Principate.'

If you have difficulties with writing good English, or find that your essay feedback draws attention to bad English, you should consider buying and working through a book on English grammar. A good, affordable and clear book is *English: An Essential Grammar* by Gerald Nelson (Routledge 2001). You may also want to discuss your writing skills with the Faculty Writing Fellow (see section on writing skills below).

may also want to discuss your writing skills with the Faculty Writing Fellow (see section on writing skills below).

#### **(4) References and Bibliography**

Essays need to follow academic conventions of citation and referencing. Referencing plays an important role in academic writing. It is the way we acknowledge when we have used the work of others and so avoid plagiarism. It helps us to show we have evidence to support our arguments. And, finally, it allows the reader to check the context of a reference or quotation. Referencing consists of the use of footnotes and a bibliography.

#### **How to reference:**

There are many different systems for referencing in end notes and footnotes - you will come across these in your reading so should soon get some sense of them. However, for reasons of consistency, Classics and Ancient History use the MHRA (Modern Humanities Research Association) system. Please see the guidelines provided by the Faculty at:

<http://www.bristol.ac.uk/arts/exercises/referencing/index.htm>

(Use the guidelines and subheadings listed under B. Modern Humanities Research Association)

These guidelines can be supplemented with the following advice:



a) If you are quoting from an ancient text or source it is usually best to provide the reference straight after the quotation in brackets in the main text. For example:

'He seduced the army with bonuses, and his cheap food policy was successful bait for civilians' (Tacitus, *Annals*, 1.2).

Always give precise references: line numbers for poetry (e.g. Virgil *Aen.* 5. 1-6), chapter, paragraph, page or other numbers as appropriate for prose (e.g. Cicero *Pro Caelio*, 5. 21-3). You may use abbreviations for names of ancient works where these are generally accepted.

b) When writing out the reference for an ancient text, you should follow the guidelines for Books with an editor or translator in the link above. The information there can be supplemented by the following guidance:

References to ancient sources in your bibliography can either be listed according to the details of the editor or translator you have consulted (as in this example where Virgil's *Aeneid* is referenced under Austin (text) and Dryden (translation)).

Austin, R. G. P. ed., *Vergili Maronis Aeneidos Liber Primus*, (Oxford: Clarendon Press, 1971).

Dryden, John, trans. and Keener, Frederick M., ed., *Virgil's Aeneid*, (London: Penguin, 1997).

Alternatively, you can list ancient (primary) sources separately from your bibliography of secondary sources, using the following standard format (as in this example):

Virgil, *Aeneid*, *Virgil's Aeneid*, trans. by John Dryden and ed. by Frederick M. Keener, (London: Penguin, 1997).

c) You should cite the name of the author(s)/editor(s) of books and articles exactly as they do at the start of the book or article. If they use their full first name, you should do so too. If they use their initials, you should do so too (see above, Austin, R. G. P. compared to Frederick M. Keener).

d) If an author has produced more than one item in the same year (and you wish to refer to more than one), the works are distinguished by lower case letters immediately after the date, with no spacing (eg Tarrant 1982b: 56).

e) Within the essay or dissertation itself the titles of works (e.g. Tacitus' *Annals*), books, journals, etc. (e.g. R. Syme's *The Roman Revolution*) should be italicized; titles of articles and essays or short poems should be in inverted commas (e.g. Donne's 'The Flea').

f) Books, articles and chapters (both ancient and modern) can all be listed together, provided they are in alphabetical order by surname of author. Do not use bullet points in your bibliography.

g) If there are different versions of the book's title, follow what is given on the title page (rather than the cover or dust jacket). If possible give the original date of publication as well as the edition you have used, since critical and scholarly views reflect a particular historical moment.

h) Works referred to frequently may conveniently be cited by an abbreviation, e.g. *JRS* for *Journal of Roman Studies* or *OCD* for *Oxford Classical Dictionary*. For consistency, it is desirable to take a model such as the list of abbreviations in the *Oxford Classical Dictionary*. This is especially useful for references to classical texts (e.g. Suet. Aug. for Suetonius, Augustus.)

i) Remember that you need to spend time on your bibliography, checking it for errors of detail and presentation. The bibliography is not something that can be dashed off at the last minute; a page-long bibliography can take at least two hours to proof-read and correct.

j) Any essay which does not use correct references and bibliography will lose marks accordingly.

k) Unless your unit director has explicitly advised you to do so, do not cite Wikipedia or other anonymous on-line resources in your bibliography or essay.

l) Referencing visual material: Just as you must provide proper bibliographical references for any passages from ancient or modern texts that you cite in your essays, you must also provide references for any visual material you discuss. For example, if in your essay you need to refer to a work of art (such as the statue of the so-called Anavyssos Kouros or the image of a broken pot, a coin, or a Roman mosaic), you must point the reader to a publication by a modern author in a footnote, e.g. "For the Anavyssos Kouros see Osborne 1998: fig. 36". If you cannot find an image in any book or article, but you have seen it in a class or lecture, you may refer to material from the class, e.g. "see Using Visual Culture, PowerPoint Lecture 2". If you illustrate your essay with images, you must provide them with captions, which explain what the figure is and indicate its source (e.g. "fig. 1: Anavyssos Kouros, after Osborne 1998: fig. 36" or "after Using Visual Culture, PowerPoint Lecture 2"). Please remember to discuss in your text all the images you have used, e.g. "a prominent example of Archaic sculpture is the so-called Anavyssos Kouros (see fig. 1)".

m) Please make sure you know how to use the endnote/footnote function in Microsoft Word.

## Plagiarism

Plagiarism is one of the most serious forms of academic misconduct. All students must ensure they familiarise themselves with the University's rules on plagiarism. Please refer to the section on plagiarism in the [Assessment](#) section of this handbook.

Below are some examples of different kinds of indebtedness which will help you to make use of secondary reading material without falling into the 'plagiarism trap'.

### **Indebtedness for information**

A lot of information about the ancient world is, essentially, held in common amongst all critics and students of the subject: you do not, ordinarily, have to acknowledge this. For example, you may not have known that Cleisthenes was archon under the tyrant Hippias in 525/4 BCE, but the writer you are reading mentions this. If you want to make use of the fact in your essay, there is no need to acknowledge that writer specifically because the date of the archonship is not his or her unique discovery. While certain areas of factual information are unique to the writer (who will have discovered these for himself or herself, and will make this clear), most information of this kind is held in common, and is, in part, what you are here to learn. If you remain in doubt in any particular case, cite your source, and ask your Lecturer afterwards whether or not this was indeed appropriate.

### **Indebtedness for ideas**

Here, citation and acknowledgement will be in order. When you want to quote from a writer, you must always acknowledge your source in a note. If you wish to condense and paraphrase what a writer says, again you must make it clear that this is what you are doing, either in the text of your essay, or in a note.

Below is a passage taken from Simon Goldhill, *Foucault's Virginity: Ancient Erotic Fiction and the History of Sexuality* Cambridge 1995: 113:

*From Augustus' legislation on marriage and adultery, through the rise of Christianity with its violent debates on the proper place of sexuality within marriage, marriage as the cornerstone of society became a key area of contest in social and intellectual discourse. Where the historians who have treated this question have argued largely from laws, inscriptions, documents, moral-treatises and birth-rates to a view of the practice of marriage in society, I shall be turning to a different set of written materials to explore how the questions of chastity and sexual difference play a founding role in such a discourse; I want to explore how difficult it is to move through such writing towards cultural practice.*

If you were writing an essay on the Greek novel, and you wished to make use of this passage, you might incorporate it like this:

*Traditionally those who have debated the centrality of marriage in this period have tended to look to texts which are more easily identifiable as 'historical'. But Simon Goldhill has argued that literary texts too have their part to play,<sup>1</sup> even if there are substantial problems involved in the 'move through such writing towards cultural practice'.<sup>2</sup>*

Footnotes     1. Goldhill 1995.

                  2. Goldhill 1995: 113.

Here the essay's indebtedness, both for specific verbal formulations and for ideas, is explicitly acknowledged.

Below is an example of a plagiarized version, where extracts from the Goldhill passage are being passed off as the essay writer's own work:

*Ever since Augustus passed legislation on marriage and adultery and the rise of Christianity, social and intellectual discourse contested the role of marriage. Historians use laws and inscriptions, as well as evidence from moral treatises and birth rates, to explain how important marriage was in society but other written texts too argue that it is difficult to move through such writing towards cultural practice.*

The writer here is either quoting Goldhill or paraphrasing him very closely, and no acknowledgement of this is made. Even if Goldhill's book were to be referenced in the footnotes at this point, this would still be a clear case of plagiarism. Note how, in making small changes to and rearrangements of Goldhill, the writer has garbled the source to the extent that it is pretty nonsensical. This all too often happens when the writer of an essay is copying a passage from a book or article without really understanding what it means.

### **The importance of 'originality'**

You should not think that your use of critics or historians is governed solely by the need to avoid plagiarism or that, so long as you avoid plagiarism, you can be passive in your relation to the writers you read. It is important that you should be able to think through their ideas in your own terms, and explore them in your own idiom, rather than merely transmitting them (with all due acknowledgement) in your essay: critical books do not contain the 'answers' to the kinds of problems you will be dealing with, but they can help you in putting those problems into focus. Good undergraduate writing uses other writers; weak undergraduate work follows them, seeing them too simply as authorities and failing to understand the processes of disagreement in which they play a part.

Plagiarism, which regards secondary sources (or, indeed, other students' essays) as an easy way out of independent reading and writing, constitutes a cynical rejection of the whole enterprise of academic discussion, and is an act of intellectual dishonesty which it is the Department's obligation to penalise in a severe way.

**Remember:** Even when plagiarism is a result of careless working habits and not as a result of an intention to deceive, it will be penalised.

### **(8) Writing Skills**

The Faculty Writing Fellow is available for confidential, one-to-one consultations to advise you on how to improve your written work, whether planning and structuring your argument, writing clear and compelling prose, or editing, proof-reading and presenting the final version. This is not about remedial English or support for non-native speakers; it is intended for anyone who wants to be able to put across their ideas and arguments as effectively as possible. Your work will not be marked or discussed with any members of staff; this is simply an opportunity to get some expert advice on any aspect of academic writing. More information on how to make an appointment with him can be found at <http://www.bristol.ac.uk/arts/skills/fellow.html>

## Duplication of Material

You can make use of material from other units, including work done for essays and seminar presentations, in your dissertation, provided that it is relevant and fully incorporated into the argument. You should not, of course, simply copy out large chunks of an essay; we expect your work in the dissertation to be more detailed and sophisticated, a *development* of your earlier ideas rather than a repetition of them.

You should not duplicate material from your dissertation in any exam: you may be well advised to avoid answering questions relating to your dissertation topic, to avoid any suspicion of duplication. This is not to say that you can never make any use of work done for the dissertation; it is quite legitimate to draw on your background reading. For example, if you wrote a dissertation on Sophocles' *Antigone*, you could certainly make use in the exam of any reading you'd done on Greek tragedy in general, or on Sophocles. What you should not do is answer any questions on the *Antigone*, or answer more general questions on Sophocles or on tragedy by focusing on the *Antigone*, even if the question would allow this.

### Penalty for dissertations that do not meet the word limit

The word length for the single honours dissertation is 11,000 words, which **includes** short notes, references, illustrations (including quotations from primary sources) and appendices; only the bibliography is not included in the word limit. If you include an appendix, it must not be disproportionately long and must be necessary for a proper treatment of the subject.

You have a 10% leeway each way for the word limit on the dissertation. Thus on the single honours dissertations where the word limit is 11,000 words, the dissertation can be 10% over, 12,100 words, or 10% under, 9,900 words. If your word limit goes below or above this 10% leeway, penalties will be imposed.

For English and Classical studies students who have opted to write an English Dissertation, please see your English Handbook for information regarding word lengths.

## Essay Submission

All Undergraduate students will submit their essays online via **Blackboard** unless they are taking units that require a paper submission or alternative format (e.g. DVD/CD/dissertation etc.) Students will be informed before the submission date which units fall into the latter category.

**The deadline for all submitted coursework will be 12 midday** on the dates you will be given, regardless of format or submission method.

**It is your responsibility to meet essay deadlines or communicate with the Student Support Office prior to the deadline as appropriate. Non-submissions will not be chased by the Student Support Office.**

Submission procedures and instructions are available on the Blackboard site for all units. Remember you can submit your work early! There is a short test for you to

complete before you can submit your work, so please allow time for this and do not leave submission until the last moment. Blackboard advises all students to begin the submission process at least one hour before the submission deadline.

Before submitting your work, please ensure that you have downloaded and completed a 'Coursework Submission Cover Sheet' from Blackboard and attached your essay to the Cover Sheet document. The Cover Sheet should include the following information:

- Your candidate number (please note that this is the 5-digit number which you can view on your Student Info page (<https://www.bris.ac.uk/studentinfo/>). It is private to each individual student and must not be divulged to anyone. Candidate numbers should be treated as carefully as a bank account PIN or password).
- Your year of study
- Your degree programme
- The unit code
- The unit title
- The title of the essay or piece of coursework
- The word count
- The assignment number for the unit
- The name of the unit tutor
- The due date (i.e. submission deadline)
- The extension date (if you have been given an extension)

PLEASE NOTE: **all coursework must be submitted anonymously.** Please do not write your name on the cover sheet or on any page of your work. Each piece of coursework is identified by candidate number only.

Essays submitted without cover sheets will be marked as late, and will incur a 10 mark penalty. All files MUST be either word documents (.doc) or PDF. Assignments uploaded in any other format cannot be accepted.

Computer problems are not considered as an acceptable excuse for late submission, and Information Services should not be approached to endorse requests for extensions.

## Final Year Dissertations

The dissertation is an extremely important part of your degree. It makes up one third of your marks for your final year (40 credits out of 120) so that your performance here can make an enormous difference to your final classification. Moreover, it is intended to be the culmination of your studies, as you draw on all the knowledge and all the research and presentation skills you have acquired over the past two years to produce a piece of independent academic research.

### Choice of Topic/Title

- You will be required to submit two dissertation topics/titles and can submit three

- Unless you already have a very clear idea of what you want to study, the best way to start is by thinking of the subjects you've covered and enjoyed as an undergraduate. There may be a topic which you wanted to learn more about but there wasn't time, or you may suddenly remember a topic which you've always wanted to study but never had the opportunity to do so. NB this must be a topic which a member of the department can supervise; if in doubt, consult with your tutor or another academic advisor.
- Having identified a general subject area, it's best to read a couple of books on the subject, to refresh your memory (or to acquire some background information, if this is a topic you've never studied before) and to start you thinking about what aspect of the topic you might research.
- It is a good idea to make an appointment with a member of staff who specialises in the topic (or at least who works in the same sort of area) to discuss your ideas: they will have a much better idea of what sorts of projects might be practical and will be able to suggest possible approaches.
- In refining your title, it's best to think of your dissertation as a research project rather than as an essay. Try and think of some of the questions, issues and debates you will address and do not overly restrict yourself to too narrowly defined an area. It is possible to change your title at a later date if you find that you haven't got enough to say on the topic, but it is a nuisance, and can hold up your research.

### **Supervision**

Once your title has been approved by the department, you will be allocated a supervisor; if you've already discussed your project with a member of staff, that individual might be your supervisor, though this is not always possible. Up to three hours' tuition will be given by a relevant member of staff, in the form of general advice, bibliographical information and discussion of structure. As soon as your title has been approved and you have been allocated a supervisor, you should make an appointment as soon as possible to see him or her to discuss your ideas, and to set the deadlines for completion of the different stages of the dissertation.

After your initial discussion with your supervisor, you should submit an 'abstract' of your project; this is a fuller (1-2 page) outline of the subject and of your main arguments (which may be provisional), along with a sample bibliography. You should also make an appointment with your supervisor to discuss this abstract and the structure of your dissertation. If appropriate, your supervisor may ask you to write a fuller dissertation structure before proceeding. You should have at least one further meeting with your supervisor, before submitting the dissertation, to discuss your progress and any queries you may have about content and presentation. The supervisor can read 3-5 pages of your draft in order to help you with presentation matters.

### **Presentation**

- However brilliant your ideas and however thorough your research, you will lose marks if you don't pay sufficient attention to presentation. This is often simply a matter of leaving sufficient time before the submission date to check the spelling

(don't rely on automatic spell-checkers: read through the whole dissertation yourself and preferably get a friend to read it as well), make sure that all the books mentioned in the references are also in the bibliography, make sure that you've provided all the references you need. For an idea of how your work ought to look, pay close attention to the ways in which academic books and journal articles are presented.

- The dissertation should be broken up into sections or chapters, according to the student's choice and to the demands of the subject. Full references should be given to primary and secondary sources, and a complete bibliography of primary and secondary sources should be appended. In general, the dissertation should conform to accepted 'academic' form; in other words, make it look like a 'proper book' as far as possible.
- The dissertation should be word-processed, on paper of A4 size, 1.5 line spaced, and should be presented in a finished and corrected form. Typescripts that have obviously not been corrected for spelling, punctuation and typing errors will be penalised. Be aware that automatic spell-checkers can play havoc with passages which use a lot of Greek or Latin words; you must proof-read your work carefully. Dissertations should be securely fastened e.g. comb or wire-bound (this can be done quite cheaply).
- Cover sheet and title page of the dissertation  
Your dissertation title page should include the following information:
  - \* Your 5 digit candidate number. It is helpful to include this number in the header/footer of each page.
  - \* Dissertation Title
  - \* Dissertation Word Count

Please note that your name should NOT appear on your dissertation at all.

The cover sheet which is available on Blackboard should not be included within the binding of your dissertation, but slotted either behind the plastic cover, or behind the title page.

You must also submit an electronic copy of your dissertation through Blackboard. This submission must be made within 48 hours of submitting your hard copy, and must be the same version as the hard copy submitted to the Student Support Office.

## **Dissertation Submission**

All dissertations must be submitted printed and spiral bound (plastic or wire binding). This can be done quite cheaply at the Students' Union Print Shop, or you can enquire at a local printer.

Two copies must be handed in to the **Student Support Office before 12 Midday** on the prescribed date.

You must also submit an electronic copy of your dissertation through Blackboard within 48 hours of submitting your hard copy.



**Note: The Student Support Office gets very busy on hand-in days, so you are advised to come early to avoid delays.**

## **Extensions to the Deadline**

The Education Team are responsible for considering and authorising requests for extensions to the deadline for submission of work. Students requesting extensions are required to complete an Extension Request Form and email it to [hums-ug-extension-request@bristol.ac.uk](mailto:hums-ug-extension-request@bristol.ac.uk). The forms can be found on the School of Humanities website ([www.bristol.ac.uk/humanities/current-undergraduates/#forms](http://www.bristol.ac.uk/humanities/current-undergraduates/#forms)).

Extensions will only be granted where there are genuine reasons for non-submission by the due deadline, e.g. illness or personal mitigating circumstances. Please note that requests cannot be submitted more than 5 working days before the coursework deadline. **In the final 24 hours prior to deadline it may be possible for a student to contact the Student Support Office in person; this provision is for genuine emergencies only.**

Extensions granted on the basis of illness up to and including seven consecutive days must be supported by a **Student Absence Form**, available here: <http://www.bristol.ac.uk/currentstudents/forms/>

For extensions granted on the basis of illness lasting more than seven consecutive days you must complete the **Extenuating Circumstances form**, available here: [www.bristol.ac.uk/currentstudents/forms/](http://www.bristol.ac.uk/currentstudents/forms/)

You must also attend an appointment with a medical practitioner (e.g. a GP) with the completed form to obtain a medical certificate.

In all cases any documented evidence must be submitted to the School Office within one week of the new deadline

Please note that failure to submit medical evidence within the specified timeframe may result in your extension being rescinded and a late penalty may be applied to your work. See also '[Attendance, Absence and Illness](#)'.

**Note: Submission deadlines are set well in advance and already allow for the possibility of illness; you will not, therefore, necessarily be granted an extension for a minor illness of short duration falling into the category of self-certification (up to and including seven consecutive days).**

Extensions will **NOT** be granted for the late submission of work on the basis of computer 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 students who already receive study and time management skills support from Disability Services to help them to meet deadlines.

## Penalties For Late Submission and Appeals

Penalties for late submission (as set out by the Faculty) are applied automatically. If you feel your circumstances may have affected your ability to submit your work on time you must put your appeal in writing by completing the Penalty Repeal Form, which is available for collection from the Student Support Office. The form will be referred on to the Deputy Head of 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.

## Return of Essays

Essays are usually returned to you within three weeks of submission. Delays are notified to you by email. The Student Support Office will email you when your essays are available for collection. Essays are collected in person upon presentation of your University student card.

The mark will be recorded as a number between 0 and 100. Some lecturers insist that you attend a tutorial to discuss your essay; others offer this as an option. **You should certainly take advantage of this opportunity to discuss your work.**

The essay will be returned to you with a copy of the feedback sheet, which will include the mark, the marker's initials and some general comments on the essay. A copy of this will be kept in your file in the office. The essay itself will also have been marked; sometimes with specific comments, sometimes with various abbreviations and symbols. For example:

sp = spelling mistake

ref. = a reference is needed here

E = faulty English

¶ = new paragraph needed

? = is this true?

??? = what on earth are you on about?

sense?/meaning? = the meaning or sense is unclear to the reader

An underlining means that something is wrong.

As all essays are marked anonymously, all written feedback is addressed to the essay rather than to you as a student; you will not, for example, get written feedback saying 'Considerable improvement,' or 'Not up to your usual standard'. You will, however, be able in an essay tutorial to discuss how this essay relates to your general performance. In preparation for an essay tutorial, you should re-read your essay and the lecturer's comments. If you do not understand what a tutor has said or written, ask.

## 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 Academic 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.

## Marking Criteria

Assessments are marked according to a set of criteria agreed by the Faculty of Arts, and receive marks across the percentage scale. The scale is subdivided into these classes: First or 1<sup>st</sup> class (85-100); First or 1<sup>st</sup> class (70-84); Upper Second or 2:1 (60-69); Lower Second or 2:2 (50-59); Third or 3<sup>rd</sup> Class (40-49); Marginal Fail (35-39); Outright Fail (0-34). For the majority of assessed essays – including exam essays and dissertations – these criteria are differentiated according to the level of the unit being studied. First year units are marked according to the corresponding Certificate Level (C/4) marking and assessment criteria. Second year units are marked according to the Intermediate Level (I/5) criteria. Third year units are marked according to the Honours Level (H/6) criteria. The three main criteria Knowledge and Understanding, Argument, and Presentation are evaluated in assigning a single mark. Marking criteria for Translations (seen and unseen), and for Guided Exam Questions (including practical criticisms), are the same for all years and levels.

### 1. Essays – including Exam Essays – and Dissertations

#### Level H/6 Marking and Assessment Criteria (Final Year)

1 <sup>st</sup> (85-100)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>○ Exceptional and/or outstanding comprehension of the implications of the question and sophisticated, nuanced and critical understanding of the theoretical &amp; methodological issues not only pertaining to the subject, but to the field as a whole</li> <li>○ Technical vocabulary, where appropriate: accurate and exceptionally sophisticated usage</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>○ A critical, analytical and sophisticated argument that is logically structured and extremely well-supported with elements of originality</li> <li>○ Outstanding evidence throughout of independent thought and ability to 'see beyond the question'</li> <li>○ Evidence of reading exceptionally widely beyond the prescribed reading list and creative use of evidence to enhance the overall argument; demonstrates the ability to synthesise appropriate principles by reference, where appropriate, to primary sources and knowledge at the forefront of the discipline.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ Exceptionally well presented: no grammatical or spelling errors; written in a fluent and engaging style; exemplary referencing and bibliographic formatting</li> <li>○ Level comparable to that expected at Level M and may even be close to publishable standard.</li> </ul>
1 <sup>st</sup> (70-85)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>○ Excellent comprehension of the implications of the question and critical understanding of the theoretical &amp; methodological issues</li> <li>○ Technical vocabulary, where appropriate: accurate and sophisticated usage</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>○ A critical, analytical and sophisticated argument that is logically</li> </ul>

	<p>structured and well-supported</p> <ul style="list-style-type: none"> <li>○ Evidence of independent thought and ability to 'see beyond the question'</li> <li>○ Evidence of reading widely beyond the prescribed reading list and creative use of evidence to enhance the overall argument; demonstrates the ability to synthesise appropriate principles by reference, where appropriate, to primary sources and perhaps some knowledge at the forefront of the discipline</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ Extremely well presented: minimal grammatical or spelling errors if any; written in a fluent and engaging style; exemplary referencing and bibliographic formatting.</li> </ul>
2:1 (60–69)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>○ Very good comprehension of the implications of the question and fairly extensive and accurate knowledge and understanding</li> <li>○ Technical vocabulary, where appropriate: used with reasonable ease and success.</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>○ Very good awareness of underlying theoretical and methodological issues, though not always displaying an understanding of how they link to the question</li> <li>○ A generally critical, analytical argument, which shows attempts at independent thinking and is sensibly structured and generally well-supported</li> <li>○ Clear and generally critical knowledge of relevant literature; use of works beyond the prescribed reading list; demonstrating the ability to be selective in the range of material used, and the capacity to synthesise rather than describe</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ Very well presented: no significant grammatical or spelling errors; written clearly and concisely; fairly consistent referencing and bibliographic formatting.</li> </ul>
2:2 (50–59)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>○ Generally clear and accurate knowledge, though there may be some errors and/or gaps and some awareness of underlying theoretical/methodological issues with limited understanding of how they relate to the question</li> <li>○ Technical vocabulary, where appropriate: attempted use, but not always with full understanding or success</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>○ Some attempt at analysis but a tendency to be descriptive rather than critical;</li> <li>○ Tendency to assert/state opinion rather than argue on the basis of reason and evidence or argument not sustained by choice of evidence; structure may not be entirely clear or logical</li> <li>○ Some attempt to go beyond or criticise the 'essential reading' for the unit; but displaying limited capacity to discern between relevant and non-relevant material</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ Adequately presented: writing style conveys meaning but is sometimes awkward; some significant grammatical and spelling</li> </ul>

	errors; inconsistent referencing but generally accurate bibliography.
3 <sup>rd</sup> (40–49)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>○ Limited knowledge and understanding with significant errors and omissions and generally ignorant or confused awareness of key theoretical/ methodological issues</li> <li>○ Technical vocabulary, where appropriate: attempts use, but only with partial understanding and/or success</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>○ Largely misses the point of the question, asserts rather than argues a case; underdeveloped or chaotic structure; evidence mentioned but used inappropriately or incorrectly</li> <li>○ Very little attempt at analysis or synthesis, tending towards excessive description</li> <li>○ Limited, uncritical and generally confused account of a narrow range of sources</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ Poorly presented: not always easy to follow; frequent grammatical and spelling errors; limited attempt at providing references (e.g. only referencing direct quotations) and containing bibliographic omissions.</li> </ul>
Marginal Fail (35–39)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>○ Unsatisfactory level of knowledge and understanding of subject; limited or no understanding of theoretical/methodological issues</li> <li>○ Technical vocabulary, where appropriate: little and/or inaccurate usage</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>○ Very little comprehension of the implications of the question and lacking a coherent structure</li> <li>○ Lacking any attempt at analysis and critical engagement with issues, based on description or opinion</li> <li>○ Little use of sources and what is used reflects a very narrow range or is irrelevant and/or misunderstood</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ Unsatisfactory presentation: difficult to follow; very limited attempt at providing references (e.g. only referencing direct quotations) and containing bibliographic omissions.</li> </ul>
Outright Fail (0–34)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>○ Very limited, and seriously flawed, knowledge and understanding</li> <li>○ Technical vocabulary, where appropriate: no usage, or fundamentally misunderstood.</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>○ No comprehension of the implications of the question and no attempt to provide a structure</li> <li>○ No attempt at analysis</li> <li>○ Limited, uncritical and generally confused account of a very narrow range of sources</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ Very poorly presented: lacking any coherence, significant problems with spelling and grammar, missing or no references and containing bibliographic omissions.</li> </ul>

## Level 1/5 Marking and Assessment Criteria (Second Year)

1 <sup>st</sup> (85-100)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>○ Exceptional comprehension of the implications of the question and critical understanding of the theoretical &amp; methodological issues for this level</li> <li>○ Technical vocabulary, where appropriate: accurate and exceptionally sophisticated usage.</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>○ A critical, analytical and sophisticated argument that is logically structured and well-supported</li> <li>○ Evidence of independent thought and ability to 'see beyond the question'</li> <li>○ Evidence of reading widely beyond the prescribed reading list and creative use of evidence to enhance the overall argument; demonstrates the ability to synthesise appropriate principles by reference, where appropriate, to primary sources and knowledge at the forefront of the discipline</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ Extremely well presented: no grammatical or spelling errors; written in a fluent and engaging style; exemplary referencing and bibliographic formatting.</li> </ul>
1 <sup>st</sup> (70-84)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>○ Excellent knowledge and understanding of the subject and understanding of theoretical &amp; methodological issues</li> <li>○ Technical vocabulary, where appropriate: accurate and sophisticated usage</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>○ A coherent argument that is logically structured and supported by evidence</li> <li>○ Demonstrates a capacity for intellectual initiative/ independent thought and an ability to engage with the material critically</li> <li>○ Use of appropriate material from a range of sources extending beyond the reading list</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ High quality organisation and style of presentation (including referencing); minimal grammatical or spelling errors; written in a fluent and engaging style.</li> </ul>
2:1 (60-69)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>○ Very good knowledge and understanding of the subject and displays awareness of underlying theoretical and methodological issues</li> <li>○ Technical vocabulary, where appropriate: attempts use, but occasionally without full understanding or success</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>○ A generally critical, analytical argument that is reasonably well structured and well-supported</li> <li>○ Some critical capacity to see the implications of the question, though not able to 'see beyond the question' enough to develop an independent approach</li> </ul>



	<ul style="list-style-type: none"> <li>Some critical knowledge of relevant literature; use of works beyond the prescribed reading list; demonstrating some ability to be selective in the range of material used and to synthesise rather than describe</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>Well presented: no significant grammatical or spelling errors; written clearly and concisely; largely consistent referencing and bibliographic formatting.</li> </ul>
2:2 (50–59)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Good comprehension of the subject, though there may be some errors and/or gaps, and some awareness of underlying theoretical/methodological issues with little understanding of how they relate to the question</li> <li>Technical vocabulary, where appropriate: limited, perhaps attempted, but not always successful usage</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>Capacity for argument is limited with a tendency to assert/state opinion rather than argue on the basis of reason and evidence; structure may not be evident</li> <li>Tendency to be descriptive rather than critical, but some attempt at analysis</li> <li>Some attempt to go beyond or criticise the 'essential reading' for the unit; displaying limited capacity to discern between relevant and non-relevant material</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>Adequately presented: writing style conveys meaning but is sometimes awkward; some significant grammatical and spelling errors; inconsistent referencing but generally accurate bibliography.</li> </ul>
3 <sup>rd</sup> (40–49)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Limited and/or basic knowledge and understanding with significant errors and omissions and generally ignorant or confused awareness of key theoretical/ methodological issues</li> <li>Technical vocabulary, where appropriate: little and/or inaccurate usage</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>Largely misses the point of the question, asserts rather than argues a case; underdeveloped or chaotic structure; evidence mentioned but used inappropriately or incorrectly</li> <li>Very little attempt at analysis or synthesis, tending towards excessive description.</li> <li>Limited, uncritical and generally confused account of a narrow range of sources</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>Satisfactorily presented: but not always easy to follow; frequent grammatical and spelling errors; limited attempt at providing references (e.g. only referencing direct quotations) and containing bibliographic omissions.</li> </ul>

<p>Marginal Fail (35–39)</p>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>○ Shows very limited understanding and knowledge of the subject and/or misses the point of the question</li> <li>○ Technical vocabulary, where appropriate: no usage, or misunderstood</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>○ Incoherent or illogical structure; evidence used inappropriately or incorrectly.</li> <li>○ Unsatisfactory analytical skills</li> <li>○ Limited, uncritical and generally confused account of a very narrow range of sources.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ Unsatisfactory presentation e.g. not always easy to follow; frequent grammatical and spelling errors and limited or no attempt at providing references and containing bibliographic omissions.</li> </ul>
<p>Outright Fail (0–34)</p>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>○ Shows little or no knowledge and understanding of the subject, no awareness of key theoretical/ methodological issues and/or fails to address the question</li> <li>○ Technical vocabulary, where appropriate: no usage, or fundamentally misunderstood</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>○ Unsuccessful or no attempt to construct an argument and an incoherent or illogical structure; evidence used inappropriately or incorrectly</li> <li>○ Very poor analytical skills</li> <li>○ Limited, uncritical and generally confused account of a very narrow range of sources</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ Very poor quality of presentation and limited or no attempt at providing references and containing bibliographic omissions.</li> </ul>

## Level C/4 Marking and Assessment Criteria (First Year)

1 <sup>st</sup> (85-100)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>○ Exceptional knowledge and understanding of the subject and understanding of theoretical &amp; methodological issues for this level</li> <li>○ Technical vocabulary, where appropriate: already showing excellent and appropriate usage</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>○ A coherent argument that is logically structured and supported by evidence</li> <li>○ Demonstrates a capacity for intellectual initiative/ independent thought and an ability to engage with the material critically</li> <li>○ Use of appropriate material from a range of sources extending beyond the reading list</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ High quality organisation and style of presentation (including referencing); no grammatical or spelling errors; written in a fluent and engaging style.</li> </ul>
1 <sup>st</sup> (70-84) 1 <sup>st</sup> )	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>○ Excellent knowledge and understanding of the subject, as well as a recognition of alternative perspectives and viewpoints</li> <li>○ Technical vocabulary, where appropriate: already showing very good and appropriate usage</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>○ Uses an argument that is logically structured and supported by evidence</li> <li>○ Engages with the material critically and demonstrates some capacity for intellectual initiative/ independent thought</li> <li>○ Incorporates one or two sources from beyond the reading list</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ High quality organisation and style of presentation (including referencing) with few grammatical or spelling errors and attention to writing style.</li> </ul>
2:1 (60-69)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>○ Good knowledge and understanding of subject and some recognition of other viewpoints and perspectives; some minor gaps in coverage</li> <li>○ Technical vocabulary, where appropriate: attempted and largely appropriate usage</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>○ Evidence of an argument that is logically structured, but it may not be consistently developed</li> <li>○ Some evidence of critical thinking in places</li> <li>○ Some attempt to go beyond or criticise the 'essential reading'</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>○ Presentation showing promise: effective writing style but some grammatical and spelling errors; referencing and bibliographic formatting satisfactory or better.</li> </ul>

2:2 (50–59)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Reasonable knowledge and understanding of subject and an ability to answer the question, some gaps in coverage</li> <li>Technical vocabulary, where appropriate: attempted, but not always used successfully or appropriately</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>A tendency to assert/state opinion rather than argue on the basis of reason and evidence; structure may not be entirely clear or logical</li> <li>Some attempt at analysis but a tendency to be descriptive rather than critical.</li> <li>Little attempt to go beyond or criticise the 'essential reading' for the unit; displaying limited capacity to discern between relevant and non-relevant material</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>Satisfactory presentation: writing style conveys meaning but is sometimes clumsy; some significant grammatical and spelling errors; inconsistent referencing but generally accurate bibliography.</li> </ul>
3 <sup>rd</sup> (40–49)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Shows some basic knowledge and understanding of the subject and some basic awareness of key theoretical/ methodological issues but misses the point of the question or struggles to address it</li> <li>Technical vocabulary, where appropriate: little attempt to use such vocabulary and/or inappropriate use of such vocabulary</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>Demonstrates little/no ability to construct an argument and an underdeveloped or chaotic structure with only minimal attempt to use evidence</li> <li>Limited, uncritical and generally confused account of a narrow range of sources</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>Poorly presented: writing style unclear with significant grammatical and spelling errors; limited attempt at providing references (e.g. only referencing direct quotations) and containing bibliographic omissions.</li> </ul>
Marginal Fail (35–39)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>Shows limited understanding and knowledge of the subject and omits significant parts of the question</li> <li>Technical vocabulary, where appropriate: little or no attempt to use such vocabulary</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>Little or no argument and incoherent or illogical structure; evidence used inappropriately or incorrectly</li> <li>Inadequate use of analytical skills and tendency to assert opinion rather than engage in critique</li> <li>Some evidence of reading but little comprehension</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>Inadequate presentation e.g. not always easy to follow; frequent grammatical and spelling errors; some attempt to provide</li> </ul>

	references but inconsistent and containing bibliographic omissions or no bibliography.
Outright Fail (0–34)	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>o Very limited, and seriously flawed, knowledge and understanding ; little understanding of the question or fails to address the question entirely</li> <li>o Technical vocabulary, where appropriate: no attempt to use such vocabulary</li> </ul> <p><b>Argument</b></p> <ul style="list-style-type: none"> <li>o No attempt to construct an argument and incoherent or illogical structure</li> <li>o No evidence of analytical skill</li> <li>o Uncritical and generally confused account of a very narrow range of sources</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>o Very poor presentation: poor writing style; significant errors in spelling and grammar with limited or no attempt to provide references and containing bibliographic omissions or no bibliography.</li> </ul>

## 2. Translations – seen and unseen (all levels/years)

1 <sup>st</sup> (85-100)	Outstanding sense of passage as a whole; very few or no lapses of detail. Comprehensively accurate and fluent with excellent grasp of grammar, syntax and vocabulary. Highly appropriate vocabulary used throughout; subtleties of language are reproduced. Captures the sense and tone of the passage through sensitive phrasing and appreciation of sentence structure. At the top of this range, literary devices (e.g. alliteration, sibilance, etc.) may be replicated.
1 <sup>st</sup> (70-84)	Very good sense of passage as a whole; few or minor lapses of detail. Very good grasp of grammar, syntax and vocabulary. Well-chosen vocabulary and appropriate phrasing used regularly. Clear fluency in translation, possibly with some sensitivity to style, register and idiom.
2:1 (60-69)	Good sense of passage as a whole with some lapses in detail. Good grasp of grammar and syntax, and of wider vocabulary. Some degree of fluency in translation with a good spread of apt translations of individual words or short phrases (possibly in isolation). Some attempt to render the translation into elegant English.
2:2 (50-59)	Reasonable sense of passage as a whole, perhaps with regular lapses in detail and accuracy. Limited fluency, possibly with some gaps in translation. Reasonable grasp of grammar and syntax, and of wider vocabulary but understanding of the subtleties of vocabulary and of style is limited.
3 <sup>rd</sup> (40-49)	Sporadic sense made of passage, with translation lacking fluency in whole or part (possibly with regular gaps). Good grasp of basic vocabulary but inability to recognise less common words or choose most apt translation. Knowledge of basic grammar and syntax but weakness in more complex structures.
Marginal Fail (35-39)	Little sense made of the passage or elements within it; little translated correctly; regular gaps. Weak grasp of vocabulary; inability to identify basic syntax (e.g. agreement of adjectives and nouns, use of tenses and cases).
Outright Fail (0-34)	Very little or no sense made of the passage or elements within it; very little or nothing translated correctly; significant gaps. Very weak grasp of even basic vocabulary; inability to identify basic syntax (e.g. agreement of adjectives and nouns, use of tenses and cases).

### 3. Guided Exam Questions - including practical criticisms and gobbets (all levels/years)

1 <sup>st</sup> (85-100)	Exceptional comprehension of the implications of the question and critical understanding of related theoretical & methodological issues. Technical vocabulary, where appropriate: accurate and exceptionally sophisticated usage. Extremely well presented: no grammatical or spelling errors; written in a fluent and engaging style
1 <sup>st</sup> (70-84)	Excellent comprehension of the implications of the question and critical understanding of related theoretical & methodological issues. Technical vocabulary, where appropriate: accurate and sophisticated usage High quality organisation and style of presentation; minimal grammatical or spelling errors; written in a fluent and engaging style.
2:1 (60-69)	Very good comprehension of the implications of the question and displays awareness of underlying theoretical and methodological issues. Technical vocabulary, where appropriate: attempts use, but without full understanding or success Well presented: no significant grammatical or spelling errors; written clearly and concisely.
2:2 (50-59)	Good comprehension of the question, though there may be some errors and/or gaps, and some awareness of underlying theoretical/methodological issues with little understanding of how they relate to the question. Technical vocabulary, where appropriate: limited, perhaps attempted, but not always successful usage Adequately presented: writing style conveys meaning but is sometimes awkward; some significant grammatical and spelling errors.
3 <sup>rd</sup> (40-49)	Limited and/or basic knowledge and understanding with significant errors and omissions and generally ignorant or confused awareness of key theoretical/ methodological issues Technical vocabulary, where appropriate: little and/or inaccurate usage Satisfactorily presented: but not always easy to follow; frequent grammatical and spelling errors.
Marginal Fail (35-39)	Shows very limited understanding and knowledge and/or misses the point of the question Technical vocabulary, where appropriate: no usage, or misunderstood Unsatisfactory presentation e.g. not always easy to follow; frequent grammatical and spelling errors.

<p>Outright Fail (0–34)</p>	<p>Shows little or no knowledge and understanding of the question, no awareness of key theoretical/ methodological issues and/or fails to address the question</p> <p>Technical vocabulary, where appropriate: no usage, or fundamentally misunderstood</p> <p>Very poor quality of presentation.</p>
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## **Guidelines on the Marking of Unseen Translations From Latin and Greek**

All translations are marked on a scale of 0–100 in accordance with the same conventions as for other assessed work. The following guidelines are intended to help students with the particular problems involved in translating passages from one language to another.

Read through the passage several times before writing anything down. Try and gain a sense of what the passage is about, identify all proper names and work out, for example, who is talking to whom or who is the narrator. Make intelligent use of all the information given in the title. If you have been given some help with vocabulary or a passage summary, make sure that you do not forget to utilise this help in your translation. The easiest way to do this is to underline the relevant vocabulary in the passage before you begin writing.

There may be words in the passage which you do not recognise. Rather than guessing wildly, remember that what is being tested is your understanding of grammar and syntax. Work out what kind of words they are (e.g. nouns, adjectives, verbs, prepositions etc) and how they fit into the structure of the sentence. NB you will gain credit for intelligent guesses as long as you demonstrate that you know what jobs the words are doing in their Greek or Latin sentences. In general, each word must be translated wholly correctly (e.g. as object, as plural), and in the correct syntactic relation to other words. You may want to show alternative (possibly more idiomatic) translations of individual words and phrases by placing them in parentheses. Write on alternate lines and avoid excessive emendations. Remember that someone is going to have to read what you have written.

Finally, (an obvious point but one all too frequently overlooked), the passage you have been given to translate makes sense in either Latin or Greek. If your translation reads like gibberish, your translation is not accurate!

## **Guidelines on the Marking of Gobbet Questions**

The purpose of a gobbet question is to test your interpretative skills in relation to a particular passage of a text you have studied. The most important thing to remember is that however broadly you choose to cast the net of your discussion, your answer should take as its starting point the particular passage you have been given and analyse it closely in as much detail as possible. You should include any prior knowledge about the author and context of the work which you deem relevant and refer to other passages from the set texts if they seem appropriate.

There are three main types of gobbet questions:

- a) For some papers you will be asked specific questions about passages of text which may be given either in the original language or in translation. Each question will show the marks assigned to it and you should take care to bear this in mind when planning your answers. For example, if the first of the four questions set is worth only 5 marks, you should not spend as long on it as a question which is

worth 15 marks. The most important point is to tailor your answers to the questions asked and to try not to waffle long-windedly and irrelevantly.

- b) Often the passages you are asked to comment on will be those which have been regarded as especially important to the understanding of a text. It follows that there will be many different ideas which it would be possible to raise in discussion of them. In some such cases the rubric will ask you to focus on one particular issue. For example, you might be asked to comment on 'the historical significance' of a piece of text or 'matters relating to the study of ancient religion'. You should always take care to follow the instructions given on the exam paper as the passages will have been selected carefully with specific answers in mind.
- c) At other time the instructions will be deliberately unspecific in order to encourage you to draw on whatever areas are of particular interest to you. You should think carefully about the possible scope of the question and try to construct an answer which shows an ability to argue both broadly and in detail. You should always try to comment on both the content and context of the passage and to show appreciation of any major debates relevant to its interpretation. You should not be afraid to 'show off' and, as long as you do not run out of time, the more detailed, relevant information you can give the better.

When trying to gauge how long a gobbet answer should be, you should always be guided by how many marks it is allotted in comparison to other questions on the exam paper. For example, if the essay questions are worth 40 marks and the gobbets 20, the gobbets should be approximately half as long as the essay.

NB: If time is short, it is better to jot down some notes for which you might pick up a few marks than to write nothing at all.

## 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.

**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.

## 4. ABOUT THE FACULTY OF ARTS

The Faculty of Arts consists of four Schools: Arts (Archaeology & Anthropology; Film & Television; Theatre; Music; Philosophy), Humanities (Classics & Ancient History; English; Historical Studies; History of Art; Theology & Religious Studies), Modern Languages (French; German; Hispanic, Portuguese & Latin American Studies; Italian; Russian) and a Graduate School. Each has a Head of School supported by Academic Officers and an administration team and School Manager. The Faculty is governed by the Faculty Board chaired by the Dean. There are a number of other Faculty Officers, with responsibility for different areas of activity (Undergraduate Education Director, Graduate Education Director, Research Director and Chair of the Faculty Quality Enhancement Team), and a Faculty Office that contains the Faculty Manager, the Faculty Education Manager and a small administrative team.

Subject to the overriding authority of Senate, the supreme academic body of the University, the Faculty is responsible for approving curricula, recommending changes to Ordinances and Regulations, determining the progress of students, appointing examiners, regulating the conduct of examinations and assessment of students, approving the award of prizes, dealing with any matters referred to it by Senate and bringing to the attention of the University any matters of concern in the Faculty.

### Key Faculty Staff

Dean of the Faculty of Arts: Professor Mike Basker

Undergraduate Education Director: Dr Mark Allinson

Head of the Graduate School: Dr Brendan Smith

Graduate Education Director: Mr Peter Metelerkamp

Faculty Manager: Ms Michelle Coupland

Faculty Education Manager: Ms Christine Hall

### The Main Faculty Committees

Faculty Board is the key advisory group to the Dean on strategy and finance. It consists of the Faculty Officers, the Heads of School and key administrative personnel as well as representatives from the Finance and Personnel Offices. Student representatives on the Faculty Assembly are invited to attend at least once per term.

Faculty Undergraduate Studies Committee (FUSC) advises on teaching and learning issues and works to implement the Faculty Education Strategy and to develop the quality of education. It consists of the Education Directors, the Chair of FQET, the Deputy Heads (Teaching & Learning) from each of the Schools and key administrative personnel.

Faculty Quality Enhancement Team (FQET) is a different sort of body. FQETs work to assure the quality of learning, teaching and assessment and the student learning experience in each Faculty. They are a key component of the University's quality

assurance and enhancement mechanisms. The Arts team consists of a Chair, six academic members and at least 2 student members.

Faculty Assembly includes all academic and professional services staff as members and three student representatives from each School also attend.

As well as representing you on Faculty bodies, one undergraduate and one postgraduate student from the Faculty attend Senate, the chief academic body of the University. See the section on Student Representation above for more details about how students represent your interests at all levels of University governance or visit the Students Union website at:  
<http://www.ubu.org.uk/representation/> to see how you can get involved.

## **The Faculty Office**

Your School Office may refer you to a member of staff in the Faculty Office which is located at 71 Cotham Hill – adjacent to Student Health. Among other things the Faculty Office provides transcripts of marks, council tax certificates, bank letters and student status letters.

The Faculty Team are Barry Dolan, Dave Fowler and Greg Wilson.

## 5. YOU AND YOUR DEGREE IN THE FACULTY OF ARTS

### The Award of Credit Points

In order to be considered for the award of a degree, you normally need to accumulate 360 credit points (480 for programmes involving a study-abroad year) by successfully completing a series of units, normally not less than 120 credits' worth per year and not more than 130. You will be given full information about which units you must take ('mandatory'), those which you may choose to take ('Optional') and those which you 'must pass' in order to progress to the next year of study. If you are following a single-honours programme, you are also entitled to take a certain number of 'Open Units' (see the relevant section in this handbook).

Credit points are awarded for each unit on the basis of the following criteria [and will normally be withheld for failure to meet these criteria]:

- completion of all required work, whether for formative or summative purposes, on time and to the specified length
- achievement of a satisfactory standard (normally a mark of 40 or above) in the summative assessment for the unit
- attendance at any classes, seminars or tutorials, and/or participation in any activities, which are identified in the unit documentation as a pre-requisite for the award of credit.
- completion of any other tasks or activities that are identified in the unit documentation as pre-requisites for the award of credit.

The decision on whether a student has reached satisfactory standard in a unit is normally based on the overall unit assessment mark. In certain units, however, it is a requirement to pass all the separate components of the assessment in order to obtain credit; this will be specified in the unit documentation.

The decision on the award of credit points is taken by the relevant Board of Examiners, which makes a recommendation to the Faculty as to the appropriate remedy for any credit deficit.

### Academic Progression from Year to Year

Progress from one year of study to the next requires the formal consent of the Faculty Examination Board and it is always subject to satisfactory performance in assessment and obtaining the requisite number of credit points.

If you fail a unit or a compulsory element within a unit, you may be permitted to undergo re-assessment. In order to be permitted a second attempt (ie a re-sit) in any failed units you must achieve at least 40 credits for the year of study at the first attempt. (This does not apply to Final Year students.)

If you fail to achieve at least 40 credits at the first attempt and this is not explained by documented illness you will be required to withdraw from your programme.

**You should note that re-sit examinations are held in late August and early September, and so you should not make any travel or other commitments for this period until you are certain that you will not be required to sit an exam or until you have been informed of the exact dates of resits.**

If you are denied credit points for a unit and you are permitted a second attempt, you will be required to make these up in a manner determined by the Faculty Progress Committee on the basis of a School recommendation: by retaking exams or by completing missing or additional work. If you were denied credits because of the non-submission of required work you will normally be required still to submit the missing work and you may be required to submit a penalty piece of work as well in order to be awarded credit and be permitted to progress to the next year. You are expected to successfully pass or complete all of the work for your year both summative and formative ie work that counts towards your end of year result and work that does not.

The following section in italics provides the key points from the University's Regulations on Progression and Completion of your programme. The full regulations can be found here and you are strongly advised to familiarise yourself with them:

<http://www.bristol.ac.uk/esu/assessment/codeonline.html#prog-ug>

#### *Undergraduate – non final-year*

- *Students must achieve the unit pass mark (normally a mark of 40) and meet any additional criteria, such as completing a project or a sufficient record of attendance at language or practical classes for example, to be awarded the credit points for any unit. (Any such additional criteria can be found in the relevant programme specification).*
- *Students normally need to achieve 120 credit points in any academic year to progress, though students may be permitted to progress to the next year with a fail mark in one 20-credit unit so long as they achieve a pass overall in the year and meet other specified criteria (and provided the unit has not been deemed 'must pass'). See Section 26 of the Regulations.*
- *Students (except if in the final year) who do not achieve the pass mark for a unit or fulfil any additional criteria at the first attempt are normally permitted a second attempt in the failed units to achieve a satisfactory standard (i.e. a 're-sit'), provided they achieve at least 40 credit points for the year of study at the first attempt. Students who do not achieve this are normally required to withdraw from the programme (with an exit award if appropriate) unless there are validated extenuating circumstances. See Section 23 of the Regulations.*
- *A re-sit must normally be completed prior to the commencement of the following year of study and within the University's recognised examination periods.*
- *A student will not be permitted a re-sit where he or she has already fulfilled the criteria for the award of credit points for the unit.*
- *Students who fail to achieve the unit pass mark following the re-sit of a unit or units equating to 20 credit points or less will be permitted a final opportunity to be re-assessed, normally as part of a 'Supplementary Year', in order to obtain the necessary credit points to progress. A student will only be permitted to undertake the Supplementary Year once for this reason [ie for unsatisfactory academic performance] during their programme of study.*

- *Students who fail to achieve the unit pass mark following a re-sit of a unit or units equating to more than 20 credit points will be required to withdraw from the programme (with an exit award if appropriate).*
- *For any unit which is passed by re-assessment such as a re-sit, the student will receive the awarded mark for the re-assessment, however the unit mark will be capped at the minimum pass mark even if the student achieves a higher mark in the re-assessment.*
- *The University will take into account evidence if a student's performance at the time of the assessment is likely to have been affected by extenuating circumstances.*

#### Undergraduate - Final Year

- *Re-assessment of units in the Final Year in the Faculty of Arts is not permitted.*
- *If a student does not obtain the necessary credit points in units that contribute to the final programme mark and/or degree classification, the degree may not be awarded and the student will receive a lower award unless the failure is due to certified illness or other validated extenuating circumstances. See Annex 15 of the Regulations.*

## **Attendance, Absence and Illness**

All students are required to maintain a good level of attendance and remain engaged with their programme of study until the last day of each term. This means attending all formal teaching and learning sessions (lectures, seminars, tutorials, lab classes etc) subject to absence for medical or other agreed reasons.

If you are unable to attend any class it is your responsibility to inform the class tutor and to make up any work missed. In addition, you should follow the appropriate course of action as set out below.

#### Absence due to Illness or other cause during the teaching period

- If you are absent due to illness or other cause for **up to and including 7 consecutive days** during the teaching period you must inform the School Office as soon as possible and complete a **Self-Certificate for Student Absence** form (available at <http://www.bristol.ac.uk/academicregistry/studentforms/>). You should submit the form to the School Office within TWO working days of the period of absence.
- If you are absent due to illness or other cause for **more than 7 consecutive days** in the teaching period, you must inform the School Office as soon as possible and complete an **Extenuating Circumstances form**. Additional evidence for the absence may be required, for example if you are absent due to illness you must also attend an appointment with a medical



practitioner (eg a GP) with the completed form to obtain a medical certificate. In all cases, both the form and any documented evidence must be submitted to the School Office within TWO working days of the end of the period of absence.

- If absence from the teaching period means that you are **unable to submit** a summative coursework assignment by the agreed deadline, you must contact your School Office to request an extension **before** the assignment deadline as well as completing an **Extenuating Circumstances Form**. You may be asked to produce evidence of the reason for absence in agreeing an extension to the deadline.
- If you are ill for a period of time during the teaching period, whether close to the deadline or not, you must still submit work on time unless an extension has been agreed by the School. The School will not accept late submission without penalty where no extension has been granted.

#### Absence due to illness or other cause during examinations and class tests

- If you are unable to attend a summative examination or class test you must inform the School Office of your non-attendance as soon as possible and prior to the start of the examination. You must also complete an Extenuating Circumstances form (available from [www.bristol.ac.uk/academicregistry/studentforms/](http://www.bristol.ac.uk/academicregistry/studentforms/)) and submit it along with any appropriate medical certification to the School Office prior to the meeting of the relevant Extenuating Circumstances Committee. You may self-certificate using this form for absence where you are not capable of taking the exam due to illness.
- If you start, but are unable to complete, a summative examination due to illness you must inform the examination invigilator and attend an appointment with a medical practitioner to obtain a medical note **on the same day** as the examination. The note and completed Extenuating Circumstances Form must be submitted to the School Office prior to the meeting of the relevant Extenuating Circumstances Committee.

The School will monitor individual absence and may ask you to provide medical certification in multiple and sustained instances of self-certified illness.

#### General Attendance Requirement

Your general attendance will be monitored by your lecturers and where levels of attendance give rise for concern you will be reported to the Senior Tutor who will call you in for a meeting to discuss the reasons.

The Senior Tutor will seek to determine whether there are significant medical problems or other grounds for concern, and offer appropriate advice and support.

Students who do not respond to the tutor's invitation, or who have no such grounds, or otherwise give cause for serious concern, will be followed up for further investigation. If appropriate, a formal School warning may be issued. If engagement

does not improve, the student may be reported to the Faculty by the School and required to attend a meeting with the Faculty Education Director. Thereafter continued disengagement could lead to a requirement to withdraw from the programme.

International students holding a Tier 4 visa whose attendance or engagement gives cause for concern will be asked to meet with the Faculty Education Manager and further measures may be necessary if engagement continues to be problematic. (See section 'International Students Holding a Tier 4 Visa'.)

Where attendance at a particular class is a requirement for credit, absence without good cause will normally result in the loss of credits for the entire unit.

### Authorised/Unauthorised Absence

Permission to take leave of absence for personal reasons (eg hospital appointments) or for compassionate reasons should wherever possible be sought in advance from the Senior Tutor or Deputy Head of Teaching and Learning.

Leave of absence other than for medical or compassionate reasons – for example to undertake a work placement – must be applied for, at least one week in advance, from the Deputy Head of Teaching and Learning. In considering applications for leave of absence, a student's record of attendance and academic progress will be taken into account. Leave of absence will not normally be granted for more than two weeks any academic year.

Leave of absence is not granted for family holidays or other similar activities. If you take unauthorised leave for such activities you will be subject to the usual penalties for any missed deadlines or assessments (for example mark reduction or re-sits for capped marks).

Leave of absence is never granted retrospectively except on medical or compassionate grounds.

If leave of absence is granted, it is your responsibility i) to inform 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 fall within the period of absence. Schools are under no obligation to offer extensions, arrange re-sits or make any other special arrangements (though it may do so).

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

## **Serious Problems and Suspension of Studies**

If ongoing medical problems or personal circumstances are having a serious effect on your work, you should always discuss this with your Academic Personal Tutor or the Senior Tutor or with a member of staff in your School Office. This is important for two reasons: firstly, they will often be able to offer you advice on managing your workload, on possible sources of help and on the options open to you if things do

not improve, and secondly the School will be able to take your difficulties into account when considering absences from class, late submission of work, performance in assessment and the like.

Boards of Examiners and the Faculty Progress Committee do take medical and personal circumstances into account when considering the progress of students or degree classification, **provided that they have been informed of them (with supporting evidence, where relevant) in advance.** University rules state that any such circumstances which could have been raised before the meeting, but which, without valid reason, were not raised, will not be considered in the event of an appeal. In other words, it is always best to keep your School informed; this is not a mark of weakness or failure.

The extenuating circumstances form can be found at:

<http://www.bristol.ac.uk/currentstudents/forms/>

### Suspension of Studies

If you have persistent and serious health, financial or family problems, you may consider applying for suspension of studies until such time as you are fit or able to resume them. This is not an automatic right; initial permission to suspend studies must be obtained from your School and formally approved by the Faculty, and you should always discuss the matter with your Academic Personal Tutor or Senior Tutor first. If you suspend studies you may have to repeat some units and/or assessment; suspension normally has financial implications, and you should inform Student Finance England that you are doing this. The Faculty Office is also required to inform SFE and will do so as part of its normal administrative procedures. If you suspend studies for medical reasons you will be asked to produce documented evidence that you are well enough to resume studies and you may be asked to attend a 'return to study' interview as well.

If you wish to suspend studies you should go to your School Office where a Suspension of Studies request form will be generated for you.

If you are an international student holding a Tier 4 visa and you intend to suspend studies, you must also contact the International Office, once the School has approved your suspension request, to obtain written confirmation (using the appropriate section on the suspension form) that you are eligible for a visa to complete your course. You can contact them on [os-as@bris.ac.uk](mailto:os-as@bris.ac.uk) or visit them in the Richmond Building, Queen's Road.

For further information about how your fees will be affected by a suspension of studies please contact the Student Funding Office or visit the website:

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

## **Support for D/deaf or Disabled Students and Dyslexia, Mental Health advice**

Disability Services provides a confidential advice, information and guidance service to current disabled students and supports students with a range of disabilities including but not limited to:

Autism Spectrum Disorders/Asperger's Syndrome  
Dyslexia, Dyspraxia and other specific learning difficulties  
Mental health difficulties  
Mobility impairments  
Sensory impairments  
Unseen disabilities like Epilepsy/HIV/AIDS/Chronic Fatigue

Full information is available on their website at: <http://www.bristol.ac.uk/disability-services/>

In addition to exploring the pages above, you can also find out about other University services that offer help and advice including the Student Health Service and the Student Counselling Service.

The unit works closely with students on an individual basis and you are strongly encouraged to contact them if you have any questions or concerns about accessing your course. They are there to help.

## **Other useful services and support**

You can find most of the information you'll need on the University's web page for current students: <http://www.bristol.ac.uk/currentstudents/>

There's information about the Student Portal, Blackboard, timetables, email, the Library, fees, finances, council tax, student forms, study resources, student life and much more.

If you are experiencing financial difficulties, you should contact the Student Funding Office, see their website, <http://www.bristol.ac.uk/studentfunding> for further information and contact details.

The Students Services web page provides information about health and welfare support eg the Student Health Service, welfare, careers, the Multi-faith Chaplaincy, the Student Counselling Service: <http://www.bristol.ac.uk/studentservices/>

The Student's Union webpage <http://www.ubu.org.uk> gives information not only about the Union and its activities but also about life as a student in Bristol. It also has a special support team, 'JustAsk', that offers free, impartial and confidential advice on a range of issues. Further information is available at: <http://www.ubu.org.uk/justask/advice>

## **Specialist Advice for International and Erasmus Students**

The University's International Office is the place which can offer specialist advice to International Students on a wide range of issues from visas and accommodation to local Council Tax payments and obtaining a television licence. You can visit their website at <http://www.bristol.ac.uk/international-office/> or visit the Office located in the Richmond Building in Queen's Road, Clifton.

## **International Students holding a Tier 4 visa**

As you may be aware, the University has a number of legal obligations to the UK Visa and Immigration Service when sponsoring a student under Tier 4 of the Points Based system.

This means that in addition to our basic responsibility to support the progress and welfare of our students, the University now has a specific legal responsibility for monitoring the engagement of international students with their studies.

Engagement monitoring will be carried out on a monthly basis by the School and information such as your lecture, seminar or tutorial attendance and your submission of work or exam attendance will be considered. You will also be asked to come into the School Office periodically.

If we find that there are concerns about your engagement you will be asked to meet with the Faculty Education Manager. The intention is to help you engage fully with your studies and help you overcome any difficulties. We will assist you in obtaining the relevant support necessary. If our concerns are not addressed, or you do not meet with us as requested, there may be implications for your visa status. In extreme cases this may result in the withdrawal of sponsorship if we cannot satisfy ourselves that you are appropriately engaged with your studies.

We are also required to report some changes in your circumstances to the Government

Home Office. This includes students who have transferred to another programme, who withdraw from their programme or who suspend or finish their studies earlier or later than expected. In most cases this will not affect your visa. However, if your visa is affected the

International Student Advisors in the International Office are there to help you.

It is very important that you keep the School Office informed of any absences or difficulties you may be having. You must also keep your contact details up to date, check your University email account regularly and respond promptly to any communications from University staff.

You can find further details about studying on a visa at the International Office website:

<http://www.bristol.ac.uk/international-office/>

If you have any specific questions or concerns about your visa please contact the International Student Advisors on <mailto:os-as@bristol.ac.uk>

## **Pregnancy, Maternity and Paternity: Guidance for Students**

The University is committed to supporting student parents appropriately through pregnancy and maternity, although the level of support that can be provided will very much depend on the nature and structure of the programme of study, as well as individual circumstances. Guidance has been produced about the steps that

should be taken should a student become pregnant during the course of her studies, as well as indicating the support that can be expected from staff in the school. It also includes guidance for students on issues connected to paternity. The full policy can be found at:

<http://www.bristol.ac.uk/equalityanddiversity/act/protected/pregandmat/>

## **Transfers**

### Transfer between Programmes

Students may be permitted to transfer between programmes subject to approval, but there is no automatic right of transfer between programmes. Transfer is subject to sufficient space being available and the applicant meeting the academic criteria and requirements for the new programme.

Permission to transfer to a new programme will not normally be granted outside of the of the following time periods, as it becomes increasingly difficult to catch up on the content of a new programme, especially where practical work is concerned:

- Within the first two weeks of the first teaching block
- At the end of the first year of study, where the student has met the criteria for progression to the second year

See the following web page for the University's full policy on student transfer:

<http://www.bristol.ac.uk/esu/assessment/annex/studenttransfer.html>

If you wish to transfer from one programme to another you should first discuss the request with your Academic Personal Tutor. You should then seek the permission of the academic member of staff responsible for the programme into which you wish to transfer. If permission is granted then you should go to the School Office where a Transfer Form will be generated for you to complete and which must thereafter be signed off by the Deputy Head of Teaching and Learning.

Please note that if you are in receipt of a Student Loan, the Faculty Office will inform the relevant Government Student Finance section that you have transferred programme.

### Transfer between Units

Students in principle can transfer from an optional unit to another optional unit in the same teaching block within their programme structure, subject to approval, but there is no automatic right of transfer. Students are not permitted to withdraw from a unit in the first teaching block and undertake a unit in the second teaching block as a replacement, unless there are validated extenuating circumstances.

Transfer is subject to: sufficient space being available on the new unit, the student's timetable, and the fulfilment of any pre- or co-requisites that the new unit might have.

Permission to transfer to a new unit will normally only be granted within the first two weeks of the unit being taught.

## Withdrawal

If you are considering withdrawing from your degree programme, you should first discuss the matter with your Academic Personal Tutor or Senior Tutor. If you then decide to go ahead with your withdrawal, you should complete a 'Withdrawal Form' available from the School Office.

## Paid Work

The University wishes to ensure that paid work does not adversely affect the academic progress of its students, while understanding the need of most of you to work in order to earn money. Our advice is therefore that, for **full-time students, a maximum of fifteen hours a week** paid work would be reasonable over the course of the academic year. This is only a general guideline; you will also need to take account of the nature of the work, especially if it involves late hours. **Work commitments are not accepted as a valid excuse for missing classes or deadlines;** if you are working as well as studying, you need to be especially careful in managing your time and prioritising different activities.

The Career's Service website has a mailing list that you can sign up to for regular updates on job opportunities for students: <http://www.bris.ac.uk/careers/index.asp>

If you are experiencing financial difficulties in meeting essential programme expenses you should contact the Student Funding Office at [www.bris.ac.uk/studentfunding/](http://www.bris.ac.uk/studentfunding/) to see what help may be available.

## 6. ASSESSMENT

### Assessment and Feedback in the Faculty of Arts

The amount and type of both assessment and feedback within the units that you study will vary and the details given here are guidelines on what you should normally expect in units run by Schools within the Faculty of Arts.

Assessments are designed to test achievement of the unit learning outcomes. In most cases you will be assessed by a variety of formats during your programme and often within individual units. Where units do not conform to the norms outlined here there are sound educational reasons for doing so, normally related to the nature of the specific learning outcomes of the unit.

You should be informed of the format and weighting of all assessment methods used in a unit at the start of the unit. This information is usually made available via unit handbooks and/or Blackboard. It is also available in the Unit Catalogue at: <http://www.bris.ac.uk/esu/unitprogcats>

#### Assessment methods

Assessment methods across and within units may vary considerably. Knowledge and understanding of the material covered in a unit may be assessed in many ways including the use of tests or exams and coursework. Assessment is often termed either "summative" – which contributes to your unit mark and thus to your year mark or degree classification – or "formative", which helps self-evaluation against the intended outcomes of the unit. Summative assessments normally take the form of written or oral examinations or tests, but for some units and some disciplines this may include portfolios of reports, reflections or shorter pieces of work, as well as performances or presentations. Some assessments may be conducted online.

Marking criteria are available for each principal type of assessment, and you are advised to take account of these in preparing your work. Markers will also base their assessment of your work on these marking criteria and refer to them when they prepare your feedback.

You will receive a numerical mark, and you are encouraged to approach the unit tutor for feedback once the results are released. Markers complete a feedback sheet for each substantial piece of summative coursework you submit and in most cases also for each summative exam you take. These feedback sheets contain an evaluation of your performance and advice on how to improve further, so that summative assessment is accompanied by formative feedback.

Your overall unit mark is calculated from the marks received for summative assessments. In the first and second years, and for a third year abroad, these marks also guide decisions about progression into the following year of study. Unit marks achieved in the second and final years, and as appropriate in a third year abroad, contribute to the calculation of the overall degree classification. There is more information in your course handbook.

Many units include some formative assessments or tasks associated with your units. These assignments are normally detailed in the unit documentation, and their completion is a requirement for the award of credit in each unit. Formative assessments allow you to gauge your own progress towards meeting the intended learning outcomes in each unit, and to prepare or practise for the final unit



assessment. They are also an opportunity for you to receive feedback while the unit is still in progress. In some cases, noted in the unit documentation, performance in formative assessments may contribute a small amount to the overall unit mark.

The pass mark for undergraduate units is 40%. Normally, a pass is required in the unit overall. Most units include more than one element of assessment (e.g. two essays; essay and exam; multi-section exam; group performance and individual reflection; etc.). In rare cases, where an overall pass also depends on a pass mark in individual elements of assessment within the unit, this will be stated clearly in advance in the unit documentation.

Some elements of assessment depend on group work (for example a performance or a collaborative project), and in these cases the group mark will form a part of your overall unit mark. Your own contribution to the group work may also be factored into your mark

### Examinations

Many units have formal examinations or tests as part of their assessment methods. These are usually written papers, but as appropriate they may take the form of a performance (for instance in music or theatre) or tests of oral skills in language.

### Coursework

A variety of coursework formats is used within the faculty including, but not limited to, essays, reports, dissertations, reflective journals, and oral presentations. Where appropriate, units will set a word limit length for written pieces of coursework and you should be aware of the penalties for exceeding the work limits and for producing work which is too brief (these are set out in your course handbook).

You should be aware that pieces of coursework may be submitted to Turnitin or other software to check for plagiarism.

### Workload

In common with the rest of the University, units in the Faculty of Arts adhere to the credit framework which sets out that 20 credits normally equates to some 200 hours of student input. Some of this time will be spent in class, with the remainder divided between preparation for classes and preparation for, and completion of, the assessment tasks. Some of this activity may occur within the University's online learning environment, Blackboard, which you may use to prepare wikis, to interact with other students, to download tutorials or to receive feedback.

As a general rule, the volume and complexity of assessment tasks increases from first to final year, reflecting the progress you will make as you complete your programme. The Faculty takes care to ensure a broad parity of requirements for student input across the diversity of activity in the various disciplines and units. Where units are summatively assessed by written coursework, first year essays are often in the region of 1000 to 1500 words, final year essays often around 3000 words. Most summative exams are of two or three hours in duration, though tests may be shorter. The precise lengths of coursework and exams depend on the balance and the number of distinct assessment tasks. In some departments a lighter summative assessment requirement is balanced by a greater requirement for formative assessment. The Faculty aims to ensure that the workload associated with discipline-specific assessment types (e.g. performance, film production, translations, fieldwork, etc.) is comparable with student activity in other disciplines.

## Feedback

You will receive feedback on your work in a variety of ways. Feedback is designed to help you reflect on what you have done well and what you need to do to improve. Please remember that the best feedback is usually given as part of an active dialogue, so don't be afraid to ask for more if you need it! It is your responsibility to engage with the feedback opportunities that you are given.

You will receive feedback on your academic work and progress in at least some of the following ways:

- The written feedback sheets and the marks you are given for pieces of work – these are obviously key indicators of how well you have done! Marking criteria are available to you and you should use these as a guide to the strengths and weaknesses of your work.
- Written comments on coursework from markers.
- Verbal comments from staff including tutors, lecturers, dissertation supervisors, both in classes, in tutorial (office) hours and in other meetings. You are encouraged to see your unit tutors while preparing your work and after you have received marks.
- Electronically, for example via wikis or formative quizzes on Blackboard.
- Your peers – this can come by simply chatting to your friends about your work, and in some cases via peer-marked assignments. Don't forget that your peers can give you very useful feedback on how to improve!

The amount of time required to give you feedback on a piece of formative assessment will depend on the nature of the assessment task and other programme-specific factors. Where you submit a piece of formative or summative assessment, feedback will normally be provided within three working weeks of the submission deadline. If there is a special reason why this deadline cannot be met (e.g. staff illness), we will endeavour to keep you informed.

Further information on the assessments can be found in the Regulations and Code of Practice for Taught Programmes (see <http://www.bris.ac.uk/esu/assessment/codeonline.html>)

The University Examination Regulations can be found at [www.bris.ac.uk/secretary/studentrulesregs/examregs.html](http://www.bris.ac.uk/secretary/studentrulesregs/examregs.html)

## Academic Conventions and Plagiarism

One of the key points about university work is that, especially in written exercises like essays and research projects, you are expected to conform to the standard conventions of academic publication in your discipline, in approach, style and format. As noted above, the main thing your department is aiming to teach you is how to conduct yourself as a proper researcher, in how you research a topic, how you develop your arguments and how you present your findings; you will be given guidance on the particulars of format and style, e.g. how to present your bibliography.

One of the key points to take on board is the need for the complete and consistent acknowledgement of your sources. Plagiarism, which covers any case where

someone passes off someone else's work as their own, is one of the most serious forms of academic misconduct. The University regulation on this subject reads as follows:

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 a student's own.

Most cases of plagiarism identified in the Faculty result from careless note-taking and/or inadequate referencing (often when using material from the Internet), rather than from a deliberate attempt at gaining advantage. However, even this sort of 'poor academic practice' is still treated as a serious matter, and is likely to lead to a mark penalty or a requirement to resubmit the work. If the plagiarism is more extensive, the possible penalties 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. It is your responsibility to ensure that you do not fall under any suspicion of plagiarism, by ensuring that all your sources are properly referenced and that you do not make illegitimate use of the ideas or work of other students.

General guidance on referencing and footnoting, along with practice exercises, can be found via [www.bris.ac.uk/arts/skills/self.html](http://www.bris.ac.uk/arts/skills/self.html).

Full details of the University's rules on plagiarism can be found in the University Examination Regulations:

[www.bris.ac.uk/secretary/studentrulesregs/examregs.html#plagiarism](http://www.bris.ac.uk/secretary/studentrulesregs/examregs.html#plagiarism)

Further information on plagiarism can be found at:  
[www.bristol.ac.uk/esu/studentlearning/plagiarism/](http://www.bristol.ac.uk/esu/studentlearning/plagiarism/)

## **Duplication of Material**

You are not allowed to receive two marks for what is effectively the same piece of work, whether within the same unit or in different units; this constitutes 'self-plagiarism' and will be penalised as such and dealt with as per the University's exam regulations on plagiarism.

It will often be acceptable and even desirable, to draw on material from your earlier work in the unit or in other units, provided that it is relevant and fully incorporated into your answer to the question. This is clearly distinct from an attempt at reproducing that earlier work in more or less the same form. It is standard practice in the Faculty to scrutinise assessment tasks, to try to reduce the possibility of overlap to a minimum; nevertheless, it is also your responsibility to be sensible in your choice of questions and in your approach to them, and not to waste your revision time memorising old essays.

## **Penalties for the Late Submission or Non-Submission/completion of work**

You are expected to submit all required work – both formative and summative.

(i) All work, other than that covered by (ii) below: if submitted after the deadline but within one week will be reduced by 10 marks (or 10%) ie one whole class.

Work submitted after this period will receive a mark of 0, but must still be submitted, and be of a satisfactory standard, in order to receive credit points for the unit.

If you are denied credits because of late or non-submission of work, or if you fail a unit as a result of late or non-submission of work you will be reported to the Faculty Progress Committee which meets after the winter and summer exam periods. The Committee will write to you setting out the consequences for having been denied credit points, and whether you are permitted to re-submit the work or submit it for the first time for a mark capped at the pass mark. You will also be told whether you must complete penalty work.

If you have presented validated extenuating circumstances to explain late or non-submission and these have been accepted by the Faculty the mark(s) will not be capped.

No student may progress to the next year of study until all required work has been completed.

(ii) In units where work is submitted on a weekly or fortnightly basis (for example, language exercises), late submission is not permitted: work which is not submitted by the time and date specified will receive a mark of 0. Credit points will be withheld for the unit if you submit less than 80% of required work on time (e.g. fewer than 4 out of

5 fortnightly exercises, fewer than 10 out of 12 weekly exercises). If you are unable to submit an exercise on time due to illness or other problems, you should inform the School Office before the deadline; if your explanation is accepted, at the end of the unit a mark will be awarded based on the marks for the other work submitted for that unit

## **Penalties for Under/Over Length Assessments**

Students must declare an exact word count on the appropriate coversheet when submitting written assignments (such as essays and dissertations). 5 marks will be deducted for any work that is more than 10% over or under the word limit set for that assignment. The word limit on unit assessments includes front matter (including title and abstracts), all the main text including tables, and all footnotes. The word limit excludes headers, bibliography, appendices, graphs and images, and declarations.

For reasons of consistency, only the Harvard or MHRA referencing systems are used within the Faculty. Classics and Ancient History use the MHRA system. For a link to guidelines on the MHRA system of referencing and further useful information about referencing, please see p.34-36 of this handbook in the '[Writing Essays](#)' section.

In writing to a prescribed brief and set length, the arts of rigour and concision are developed. These are valuable transferable skills.

In order to avoid penalties, examples would be an assessment with:

a word-limit of 2,000 should have a word count between 1,800 and 2,200

a word-limit of 2,500 should have a word count between 2,250 and 2,750

a word-limit of 3,000 should have a word count between 2,700 and 3,300

a word-limit of 10,000 should have a word count between 9,000 and 11,000

[Students may appeal the penalty by providing an electronic version of their assessment for comparison and verification]

## **University Examination Regulations**

These are the Regulations which govern the way examinations are conducted at the University and which apply to all students. You are strongly advised to familiarise yourself with them.

The full text can be found at

[www.bris.ac.uk/secretary/studentrulesregs/examregs.html](http://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 also your responsibility to be aware of the details of your examination timetable.

Assessment practices in the Faculty are regulated by the University's Assessment Regulations:  
<http://www.bristol.ac.uk/esu/assessment/>

## Special Arrangements/Extra Time in Exams

If you suffer from a disability such as dyslexia or a physical condition, you may be entitled to extra time or other special provision in examinations. (Disability Services will make a recommendation to the School if this is the case.) It is your responsibility to ensure that the School Office is aware of your needs in this respect, and to complete an Alternative Exam Arrangements form by the published deadline (this is organised and publicised by the Examinations Office, and all students will receive an e-mail reminder). If you do not return this form, without valid reason, by the deadline, it may not be possible to accommodate your needs. Obviously, if your condition occurs after the deadline (for example, if you break your arm), arrangements will be made; you should inform the School Office as soon as possible.

Some students will have the provision for extra time included in their Disability Support

Summary in which case you will not be expected to complete an Alternative Arrangements Form.

See also: <http://www.bristol.ac.uk/esu/assessment/codeonline.html#studentcircs>

## Extenuating Circumstances

If you have any extenuating circumstances (medical or personal) which you believe may have affected your performance in assessment, it is your responsibility to ensure that the Exam Board is provided with the relevant information. You must therefore submit medical or other supporting evidence to the School Office prior to the meeting of the relevant Extenuating Circumstances Committee which meets in advance of the Exam Board. See the link below for details about the role of the Extenuating Circumstances Committee.

Any such matters which could have been raised before the meeting of the Board, but, without good reason, were not raised, will not be considered in the event of an appeal.

To report extenuating circumstances you must complete the University's **Extenuating Circumstances** form for extenuating circumstances (available at:

<http://www.bristol.ac.uk/currentstudents/forms/> and submit it, along with appropriate supporting medical or other evidence, to the School Office within 2 days (excluding weekends and bank holidays) following the final assessment or examination in the assessment / examination period to which it relates.

The full Regulations relating to Extenuating Circumstances can be found at:

<http://www.bristol.ac.uk/esu/assessment/codeonline.html#extcircs>

## The 'Supplementary Year'

Students who fail an assessment(s) and the subsequent re-sit(s) (including as a result of extenuating circumstances) and thereby do not achieve sufficient credit points to allow him or her to progress, may be given the opportunity to undertake a 'Supplementary

Year'.

Students who are placed on a Supplementary Year are registered on the units they have failed, as well as any additional study skills units as determined by the faculty.

It is the discretion of the faculties to determine how students engage with the content of the failed units, whether this be full engagement or to only fulfil specific requirements in order to pass the failed units. In all cases students are expected to be in regular contact with the faculty / school throughout the academic year.

The marks for any student taking the Supplementary Year as a result of academic failure will be capped at the minimum pass mark.

Students on the Supplementary Year are charged by unit as a pro rata amount of the full yearly programme fee. For information and assistance regarding funding assistance available for students taking the Supplementary Year, please contact the Student

Funding Office: <http://www.bristol.ac.uk/studentfunding/>

The full Regulations on student progression can be found in the University's Regulations and Code of Practice for the Assessment, Progression and Award of a Qualification for Students on Taught Programmes:

<http://www.bristol.ac.uk/esu/assessment/codeonline.html#prog-ug>

## **Degree Classification**

The University has a common policy to calculate the final programme mark and degree classification for its undergraduate modular programmes, the key points of which are provided below. The full rules for the calculation of the degree classification can be found here:

<http://www.bristol.ac.uk/esu/assessment/codeonline.html#award-ug>

1. First year marks do not contribute to the calculation of the final programme mark and degree classification. Additionally, units that are pass/fail only will be disregarded in the degree calculation.
2. The marks from units taken in subsequent years of study do contribute to the final programme mark and degree classification, weighted by the volume of credit points and year of study, except where students are given exemption from units, due to accredited prior learning.
3. In the Faculty of Arts the following weighting is applied to the average year marks to calculate the final programme mark:

Bachelor's three year Honours degree: 0:40:60

Bachelor's four-year Honours degree that includes and requires a Year Abroad:  
0:30:10:60

Bachelor's Honours degree by intercalation: 0:0:100

Foundation Degree: 0:100



4. The Honours degree classification will be awarded in relation to the final programme mark as follows:

First Class Honours 70 and above

Second Class Honours, First Division 60-69

Second Class Honours, Second Division 50-59

Third Class Honours 40-49

Fail 39 and under

UNLESS the final programme mark falls within the range of one of the classification boundaries, as follows:

2.1/1 equal to or more than 68 but less than 70

2.2/2.1 equal to or more than 58 but less than 60

3/2.2 equal to or more than 48 but less than 50

Fail/3 equal to or more than 38 but less than 40

5. If the final programme mark falls within the range of one of the classification boundaries, the higher degree classification will only be awarded if 50% or more of the recorded individual unit marks, weighted by credit point value and year of study, which contribute to the degree classification, are achieved at the higher class, otherwise the lower class will be awarded.

An Ordinary degree can be awarded if a student has successfully completed at least 300 credits with a minimum of 60 credits at Level 6.

## 7. SUPPORT AND FACILITIES

### Faculty Writing Fellows

The Arts Faculty Writing Fellows are professional writers employed by the Royal Literary Fund to spend time each week at the University to help students with their essay writing skills.

This year we are joined by Sarah Le Fanu, Wendy Quill and Sanjida O'Connell. Sue, Wendy and Sanjida will be in the Faculty during termtime, available for one-to-one consultation with anyone who wants to develop their writing skills. This is NOT about remedial

English or support for non-native speakers; even the most fluent writers can benefit from advice on their writing, and this is intended for anyone and everyone who wants to be able to put across their ideas and arguments as effectively as possible. The service is completely confidential; your work will not be marked or discussed with any member of staff, but you will benefit from expert advice on structuring arguments, writing concise and compelling prose, editing and proof-reading and any other aspect of writing that you wish to discuss. Details about how to book a consultation with a Writing Fellow will be circulated to students at the start of term.

### IT Services

You are not required to purchase a computer for your studies; however, many students do choose to do so, and it is generally a requirement for assessed essays and other written work to be typed. The IT Services webpage for students contains everything you'll need to get started:

<http://www.bristol.ac.uk/it-services/info/newstudents.html>

and you can download the Student Guide to IT Services here:

<http://www.bristol.ac.uk/it-services/info/student-guide-it-services.pdf>

There are a number of computer centres available around the University precinct, some of which are open on a 24-hour basis; full details of these facilities can be found at

[www.bristol.ac.uk/it-services/locations/](http://www.bristol.ac.uk/it-services/locations/) .

Information Services (IS) provides IT and Library services and support for teaching and learning, research and administration across the University. IS is located across two sites in Tyndall Avenue: the Computing Service and the Arts and Social Sciences Library. Information about getting started with library and computing services, locations, self-help materials and documentation and 'MyBristol', the University information portal, is available at: <http://www.bristol.ac.uk/it-services/info/newstudents.html> or <http://www.bristol.ac.uk/it-services/info/students.html>

### Email

Messages from the School, Faculty and University will be sent to your University of Bristol email account. This includes important notices relating to examination

arrangements, timetabling, essay submission etc. You are therefore responsible for checking your emails on a regular basis to ensure that you receive the information you need.

Information about the University's email services, including mobile access support, can be found here: <http://www.bristol.ac.uk/it-services/applications/google-apps/email>

Please note: any appeal against an academic decision which is based on the argument that you did not receive information distributed by email is unlikely to succeed if you have elected to have your email redirected.

## **Library Services**

The Library Services website can be found at: [www.bris.ac.uk/library/](http://www.bris.ac.uk/library/)

The University Library Service is comprised of ten libraries, all of which you are entitled to use. You must bring your University UCard with you to enter the libraries and to make use of their services. Contact details, locations and opening hours for all of the libraries can be found at: [www.bristol.ac.uk/library/using/branches/](http://www.bristol.ac.uk/library/using/branches/)

The majority of the resources you will need to use are located at the Arts and Social Sciences Library (ASSL): <http://www.bristol.ac.uk/library/using/branches/assl/>  
The ASSL provides a range of study areas to support different preferences, such as silent study rooms, computer rooms, multimedia viewing facilities, social learning areas and group study rooms.

Undergraduates may borrow up to 25 items from the library at a time. Fines are imposed for late returns. More details relating to borrowing from the library can be found at:  
<http://www.bris.ac.uk/library/using/borrowing/>

## **Library Collections and Electronic Resources**

### Books

To locate printed and full-text electronic books on reading lists and to find books on your subject, please use the library's online catalogue, at: <https://www.lib.bris.ac.uk/>. You can also use the 'Books, etc.' tab on the Quick search area of the library homepage.

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:  
<http://www.bristol.ac.uk/library/using/branches/assl/collections/slc.html>

### Journals

To find the location of printed journals, please use the online catalogue, or the "Journals" tab on the Quick search section of the library homepage and select the print journals search box.

To access electronic journals, use either the library's eJournals catalogue at <http://www.bristol.ac.uk/library/resources/eresources/ejournals/> or select the 'Find eJournal by title' box under the Journals tab in the Quick search area of the library homepage.

Video tutorials about using the online catalogue are available:  
<http://www.bristol.ac.uk/studentskills/content/ilitskills/tutorials/librarycatalogue/>

### Databases

If you are doing in-depth research into a topic, you need to search online databases. You can access these from the Quick Search area on the Library homepage, by selecting the "Articles & Databases" tab. Please refer to the 'Subject resources' area of the relevant subject page to find out more information about databases for your subject:

<http://www.bristol.ac.uk/library/support/subjects/>

A video tutorial about using databases is available:

<http://www.bristol.ac.uk/studentskills/content/ilitskills/tutorials/metalib/searchingforjournalarticles.html>

### Accessing Electronic Resources off Campus

To use electronic resources away from University premises you will need to connect to the Student Remote Desktop. For further details see:

<http://www.bristol.ac.uk/it-services/advice/homeusers/remote/studentdesktop/>

### Subject Librarians

Subject Librarians offer support and guidance on finding the information you need for your coursework and research. They provide online support via the Subject web pages:

<http://www.bristol.ac.uk/library/support/subjects/> as well as opportunities to attend information literacy skills sessions. Your Subject Librarian is also happy to help you with your individual or small group subject-related enquiries, especially concerning more complex literature searching, so please make contact with them at any time.

### Part-time and Distance Students

The Additional Library Support Service (AddLibS) is available to students who find it difficult to get to the library. This service includes postal loans, photocopying services, and other support. More information is available at:

<http://www.bris.ac.uk/library/using/addlibs/>

### Disabled Students

The library offers a range of services to support the needs of disabled students. See <http://www.bris.ac.uk/library/using/disabledusers/> for details.

### International Students

Extra support, including a dedicated International Librarian, is available for students from overseas. Please see <http://www.bris.ac.uk/library/using/international/> for details.

### Help and Contacts

For subject-specific help, please contact your Subject Librarian:  
<http://www.bristol.ac.uk/library/support/subjects/>

For general enquiries about the library or for questions relating to your library account, please email [library-enquiries@bristol.ac.uk](mailto:library-enquiries@bristol.ac.uk) or telephone (0117) 928 8000 (internal 88000). You can also ask at the ASSL issue desk or talk to any member of library staff.

## 8. RULES, RIGHTS, DISCIPLINE, APPEALS AND COMPLAINTS

### Student Rules and Regulations

Full details of the rights and responsibilities of students, and the various regulations governing your life whilst a student at Bristol University, can be found on the webpage of the University Secretary's Office:

[www.bris.ac.uk/secretary/studentrulesregs/](http://www.bris.ac.uk/secretary/studentrulesregs/)

Your attention is particularly drawn to the **Student Agreement** which sets out what the University expects of you as a student, and what you can expect of the University.

### Discipline

Full details of the rights and responsibilities of students, and the various regulations governing your existence at Bristol, can be found on the webpage of the University Secretary's Office, [www.bris.ac.uk/secretary/studentrulesregs/](http://www.bris.ac.uk/secretary/studentrulesregs/). Your attention is particularly drawn to the Student Agreement, which you signed at registration.

The power to discipline a student on academic matters is vested in the Board of the Faculty, which delegates the day-to-day monitoring of student progress to individual Schools. Most cases are dealt with locally and informally; the Faculty becomes involved only in serious cases of misconduct or unsatisfactory performance, and the University is involved only in the most serious disciplinary offences.

If a student's performance is judged to be unsatisfactory in the course of the year, for example as a result of failure to submit required work, failure to attend classes which are a requirement for credit, or failure to respond to letters from the Academic Personal Tutor, he or she will be given a formal warning by the School. If performance does not improve, he or she may be reported to the Faculty by the School and required to withdraw from the programme of study.

### Appeals

If you wish to appeal against a requirement to withdraw or the imposition of any other sanctions related to your academic progress, or if you wish to appeal against a decision of the Board of Examiners, you may find it useful in the first instance to discuss this either with your Academic Personal Tutor or the Senior Tutor. You may then be referred to the School Deputy Head of Teaching & Learning. If, thereafter, you still wish to pursue an appeal you must follow the University's procedures. Details on the full appeals process can be found at

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

### Complaints

If you have a complaint about any aspect of University life, you should raise it with an appropriate person at the earliest possible opportunity, as complaints that are dealt with informally at an early stage have the best chance of being resolved effectively.

If you are unable to resolve the complaint informally, or are dissatisfied with the outcome, you should follow the complaints procedure. This can be found at: <http://www.bris.ac.uk/secretary/studentrulesregs/complaints.html>  
Here you can also find advice on who you might usefully approach in the early stages of a complaint.



