

SCHOOL OF HUMANITIES
DEPARTMENT
OF
RELIGION AND THEOLOGY

2013/2014

UNDERGRADUATE HANDBOOK

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

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

**School website: www.bristol.ac.uk/humanities/
Department website: [www.bristol.ac.uk/religion/current-
Undergraduates](http://www.bristol.ac.uk/religion/current-Undergraduates)**

TERM DATES 2013-2014

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

Term Dates

	Start of term	End of term
Autumn Term	23 rd September 2013	20 th December 2013
Spring Term	13 th January 2014	4 th April 2014
Summer Term	28 th April 2014	13 th June 2014

Teaching Blocks

	Start of teaching block	End of teaching block
Teaching Block 1	30 th September 2013	20 th December 2013
Teaching Block 2	27 th January 2014	9 th May 2014

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

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1. WELCOME

WELCOME TO THE SCHOOL OF HUMANITIES

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

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

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

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

Professor Ronald Hutton

Head of School

WELCOME TO THE DEPARTMENT OF RELIGION AND THEOLOGY

The Department is pleased to announce the launch of its innovative new Single Honours programme in Religion & Theology (V600) from September 2013. Building on the strengths of its old Religion & Theology programme the new programme will continue to offer ample opportunities to study the Bible, Judaism, Christianity, Hinduism, and Buddhism. But in addition, aspects of Islam, the Philosophy of Religion, and Chinese religions will feature. And more generally, students will be encouraged to think critically about the nature of religion, the complex interactions of religion with the modern world, and key themes pertaining to living religious traditions (e.g. ethics, mysticism, sex, and politics). A rigorous and critical understanding of religion is crucial to appreciating both Eastern and Western cultures, past and present. It is especially important within a multi-religious society such as the UK. Many employers value graduates with such a background.

The Department of Religion and Theology is a friendly place and this exciting new programme will offer students the ideal means to engage with the academic study of religion in ways that reflect the complex and challenging realities of the modern world. The Department aims to provide excellence in teaching and learning within a stimulating research environment. We aim to produce high-quality graduates with an advanced understanding of religions and the methodologies employed in construing and analysing religions. In addition, the transferable skills that you will be taught will equip you for future achievements in many professional or further research fields.

Our overarching aim is to provide excellent research-based teaching and learning in Religion and Theology. You should possess a strong commitment to the importance of the subject and a willingness to pursue it seriously and critically. We accept about 40 students a year for Single (Religion and Theology) and Joint Honours Programmes (either Theology and Sociology or Philosophy and Theology). You will receive high-quality teaching in core and optional areas to facilitate an informed, critical and methodologically complex understanding of religions in societies, past and present.

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 FACULTY 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

Enrichment Week: In the middle of TB1 (week 6) there will be an 'Enrichment Week'. This is emphatically NOT a 'half-term holiday' and you are **required** to remain in Bristol throughout this week as you may be required to meet with your tutor and lecturers, or to submit assessed work during this time. 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 personal tutor, some other member of staff, or Student Services:

<http://www.bris.ac.uk/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 Rupert Gethin

Head of Subject

2. ACADEMIC STAFF

CONTACT DETAILS

TPR = Tyndall's Park Road

Academic and Research Staff	Phone	E-mail Address ...@bristol.ac.uk	Room	Building
Balserak, Dr Jon <i>Lecturer</i>		J.Balserak	2.06	36 TPR
Campbell, Dr Jonathan <i>Senior Lecturer in Biblical Studies and Judaism</i>	92 88171	J.G.Campbell	G.3	36 TPR
D'Costa, Prof Gavin, Subject Lead <i>Professor of Catholic Theology</i>	33 17010	Gavin.DCosta	1.3	36 TPR
Gethin, Prof Rupert <i>Professor of Buddhist Studies</i>	92 88169	Rupert.Gethin	2.5	36 TPR
Greene, Dr Eric <i>Lecturer in East Asian Religions</i>	92 88170	Eric.Greene	2.01	36 TPR
Langer, Dr Rita <i>Lecturer in Buddhist Studies</i> On Research Leave in 2013/14	92 88248	Rita.Langer	2.4	36 TPR
Leech, David <i>Lecturer in Philosophy of Religion</i>	33 17717	David.Leech	2.07	36 TPR
Lyons, Dr John <i>Senior Lecturer in New Testament Studies</i>	95 45930	W.J.Lyons	G.1	36 TPR
Muessig, Professor Carolyn <i>Professor of Medieval Religion</i>	92 87762	C.A.Muessig	1.05	36 TPR

Where staff details are TBC (To be confirmed) please check the department website for the updated information (<http://www.bristol.ac.uk/religion/current-undergraduates/hours/>).

RESEARCH INTERESTS

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

Lecturer in Religion and Theology

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

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

Senior Lecturer in Biblical Studies and Judaism

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

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

Professor of Catholic Theology

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

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

Professor of Buddhist Studies

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

Dr Eric GREENE PhD (Berkeley)

Lecturer in East Asian Religions

RESEARCH INTERESTS: history and development of Chinese Buddhism, Buddhist meditation practices in China, Chan/Zen Buddhism, Chinese translations of Buddhist texts, the transmission of Buddhism to China and Buddhism in the West.

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

Lecturer in Buddhist Studies

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

David LEECH PhD (Cambridge)

Lecturer in the Philosophy of Religion

RESEARCH INTERESTS: early modern philosophy of religion, Cambridge Platonism, metaphysical origins of modern atheism, contemporary Platonically inspired defences of theism and religious agnosticism.

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

Senior Lecturer in New Testament

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

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

Professor of Medieval Religion

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

3. TEACHING, LEARNING AND ASSESSMENT

PROGRAMME AND ASSESSMENT INFORMATION

- PROGRAMME STRUCTURE

Teaching Blocks

The University's academic year is divided into two twelve-week teaching blocks, each of which is followed by a period of assessment and examination. The first teaching block begins on Monday 30th September 2013 and finishes on Friday 20th December 2013; the second teaching block begins on Monday 27th January 2014 and finishes on Friday 9th May 2014. In the Department of Religion and Theology 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 personal tutorials. **During week 6 of Teaching Block 1 (4 – 8 November 2013) all first year students are required to have a meeting with their Personal Tutor. In addition, all students are required to meet their personal tutors at the start of each teaching block and at the end of the summer term. All students are expected to use the twelfth week of Teaching Block 1 to prepare for the units they are doing in Teaching Block 2.** Guidance for preparation must be sought from staff, or in the case of part time staff, from the Deputy Head of Subject.

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.

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

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

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

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

Progression

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

Level 1

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

Level 2

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

Level 3

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

Transferable Skills

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

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

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

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

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

Level 1

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

Level 2

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

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

Level 3

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

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

PROGRAMME STRUCTURES

SINGLE HONOURS

RELIGION AND THEOLOGY

YEAR 1

Students take units totalling 120 credit points:

- Symposium in Religion and Theology
- Approaches to the Study of Religion/ Issues in the Study of Religion
- Living Religions
- 60 credit points from optional units, which may include up to 20 credit points of 'Open Units' outside the Religion and Theology programme

YEAR 2

Students take six units totalling 120 credit points of optional units, which may include up to 20 credit points of Open Units outside the Religion and Theology programme. From 2014/15 two mandatory units (Symposium and Approaches to the Study of Religion/ Issues in the Study of Religion) will be introduced.

YEAR 3

Students take the mandatory Dissertation (40 credit points) and four optional units (80 credit points). From 2014/15 students will have the option of dissertation with fieldwork or work placement.

JOINT HONOURS

THEOLOGY & SOCIOLOGY

The Religion and Theology side of the degree programme consists of the following:

YEAR 1

Students take units totalling 60 credit points:

- Symposium in Religion and Theology
- Approaches to the Study of Religion/ Issues in the Study of Religion
- 20 credit points from optional units

YEAR 2

Students take six units totalling 60 credit points of optional units. From 2014/15 one mandatory units (Approaches to the Study of Religion/ Issues in the Study of Religion) will be introduced.

YEAR 3

Students take three optional units (60 credit points) which may include a Dissertation (20 credit points) when a dissertation is not being written in the other department of the joint degree.

PHILOSOPHY & THEOLOGY

The Religion and Theology side of the degree programme consists of the following:

YEAR 1

Students take units totalling 60 credit points:

- Symposium in Religion and Theology
- Approaches to the Study of Religion/ Issues in the Study of Religion
- 20 credit points from optional units

YEAR 2

Students take six units totalling 60 credit points of optional units. From 2014/15 one mandatory units (Approaches to the Study of Religion/ Issues in the Study of Religion) will be introduced.

YEAR 3

Students take three optional units (60 credit points) which may include a Dissertation (20 credit points) when a dissertation is not being written in the other department of the joint degree.

- OPEN UNITS

In each of their first and second years students may take Open Units worth up to 20 credit points per year. Students wishing to take Open Units should familiarise themselves with the details of the Open Unit Scheme set out

<http://www.bristol.ac.uk/esu/approval2013/openunits/openunitsguidance.html>. It is the responsibility of students to approach other departments, establish whether they are eligible to take any particular unit, establish whether there are places, and register for these units.

First Year students

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

Returning Second Year students

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

- CONTACT HOURS

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

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

- CONSULTATION HOURS

Each tutor will hold at least two Consultation Hours per week. The times of these will be arranged at the beginning of each Teaching Block and published on the departmental web pages for current undergraduate students (<http://www.bristol.ac.uk/religion/current-undergraduates/>). In the case of permanent staff, the times will also be posted outside their doors for pre-booking particular time-slots. Consultation Hours provide you with the opportunity to ask for advice about particular matters arising from tutorials, seminars or lectures, guidance about essays, or further feedback on essays that have already been marked. Personal Tutors (whose role is explained elsewhere in this handbook, on page 17) can also be consulted during these hours. Should you not be able to attend at the published times, or should the hours be booked up, feel free to email your tutor to see if you can arrange to see them at another point in the week, but do make use of the designated times if you possibly can. Hourly paid tutors are part-time staff and do not act as personal tutors. As unit tutors, however, they may have regular weekly Consultation Hours. Please check the web page first and then email the tutor concerned if you cannot see any published times.

- INCOMING ERASMUS & YEAR ABROAD STUDENTS

Credit points and marks: All the first- and second-year units (CLAS 1.../2....) in the Department of Religion and Theology are each worth 20 credits (=10 ECTS credits for Erasmus students). Final year units (THRS3....) 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.

Personal Tutor: Students will be assigned a tutor who will look after your pastoral well-being and academic development while you are a student in the department. Unless otherwise arranged, for Classics and English Erasmus students this will be the School's Erasmus/Study Abroad Officer Dr Ian Wei (Ian.P.Wei@bristol.ac.uk (0117) 928 8397). For Study Abroad students this will be Mr David Line in the International Office (swap-in@bristol.ac.uk).

Use of dictionaries in examinations. Erasmus students are permitted to use unannotated language dictionaries (hard-copy, not electronic) in exams subject to completion and authorisation of an 'Authorisation for use of a translation dictionary in examinations' form. This form can be downloaded from the Exams Office website at: www.bristol.ac.uk/exams/forms-notes/forms/. Once completed, the form should be submitted to the Student Support Office for approval by the Head of School/ Head of Department. The Student Support Office will contact the student when the request has been approved, as the student must take the original signed copy of the form to their exam for presentation to an invigilator. Students are NOT permitted the use of an unannotated dictionary WITHOUT the appropriate approved form. You are encouraged to take extra courses in English with the University of Bristol Language Centre if you have initial difficulties in this respect.

- PERSONAL TUTORS

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

Personal tutors provide support by:

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

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

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

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

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

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

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

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

- STUDENT REPRESENTATION

Faculty and University

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

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

Department and programme

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

School

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

- **ESSAY & DISSERTATION DEADLINES**

All Essay and Dissertation deadlines are available on the Religion and Theology website (www.bristol.ac.uk/religion/current-undergraduates/). They are also posted on the departmental noticeboards, and are available on Blackboard.

Please also refer to the 'essay and dissertation submission' section of this handbook for information regarding essay submission procedures (page 55 and 56).

- MARKING CRITERIA

1. Essays – including Exam Essays – and Dissertations

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

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

2:1 (60–69)	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ○ Very good comprehension of the implications of the question and fairly extensive and accurate knowledge and understanding ○ Technical vocabulary, where appropriate: used with reasonable ease and success. <p>Argument</p> <ul style="list-style-type: none"> ○ Very good awareness of underlying theoretical and methodological issues, though not always displaying an understanding of how they link to the question ○ A generally critical, analytical argument, which shows attempts at independent thinking and is sensibly structured and generally well-supported ○ 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 <p>Presentation</p> <ul style="list-style-type: none"> ○ Very well presented: no significant grammatical or spelling errors; written clearly and concisely; fairly consistent referencing and bibliographic formatting.
2:2 (50–59)	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ○ 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 ○ Technical vocabulary, where appropriate: attempted use, but not always with full understanding or success <p>Argument</p> <ul style="list-style-type: none"> ○ Some attempt at analysis but a tendency to be descriptive rather than critical; ○ 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 ○ 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 <p>Presentation</p> <ul style="list-style-type: none"> ○ Adequately presented: writing style conveys meaning but is sometimes awkward; some significant grammatical and spelling errors; inconsistent referencing but generally accurate bibliography.
3 rd (40–49)	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ○ Limited knowledge and understanding with significant errors and omissions and generally ignorant or confused awareness of key theoretical/ methodological issues ○ Technical vocabulary, where appropriate: attempts use, but only with partial understanding and/or success <p>Argument</p> <ul style="list-style-type: none"> ○ Largely misses the point of the question, asserts rather than argues a case; underdeveloped or chaotic structure; evidence mentioned but used inappropriately or incorrectly ○ Very little attempt at analysis or synthesis, tending towards excessive description ○ Limited, uncritical and generally confused account of a narrow range of sources <p>Presentation</p> <ul style="list-style-type: none"> ○ 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.

<p>Marginal Fail (35–39)</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ○ Unsatisfactory level of knowledge and understanding of subject; limited or no understanding of theoretical/methodological issues ○ Technical vocabulary, where appropriate: little and/or inaccurate usage <p>Argument</p> <ul style="list-style-type: none"> ○ Very little comprehension of the implications of the question and lacking a coherent structure ○ Lacking any attempt at analysis and critical engagement with issues, based on description or opinion ○ Little use of sources and what is used reflects a very narrow range or is irrelevant and/or misunderstood <p>Presentation</p> <ul style="list-style-type: none"> ○ Unsatisfactory presentation: difficult to follow; very limited attempt at providing references (e.g. only referencing direct quotations) and containing bibliographic omissions.
<p>Outright Fail (0–34)</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ○ Very limited, and seriously flawed, knowledge and understanding ○ Technical vocabulary, where appropriate: no usage, or fundamentally misunderstood. <p>Argument</p> <ul style="list-style-type: none"> ○ No comprehension of the implications of the question and no attempt to provide a structure ○ No attempt at analysis ○ Limited, uncritical and generally confused account of a very narrow range of sources <p>Presentation</p> <ul style="list-style-type: none"> ○ Very poorly presented: lacking any coherence, significant problems with spelling and grammar, missing or no references and containing bibliographic omissions.

Level I/5 Marking and Assessment Criteria (Second Year)

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

2:2 (50–59)	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ○ 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 ○ Technical vocabulary, where appropriate: limited, perhaps attempted, but not always successful usage <p>Argument</p> <ul style="list-style-type: none"> ○ 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 ○ Tendency to be descriptive rather than critical, but some attempt at analysis ○ Some attempt to go beyond or criticise the 'essential reading' for the unit; displaying limited capacity to discern between relevant and non-relevant material <p>Presentation</p> <ul style="list-style-type: none"> ○ Adequately presented: writing style conveys meaning but is sometimes awkward; some significant grammatical and spelling errors; inconsistent referencing but generally accurate bibliography.
3 rd (40–49)	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ○ 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 <p>Argument</p> <ul style="list-style-type: none"> ○ Largely misses the point of the question, asserts rather than argues a case; underdeveloped or chaotic structure; evidence mentioned but used inappropriately or incorrectly ○ Very little attempt at analysis or synthesis, tending towards excessive description. ○ Limited, uncritical and generally confused account of a narrow range of sources <p>Presentation</p> <ul style="list-style-type: none"> ○ 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.
Marginal Fail (35–39)	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ○ Shows very limited understanding and knowledge of the subject and/or misses the point of the question ○ Technical vocabulary, where appropriate: no usage, or misunderstood <p>Argument</p> <ul style="list-style-type: none"> ○ Incoherent or illogical structure; evidence used inappropriately or incorrectly. ○ Unsatisfactory analytical skills ○ Limited, uncritical and generally confused account of a very narrow range of sources. <p>Presentation</p> <ul style="list-style-type: none"> ○ 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.

<p>Outright Fail (0–34)</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ○ Shows little or no knowledge and understanding of the subject, no awareness of key theoretical/ methodological issues and/or fails to address the question ○ Technical vocabulary, where appropriate: no usage, or fundamentally misunderstood <p>Argument</p> <ul style="list-style-type: none"> ○ Unsuccessful or no attempt to construct an argument and an incoherent or illogical structure; evidence used inappropriately or incorrectly ○ Very poor analytical skills ○ Limited, uncritical and generally confused account of a very narrow range of sources <p>Presentation</p> <ul style="list-style-type: none"> ○ Very poor quality of presentation and limited or no attempt at providing references and containing bibliographic omissions.
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Level C/4 Marking and Assessment Criteria (First Year)

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

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

<p>Outright Fail (0–34)</p>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ○ Very limited, and seriously flawed, knowledge and understanding ; little understanding of the question or fails to address the question entirely ○ Technical vocabulary, where appropriate: no attempt to use such vocabulary <p>Argument</p> <ul style="list-style-type: none"> ○ No attempt to construct an argument and incoherent or illogical structure ○ No evidence of analytical skill ○ Uncritical and generally confused account of a very narrow range of sources <p>Presentation</p> <ul style="list-style-type: none"> ○ 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.
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2. Translations – seen and unseen (all levels/years)

1 st (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 st (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 rd (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 st (85-100)	<p>Exceptional comprehension of the implications of the question and critical understanding of related theoretical & methodological issues.</p> <p>Technical vocabulary, where appropriate: accurate and exceptionally sophisticated usage.</p> <p>Extremely well presented: no grammatical or spelling errors; written in a fluent and engaging style</p>
1 st (70-84)	<p>Excellent comprehension of the implications of the question and critical understanding of related theoretical & methodological issues.</p> <p>Technical vocabulary, where appropriate: accurate and sophisticated usage</p> <p>High quality organisation and style of presentation; minimal grammatical or spelling errors; written in a fluent and engaging style.</p>
2:1 (60-69)	<p>Very good comprehension of the implications of the question and displays awareness of underlying theoretical and methodological issues.</p> <p>Technical vocabulary, where appropriate: attempts use, but without full understanding or success</p> <p>Well presented: no significant grammatical or spelling errors; written clearly and concisely.</p>
2:2 (50-59)	<p>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.</p> <p>Technical vocabulary, where appropriate: limited, perhaps attempted, but not always successful usage</p> <p>Adequately presented: writing style conveys meaning but is sometimes awkward; some significant grammatical and spelling errors.</p>
3 rd (40-49)	<p>Limited and/or basic knowledge and understanding with significant errors and omissions and generally ignorant or confused awareness of key theoretical/ methodological issues</p> <p>Technical vocabulary, where appropriate: little and/or inaccurate usage</p> <p>Satisfactorily presented: but not always easy to follow; frequent grammatical and spelling errors.</p>
Marginal Fail (35-39)	<p>Shows very limited understanding and knowledge and/or misses the point of the question</p> <p>Technical vocabulary, where appropriate: no usage, or misunderstood</p> <p>Unsatisfactory presentation e.g. not always easy to follow; frequent grammatical and spelling errors.</p>
Outright Fail (0-34)	<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>

4. Presentations (all levels/years)

Individual subjects may continue to use their own presentation feedback sheets

1 st (85-100)	<p>Argument, Knowledge and Understanding Exceptional comprehension of the topic and critical understanding of relevant theoretical & methodological issues A critical, analytical and sophisticated engagement with the topic that is logically structured and well-supported, showing evidence of independent thought Demonstrates exceptional ability to mobilise, synthesise and analyse primary sources</p> <p>Presentation Very clearly identified aims and objectives; clear framing of problem areas and questions; clear and relevant responses to questions from the floor. Extremely well presented: including delivery in a fluent and engaging style; excellent timing; outstanding use of handouts, supporting material and AVA; and exceptional teamwork/groupwork (where required) showing even integration and distribution of workload.</p>
1 st (70-84)	<p>Argument, Knowledge and Understanding Excellent comprehension of the topic and critical understanding of relevant theoretical & methodological issues A critical and analytical engagement with the topic that is logically structured and well-supported, showing capacity for independent thought Demonstrates high level ability to mobilise, synthesise and analyse primary sources</p> <p>Presentation Clearly identified aims and objectives; clear framing of problem areas and questions; clear and relevant responses to questions from the floor. High quality of presentation: including delivery in a fluent and engaging style; excellent timing; excellent use of handouts, supporting material and AVA; and excellent teamwork/groupwork (where required) showing even integration and distribution of workload.</p>
2:1 (60–69)	<p>Argument, Knowledge and Understanding Very good comprehension of the topic and understanding of relevant theoretical & methodological issues A critical engagement with the topic that is logically structured and well-supported Demonstrates ability to mobilise, synthesise and analyse primary sources</p> <p>Presentation Clearly identified aims and objectives; logical framing of problem areas and questions; relevant responses to questions from the floor. Very good quality of presentation: including good timing; very good use of handouts, supporting material and AVA; and very good teamwork/groupwork (where required) but possibly showing uneven integration and distribution of workload.</p>

2:2 (50–59)	<p>Argument, Knowledge and Understanding Adequate comprehension of the topic and understanding of relevant theoretical & methodological issues, though there may be some errors and/or gaps 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 Tendency to be descriptive rather than critical, but some attempt at analysis of primary sources</p> <p>Presentation Adequately identified aims and objectives; adequate framing of problem areas and questions; adequate responses to questions from the floor. Reasonable quality of presentation, but possibly with poor timing; limited or poor use of handouts, supporting material and AVA; and adequate teamwork/groupwork (where required), showing uneven integration and distribution of workload.</p>
3 rd (40–49)	<p>Argument, Knowledge and Understanding Limited and/or basic knowledge and understanding of topic with significant errors and omissions and generally ignorant or confused awareness of key theoretical/ methodological issues Capacity for argument or criticism is limited; asserts/states opinion rather than argues on the basis of reason and evidence; underdeveloped or chaotic structure; very little attempt at analysis or synthesis of primary sources, tending towards excessive description.</p> <p>Presentation Poorly identified aims and objectives; satisfactory framing of problem areas and questions; adequate responses to questions from the floor. Satisfactory quality of presentation, but with poor timing; no/poor use of handouts, supporting material or AVA; and inadequate teamwork/groupwork (where required), showing uneven integration and distribution of workload.</p>
Marginal Fail (35–39)	<p>Argument, Knowledge and Understanding Very limited and/or basic knowledge and understanding of topic with significant errors and omissions. Very limited or no argument or criticism; asserts/states opinion rather than argues on the basis of reason and evidence; illogical or chaotic structure; primary sources used inappropriately or incorrectly</p> <p>Presentation Aims and objectives unidentified; unsatisfactory framing of problem areas and questions; inadequate responses to questions from the floor. Unsatisfactory quality of presentation, but with poor timing; no/poor use of handouts, supporting material or AVA; and inadequate teamwork/groupwork (where required), showing uneven integration and distribution of workload.</p>
Outright Fail (0–34)	<p>Argument, Knowledge and Understanding Little or no knowledge and understanding of topic No argument or criticism; asserts/states opinion rather than argues on the basis of reason and evidence; illogical or incoherent structure; primary sources used inappropriately or incorrectly; Limited, uncritical and generally confused engagement with material.</p> <p>Presentation Very poor quality of presentation, but with poor timing; no/poor use of handouts, supporting material or AVA; and unsuccessful teamwork/groupwork (where required).</p>

- PLAGIARISM

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

Passages quoted or closely paraphrased from other authors must be identified as quotations or paraphrases, and the sources of the quoted or paraphrased material must be acknowledged. Use of unacknowledged sources may be construed as plagiarism. You **must** familiarise yourself with the guidelines on plagiarism that can be found in the Faculty of Arts Undergraduate Handbook (www.bris.ac.uk/arts/current/under/).

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

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

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

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

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

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

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

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

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

- FEEDBACK ON ASSESSMENT

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

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

Typically feedback occurs in three phases.

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

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

- EXAMINATION REGULATIONS AND PROCEDURES

Examination Timetables

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

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

The September re-sit and supplementary examination period runs from 28th August – 10th September 2014. **You should not make any travel or other commitments for September until you are certain that you will not be required to sit an exam or submit any work, or until you have been informed of the exact dates of any exams and/or submission deadlines.**

Religious Observances and the Timetabling of Assessment

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

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

Candidate Numbers

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

www.bris.ac.uk/studentinfo

Examination Regulations

The University's examination regulations can be found at:

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

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

Absences from Examinations

Please refer to the section on *Attendance and Absences* (School Procedures, page 55) for what to do if you are absent from an examination.

Extra Time/Additional Requirements for Examinations (Alternative Arrangements)

Please refer to page 58 in the School Procedures section for information about Alternative Arrangements.

Past Examination Papers

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

- PROGRESSION ON YOUR COURSE AND THE AWARD OF CREDIT POINTS

Progress from one year of study to the next requires the formal consent of the Faculty Board and it is always subject to satisfactory performance in assessment and obtaining the requisite number of credit points. In other words, if your performance is not considered satisfactory, you may not be allowed to continue your studies in Bristol.

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.

If you fail to achieve at least 40 credits for your year of study at the first attempt and this is not explained by documented illness you will be required to withdraw from your programme. Exceptionally, you may be allowed to repeat the year or elements of the year as deemed to be appropriate.

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

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 the unit, by taking an additional unit or by completing 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 also submit a penalty piece of work as well.

The University's Regulations on Progression and Completion of your programme can be found here and you are strongly advised to familiarise yourself with them:

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

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

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

- DEGREE CLASSIFICATION CRITERIA

For students who were newly registered from October 2010

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

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

Single-Honours Programme

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

- (a) an arithmetical average of all unit marks in Years Two and Three, based on unit averages, credit point weighting, and year weighting
- (b) a combination of the arithmetical average of all unit marks in Years Two and Three and the overall number of unit marks, calculated by percentage weighting, achieved in or above a particular class in Years Two and Three
- (c) fail marks, if any (see description of fail marks below)
- (d) evidence of medical or other circumstances that may have affected the student's performance

The University guidelines on the calculation of degree classifications are available through the website at: www.bristol.ac.uk/esu/assessment/codeonline.html#ugm. See Section 26, which explains the 'primary' and 'secondary' rules for calculating degree classifications.

Here is a brief summary of that information as it applies to the Humanities degrees:

The 'primary rule' calculates the classification like this:

1. Each unit average counts for either 20 credit points or 40 credit points of a total of 120cps/year, and is weighted accordingly in the calculation of the year average.
2. Once the year averages have been calculated on this basis, the overall degree average is arrived at by combining the Year 2 and Year 3 averages, with Year 2 at 40% and Year 3 at 60% of the final degree classification.

If, on the basis of the primary rule, the overall degree average is within one of the following classification boundaries, then the secondary rule applies. The boundary ranges are:

- equal to or more than 68 but less than 70
- equal to or more than 58 but less than 60
- equal to or more than 48 but less than 50
- equal to or more than 38 but less than 40

The secondary rule reads: 'If the final summative 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.'

In order to be considered for a particular class of degree, a candidate should normally satisfy one or more of the criteria specified.

Fail marks may affect the overall classification according to the following principles:

Up to and including 30 credits' worth of Fails: no additional penalty (the student may be required to produce further work for marks capped at 40)

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

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

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

Joint-Honours Programme

The degree is awarded on the home department's side of a joint-honours programme on the basis of Year Two and Year Three marks, exactly as described above for the Single-Honours Programme. Each department involved in a joint-honours degree programme calculates unit marks, year averages, and the overall average on the same principles. However, the number of unit marks and the credit point weightings may vary for different departments. You can check the credit point weightings of units taken in your subject with the relevant department.

Certificate and Diploma in Higher Education

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

www.bristol.ac.uk/cms/go/statutes/regs/regulations/undergrad/prelimcerts.html

- OBTAINING YOUR RESULTS

First and Second Year

Unit marks will also be made available on-line through Student Info from around mid-July (www.bristol.ac.uk/studentinfo). You will be notified by email when the marks are available. You should meet with your Personal Tutor for your final review of the year, bringing with you your exam and essay feedback sheets.

Final Year Assessment

A provisional pass list, by candidate number, will be posted on the departmental notice board following the Board of Examiners' meeting. This is subject to ratification by the Faculty Board which usually meets at the end of June/beginning of July. The pass list for final year students will only consist of your degree classification. You will be able to obtain a breakdown of your unit marks on-line through Student Info from mid-July (i.e. after ratification by the Faculty Examination Board) (www.bris.ac.uk/studentinfo/).

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

- PRIZES

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

E J Conze Memorial Prize

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

Anne Spencer Memorial Prize

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

ACADEMIC GUIDANCE

- PRESENTATION REQUIREMENTS FOR ESSAYS AND DISSERTATIONS

1 Draft essays

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

2 Essays

- 2.1 Essays should be typed (please see the Academic Tutor if this is a problem) on A4 paper, double spaced, **with margins of at least 2.5 cm** (so that tutors have enough room to make comments and corrections), using a 12-point font for the main text, and a 10-point font for the notes
- 2.2 All the **pages of an essay should be numbered** consecutively; failure to comply with this regulation constitutes a deficiency in presentation and will normally result in the loss of marks.
- 2.3 You must also ensure that all your essays include a bibliography which indicates the works which you consulted. **Failure to include a bibliography will result in the deduction of marks from your essay.**
- 2.4 Students must include an exact word count when submitting essays. Please see page 58 of this handbook for important information regarding essay lengths.

3 Dissertations

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

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

Binding

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

- GUIDANCE FOR THE PREPARATION OF ESSAYS AND DISSERTATIONS

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.

These notes should be read in conjunction with the notes on marking bands and criteria for assessment and with the presentation requirements for essays and dissertations. The marking

bands and criteria for assessment provide broad guidelines on what will be looked for in assessing an essay and dissertation. To a large extent they outline a range of transferable skills which are applicable to the writing of any essay, but you should bear in mind that different units may require different approaches, and may have specific requirements which cannot be outlined here. These will be given to you by individual unit tutors. For example, a unit which is largely historical in focus may place more emphasis on the detailed presentation of factual material than might be the case in a unit in the philosophy of religion.

Content

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

English Grammar and Style

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

Structuring Your Essay/Dissertation

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

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

essay/dissertation and to make sure that the conclusions contained in the final summing up refer directly to the question set out in the title.

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

- FOOTNOTES AND BIBLIOGRAPHY

There is no universally accepted convention for footnotes and bibliographies, but whichever system you adopt must be used **consistently**. It is important that where you quote directly from a source this should be acknowledged in a footnote. Indirect paraphrases of an author's argument should also be given a footnote. Footnotes may appear at the end of an essay/dissertation or at the bottom of a page. There must also be a full bibliography of works used in writing the essay/dissertation which should appear at the very end. Below are the recommended departmental conventions which are based on those of the MHRA (Modern Humanities Research Association), and should always be used unless a lecturer has provided an alternative full system which is more appropriate to his or her subject. For further details please consult the *MHRA Style Guide: A Handbook for Authors and Editors* (London: Modern Humanities Research Association, 2013), available on-line free as a PDF file from <http://www.mhra.org.uk/Publications/Books/StyleGuide/>

There are two principal types of referencing used in the Humanities: the **full-title/short-title** system and the **author-date** system.

1. Citation by the full-title/short-title system

1.1 Final bibliography

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

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

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

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

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

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

1.2 References, footnotes/endnotes

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

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

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

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

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

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

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

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

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

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

Ibid.

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

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

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

2. Citation by the 'Author-Date' system

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

2.1 Final bibliography:

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

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

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

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

2. 2 References in footnotes or endnotes:

Shakespeare 1982, 7–9.

Altizer 1998, 37.

Bankier 1994, 112–14.

Anderson 1999, 28.

Internet Sources

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

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

- LEVEL-THREE DISSERTATIONS (THRS30100 & THRS30026)

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

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

2. 'Up to three hours' tuition will be given by your adviser, in the form of general advice, bibliographical information and discussion of structure. Please note that the time, date and length of these meetings is at the discretion of the adviser. It is your responsibility to find out from your dissertation adviser when these meetings will take place. If you fail to keep one or more appointments without good reason no alternative will be offered.'

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

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

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

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

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

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

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

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

- **GUIDANCE FOR THRS 11050 SYMPOSIUM IN RELIGION AND THEOLOGY**

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

Assessment of THRS 11050 Religion and Theology Symposium

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

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

- Students will also be given feedback **for information only** on group skills:

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

- All students must also produce an outline of their presentation of at least one side of A4 which will be collected by the tutor at the end of the presentation and given a 'formative' assessment mark (i.e. a mark that gives the student an indication of how he or she is doing but does not contribute directly to the overall mark for the unit) related to the structure, understanding, and presentation of their work. This will be annotated with the tutor's comments and returned to the student.
- Each student will receive an assessment sheet for each set of seminars giving detailed scores and comments on performance and suggestions for improvement. Students will be given an opportunity to discuss this with the tutor during the last session or immediately after the end of the unit.
- Students will receive feedback on their two essays for the unit separately.

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

4. SCHOOL PROCEDURES

COMMUNICATIONS

- STUDENT SUPPORT OFFICE AND HUMANITIES ADMINISTRATION TEAM

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

Opening hours:

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

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

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

The Student Support Office is the place where you should:

- hand in medical notes
- leave notes or items for lecturers if they are not in their offices
- make enquiries about any of the administrative procedures or sources of support described below.

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

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

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

- POST

The student pigeonholes are located in the Department of Religion and Theology, 36 Tyndalls Park Road. Communications from teaching and administrative staff, the University and other students will be placed here. Please check your pigeonhole regularly.

- EMAIL

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

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

School of Humanities email policy

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

1. Emails which ask questions of procedure that are set out clearly in University documents or student handbooks generate unnecessary work for staff. Please check first to see if your query is covered in documentation you have been issued with or can easily access electronically, as we cannot always guarantee a response to such enquiries.
2. Students should allow for a reasonable response time from staff. At especially busy times, staff may not be able to get back to you for a few working days. Students should expect replies from administrative staff during office hours only.
3. Emails to staff should have a stated subject in the subject box, e.g. 'Query regarding our last lecture in CLAS200XX'. This enables staff to prioritize emails and deal with queries raised by students in an efficient manner.
4. Please ensure that your emails to staff include an electronic signature, which comprises: your full name, your year of study and your programme of study, e.g.

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

5. Unless a given academic tutor makes it clear that they prefer students to address them by their first name, a degree of formality is advised, e.g. 'Dear Prof/Dr/Mrs Smith'.

- NOTICE BOARDS

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

- CHANGE OF ADDRESS

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

www.bris.ac.uk/studentinfo/

TIMETABLES

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

For 2013/14 online personalised student timetables will be available under the Timetable tab on MyBristol (www.bristol.ac.uk/mybristol). This will give you an individual timetable for the specific units for which you are registered. If any of your units (as listed on StudentInfo, www.bristol.ac.uk/studentinfo) are not displayed on your personal timetable, you must view the relevant unit timetable by clicking on the link under the Timetable tab on MyBristol. A Programme of Study timetable can be displayed using the same link. Instructions for use and FAQs are under the Timetable tab on the MyBristol portal.

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

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

Open Unit Timetables:

The timetables for Open Units are also available through the Timetable tab on the MyBristol portal accessed via www.bristol.ac.uk/mybristol. If you intend to choose Open Units to study, you will need to check the timetable for Open Units against the rest of your timetable. You will not be able to take an Open Unit if it will create a clash in your timetable. You will then need to register your choice(s) at the Open Units Fair which will take place in the Victoria Rooms on Tuesday 24th September 2.30-5pm.

ATTENDANCE AND ABSENCES

- ATTENDANCE REQUIREMENT

You are required to attend all scheduled classes and lectures, and to provide an explanation to your class tutor for any absence.

In cases of an absence due to illness of less than five term-time days (excluding Saturdays and Sundays) you **must** complete a *Student Self-Certification Form* (available at: <http://www.bristol.ac.uk/academicregistry/policies.html>) and submit this to the Student Support Office **within TWO working days of the period of absence**.

In cases of an absence due to illness of more than five term-time days (excluding Saturdays and Sundays) you **must** complete a *Student Self-Certification Form* (see link above) and take this, with the University's *Medical Certificate Form*, to your doctor. You should show the *Student Self-Certification Form* to the doctor and ask him/her to complete the University's *Medical Certificate Form*. You should then deliver/bring both forms to the Student Support Office within **TWO working days of the end of the period of absence**.

For further information on **absence from examinations or class tests due to illness**; and information about absences due to any other reasons, please consult the Faculty website: <http://www.bris.ac.uk/arts/current>. Please also see the section of this handbook on Examination Regulations and Procedures (p. 55).

- ABSENCE FROM EXAMINATIONS AND CLASS TESTS DUE TO ILLNESS

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

If you find yourself ill within 24 hours prior to the examination you **must** attend an appointment with the doctor PRIOR to the examination, and you **must** also inform the Student Support Office of your non-attendance in advance of the examination. You must complete a *Student Self-Certification Form* and take this, with the University's *Medical Certificate Form*, to your doctor. You should show the *Student Self-Certification Form* to the doctor and ask him/her to complete the University's *Medical Certificate Form*. You should then deliver/bring both forms to the Student Support Office within **TWO working days of the end of the period of absence**. If you fall ill during an examination you should report it to the invigilator and make an appointment to see the doctor, with the two forms as described. Students must attend an appointment with a doctor whilst they are ill as retrospective diagnoses are not able to be made.

- LEAVE OF ABSENCE

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

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

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

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

ASSESSMENT PROCEDURES

- ESSAY SUBMISSION

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

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

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 studentinfo 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.

Please note that 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.

Please also note that computer problems are not considered as an acceptable excuse for late submission, and Information Services should not be approached to endorse requests for extensions.

- DISSERTATION SUBMISSION

All dissertations must be submitted printed and bound. 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.

Please see page 48 for more information on how to write your dissertation.

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

Students requesting extensions are asked to e-mail an Extension Request Form to hums-ug-extension-request@bristol.ac.uk. The forms can be found on the humanities website (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 for up to and including five term-time days (excluding Saturdays and Sundays) must be supported by a *Student Self-certification Form* (found at www.bristol.ac.uk/academicregistry/policies.html). For illness lasting over five term-time days (excluding Saturdays and Sundays) you must complete the *Student Self-Certification Form* and take this, with the University's *Medical Certificate Form*, to your doctor. You should show the *Student Self-Certification Form* to the doctor and ask him/her to complete the University's *Medical Certificate Form*. You should then deliver/bring both forms to the Student Support Office within **TWO working days of the end of the period of absence**. 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.

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.

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.

- **FACULTY PENALTIES FOR LATE SUBMISSION OF UNDERGRADUATE WORK**

All work must be submitted by the specified deadline, unless an extension has been obtained in advance from the Student Support Office. Extensions are not granted automatically, and you are strongly advised to organise your work so that you always have a few days' grace before the submission date in case something should go wrong.

Retrospective extensions are not normally granted without a valid reason why application was not made earlier. Computer problems are not considered as an acceptable excuse for late submission, and Information Services should not be approached to endorse requests for extensions. The Student Health Service will issue a medical certificate only if you have been ill for more than five working days. If you are granted an extension, a new submission date will be set; you will be penalised if you miss this second deadline, unless you have applied for a further extension by submitting evidence of continuing medical problems. In this case we would assume that the illness must have been of more than five days' duration, and so would normally expect to receive a proper medical certificate before an extension would be granted.

All work submitted late without an agreed extension will be penalised as follows:

(i) All work, other than that covered by (ii) and (iii) below: if submitted after the deadline but within one week, loss of 10 marks (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. You will be informed of the date by which the work must be submitted in order for credit points to be awarded.

(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 your Student Support 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

(iii) In units where the work does not contribute to the final assessment mark of the unit, you will normally be required to complete an additional piece of work, of similar length. You will be

informed of the date for the submission of both the original piece of work and the penalty piece, which must both be of a satisfactory standard, in order for credit points to be awarded.

- FACULTY PENALTIES FOR UNDER / OVERLENGTH ASSESSMENTS

Students must declare an exact word count on the appropriate coversheet when submitting written assignments. 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 should be used within the faculty.

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, 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.

- APPEALS AGAINST PENALTIES FOR LATE SUBMISSION

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

- EXTRA TIME/ADDITIONAL REQUIREMENTS FOR EXAMINATIONS (ALTERNATIVE ARRANGEMENTS)

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

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

and submit this to the Student Support Office with the relevant supporting documentation (e.g. medical note, educational psychologist's report) by the prescribed deadline on the form. **It is ESSENTIAL** that you complete the *Alternative Arrangements* form by the due deadline, otherwise alternative arrangements cannot be guaranteed for you.

Additional support for students with disabilities is available from Disability Services (<http://www.bristol.ac.uk/disability-services/>).

- DISABILITY/DYSLEXIA

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

disability or are dyslexic and you are experiencing difficulties you should contact Disability Services: www.bristol.ac.uk/disability-services

Staff at Disability Services will be able to give you advice and support. You can also contact your personal tutor and/or the School Manager, who is also the School's Disability Representative (Dr Tom Begbie; tom.begbie@bristol.ac.uk) for guidance and support.

You may be entitled to extra time for examinations or other additional arrangements (Disability Services will make a recommendation to the School if this is the case). If a recommendation is made, you will need to complete an *Alternative Arrangements* form (see section above on *Extra time/Additional Requirements for examinations under Assessment Procedures, page 58*). Please note the time constraints for submitting the form.

- EXTENUATING CIRCUMSTANCES AFFECTING ACADEMIC PERFORMANCE

If you suffer medical or other extenuating circumstances that you believe has affected your performance in any summative assessment during the year, it is your responsibility to provide medical or other evidence to the Student Support Office in advance of the Exam Boards. This will ensure that your circumstances are fully considered by the relevant Special Circumstances Committee. The School will provide further reminders of your responsibilities in this area closer to exam time.

Full details of the procedures surrounding Medical and Other Extenuating Circumstances (including the form you must use) can be found in the University Code of Practice for the Assessment of Taught Students available on-line at: www.bristol.ac.uk/esu/assessment/codeonline.html#extcircs

You may also wish to discuss any such matters with your Personal Tutor, who will be able to provide advice and guidance.

PROGRAMME AND UNIT REGISTRATION

- UNIT REGISTRATION

Students are automatically registered against their mandatory units in the University's unit registration record. Registration onto optional units is undertaken through the School's unit registration procedure. Option choices for the second and third years of study are made in the preceding year (i.e. in year 1 for second year options; in year 2 for third year options). You will be asked to register your optional choices by completing the unit option choice form for your programme. Students will be notified by email of the commencement of this procedure and the deadline for registering choices. The School tries, as much as possible, to allocate students to their first choice unit(s). However this is not always possible, depending on the level of demand for a particular course. Students will be notified when final 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 StudentInfo (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 choices will have already been made prior to the start of the academic session. However you may, within two weeks of the start of teaching, change your choice of optional unit(s). You do not have an automatic right to change units, however, and this will be dependent on available places. If you wish to change a unit you should make your request to the Student Support Office. If there is a space available, you will be given a form to complete.

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

- **SUSPENSION OF STUDIES**

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

- **TRANSFER BETWEEN PROGRAMMES/FACULTIES**

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

- **WITHDRAWAL/EXTERNAL TRANSFER**

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

HEALTH AND SAFETY

The School's Senior Executive Administrator is the School Safety Advisor and works closely with the School Manager on Health and Safety matters. You may contact the School Manager, tom.begbie@bristol.ac.uk about any matters concerning health and safety.

HEALTH AND SAFETY

- Please take note of the **Fire Regulations** and **First Aid arrangements** as displayed on notices throughout the building.
- Local Rules on Health and Safety (www.bristol.ac.uk/safety/)
- **SMOKING IS FORBIDDEN throughout all university buildings and any adjacent spaces.**
- **Parking:** no unauthorised vehicles are allowed on the forecourt or around the building.

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

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

DISCIPLINE, APPEALS AND GRIEVANCES

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

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

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

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

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

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

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

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

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

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

5. RESOURCES AND SUPPORT SERVICES

STUDENT SUPPORT SERVICES

- DISABILITY SERVICES

Disability Services is often the first point of contact for prospective deaf and disabled students. This includes deaf, visually impaired students, dyslexic and those who have mobility difficulties, Asperger syndrome, epilepsy, chronic fatigue syndrome, severe and enduring mental health difficulty or other unseen impairment. Students with a disability are expected to declare this at an early stage so that appropriate and accessible support can be provided by Disability Services and the School.

www.bristol.ac.uk/disability-services

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

- CAREERS SERVICE

The Careers Service provides advice and information on careers and postgraduate study plus employment opportunities for students. It also offers courses on a range of topics including CV writing and interview techniques. They are happy to see students from any year of study. You can find details of all these services and sign up for courses on their website:

<http://www.bris.ac.uk/careers/index.asp>

- FACULTY WRITING FELLOWS

The Royal Literary Fund Faculty Writing Fellows are available for confidential, one-to-one consultations with anyone who has concerns about writing essays or wants to improve their writing skills. They can help with aspects such as planning and structuring your argument, writing clear and compelling prose, or editing, proof-reading and presenting the final version.

<http://www.bris.ac.uk/arts/skills/fellow.html>

- **MULTIFAITH CHAPLAINCY**

The Multifaith Chaplaincy provides opportunities for students to explore spirituality, faith and belief; it also offers confidential personal support and religious advice and information. It seeks to support students of all faiths and none.

www.bristol.ac.uk/chaplaincy/

- **NURSERY AND CHILDCARE**

The University has a Nursery which is available for use by both staff and students, subject to vacancies.

www.bris.ac.uk/nursery/

- **STUDENT COUNSELLING SERVICE**

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

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

- **STUDENT FUNDING OFFICE**

The Student Funding Office provides advice and support regarding all financial matters; this includes bursaries and scholarships, budgeting advice, emergency short term loans and information regarding UK government support.

www.bristol.ac.uk/studentfunding/

- **STUDENT HELP WEBSITE**

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

www.bristol.ac.uk/studenthelp/

- **STUDENTS' HEALTH SERVICE**

The Students' Health Service offers the full range of NHS General Practice treatments plus additional medical services tailored for the student population. They are open all year.

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

- **STUDENTS' UNION**

The Students' Union is located in Queens Road, approximately a 10 minute walk from the university precinct. Amongst its many activities, the Union co-ordinates many of the societies and clubs available to students as well as providing training and support to students.

<https://www.ubu.org.uk/>

- **STUDY SKILLS**

The University provides a number of courses which will allow you to enhance your academic performance while you are here at Bristol and will increase your chances of finding and maintaining graduate employment when you leave.

Courses include the following:

- Essay writing skills
- Report writing
- Presentation skills
- Improved IT skills
- CV writing

For all these and more visit the on line booking form. All training is free although a refundable deposit may be required on some courses.

www.bris.ac.uk/studentskills/

THE UNIVERSITY LIBRARY SERVICE

- LIBRARY COLLECTIONS AND ELECTRONIC RESOURCES

The University has 10 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 libraries can be found at:

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** in Tyndall Avenue (ASSL): 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 this link:

www.bris.ac.uk/library/using/borrowing/

- BOOKS

To locate printed and e-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:

www.bristol.ac.uk/is/locations/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 online journals, use either the library's eJournals catalogue at 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:

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:

www.bristol.ac.uk/library/support/subjects/

A video tutorial about getting started with databases is available:

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 or set up an off-site proxy connection. For details see www.bristol.ac.uk/it-services/advice/homeusers/remote/studentdesktop/ and <http://www.bristol.ac.uk/it-services/advice/homeusers/webcache/auth/off-site-proxy.html>

- 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: www.bristol.ac.uk/library/support/subjects/ as well as opportunities to attend training sessions. Please contact your subject librarian who will be happy to answer your subject-related enquiries.

- 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 www.bris.ac.uk/library/using/addlibs/

- DISABLED STUDENTS

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

- INTERNATIONAL STUDENTS

Extra support is available for students from overseas. Please see www.bris.ac.uk/library/using/international/ for details.

- HELP AND CONTACTS

For subject-specific help, please contact your subject librarian: 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 or telephone (0117) 928 8000 (internal 88000). You can also ask any member of library staff.

- SUBJECT STUDY CENTRES AND IT FACILITIES

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

English, Theology and Religious Studies: G7, 3-5 Woodland Road
History of Art: B34, 9 Woodland Road
Classics and Ancient History, History (computer facilities also available for all students):
B49, 13 Woodland Road
English: B7, 3/5 Woodland Road

These Study Centres are designed to serve the needs of students for a quiet place in which to work between lectures, tutorials and seminars. For the subjects of English, Classics and Ancient History, History, and History of Art, the Centres contain basic collections of texts and reference books in these subjects. These must not be removed from the rooms. They should be returned

to the shelves after use (according to the system of classification indicated). Tutors sometimes use the Study Centres to house material for their students to read on the premises. The Centres also have Wi-Fi and laptop terminals, and a number of PCs. Access to the rooms is controlled via a swipe card on the door.

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

- **USING THE PUBLIC PRINTERS**

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

- **PEER ASSISTED LEARNING (PAL) and PEER ASSISTED STUDY SESSIONS (PASS)**

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

6. EDUCATION AND SUSTAINABLE DEVELOPMENT

The Department, 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>



FACULTY OF ARTS

WOODLAND ROAD
NVB Architects