



CARDIFF SCHOOL OF HISTORY, ARCHAEOLOGY AND RELIGION

STUDENTS' HANDBOOK

2011-2012

This handbook is available on request in hard copy in either 12 or 16 point type (for partially-sighted students) and on yellow paper (for dyslexic students) and in Welsh.

For these alternative formats, please contact the School Office.

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IMPORTANT:
Please read this handbook carefully!

This Handbook contains important information for you, in particular about the rules and regulations relating to your membership of the School and about the ways in which courses are taught and examined.

Much of the information it contains, particularly about the presentation of your work, could have a crucial bearing on your final degree result. If you do not understand something in the Handbook, ask for clarification or a fuller explanation from your Personal Tutor or relevant Head of Department.

Please note that this Handbook should be used in conjunction with your Department Handbook and the Academic Regulations Handbook available to all students via the Registry's website.

Any comments, alterations, additions, or suggestions for future editions of this Handbook will be gratefully received by the Heads of Departments. You can e-mail your suggestions to adminshare@cardiff.ac.uk.

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1. CARDIFF SCHOOL OF HISTORY, ARCHAEOLOGY AND RELIGION

1.1 Introduction

Degrees in the Cardiff School of History, Archaeology and Religion are part of the field of Humanities (and for these purposes the BSc in Archaeology or BSc Conservation of Objects in Museums and Archaeology can be considered in the same way). Degrees in the Humanities are not generally considered vocational training, though there are employment opportunities related to the academic disciplines of the School. Your degree offers the first step to a further career in these subjects or an intellectual training which will serve as a stepping stone to further training in other fields.

Our degrees foster many skills in our students, including:

- the ability to cope with large volumes of information;
- the confidence to sort and analyse such information;
- the means to look for and suggest solutions to problems,
- the means to frame opinions and arguments;
- effective verbal and written communication of facts, opinions and arguments.

Whatever the details of particular courses or modules, and whatever your future career, these transferable skills will be enhanced by your degree.

The BSc in Conservation of Objects in Museums and Archaeology also offers a general intellectual training, as described above, but it is a vocational course, which is validated as a professional qualification against criteria set by national bodies in conservation. The majority of students taking this degree go on to a career in conservation. Such careers usually involve further training as well as the acquisition of fuller experience; the degree is the necessary first step.

The School is divided into four departments:

- Ancient History
- History & Welsh History
- Archaeology & Conservation
- Religion & Theology

The departments work closely together within the School. Members of staff in each Department constitute the respective Boards of Studies, which are responsible for overseeing the History, Ancient History, Archaeology & Conservation and Religion & Theology degrees. Members of all relevant departments participate in the Integrated Board of Studies. Year One students within the School may take all of their first year courses within the other four departments, regardless of their degree subject, though many other combinations of Year One courses are possible. In Year Two and Final Year, individual modules from each Department may be open to other students within the School, and the teaching of some modules is done jointly by staff of more than one Department. The research interests of the Ancient History and Archaeology departments overlap in the fields of Ancient Greece and Rome, while those of Archaeology and Medieval History overlap in various areas, including the Crusades and medieval castles.

Ancient History is a challenging intellectual pursuit, concerned above all with the construction of historical arguments through the examination of primary sources of many,

varied kinds. These include the works of ancient historians, other ancient literary texts, documents and archaeological evidence, and also the study of different historians' perspectives. The area of study of Ancient History at Cardiff is broadly defined as the Greco-Roman worlds from the Minoan period to the later Roman Empire. Study of Ancient History at Cardiff is designed to promote critical understanding of the political, social, economic and cultural structures and achievements of Greek and Roman societies. These societies were in many ways significantly different from modern industrialised societies, but they have exercised a profound and continuous influence on the subsequent development of many other societies and cultures.

Archaeology is a wide-ranging subject which mixes the practical with the academic and combines scientific procedures with historical narratives and analysis. Archaeology is partly a physical activity out in the field, but it is also an intellectual pursuit in the laboratory and study. Its aim is to understand past societies through the evidence of material remains, and the processes of change over very long spans of time. There is no single kind of archaeology; investigation of nineteenth-century industrial archaeology is as valid as that of early hominids. The degrees at Cardiff are wide-ranging, but concentrate geographically on Britain and Ireland, Europe and the Eastern Mediterranean. Their main span is from the period after the Ice Age to the early Medieval period, but attention is also given to the Palaeolithic and later Medieval periods. Many specialist modules are offered in particular areas, themes or problems, including environmental archaeology and archaeological science. Such diversity is the basis of the general intellectual training described above. It is also the foundation for vocational knowledge for those seeking to go on in the field of archaeology as a career, as well as broad and rigorous discipline of study for those taking up careers in other fields.

Conservation is the investigation and preservation of cultural material. Conservators employ a blend of science, art and management to translate academic study into practical outcomes. Conserving historical and archaeological objects requires an understanding of the structure and decay of materials, linked to an awareness of cultural context. Conservation also involves co-ordinating the scientific investigation of objects undergoing preservation and provision of advice to aid their long-term survival. The fact that conservation is a vocational subject, with a high academic and practical input, is reflected in the nature of the modules offered. These range from museology to laboratory practicals on archaeological and historical objects, to modules studying ethics and the development of existing and new conservation techniques. This enables the Cardiff *BSc Conservation of Objects in Museums and Archaeology* to produce practical conservators who are able to investigate, preserve and care for a wide range of archaeological and historical cultural material that is typically found within museums.

History is a long-established discipline for the development of critical judgement and for the enjoyment of discovering the near and distant past. It confronts its students with primary sources of all kinds - documentary, oral, architectural, visual, and literary - and the secondary analyses of historians of many schools of thought (often referred to as historiography). At Cardiff we offer strong expertise in the histories of Europe and Asia. We encourage students to investigate different approaches - theoretical and practical - to the problems of understanding historical societies and social, cultural, political and economic systems. Our particular strengths at Cardiff include: the Crusades; medieval and early modern society; modern British and Welsh economy, society and politics; modern European politics (especially Germany and France); and modern India and China. There are opportunities for exploring the concept of gender in a variety of different historical periods, for the history of medicine; and for understanding music and the visual arts in their historical and ideological contexts. Our libraries have a wealth of research and secondary material, and students can also have access to the renowned collections and Library of the National Museums & Galleries of Wales, Cardiff.

Welsh History: Cardiff, as capital city of Wales, is the most appropriate site for the study of Welsh history, and undergraduate modules are available ranging across the centuries from the

early Medieval to the late twentieth century. All courses emphasize not just the concerns of academics with the Welsh past, but also the ways in which that past is reflected upon and presented in wider terms, in what is sometimes called 'public history'. Students who take first year courses in Welsh History thus have an opportunity first to gain a basic familiarity with the major events of the Welsh past, and then to grapple with the presentation of that past through less conventional media including literature, film and museum and heritage sites. Welsh history of any period must also be concerned with questions of nationality and identity, and with Wales' relations with England and the British state in particular. In the early modern and modern periods Welsh history at Cardiff focuses especially on social and religious history, whilst in the nineteenth and twentieth centuries labour and gender history issues are more prominent. Students need not either be Welsh or Welsh-speaking to study Welsh history: many of our most successful students in recent years have come from outside Wales or have no Welsh-language background, and what is most important is an interest in this varied and lively subject.

Religious Studies involves the development of a broad based understanding of a number of religious traditions, as well as the engagement with key contemporary debates in the study of Religion. It is an exciting discipline that can encompass historical, textual, sociological and anthropological studies. At Cardiff you can move from overviews of religious traditions in a given period to issue-based modules such as those on War & Ethics or Christianity & Science. You will also have the opportunity to study one or more ancient languages and to study a religious tradition in its original language.

Theology critically explores the self-consciousness of Christianity and the traditions, and forces that have shaped and continue to shape the Christian thought and faith world. As a student you might move from reading biblical texts in their original language to a consideration of the impact of modern science on contemporary ideas about God, or the problems of belief in God at all in a world that appears to be godless to many. You might also be interested in exploring Theology in a multi-religious context – all religions have self-conscious thought traditions that guide their adherents, so the methods and insights of theology can be used to learn with and about non-Christian religious phenomena, as well as about Christian ideas and practices themselves.

1.2 Administrative Officers

The head of the School is Professor Terry Threadgold.

ARCHAEOLOGY

The head of the Archaeology and Conservation Department is Mr. Niall Sharples.
The Chair of the Undergraduate Archaeology and Conservation Board of Studies and Examining Board is Professor Alasdair Whittle.

ANCIENT HISTORY

The head of the Ancient History Department, Chair of the Ancient History Board of Studies and Chair of the Ancient History Examining Board is Dr Louis Rawlings.

HISTORY AND WELSH HISTORY

The head of the History & Welsh History Department is Professor Scott Newton.
The Chair of the History & Welsh History Board of Studies and the History & Welsh History Examining Board is Dr Helen Nicholson.

RELIGION AND THEOLOGY

The head of the Religious & Theological Studies Department and Chair of the Religious & Theological Studies Examining Board is Prof. Max Deeg, and the Chair of the Religious & Theological Studies Board of Studies is Dr. Nic Baker-Brian.

The Chair of the Integrated Board of Studies, which includes members of all four departments, is Professor Peter Edbury.

1.3 Support Staff

The School Office (Room 4.54) is staffed by four administrators. **Mrs Lisa Watkins** is the History and Welsh History Administrator, **Mrs Sarah Tovey** is the Archaeology and Conservation Administrator, **Mrs Sue Edwards** is the Ancient History Administrator and **Mr Mike Morgan** is the Religious & Theological Studies Administrator. The School also has a postgraduate administrator, **Miss Marina Peters**, who is based in room 4.58. The administrators will be happy to help answer your general enquiries.

The School Office is open from 9am to 1pm and 2pm to 3pm daily. In the first instance, your departmental enquiries should be addressed to the administrator of the appropriate Department, but if they are not present, one of the other administrators will be pleased to help you.

The School's reception desk is staffed by **Miss Nina Trounce** between 9am and 5pm daily. She will be pleased to help with general enquiries and to advise you on essay submission procedures.

1.4 Personal Tutoring Scheme

You will be, or will have been, assigned a Personal Tutor (or adviser of studies) in your first year. Students in the departments of Ancient History, History & Welsh History and Archaeology & Conservation will remain assigned to the same Personal Tutor in years 2 and 3 (4 in the case of language students), unless staff availability requires a change. Students in Religious & Theological Studies will be assigned a new tutor for years 2 and 3.

Regular meetings with your Personal Tutor are arranged at the beginning of each semester and the end of the second semester, but you should also feel able to approach your Personal Tutor (in confidence, if need be) with any problems which may be affecting your work either directly or indirectly.

Students have a right to request a change of Personal Tutor, and in the first instance are not required to give a reason for their wish to change. However, if a student wishes to change their Personal Tutor on a second or subsequent occasion, permission will be granted only at the discretion of the Head of Department, who may require the student to give a reason for the request.

If you have a problem or a grievance you should approach, or write to, the appropriate Head of Department or the Head of School, or speak to your Personal Tutor. In particular, if there are any circumstances (for example, medical circumstances) likely to have an adverse effect on your work, contact us as early as possible. Please keep us informed if you have any serious medical or personal problems.

In the unlikely event that your Personal Tutor is unavailable for a period do not hesitate to request an appointment to discuss your problems with any academic tutor with whom you feel comfortable.

Please note that as well as providing you with personal support, academic guidance and feedback, your Personal Tutor acts as a first point of contact and a gateway to the student support services provided by the University and the Students' Union. Your Personal Tutor cannot guarantee to solve all problems that may arise, but will endeavour to give the best advice possible. You may ask that information given to your Personal Tutor be treated as confidential.

1.5 Contacting Staff

Photographs of staff are displayed on notice boards on the 3rd, 4th and 5th floors of the Humanities building near the corridors by each Department's academic offices.

When students wish to speak to members of staff the best place to find them is in their room. Some staff have set hours to deal with enquiries; these are normally posted on the door or adjacent notice board.

If you cannot locate the member of staff you should email them or go to the School Office (Room 4.54), where you will be able to leave a message. (See *Appendices* for staff telephone numbers, room numbers and e-mail addresses).

1.6 Notice Boards

Notice boards displaying important course information for students in each Department are situated along the 1st, 3rd and 4th floor corridors in the Humanities Building.

Archaeology Year One notices are located on boards opposite Rooms 4.11 & 4.12. Year Two and Final Year notices are located on boards between Rooms 4.18 & 4.19. Notices relating to vacation archaeological fieldwork are located on the board between Rooms 4.11 & 4.12.

Ancient History notices are located on a board between Rooms 4.02 and 4.03.

History notices are located on boards outside room 4.40, opposite room 4.28.

Welsh History notices are located on the board between rooms 4.31 and 4.32.

Conservation degree programme are situated on the third floor outside the laboratories 3.20 and 3.21. There is also a general notice-board opposite the lifts on the fourth floor near the School Office. It is in your interest to check these notice boards regularly.

Religious & Theological Studies general notices are located on boards between rooms 5.08 and 5.18.

1.7 Mail

Student pigeonholes for all four departments are located in the reception area near the School Office (4.52). It is strongly recommended that you check for your post regularly. All uncollected post is disposed of annually.

1.8 Disclosure of Special Needs

The Cardiff School of History, Archaeology and Religion encourages students with disabilities or learning difficulties to disclose their disability and/or needs as early as possible to ensure that the appropriate support and adjustments to the curriculum can be made.

If you did not disclose a disability on your UCAS form or have not previously disclosed your disability to anyone in the University, you may make a disclosure to any member of staff in the School. It is better if you make an appointment and do this in person.

Even if you have already disclosed your disability on your UCAS form or to a member of the Disability or Dyslexia staff you are advised to inform the School, either through the Disability Contact or your personal tutor.

The School has a Disability Contact, Mr. Richard Cawley (room 5.05, or phone 02920 875611, or email CawleyR@cf.ac.uk), who is the first point of contact for students and staff within the school who have any queries about disability issues.

For further advice we strongly recommend that students contact the University's Student Support Centre (Tel. 029 2087 4844, email studentssupportcentre@cardiff.ac.uk). Similarly those with dyslexia are recommended to contact a Dyslexia Adviser within the Student Support Centre (telephone / email address as above).

1.9 Students' Involvement in School Committees

Each Board of Studies welcomes student representatives at its meetings. There are approximately four meetings per annum of each Board. If you are interested in serving as a student representative on one or more of the Boards of Studies, please email adminshare@cardiff.ac.uk.

The Students' Union runs courses through the Student Development Programme for those students who are on Boards of Studies.

Student Development Programme is a curriculum of personal training courses. Attendance can greatly assist you to build up knowledge and skills which employers are seeking as well as developing your personal effectiveness and improving your CV credibility. You can attend individual sessions and courses or work towards completion of certificates of professional development. Examples of topics available include Presentation Skills, Assertiveness, First Aid, Leadership and many more.

For further information please contact the Student Development Unit, Cardiff University Students' Union, Park Place, Cardiff. Tel: 029 2078 1489, www.cardiffstudents.com

1.10 Computer Training

The majority of students will have received training in a wide range of computer packages before coming to university but you can find helpful information in the Information Services Handbook which you will receive when you enrol.

You can also access information about computing at Cardiff including training courses and self-help guides on the Cardiff website at:

<http://www.cardiff.ac.uk/insrv/educationandtraining/ittraining/index.html>

If you have any computing problems you can ask for help from Aled Cooke, the IT Systems Administrator in Room 4.15.

1.11 Student Questionnaires

For each module you are asked at an appropriate point in the semester or semesters to evaluate the teaching you have received by filling out a questionnaire. At the end of your final year you will also be given a questionnaire on the degree programme as a whole.

We regard the forms as important and pay close attention to the comments made. These form part of our annual review of teaching, which is conducted by each Board of Studies. Teaching is an organic process which grows, develops and changes, and student input is often very helpful to this process and in shaping future teaching.

The forms are distributed during a lecture and time is put aside for you to fill them in. Please make an effort to complete them; we don't ask for your name.

1.12 References

Most employers expect students to use members of staff as referees. Staff are normally happy to write references, as long as the student asks them first so that they can comment directly on why the student is interested in a particular career. You should remember that there is no point in asking a member of staff to be your referee if they do not really know you or your work.

Employers not only want to know how intelligent and literate you are, but nearly always want to know if you are reliable, self-motivated, able to take on board new ideas, good with people, capable of dealing with problems and able to produce work to deadlines. Seminars and tutorials are the obvious contexts in which you can develop these skills, so do make every effort to talk in the sessions to get the most out of the course. Your referees can only comment on your capabilities if they have had a chance to see them!

1.13 Postgraduate Opportunities

The School offers a wide range of postgraduate degree programmes across all four departments, as well as some interdisciplinary programmes between the departments and other Schools in the Humanities. These include MAs, MScs, MThs, MPhils and PhDs. Outlines of these degree programmes are provided in the University Postgraduate Prospectus and the School's Postgraduate Brochure.

If you wish to do a research degree, begin thinking about your course during your second and third years and consult your Personal Tutor.

There will be Postgraduate Open Days each spring where you can find out how to apply.

Funding: The main source of external funding is the AHRC (Arts & Humanities Research Council), for Arts-based research, and the NERC (Natural Environment Research Council), for Science-based research but competition is strong.

The School awards a limited number of Studentships each year to students wishing to pursue a postgraduate degree in the School. Students may apply for a studentship for study in any of the departments. Students eligible for an AHRC or other research council funding must normally apply for an award from the scheme for which they are eligible if they are to be considered for a School studentship. The deadline for applications for these studentships is 1st March each year, and you must apply for a place on your desired course before you apply for a studentship.

The School also has a postgraduate fund to assist students during the course of their studies for research trips, conferences, etc.

There will be meetings about how to apply for funding which you can attend during your final undergraduate year.

1.14 Personal Development Planning

What is Personal Development Planning (PDP)?

PDP is a process which aims to improve your ability to understand what and how you are learning, and to review, plan and take responsibility for your own learning. It will help you to get the most out of your student experience by helping you to take responsibility for your development and raising your awareness of the variety of opportunities for development. Cardiff University is committed to encouraging all students to make the most of their time at University and to fully engage with all aspects of University life.

PDP is not just an important process for your time at university but will prove to be a useful skill throughout your life. Learning and development are continual processes and engaging in PDP will help you to develop a positive attitude to all aspects of learning.

How PDP will help you:

Adjusting to University Life – Some students find it difficult to adapt to the new ways of teaching and learning expected by University level education. You may be daunted by the variety of module choice available, or be unsure about how to manage your time for study or you may be confused as to how to improve your work from a 2:2 to a 2:1 standard. PDP helps make the transition to University life easier by prompting you to think about how you learn, helping you to reflect upon your own achievements and plan for future academic and personal development.

Gaining more than just a degree – Employers are not only concerned about the academic subject that candidates study but are looking for evidence of the development of a wide variety of transferable skills and competencies. Many of the skills that employers look for can be developed through your course but there are also opportunities to develop transferable skills and qualities via participation in extra-curricular activities e.g. membership of clubs and societies, part-time employment, voluntary work. It is important that you use your time at University to develop the skills and experience that are essential in an increasingly competitive graduate job market. The PDP process will help you to understand the importance of taking the time to develop a range of skills and will raise awareness of the variety of opportunities for skills' development.

Marketing yourself in an effective way - With more students than ever starting university each year, a degree qualification alone is no longer a guarantee of securing employment or guaranteeing a place or funding for further study. Whilst a degree from Cardiff University will impress employers, they are increasingly looking for graduates who can demonstrate an 'added extra' and this usually translates as the ability to articulate and demonstrate the skills you have acquired. PDP will help you to prove and document your personal and professional development and develop the confidence and ability to articulate your skills and qualities to a wide range of employers and other professional bodies.

PDP in your course

All departments have frameworks in place for PDP and will support students throughout the process.

2. MODULES AND ASSESSMENTS

2.1 Modules

Our degree programmes are made up of a number of separate units termed 'modules'. All modules are normally described in one of the following ways:

- **a single module** - which is worth 10 credits, taught and assessed within a single semester.
- **a double module** - which is worth 20 credits, is taught over both semesters.
- **a 'short fat' module** - which is a double module, worth 20 credits taught and assessed within a single semester
- **a 'long thin' module** - which is a double module, worth 20 credits taught and assessed over both semesters.
- **a triple module** - which is worth 30 credits taught over both semesters.

In each year of a degree programme full-time students need to build up a minimum of 120 credits - that is, twelve single modules, six double modules, or an appropriate combination of single, double and triple modules relevant to the degree programme. Over three years you normally need to accumulate 360 credits in order to qualify for an Honours degree.

Students have the opportunity to comment on the modules they have taken at the end of each semester. These comments are considered in revising modules for the following year as part of our Annual Review (see *Student questionnaire, Department 1.11*).

2.2 Year One Modules

One of the distinctive features of study at Cardiff is the broad-based structure of Year One of your degree. This allows you, instead of concentrating solely on the one or two subjects for which you applied, to take up to three subjects in total. This scheme gives you an opportunity to try out new subjects, to study your preferred subject alongside others which complement or contrast with it, to reassess the subject you currently favour in the light of studying it at university, and to change direction if your first year experience suggests that this would be a wise move for you.

Some students in the Humanities do change direction, by changing their degree programme at the end of the first year, and we are happy to consider requests for this but first you should talk to your Personal Tutor to see if there are any requirements to changing degree programme (i.e. A level grades, pass marks).

In their first year, single honours Archaeology students study 80 credits in Archaeology – Archaeology Part IA, which is an introduction to the human past, and Archaeology Part IB, which is a more detailed introduction to archaeological skills. They study only one additional subject to make up their 120 credits. Being a vocational degree, Archaeological Conservation does not allow for the same degree of flexibility. Year One Conservation students take eight core modules in conservation and four additional modules in archaeology.

2.3 Core Modules, Option Modules and Prerequisites

In most degree programmes there are compulsory, or 'core' modules which all students on the degree have to take. There are also a large number of option modules from which you can build up the rest of your degree, although the availability of these is subject to staff availability and timetabling constraints.

For certain modules there will be prerequisite modules which you are required to pass first. For example, if you wish to take some Year 2 and 3 modules in Ancient History, you may be

required to have taken and passed an Ancient History module in Year 1.

2.4 Choosing Option Modules

Your choice of modules from the wide range available is important, and it is the job of your Personal Tutor to give you informed help on the options that are open to you.

There are some constraints: not all modules are available every year and it is sometimes necessary to put a limit on the number of students taking a particular module. However, we try to make the degree programmes as flexible as we can, and here you will have the advice of your Personal Tutor to help you choose the package that will suit you best.

Full details of the Year One modules available are in the **Undergraduate Enrolment Information & BA Year One Subject Guide**, and details of the Year Two and Final Year modules are provided in the **Module Catalogue** produced by the School in the second semester each year.

2.5 Independent Study and Undergraduate Dissertation

The Independent Study modules in each Department allow students in the School the opportunity to undertake critical studies in a chosen field which they choose in consultation with their supervisor/advisor. It is intended to provide experience of some of the methods used, and problems encountered in, original research. Producing an undergraduate Dissertation gives students an opportunity to work on a topic which particularly interests them, to produce a relatively large piece of work, and, in some cases, to prepare for postgraduate research.

Students of Ancient History or Archaeology wishing to write a Dissertation must take the Independent Study module appropriate to their degree programme in their second year.

An undergraduate dissertation is a compulsory element of the BA Ancient History, History & Welsh History and Archaeological Conservation degree programmes.

An undergraduate dissertation is an optional module for final year students in Religious & Theological Studies

Guidelines for the preparation and presentation of dissertations, specific to individual degree programmes, are available from the School Office (Room 4.54).

2.6 Methods and Schedule of Assessment

Assessment is by a mixture of small-group presentations, coursework, formal examinations and essays. Methods of assessment vary for different modules, and details of these are provided in the **Module Catalogue** and in additional modular documentation issued to students by each Department at the start of the module.

3. EXAMINATIONS

3.1 Examination Entries

Please note that **all** History and Welsh History modules are examined during the Spring Semester period.

Information on the timing of exams for Ancient History, Archaeology & Conservation, and Religious & Theological Studies modules will be included in module documentation.

You will be sent a Harmonisation Letter containing details of the examinations you are entered for from the Academic Registry at the end of October and again the end of February. **It is your responsibility to ensure that the information held by the University about your modules is correct. If there is a mistake on your Harmonisation Letter follow the instructions in the letter to correct your enrolment information or you may find that you are entered for the wrong examinations!**

Examinations timetables are produced by the Registry. These will be sent to you, displayed on notice boards within the School and published on the University website.

It is your responsibility to ensure that you are available to sit exams for the entirety of the published examining period,(see appendix for the Academic Calendar).

3.2 Exam Papers

You should consult the module documentation for each of your modules, as a specimen exam paper will normally be included. You should in any case read the examination rubric carefully before attempting any answers in an exam.

Students taking modules outside the School should check with the relevant School for details of their examinations since practices vary throughout the University.

Copies of past examination questions are housed in the Arts and Social Studies library and can also be located on the Cardiff Information Services web pages (<http://exampapers.cf.ac.uk/>). It is often useful to look through these to give you a sense of how modules are examined, questions will not reappear each year. In order to do well you must demonstrate flexibility in the way that you answer specific questions about well-worn topics, rather than simply reproducing a standard prepared answer.

3.3 Marking by Numbers

All University examination scripts are marked anonymously, using only your student number as an identifier. You must write your name in the top right-hand corner of the front page of your answer book, but fold the corner down and stick it down in order to conceal your name. You must write your student number (see your University I.D. card) on the script, and this is the means by which your script is identified until the examinations procedure is finished.

Please make sure that you write your student number correctly on each paper to avoid confusion!

3.4 Examination Technique

Think about what the examiners are likely to be looking for. Much of this should be obvious, and in most cases is indicated in the module descriptions, but we offer a little more guidance in *Degree Classification (see Chapter 4)*.

- Remember to read the exam questions carefully, answering the correct number of questions from the relevant departments.

- Ensure that your answers are relevant to the question and that they are supported by appropriate evidence and examples. The most common failing in examinations is not answering the question.
- **Answer the FULL quota of questions.** More people perform badly in examinations through failing to answer the full quota of questions than for any other reason.
- If you find yourself badly short of time in an exam, do try to get down something for each question even if only in the form of detailed notes outlining your answer.

3.5 Presentation and Incomplete Work

Students should at all times, and in all forms of examination, bear in mind the presentation of work, the avoidance of plagiarism, and the importance of accurate spelling and grammar. Examiners may ignore illegible scripts if they wish or you may be charged a fee for having your script transcribed.

Students should also remember that a short answer will usually result in a low mark; if you are asked to write two essay-length answers then the examiners will expect to see two essay-length answers. You will receive little credit for notes as a substitute for an answer, although obviously an answer in note-form is better than no answer at all. You are studying subjects where we reward you for your ability to articulate a coherent case. Obviously, this can only be done in a well-written and carefully argued essay.

If you feel that you perform badly under exam conditions then start practising writing essays in conditions similar to those in an exam. The Writing Centre (see *Section 6.1*) can help with exam techniques and you should discuss any problems with your Personal Tutor.

3.6 Medical/Personal Circumstances

If you know of any circumstances likely to affect your work adversely - for example, if you are ill or experiencing family difficulties - please make sure that you let us know. You might wish to contact your Personal Tutor or the School's Student Support Officer, Mr. Richard Cawley (room 5.05, or phone 02920 875611, or email CawleyR@cf.ac.uk). It is important to let us know as soon as possible.

Wherever possible, you should provide documentary evidence such as a medical certificate. If, because of illness, close bereavement or accident, you are unable to submit assessed work or on time or sit an examination, you should make every effort to contact the School in advance of the deadline.

3.7 Special Provision in Exams

Applications for specific provision should be made on the form made available to all students (see the Registry's webpage) and should be supported by documentary evidence, such as a report by a Medical Practitioner, a needs assessment recognised for purposes of the Disabled Student's Allowance or an Educational Psychologist's Report.

Applications for specific provision in examinations and/or class tests should be submitted to the Superintendent of Examinations and applications for specific provision in practical-based examinations and/or coursework assessment should be submitted to Professor Terry Threadgold, Head of School.

Applications for specific provision can be made at any time but it may not be possible to process applications in time for an examination, practical-based examination or class test that has already been scheduled. To ensure that the necessary adjustments can be made for examinations, class tests, practical-based examination or coursework assessment that will be taken within the first 12 weeks of a programme, where a student's circumstances are known to

be prolonged or permanent and identified prior to the start of the session, a student should submit a written application to the Superintendent of Examinations or Head of School, as appropriate, by the end of Week Two of the start date of the programme.

3.8 Examination through the Medium of Welsh

The Superintendent of Examinations must be notified by the end of Week Five of each semester if any student wishes to be examined in whole or in part through the medium of Welsh.

Therefore students must submit a written request to their Head of Department by the end of Week Four of each semester so that the School can notify the Superintendent.

3.9 Religious Holidays

Any student who anticipates that he/she will be unable on religious grounds to sit examinations on certain days must submit a written request to the Superintendent of Examinations, Registry, Cardiff University, 30-36 Newport Road, Cardiff, CF24 0DE by the end of Week Five of each semester so that the circumstances can be taken into account in the scheduling of examinations.

The student must inform the Superintendent of Examinations of the reason for his/her inability to sit examinations on such days.

3.10 Marking procedures for Year Two and Final Year

All assessed work submitted for your degree goes through a vigorous examination process. This may involve double marking by two internal examiners.

Work is also sent to external examiners. The external examiners are usually staff from other universities who oversee the whole process of examining to ensure that standards are the same in different universities; they mark disputed scripts and sample a range of other scripts to ensure that the whole examining procedure is as fair as possible.

Individual essays and exam scripts are marked in accordance with the following scheme.

Class of Work	Percentage mark awarded
Class 1 (High)	80%+
Class 1 (Middle)	75-79%
Class 1 (Low)	70-74%
2:1	60-69%
2:2	50-59%
3	40-49%
Fail	0-39%

First class marks are only divided into three categories for the purposes of the Art and Humanities Research Council and other grant-giving bodies, who take them into account when awarding postgraduate funding.

Students entering their Final Year will have their degrees calculated according to the current University regulations and Cardiff School of History, Archaeology and Religion exam board conventions. The paragraphs below explain the regulations.

1. Further to paragraph 10.1 of the Senate Regulations for Modular Undergraduate Schemes of Study, the Head of the Cardiff School of History, Archaeology and Religion has determined that assessments for modules taken in years other than the final year (or the equivalent part-time Stage) shall contribute 30% of the final assessment of a student's degree classification. Assessment for modules taken in the final year shall contribute 70%

of the final assessment of a student's degree classification. This ratio is 40:60 in the History & Welsh History Department only. The ratio is 50:50 in the Religious & Theological Studies Department only.

2. The class of degree will be calculated from the weighted numerical average of the module marks subject to point 1 above. Unless special circumstances have a bearing on an Examining Board's consideration of a particular student (as detailed below), Examining Boards are only empowered to exercise discretion to raise a student's degree classification to the next higher classification band provided that:
 - (i) student's combined weighted average is no more than 2% below the next higher classification band; or
 - (ii) marks achieved by the student in assessments for one half or more of the credits contributing to the final award classification fall within a higher classification band than that indicated by the student's combined weighted average.

When a student qualifies for consideration by the Examining Board on either or both criteria [see (i) and (ii) above], the presence of marks two or more classes above or below the borderline will also be considered by the Examining Board.

Examining Boards may exercise discretion beyond that permitted above in consideration of special circumstances as defined in, and reported in accordance with, the appropriate provisions of Senate Assessment Regulations. For details of what is expected to obtain different classifications for modules and degrees, see detailed marking criteria distributed to you by your Department and in Section 4).

3.11 Failed modules

Students who fail modules will have to resit them in the summer vacation. A module that has been failed and subsequently passed will be given the minimum pass grade (40%) only.

Students are only required to resit the component(s) of a module which they have failed; for example if a module is assessed on an essay and an exam, and you pass the exam but fail the essay, you must submit a resit essay but do not resit the exam.

The University has strict progression rules: normally a student must have gained 120 credits in each year to proceed to the next year (i.e. passes in all modules). If a student has failed to gain 120 credits, he/she may be allowed to proceed to the next year, at the discretion of the relevant Board of Studies, if he/she has passed at least 100 credits.

3.12 Resit Examinations

The opportunity to take a resit is granted *at the discretion of the Examining Board*. A student who fails a module will normally be given an opportunity to take a resit during the resit period.

As with the dates for the regular examination periods, the dates for resit examinations will be sent to you, posted on the notice boards in the School, and available on the University website. **If you have failed a module, it is your responsibility to ensure that you are available during the entire resit period** (see Academic Calendar in the Appendix).

Students have a maximum of three attempts to pass a module.

3.13 Examinations Sat in Distant Venues

Students requesting to sit their resit exams in distant venues (outside of Cardiff University) must submit an application in writing, accompanied by supporting documentation, to Professor Terry Threadgold, Head of School (see the Academic Regulations Handbook for detailed information). This is especially important for Archaeology students who may be engaged in excavation work during the summer resit period.

The Head of School will forward applications to the Superintendent of Examinations with a recommendation whether the request should be approved or disallowed. The final decision shall rest with the Superintendent.

The deadline for receipt of applications is six weeks (42 days) prior to the commencement of the Autumn and Spring Examination periods or the last day of the Spring Semester for examinations in the Resit Examination Period.

3.14 Release of Degree Results

You will receive official notification of your degree result by letter from the Academic Registry of the University.

However, traditionally, degree results (not including individual module marks) are displayed on the School notice boards after the final Examining Board has met. This will be on Wednesday 27 June 2012 this academic year.

Any student who objects to his/her degree classification and/or pass/fail status being displayed in this way should inform the appropriate Department administrator two weeks prior so that their result is excluded from this display.

3.15 Undergraduate Exam Board Conventions 2011-2012

1. Years covered: All undergraduate years

2. All undergraduate degree programmes:

BA Ancient History

BA Ancient History [joint with another subject]

BA Ancient History [part-time]

BA Ancient and Medieval History

BA Archaeology

BA Archaeology [joint with another subject]

BA Archaeology and Ancient History

BSc Archaeology

BSc Conservation of Objects in Museums and Archaeology BA History

BA History [joint with another subject]

BA History [part-time]

BA History with Welsh History

BA Medieval History and Archaeology

BA Religious and Theological Studies [single]

BA Religious Studies [joint with another subject]

BTh Theology

3. Degree Classification

1. Degree results are awarded on the basis of a combined weighted average mark across years 2 and 3 with the following result:

Combined Weighted Average	Degree Classification
70% +	First Class Honours
60% < 70%	Second Class Honours, Division I
50% < 60%	Second Class Honours, Division II
40% < 50%	Third Class Honours
< 40%	Fail

2. WEIGHTING BETWEEN YEARS 2 AND 3.

SHARE has decided that honours modules taken in years other than the final year shall contribute 30% of the final assessment of a student's degree classification *in the following degree programmes:*

- (i) BA Ancient History (single and joints)
- (ii) BA Archaeology (single and joints)
- (iii) BSc Archaeology
- (iv) BA Archaeology & Ancient History (integrated)
- (v) BA Archaeology & Medieval History (integrated)

- (vi) BA Ancient & Medieval History (integrated)
- (vii) BA Ancient History & History (joint)
- (viii) BA Archaeology & History (joint)
- (ix) BSc Conservation of Objects in Museums and Archaeology

SHARE has decided that modules taken in years other than the final year shall contribute 40% of the final assessment of a student's degree classification in *the following degree programmes*:

- (i) BA History (single)
- (ii) BA History with Welsh History
- (iii) BA History (joint with subjects outside HISAR)

SHARE has decided that modules taken in years other than the final year shall contribute 50% of the final assessment of a student's degree classification in *the following degree programmes*:

- (i) BA Religious and Theological Studies (single)
- (ii) BA Religious Studies (joint with another subject)
- (iii) BTh Theology

3. EXCESS MODULES

The degree result is calculated on the basis of the minimum number of specified modules required for the degree. In cases where more than 240 honours credits have been taken, preserving an equal number of credits from each year of Part Two may not be possible given that there are different credit values for modules within the School but parity between the number of credits taken in the second and third years should be maintained where possible i.e. 120 credits each year. Where more than the minimum number of modules required for the award of the degree has been completed, modules will be selected (for inclusion in the degree calculation) on the basis of the minimum number required. They will be selected in descending order according to the weighted score of each module (in accordance with paragraph 10.9 of the Senate Regulations for Modular Undergraduate Programmes of Study).

4. BORDERLINE CASES

Except where special circumstances apply, the Examining Boards are only empowered by Senate regulations to consider raising a student's degree class into a higher class than that indicated by the combined weighted average mark provided that:

- i. the student's combined weighted average is no more than 2% below the next higher classification band (Senate Regulations: 10.5.1);
- or
- ii. marks in modules for one half or more of the credits contributing to the final award fall within the higher classification band than that indicated by the student's combined weighted average – Senate Regulations: 10.5.2).

In view of the Humanities Composite Board policy HISAR considers that regulation refers to the student's *rounded* average.

Invoking 10.5.2, we normally consider favourably for raising to the higher class anyone with half or more marks in the higher class, providing that no marks fall two or more classes below the higher class. Therefore a student with 120 credits 2.1 and 120 credits 2.2

would be favourably considered for a 2.1, while a student with 90 2.2 and 30 3rd would be viewed less favourably. A mark falling two classes below the higher classification might be compensated by a mark falling one class above.

Students qualifying as borderline under both regulations are normally considered favourably.

Students with substantive medical or other special circumstances who fall into either borderline category are normally considered favourably.

5. CREDITS FOR FAILED MODULES

1. In the case of the above honours programmes, the Examining Boards may use the provisions of Senate Regulations and may award credit in up to three failed single modules or their equivalents (i.e. 30 credits) in any one session (Regulation 8.2.3, Senate Regulations for Modular Undergraduate Programmes of Study). A student on a three year programme of study, may be awarded credit in no more than the equivalent of six failed single modules i.e. 60 credits. (8.2.2)
2. A student who has been awarded credit in a module shall not be permitted to be reassessed in that module with a view to improving his or her mark. (7.7)
3. A student who passes a module in which s/he has previously failed, shall be credited with the minimum mark for a pass i.e. 40%. (7.5)
4. Year One progression is governed by Humanities and Social Studies Executive Committee procedures: If a student has failed to gain 120 credits but has gained at least 90 credits, he or she may be allowed, at the discretion of the Examining Board and subject to the approval of the University, to proceed to the next year.

6. SAMPLING OF ASSESSMENTS

1. External Examiners are not sent any work from Year One.
2. The External Examiners are sent a sample of examination scripts and coursework from each module including all first-class work, all work which is border-line to classifications, all failed work, work where there is wide discrepancy between examination script and coursework, and any other problem cases.

7. ROUNDING OF MARKS

Marks are only rounded after all the assessments for an individual module have been combined. A mark which ends in 0.5 or above is rounded upwards. If such rounding takes a mark into a higher class, the module work will in any case be sent to the external examiner(s). The weighted average of a candidate's marks for all modules is expressed to two decimal places. The final mark of each module is expressed as an integer.

8. SPECIAL CIRCUMSTANCES

In the case of the above programmes, the Examining Boards use a Special Circumstances Committee to consider student cases and employ the conventions for the consideration of special circumstances as recommended in Senate Regulations. The Minutes of the Special Circumstances Committee are made available to the Examining Board.

An Examining Board has the discretion to modify a student's mark in one or more modules in any session of a programme of study (8.2.2).

Where a specific piece or pieces of assessment have been seriously affected by a special circumstance, marks will not automatically be raised. However, in exceptional circumstances the Board will consider raising a mark particularly where it is possible to compare with other marks either for written examinations or for assessed work.

In the case of final year students, consideration and any action on the raising of marks will take place before consideration of classification of the student's degree. The usual rules for classification will then be applied.

9. VIVA VOCE EXAMINATIONS

In the case of the above programmes, the examining boards do not normally use viva voce examinations.

4. DEGREE CLASSIFICATION

Undergraduate degrees are divided into the following classes:

- First,
- Upper Second (2.1)
- Lower Second (2.2)
- Third
- Fail

First class marks are also sub-divided into three categories (High, Middle and Low) for the purposes of the Arts & Humanities Research Council and other grant-giving bodies who take them into account when awarding postgraduate funding.

The following are some more detailed guidelines to what level of knowledge, intellectual skills and technical skills a student is expected to demonstrate in order to gain a particular degree class. (Each higher degree category subsumes what came before.). Please refer to Department handbooks for more detailed information.

A Third class piece of work should demonstrate:

- Knowledge: some relevant knowledge of material.
- Intellectual skills: some ability to organise an argument.
- Practical applications: safe operation of equipment and an acceptable standard of practical work.

A lower-second class (2.2) piece of work should demonstrate:

- Knowledge: a solid foundation of knowledge, particularly of required reading; an acquaintance with relevant primary and secondary data; ability to research specific tasks; few significant errors.
- Intellectual skills: ability to organise an argument; ability to select relevant material for the answering of a particular question; some critical awareness.
- Practical applications: consistent and solid practical results with good linkage between theory and practice.

An upper-second class (2.1) piece of work should demonstrate:

- Knowledge: grasp of a wide range of material; an ability to synthesise; wide acquaintance with relevant primary and secondary data; evidence of ability to research specific tasks with independence; no significant errors.
- Intellectual skills: ability to select and organise material purposefully and cogently; ability to handle complex ideas with clarity; evidence of independent thought and critical awareness; no significant errors.
- Practical applications: high quality practical results with a degree of innovation; high quality interpretation of results and records.

A First class piece of work should demonstrate:

- Knowledge: a command of the material; an especial ability to select and synthesise diverse material; research initiative.
- Intellectual skills: original, perceptive and incisive insights; an ability to contest and go beyond secondary material and received wisdom; sustained and cogent argument; full critical awareness.
- Practical applications: excellent practical work, with highly innovative in-depth practical design, linked to excellent records.

5. RULES AND REGULATIONS

5.1 Attendance

Attendance at lectures, practical classes, seminars and on prescribed field trips is compulsory and attendance registers are taken.

If you are going to miss a seminar or tutorial you must make every effort to inform the tutor in advance, either by sending a written message, an e-mail or by telephoning the tutor or the appropriate departmental administrator.

5.2 Email

Email is the official and most frequently used form of contact with students. You will be provided with an email address at Cardiff University at the start of your academic studies.

You are required by Cardiff University to activate this account and check it regularly for messages from the University. Please note the following extract taken from the official Information Services Regulations:

5.3.1 Students of the University while studying at Cardiff must make every attempt to log into their University mailbox at least once a week during Semester/Term time unless prevented from doing so by exceptional circumstances.

Please note that students are discouraged from forwarding email from their University mailbox to their personal accounts (for example, at Hotmail or Yahoo). These often have quotas which when exceeded result in the emails being returned to the sender. Your tutors' university email accounts will also sometimes mark email received from non-Cardiff accounts as spam, which means your messages could go unread.

5.3 Absence

If you are absent during term-time because of illness or any other reasons you must inform us.

If you are ill for more than three working days, you must complete and sign a self-certificate form, available in the School Office or on the shared S: drive if you are logged into a Cardiff University networked computer.

If you are ill for more than seven consecutive calendar days or are ill for more than three working days on more than one occasion within a single semester you must submit a doctor's medical certificate. Certificates can be given to your personal tutor or handed to the Student Support Officer, Mr. Richard Cawley, room 5.05.

All medical and personal information about you which is provided to the School as explanation for absence is kept confidential.

It is very important that these rules are followed; if your performance in your exams is affected by illness or you are unable to submit coursework on time, allowance cannot be made if there is no proper record.

5.4 Interruption of Study

Boards of Studies may grant an Interruption of Study (i.e. periods of more than 10 working days) to students pursuing taught programmes of study on any one of the following grounds:

(i) ill health, (ii) parental leave, (iii) election to a sabbatical post in the Students' Union, (iv) exceptional professional commitments, (v) work experience relevant to the programme of study, (vi) study abroad, (vii) compassionate grounds concerning personal, domestic or family circumstances, and (viii) financial hardship.

You must see your Personal Tutor and/or the Chair of the appropriate Board of Studies if you wish to request Interruption of Study.

An application for an Interruption of Study cannot be considered if there are ten calendar days or less before the commencement of a formal assessment period for the programme of study, or once the formal assessment has begun.

5.5 Addresses

It is very important that you keep us informed of your current home/term-time address and home telephone number. You can amend contact details online: <http://sims.cardiff.ac.uk>

Failure to keep us informed of your address means you are likely to miss important information from the University and the School regarding enrolment, exams, and results.

5.6 Academic Progress and Disciplinary Procedures

Students' academic progress is monitored in accordance with the following rules:

- A student must attend lectures, seminars, tutorials and prescribed fieldwork and produce such written work as is required.
- It is a student's responsibility, if he or she expects to be absent from a seminar or late in submitting written work, to secure the relevant member of staff's permission beforehand.
- If circumstances do not permit this, a student must explain the absence, or the late submission, as soon as possible after the event to the member of staff concerned.
- A student who is repeatedly absent from lectures, practical classes or seminars without explanation will receive a letter from their tutor requesting explanation. If no satisfactory response is received, the tutor may report the fact to the Chair of the Board of Studies. Following this, a series of disciplinary procedures come into play, full details of which are provided in the Academic Regulations Handbook. You should be aware that such procedures could lead ultimately, after due warning and appeal, to exclusion from the University.

5.7 Changing Modules and Degree Programmes

Year One students can change their chosen modules until Week 3 of the Autumn semester. Students in Year Two and Final Year have until the end of Week 2 in the Autumn Semester to change their optional modules.

Students in Year Two and Final Year may change their degree programme until Week 2 of the Autumn semester.

If you do decide that you wish to make changes to your modules or to your degree programme you **MUST** first speak to your Personal Tutor and/or the Chair of the appropriate Board of Studies. No change will be approved by the School unless this has been done in advance of the formal application being made on-line via SIMS. You cannot just change your mind without

telling anyone, and you cannot be assessed for a module if you are not officially registered for that module.

5.8 Plagiarism

Plagiarism means the use of the words or the interpretation of others without acknowledging them as such (This applies equally to published authors and the unpublished work of staff and students). It is a cornerstone of academic integrity that someone else's writings are not to be used without full acknowledgement. Students must adhere to this.

This means that every time you quote word for word from a source you must make it clear that you have made a direct quotation. Where you closely paraphrase someone else's argument you should make clear the degree of your debt to the source concerned. As the mark for the written work in part reflects the student's understanding of the subject of the essay, if he or she has merely repeated the words of another it is difficult to assess the level of understanding achieved or the ability to apply that understanding.

It is therefore totally unacceptable for students to plagiarise in their written work, whether assessed or non-assessed. If they do so, their mark will be affected: often a mark of 0 (nought) will be awarded. In cases of plagiarism involving assessed work, they will also have committed an unfair examination practice and be subject to the disciplinary procedures of the University.

Students will, of course, make use of other people's ideas and demonstrate in their written work an understanding and awareness of current research. They will also from time to time wish to make direct quotations from their sources. This is perfectly in order providing that in each instance this is acknowledged by proper referencing.

Adapted from a statement of guidelines issued by the School of Education and by the School of Social Administrative Studies, based on a definition used by the Cardiff Law School.

The School reserves the right to submit all coursework to online plagiarism evaluation. Students will be informed about digital submission of coursework for each module.

Please also refer to further guidance on plagiarism issued to students by each Department at the beginning of the autumn semester.

5.9 Recording of Lectures and Copying Teaching Materials

During your time studying at Cardiff University, you will have access to various learning and teaching events and materials which may, in some way, be protected by UK copyright and Data Protection laws. It is essential that you understand that you will need to observe the law when using these materials.

SUMMARY OF KEY POINTS

- Any recording made of any teaching event must be notified to the lecturer concerned in advance.
- No recording may be published or used in any way other than for private study purposes without the lecturer's written permission.
- Any reasonable adjustment requirements should be discussed with the University's Dyslexia and Disability Service in advance.

All copying of teaching materials and recording of teaching events must comply with the law, including the **Copyright Designs and Patents Act 1988** and **Data Protection Act 1998**.

6. STUDENT ADVICE

6.1 The Writing Centre

The Writing Centre provides a free, friendly and confidential one-to-one professional service for students who have problems with writing and study skills. For example, if you are having difficulties in planning or organising an essay or paper, if you are unsure of the conventions of grammar, punctuation, or referencing, or if you want advice on writing your CV or completing an application form, the Writing Centre can help.

The tutors are experienced and sympathetic and no appointment is needed. The Writing Centre is usually open on Tuesdays from 12-2pm during term-time.

6.2 Dyslexia and Disability Services

The Dyslexia & Disability Team at Cardiff provides confidential advice and support for students who are disabled or who have a specific learning difficulty or long term medical condition. Our services are aimed at both prospective students and those students who are already enrolled at Cardiff.

Who to contact: Students can access services offering a range of support for students with dyslexia and disabilities at both the Cathays Park and Heath Park campuses. If you are not sure which member of staff to contact, any member of our team would be happy to deal with your initial enquiry.

Dyslexia Resource Centre:

Contact the Dyslexia Advisors via:

Tel: 029 20 87 4844 / Email studentsupportcentre@cf.ac.uk or drop in at 50 Park Place.

Disability Team:

Contact the Disability Advisers via:

Tel. 029 20 87 4844 / Email: studentsupportcentre@cf.ac.uk or drop in at 50 Park Place.

6.3 Personal and Financial Problems

Confidential advice and guidance for students is available from the following organisations:

The Students' Union Advice Centre is located on the third floor of the Students' Union building (tel: 029 2078 1410) and is open between 9.30am and 4.30pm Monday to Friday. The Centre offers effective advice and support with virtually any problem you may encounter whilst you are here in Cardiff, including accommodation, course transfer, council tax, finance/debt, grants/loans, immigration, benefits, consumer, employment rights, health, registering with GP's and dentists and extension of visas for overseas students. You can drop in at any time, no appointment is necessary. They provide a confidential information and advice service for all of our students and work closely with the Sabbatical officers, principally the Equal Opportunities & Welfare Officer and the Academic Affairs Officer. You can e-mail us on: advice@cardiff.ac.uk

The Student Advisory Service is located at 47 Park Place (tel. 029 2087 4844, email: studentadvisory@cardiff.ac.uk) and is open 11.00am - 4.00pm, Monday to Friday. It offers advice, help and support to students, parents and others, on a range of personal, financial and academic matters and maintains a website giving advice and guidance to students on a wide range of personal, financial, disability, academic and general welfare issues: (<http://www.cf.ac.uk/advis/index.html>)

The Student Counselling Service

If your ability to study and your academic progress at university is affected by psychological or emotional difficulties, you may need some temporary support to get back on track. The Student Counselling Service provides brief therapy and a range of other interventions designed to increase your own coping skills and help you achieve your potential during your studies.

If you think you would like (or need, not always the same thing!) counselling, please fill in the Self Referral Questionnaire online at www.cardiff.ac.uk/counselling

SPACE4U is a daily drop in service where you can see a counsellor for 10-15 minutes (between 3 & 3.45pm) to ask questions, be signposted, or borrow a book.

Student Counselling Service: 50 Park Place (tel. 029 2087 4966; e-mail: counselling@cardiff.ac.uk)

6.4 Harassment

Harassment consists of behaviour towards another which causes, or which might reasonably be expected to cause, sufficient distress or annoyance seriously to disrupt the work or substantially to reduce the quality of life of that other, by such means as bullying, verbally or physically abusing, ill-treating, or otherwise creating or maintaining a hostile environment for that other.

There are various courses of action open to anyone who believes that they are being harassed, behaviour which, by its nature, often takes place in circumstances where there are no witnesses. If possible, the recipient should state clearly to the harasser that the behaviour is unacceptable and should cease. If this first rebuff is insufficient, the complainant is likely to benefit from the support of a third party. It is useful to make a note of the time, place, and nature of any specific incident.

For further guidance turn to the Students' Union Advice Centre or the Student Counselling Service (see paragraph 6.3).

6.5 Health and Safety

Personal Injury

In the event of personal injury in the School, First Aiders are:

Sue Virgo	Room 4.53	Ext 75632
Robert Jones	Room 4.55	Ext 75634
Peter Guest	Room 4.12	Ext 76538
Jacqui Mulville	Room 4.11	Ext 74247
Paul Nicholson	Room 3.12	Ext 74582

A list of other First Aiders in the Humanities Building can be found on the notice board outside Room 4.53.

Accident forms should be filled in for each incident. These are available from Bob Jones.

Emergency Telephone Numbers

IN AN EMERGENCY DIAL 999

- 999 Emergency number for Fire Service, Police or Ambulance
- (2087) 4910 College Safety Service
- (2087) 4810 College Health Centre
- (2087) 4444 Security Centre Control Room

When telephoning for assistance in an emergency: give the following information:

1. Who you are;
2. Where you are: the location and telephone extension;
3. The nature of the emergency and what service is required;
4. The exact location where assistance is required.

Be Aware of the Safety of Your Own Personal Environment

In particular be aware of the following.

- The location of flexes
- Where objects/equipment are placed
- How cluttered your work space is
- Location of others and how your actions affect them
- DO NOT stand on chairs - there are kick stools and step ladders
- DO NOT run

Electrical Hazards

- Be careful with electrical equipment, flexes etc. and their relation to water
- Watch out for frayed cables and those accidentally damaged
- Watch out for loosening of wires and plugs
- Turn off and unplug equipment when not in use
- Never test or take apart equipment unless it is unplugged
- Note the Portable Appliance Testing (PAT) stickers and ensure there is a current green sticker on electrical equipment
- If experimental apparatus is to be left running outside normal working hours, fill in the recommended form

Fire

- Dispose of combustible material properly
- Smoking is not permitted in the Humanities Building
- Make sure flammable solvents are used away from naked flames and sources of sparks which may ignite them e.g. electrical switches
- Use naked flames with caution

Fire Control

1. Raise the alarm
 2. Call for assistance
 3. Turn off gas and electrical equipment
 4. Only tackle small fires which may be controlled. If in doubt, get out
 5. Fires can be controlled by:
 - (a) suffocating the flames
 - (b) using an extinguisher CO₂, foam, powder to exclude O₂
 - (c) rendering the material incombustible - water
- Make yourself familiar with the location and use of fire control equipment
 - Use CO₂ (black) extinguishers on electrical fires NOT water (red) or foam (cream).
 - Aim extinguishers at the base of the flames
 - Always put your own personal safety above all
 - Beware of smoke. This is often the cause of death

7. USEFUL INFORMATION

7.1 Libraries/Resource Centres

Your student I.D. card enables you to use the Library services of the University.

The majority of books and journals you will need are found on the second floor of the Arts and Social Studies Library. However, copies of books most heavily used in teaching are kept in the Central Collection, situated on the ground floor adjacent to the issue desk. Books from this Department are loaned for one week or one day. The Salisbury Collection, housed on the second floor of the Arts and Social Studies Library, comprises an outstanding research collection of material relating to the language, history and literature of Wales and other Celtic countries. Publications relating to environmental archaeology and other aspects of archaeological science are also found in the Science Library and other campus libraries.

Of particular use to Conservation students are the Architecture and Engineering libraries. Ancient History also has the Sheila White Library, located in Room 4.09 in the Humanities Building. All students are welcome to borrow books from it – but please ensure that you sign books out and return them promptly.

The Library computer catalogue, called VOYAGER (<http://library.cf.ac.uk/>), provides details of material housed in each of the University Libraries. You can look for items using an author or title and also search for material about a particular subject. VOYAGER will tell you: where the item is, how long it can be borrowed for, and how many copies are available on the shelf. There are terminals for VOYAGER on each floor of the Arts and Social Sciences Library.

Term-time hours of opening for the Arts and Social Sciences Library are: Monday to Friday 8.30am to 9.30 pm, Saturday 10.00 am to 5.30 pm and Sunday 12.00 to 5.00pm.

Further information can be obtained from the Information Desk, located on the ground floor of the Arts and Social Studies Library, which is permanently staffed during opening hours.

The Library provides tours of its facilities at the beginning of the academic year and you are strongly advised to take one of these. Year One students will be advised of times available.

7.2 Computing Facilities

Twenty-four networked IBM-compatible computers are available in Room 4.19. This comprises an outstanding resource which is for the sole use of students and staff of the Cardiff School of History and Archaeology.

Normal hours of access are between 9.00 am and 5.00 pm on Mondays to Fridays. To use these machines you are required to register for a user account on the SHARE file-server . This will take place in the first week of the academic year. Students with subsequent IT problems should see Aled Cooke (Room 4.15).

Personal word processing facilities are also available on campus, for example in the PC Room on the Lower Ground Floor of the Arts and Social Studies Library and in the Julian Hodge Building.

7.3 Photocopying Services

Self-service photocopying is available in all libraries. All machines can be operated by using coins or a copier card which can be purchased in the libraries.

Fully automated laser colour photocopying services are available from Graphics, Arts and Social Studies Library (lower ground floor); Graphics, Bute Building; Aberconway Guest IT Room; Science Library and Trevithick Library.

Laser copies in black, blue and red or any combination of the three colours can be provided as part of a staff operated service in A4 and A3 sizes, at Graphics, Arts & Social Studies Building.

7.4 Binding Service

Soft binding and laminating services are available at several locations. Please see <http://www.cf.ac.uk/insrv/graphicsandmedia> for further details.

7.5 Microfiche/microfilm reader printer

Self-service reader printers, which produce A4 size paper copies from either microfiche or microfilm, are available in the Arts and Social Studies Library, the Aberconway/Guest Library, the Science Library, Senghennydd Library, Bute Library and the Trevithick Library.

7.6 Telex/Fax

An International Fax service is available at all Graphic Services sites for private and University use. Rates are competitive and confidentiality is respected. A telex service is also provided and operated from Graphics, Arts and Social Studies Library.

7.7 Book Shops

The University Book Shop, run by Blackwells, is located in the University Union, Senghennydd Road, Cardiff. A wide selection of books can also be found at Waterstones at The Hayes, in the city centre.

Rare and second-hand books are stocked by Whitchurch Books, (67, Merthyr Road, Whitchurch, Cardiff) and by Archaeological and Historical Books (95, Heol Briwnant, Cardiff).

7.8 The National Museums and Galleries of Wales

The National Museum of Wales, located between Cathays Park and Park Place, houses a multi-disciplinary collection, and has major Impressionist works and important natural science and archaeology displays. Opening hours are: Tuesday to Sunday 10.00 am to 5.00 pm, and Bank Holiday Mondays. Admission is **FREE** so you can use it as much as you want!

The Archaeology and Numismatics Department at the Museum has a Library of specialist archaeological books and journals which can be used by students undertaking projects or dissertations, although permission has to be gained to begin with; contact Prof. James Whitley in the first instance.

Also under the aegis of the National Museums and Galleries of Wales is the Museum of Welsh Life at St. Fagans just outside Cardiff.

8. CAREERS

The value of degrees in the Humanities: We have already sketched (in *Section 1.1*) what we believe to be the general skills which a degree in the Humanities can foster. These skills, including intellectual self-reliance, the ability to process information and make judgements, constructive criticism and a willingness to seek solutions, should all be valuable in walks of life other than the academic. Many careers will involve fuller training to begin with and periodic retraining subsequently, as the world goes on changing. Our hope is that your degree will have provided you with sufficient intellectual flexibility and discipline to cope with such challenges. You will also, we hope, have picked up or enhanced by the end of your degree directly transferable skills like word-processing, computing and the ability to write clearly and effectively.

Careers Service

You can use your Careers Service anytime during your degree. To get the most out of what is on offer you are strongly advised to start making use of the Service from your first and second years particularly to explore work experience opportunities. Do not leave it until the final year to make your first appointment!

The Careers Service is located at 50 Park Place (within the Student Support Centre). It is open 9am - 5pm including vacations, and the Careers Library is open 10am - 5pm, although times may vary during vacations.

The Careers Service is there to support and advise you whether or not you have a fixed career plan. 15 min Drop-in advice sessions are on offer to help you prepare your CV and job applications, and a programme of careers workshops are on offer on topics ranging from how to prepare for an interview to identifying career options with a Humanities degree. 30 min career consultations with a Humanities Careers specialist are available to help you to identify the best career path to follow after your degree. Further details available on the website www.cardiff.ac.uk/carsv

Careers of Recent Graduates: The majority of our graduates compete very successfully for posts in a wide range of fields. Some of these are professions traditionally associated with arts-based qualifications, such as teaching, librarianship, the Civil Service, local government and public sector administration; but an increasing number of our students opt for management in the financial services such as accountancy, banking, insurance, or in the commercial and personnel functions of industry. Other areas of employment in which recent graduates have obtained posts include events management, charity sector work, radio and television, tourism, advertising, export sales, the police and the armed forces.

Careers in Ancient History: While most of our graduates use their training and transferable skills in other areas, there are jobs in teaching ancient history, both on its own or in combination with other subjects. Teaching of ancient history and/or classical civilisation is flourishing in schools and colleges of Further Education; normally the Postgraduate Certificate of Education is a necessary preliminary. Limited numbers of jobs teaching ancient history in higher education are available for those who have engaged in postgraduate research.

Careers in History and Welsh History: A history degree does not just suit you to a career as a primary or secondary school teacher. A history training provides students with vital transferable skills, extremely useful in many jobs. It offers a very sound basis for further career development and 30% of history graduates go on to postgraduate study (well ahead of the average of 19% across all subjects) in vocational subjects such as law, accountancy, journalism, librarianship, teaching and IT. Although a history degree is not job specific, its

graduates have the skills that enable them to pursue a wide range of varied careers than often use an equally wide range of talents, and they are often extremely successfully in the job market. Historians have, for example, colonized key positions in the media, politics, law, teaching (with many historians going on to be head teachers), in the museum sector, in business (historians do, in fact, provide more directors of Britain's leading companies in proportion to the number of graduates than any other subject), and in the arts (as writers, screenwriters, etc). Many important jobs are within the grasp of an historian – it just depends on you, and what you want to do with your degree.

Careers in Archaeology: Archaeology can be an exciting and absorbing occupation. Anyone considering joining the profession should be aware that in many cases this field is neither secure nor highly paid. Archaeologists work in a wide variety of organisations and institutions, including: National agencies (English Heritage, Historic Scotland, CADW; The Royal Commissions on Historic Monuments for England, Scotland and Wales; The National Trust; the National Parks; the Council for British Archaeology; the Council for Scottish Archaeology); local regional authorities; independent trusts; museums; and universities. A jobs information service and database of registered Archaeological Organisations is available on the website of the Institute of Field Archaeologists <http://www.archaeologists.net/>

Careers in Archaeological Conservation: Employment prospects for archaeological conservators still remain good. Most Archaeological Conservation graduates who wish to obtain work in the conservation profession can do so. Vocational training in archaeological conservation is appropriate grounding for a position as a general objects conservator which may involve work with social history and/or ethnographic collections. The types of institution in which conservators may be employed vary considerably, ranging from archaeological trusts to national museums. Private practice is also a valid employment option.

Careers in Religious Studies / Theology: Religious and theological Studies is a broad liberal arts degree and our graduates follow many career paths. In recent years these have included: social work and the probation service; teaching and lecturing; journalism and broadcasting; graduate training in commerce and starting a small business; the police service, nursing; occupational therapy; work in community development and overseas aid: the armed forces; banking and financial services; the civil service; Christian ministry and pastoral work; librarianship and information services; the legal profession. Further information about the career potential of a degree in Religious Studies and Theology may be obtained from The Higher Education Academy Subject Centre for Philosophical and Religious Studies at <http://prs.heacademy.ac.uk/projects/employability>

APPENDICES

SEMESTER DATES 2011-2012

Week Beginning Monday	2011-2012		
26 Sept	Enrolment Week		Autumn Semester
03 Oct	Teaching begins	1	
10 Oct		2	
17 Oct		3	
24 Oct		4	
31 Oct		5	
07 Nov	Reading Week	6	
14 Nov		7	
21 Nov		8	
28 Nov		9	
05 Dec		10	
12 Dec		11	
19 Dec	CHRISTMAS RECESS for students		
09 Jan	Guided Study Week	12	
16 Jan		1	Examination Period
23 Jan		2	Examination Period
30 Jan	Teaching begins	1	Spring Semester
06 Feb		2	
13 Feb		3	
20 Feb		4	
27 Feb		5	
05 Mar	Reading Week	6	
12 Mar		7	
19 Mar		8	
26 Mar		9	
02 Apr	EASTER RECESS for students		
09 Apr			
16 Apr			
23 Apr		10	
30 Apr		11	
07 May	Guided Study Week	12	
14 May		1	Examination Period
21 May		2	Examination Period
28 May		3	Examination Period
04 June		4	Examination Period
11 Jun		5	Examination Period
	SUMMER RECESS		

RESIT EXAMINATION PERIOD

Monday 13 August 2012 to Friday 24 August 2012

Academic Staff Contact Details 2011-2012

Name	Room	Extension	Email (name@cf.ac.uk)
Aldhouse-Green, Prof Miranda	1.26	70402	Aldhouse-GreenMJ
Anagol, Dr Padma	4.14	76498	Anagol
Appleton, Dr Naomi	5.46	70122	AppletonNI
Baker-Brian, Dr Nic	5.12	77404	Baker-BrianNJ1
Bickle, Dr. Penny	3.65	70127	BicklePF
Boric, Dr Dusan	4.08	76597	BoricD
Bowen, Dr Lloyd	4.31	76284	BowenL
Bradley, Dr Guy	5.03	76283	BradleyGJ
Brodbeck, Dr Simon	5.09b	70103	BrodbeckSP
Cawley, Mr Richard	5.05	75611	CawleyR
Child, Dr Louise	5.14	74039	ChildL
Cooke, Mr Aled	4.15	76537	CookeAR
Deeg, Prof Max	5.35	75479	DeegMI
Edbury, Prof Peter	4.39	75651	Edbury
Ferlanti, Dr Frederica	4.29	75649	FerlantiF
Gilliat-Ray, Dr Sophie	5.15	70121	Gilliat-RayS
Gilliver, Dr Kate	4.04	74258	GilliverK
Guest, Dr Peter	4.12	76538	GuestP
Hegarty, Dr James	5.11	70103	HegartyJ
Henderson, Ms Jane	3.15	75629	HendersonLJ
Henderson, Ms Laura	4.57	70153	HendersonLJ1
Hines, Prof John	4.42	74736	Hines
Johnson, Dr William	5.16	75672	JohnsonWJ
Jones, Dr Bill	5.39	76104	JonesWD
King, Dr Dan	5.13	79313	KingDH
Lambert, Dr Stephen	4.01	75635	LambertS
Lane, Dr Alan	4.14	75627	LaneA
Lossl, Dr Josef	5.34	75499	LosslJ
Loughran Dr Tracy	4.30	75650	LoughranTL
Malik, Dr Saira	5.10	79313	MalikS7
Manti, Ms Paniogta	3.13	75157	MantiP
Matthews, Mr Gethin	4.35	76297	MatthewsGH
Mills, Dr Steve	4.27	75655	Millssf1
Mulville, Dr Jacqui	4.11	74247	MulvilleJA
Newton, Prof Scott	3.63	75652	NewtonSC
Nicholson, Dr Helen	5.36	74250	NicholsonHJ
Nicholson, Dr Paul	3.12	74582	NicholsonPT
Parkes, Mr Phil	3.14	75628	Parkes
Passmore, Dr Kevin	4.34	75654	Passmore
Pringle, Prof Denys	4.37	75648	PringleRD
Rawlings, Dr Louis	4.02	75744	Rawlings
Samuel, Prof Geoffrey	tba	70558	SamuelG
Seaman, Dr Andy	tba	75610	SeamanAP
Sharples, Mr Niall	4.13	74246	Sharples
Strobl, Dr Gerwin	3.57	75653	StroblG
Thacker, Dr Toby	4.32	76874	ThackerET
Totelin, Dr Laurence	4.03	75631	TotelinLM
Tougher, Dr Shaun	5.02	76228	TougherSF
Trombley, Dr Frank	5.08	75498	Trombley
Waddington, Dr Keir	4.33	76103	WaddingtonK
Walker, Dr Garthine	4.36	75640	WalkerGM
Ward, Dr Stephanie	4.28	75277	WardSJ2
Watkinson, Mr David	3.16	74249	Watkinson
Westgate, Dr Ruth	4.10	76105	WestgateR
Whitley, Prof James	4.16	76681	WhitleyA
Whittle, Prof Alasdair	4.41	75633	Whittle
Wright, Dr Martin	5.37	tba	WrightMK
Wyatt , Dr Dave	4.51	70404	WyattD1