

SCHOOL OF HISTORY, WELSH HISTORY AND ARCHAEOLOGY

P R I F Y S G O L
BANGOR
U N I V E R S I T Y



STUDENT HANDBOOK 2011 – 2012

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I. GENERAL INFORMATION

(a) The year at Bangor University is divided into two semesters. Each semester is divided into a twelve-week teaching period and a three-week assessment period. During the assessment period, you will not have lectures or seminars, but you may have to sit examinations and there will be deadlines for other written work.

(b) Both semesters are interrupted part way through, the first by reading week and the Christmas holiday, the second by the Easter holiday. You are expected to use part of these holidays for academic work, including: further reading, reviewing, and reorganizing notes; researching and writing essays or dissertations; and revising for examinations.

(c) The seventh week of the first semester is a reading week. There will be no formal teaching for most courses in this week, but you are expected to use the time reading more deeply into the subjects of your courses, looking through your notes, and preparing essays so that they will be ready for any deadlines which fall after the reading week. During the second semester reading week will fall in week twelve. Again there will be little or no formal teaching—you are expected to use the time to prepare for the summer assessments.

(d) The dates for the semesters in 2011/2012 are:

First semester

Teaching period 26 September 2011–16 December 2011

(Reading week) 7 November 2011–11 November 2011

Christmas vacation 17 December 2011–8 January 2012

Assessment period 09 January 2012–21 January 2012

Second semester

Teaching period 23 January 2012–23 March 2012

Easter vacation 24 March 2012–15 April 2012

(Reading week) 30 April 2012–4 May 2012

Assessment period 7 May 2012–1 June 2012

End of session - 1 June 2012

(e) You will have received a health and safety briefing in welcome week. If you missed this briefing, you should contact the health and safety officer for the College of Arts, Education and Humanities (see the Student Guide or the University's website).

(f) It is your duty to familiarize yourself fully with the action you should take in the event of a fire or accident. In particular, you must treat any sounding of the fire alarm seriously, whether or not you believe it to be a genuine emergency.

(g) During your time at Bangor, you may come across reference to Part One and Part Two, or to Levels 4, 5, or 6. Part One and Level 4 both mean 'first year'. Part Two means the second- and third-years of your degree, so that Part Two courses are those you may take in either of those years and which will count towards your degree. Similarly, Level 5 means the second year, and Level 6 means the third year.

2. THE SCHOOL, AND HOW TO TALK TO IT

(a) The School of History, Welsh History and Archaeology

(i) The School of History, Welsh History and Archaeology (referred to throughout this Handbook as ‘the School’) is located in the Main Arts Building, on the ground floor as approached from main entrance on College Road. The office, the lecturers’ rooms, and some of the teaching rooms are located on, or just off, the School’s corridor. The School’s address is: School of History, Welsh History and Archaeology, Bangor University, Bangor, Gwynedd, LL57 2DG. The number for the School office is: 01248 382144.

(ii) At Bangor, you will be taught by a diverse team of historians and archaeologists. In alphabetical order, these are:

Dr Kristján Ahronson (KA)—k.ahronson@bangor.ac.uk ext. 3251 Lecturer in Archaeology
Dr Ahronson is a specialist in the later prehistoric and early historic archaeology of Europe and North America, with fundamental interests in human-environmental interactions. More specifically, his undergraduate and postgraduate teaching explores archaeological theory and method, Atlantic archaeology, palaeoecology, the history of archaeology (especially in the nineteenth century), and Celtic studies. He is the School’s Part Two examinations officer.

Prof. Tony Claydon (AMC)—t.claydon@bangor.ac.uk ext. 3759 Prof. of Early Modern History
Professor Claydon came to Bangor in 1995 and has a doctorate from the University of London, having previously studied at Oxford University. He researches in political and religious history in the late-seventeenth century and has published on Britain and Europe during the time of William III. He teaches courses on sixteenth-century Europe, and seventeenth-century Britain. He is Head of the College of Arts, Education and Humanities.

Dr Andrew Edwards (ACE)—a.c.edwards@bangor.ac.uk ext. 2839 Lecturer in Modern History
Dr Edwards graduated at Bangor and completed his doctorate in 2002. He has specialized in, and published on, the political history of Wales and Britain during the later twentieth century and was part of the School’s ESRC devolution project. He was appointed lecturer in 2004 and teaches in both Welsh and English. Dr Edwards is director of Teaching and Learning in the College of Arts and Humanities.

Prof. Nancy Edwards (NME)—n.edwards@bangor.ac.uk ext. 2154 Prof. of Archaeology
Prof. Edwards joined the School in 1979, having done her postgraduate research at Durham. She works and writes on early-medieval Ireland and Wales—particularly early Christian sculpture and early church archaeology. She teaches various aspects of post-classical archaeology—especially that of the north and west of the British Isles.

Dr Dinah Evans (DE)—his801@bangor.ac.uk ext 3691 Lecturer in Modern History
Dr Evans joined the School as a lecturer in History in September 2008 after gaining a Ph.D. in History from Bangor University. She specializes in modern and contemporary British history.

Dr Mark Hagger (MH)—m.hagger@bangor.ac.uk ext 2781 Lecturer in Medieval History
Dr Hagger joined the School in September 2007 from the Institute of Historical Research, University of London. He gained his Ph.D. from the University of St Andrews in 1998. He is a medievalist specializing in the eleventh and twelfth centuries, with a particular interest in the Normans and Normandy. Dr Hagger is on sabbatical in semester 1.

Dr Sue Johns (SJ)—s.m.johns@bangor.ac.uk ext 2149 Lecturer in Medieval History
Dr Johns was appointed in September 2007. She obtained her Ph.D. from Cardiff University and has previously taught at the Universities of Sheffield and Huddersfield. She is a medievalist specializing in Anglo-Norman history, and is particularly interested in gender studies.

Prof. Raimund Karl (RK)—r.karl@bangor.ac.uk ext 2247 Prof. of Archaeology and Heritage
Professor Karl joined the School in 2003 after studying at the University of Vienna and researching at the Centre for Advanced Welsh and Celtic Studies, Aberystwyth. He was awarded a Habilitation by the University of Vienna in 2006. He teaches heritage and Celtic and Roman archaeology, and researches many aspects of Celtic archaeology, in continental Europe as well as Wales and Ireland. He is Head of School.

Dr Christian Koller (CK)—c.koller@bangor.ac.uk ext 2150 Senior Lecturer in Modern History
Dr Koller joined the School in September 2007. He was previously at the University of Zurich. His main interests are in twentieth-century European History. His areas of expertise include military history, racism and the history of football. He is the School's finance officer. Dr Koller is on sabbatical in semester 2.

Dr Kate Olson (KO)—k.olson@bangor.ac.uk ext 2143 Lecturer in Early Modern History
Dr Olson joined the School in September 2008, as a British Academy Postdoctoral Research Fellow. She obtained her Ph.D. from Harvard University and specializes in medieval and early-modern Welsh History.

Ms Nia Powell (NWP)—n.m.w.powell@bangor.ac.uk ext. 2249 Lecturer in Welsh History
Ms Powell joined the School in 1979 after studying at Aberystwyth and Cambridge. She works on early-modern Welsh social history, especially law, crime, and public disorder. Her teaching—in both English and Welsh—concentrates upon Wales from the fourteenth to the eighteenth centuries, and upon legal history and the impact of the Renaissance.

Prof. Huw Pryce (AHP)—a.h.pryce@bangor.ac.uk ext. 2151 Prof. of Welsh History
Professor Pryce was appointed in 1981 after studying at Oxford University. He specializes in the history of medieval Wales, especially in the age of the Welsh princes, and also on aspects of modern Welsh historiography. He teaches in both Welsh and English on various aspects of medieval British, Welsh, and European history.

Dr Lowri Ann Rees (LAR)—l.a.rees@bangor.ac.uk ext. 2248 Lecturer in Modern History
Dr Rees joined the School as Lecturer in Modern and Contemporary History in 2010, having studied at Aberystwyth University and completed a Ph.D. thesis focusing on the landed gentry of south-west Wales. Dr Rees specializes in the eighteenth and nineteenth centuries, and her research interests focus on rural society, the landed elite, the *nouveau riche* and their attempts at upward social mobility. She teaches courses on nineteenth-century British history. Dr Rees is the School's senior tutor and disability contact.

Dr Gary Robinson (GR)—g.robinson@bangor.ac.uk ext. 2156 Lecturer in Archaeology
Dr Robinson joined the School in 2005 and has a doctorate from the University of London. A neolithic and bronze-age specialist, his research focuses on the archaeology of the western seaboard of prehistoric Britain, and he is currently conducting research projects in the Isles of Scilly, Cornwall, and Kintyre in Scotland. He is the School's admissions officer.

Dr Alexander Sedlmaier (AS)—a.sedlmaier@bangor.ac.uk ext. 3604

Senior Lecturer in
Modern History

Dr Sedlmaier joined the School in September, 2007. He was previously a Fellow of Wadham College, Oxford. His areas of specialism are in European and American History in the nineteenth and twentieth centuries. He is particularly interested in the history of consumerism.

Dr Peter Shapely (PS)—p.shapely@bangor.ac.uk ext. 2148

Lecturer in Modern History

Dr Shapely came to Bangor in 1998, having studied for his doctorate at Manchester Metropolitan University and lectured at the University of Salford. His research is on modern urban history, especially in north-west England, and his teaching interests are in British social and political policy and recent European history. He is the deputy Head of School. Dr Shapely is on sabbatical in semester 2.

Dr Kate Waddington (KW)—k.waddington@bangor.ac.uk ext. 3623

Lecturer in Archaeology

Dr Waddington joined the School in 2009 as a Researcher on the 'Early Celtic Societies in Wales' Project, following the completion of her doctorate at Cardiff University. She was appointed as a lecturer at the School in September 2010. She specializes in later prehistory, specifically the later Bronze Age and earlier Iron Age of Britain, and her research interests focus on material and visual culture theory, the archaeology of middens, depositional practices, and settlement and landscape archaeology.

(iii) The School also includes a number of scholars engaged on various research projects and postgraduate students working on Ph.D. theses (in some cases as Graduate Teaching Assistants). As part of their training or contracts they do some teaching, including acting as seminar leaders, course tutors, and as occasional lecturers. They include Hazel Butler, Samantha Colclough, Marco Guidici, Katja Koller (KK), Karen Pollock (KJP), Aimee Pritchard, Euryn Rhys Roberts (ER), Erin Robinson, Rex Smith, Mari Wiliam (MEW), Christian Zottl.

(b) The School office

The School office—located on the ground floor room 224.4 in the Main Arts Building—is the administrative hub of the School. It is staffed by Mrs Tracy Williams, the administrative secretary (t.williams@bangor.ac.uk ext. 2144). She is supported by Ms Sara Evans, who is based in room 224.3 (s.c.a.evans@bangor.ac.uk ext. 2237). The School office's functions are multifarious, and are referred to constantly throughout this handbook. Perhaps the most important of the office's functions are to check that you have registered for the correct number, and a permitted combination, of courses; to produce and provide course handbooks; to deal with timetable clashes; to administer changes of course; to run the attendance policy for seminars; and to receive essays.

(c) How to contact staff

(i) Staff consultation times

Staff are willing to have students knock on their door with emergency problems at any time. However, members of staff are entitled to some peace to get on with their own work and so, unless the matter is a real crisis, they would prefer you to disturb them only during their consultation times. These times are posted on staff doors and on the School notice board. If you have difficulties coming in to the School during consultation times, get in contact with the member of staff concerned (via e-mail or internal mail) to arrange a mutually convenient time to meet.

(ii) Staff pigeon holes

The staff have pigeon holes in the bay at the end of the corridor nearest the main entrance for written communications. You may also hand any letters or notes to the School secretaries, and they will hand them on to the relevant members of staff. Please note that essays must be submitted via the Essay Submission Box and not to staff.

(d) How staff will contact you

(i) Noticeboards

The main School notice boards are in the main School corridor (by the pews). It is vital that you consult these regularly, as these will display important timetable and general information including the deadlines for submitting work for each semester.

(ii) Student pigeon holes

Student pigeon holes are situated in the Admin hub on the ground floor of the School, close to the administrative secretary's office. You must consult your pigeonhole regularly, as it is the main way staff will try to get in contact with you between teaching sessions. The School will not be responsible for your failure to receive vital information because you did not check your mail.

(iii) E-mail

Please check your e-mail regularly. This is the main form of communication within the School, and staff will almost certainly contact you this way. Again, the School will not be responsible for your failure to pick up information because you did not check your email account.

(iv) Letters to your home or Bangor address

Sometimes—especially if you have failed to check your pigeon hole or e-mail—members of staff may write to, or telephone, you at your address in Bangor or your address at home (if different). When staff do this, the matter is often urgent, so it is vital that you keep the information held by the general office up to date by telling Mrs Tracy Williams where you are living, and when you move. If you are ill, or are to be away from Bangor for any length of time, you must let Mrs Tracy Williams know so that staff will know where to contact you.

(e) Feedback and representation

(i) Course conveners and/or seminar leaders will provide you with evaluation forms for the modules you have taken during the last few weeks of each semester. Completing these forms gives you the opportunity to rank the lectures and seminars you have had for that course and to comment on a number of other factors, such as the availability of books in the library and the amount of coursework you were asked to complete. These forms are your chance to provide feedback to staff on the teaching you have had in the School.

(ii) The staff-student committee exists to provide a channel of communication between the School and students, and to allow students to raise any concerns they have about courses, assessment, examinations, or any other aspect of the running of the School. The committee meets at least once every semester, and consists of representatives from staff, postgraduate students, and undergraduate students from each of the undergraduate years, as well as from those students studying through the medium of Welsh. Student representatives are elected annually—keep an eye on notice boards and your email account for details of forthcoming

elections.

(ii) In addition to the staff-student committee, students have representation on School Board of Studies—the governing body of the School. Two student members of the staff-student committee may request that they attend the board, and may take a full part in almost all its discussions and decision making.

(f) The personal tutor system

(i) Most students seem to be happy at Bangor, and generally have only occasional and minor problems with their work. However, if serious difficulties arise, the School offers a number of types of support. The most important of these is the personal tutor system. Under this scheme, every student at Bangor is assigned a personal tutor from among the School's academic staff. Your tutor will call you to a meeting several times a year to check that you have no problems, to review recent assessments, to provide feedback on examination performance and degree essays, and to discuss your academic development. If you have personal or academic difficulties, your tutor will always be willing to talk to you about them and to do what can be done to help.

(ii) You should try to establish a good relationship with your tutor, and should never be afraid to go to him or her with any concerns about your work or well-being. Over the years tutors have dealt with a wide variety of problems: you will generally find them understanding, sympathetic, and impossible to shock. Always remember that problems which are not dealt with tend to worsen and that it is always a good idea to seek help at the earliest moment. In particular you should inform your tutor if you are sick for more than a couple of days; if you are falling behind with your studies for any reason; or if you have personal or medical problems which you think may affect your performance in examinations or essays.

(iv) If, for any reason, you are not happy with the tutor assigned to you, or do not feel comfortable talking to them, you may request that you be assigned to a different one. Dr Lowri Ann Rees is the senior tutor, and you should contact her about this.

(v) Some students on joint degrees have personal tutors outside the School. Usually, problems with the History part of their degree can be sorted out by talking to the members of staff teaching them, or the general office. If difficulties cannot be resolved in these ways, students should talk to the senior tutor.

3. THE DEGREE: OVERALL AIMS OF HISTORY-BASED DEGREES

(a) The overall aims of subject provision are to:

- i. Develop knowledge and understanding of, and interest in, a wide range of human history;
- ii. Encourage an analytical approach to the past, so that students understand and may contribute to historical controversies;
- iii. Develop an understanding that the past is at least partly constructed in the present, and of the contemporary issues of legitimization and identity which this raises;
- iv. Develop an understanding of how evidence may be used to decide between differing interpretations of the past;

- v. Develop understanding of the limits and possibilities of human action in differing historical circumstances;
- vi. Produce intellectually trained graduates with cognitive skills of analysis, construction of argument, problem solving, and lateral and creative thought;
- vii. Produce graduates with transferable skills such as effective communication, tolerant debate, the ability to work independently and with self-discipline at sustained tasks, and basic competence in information technology;
- viii. Produce graduates fit to enter a wide range of employment—especially careers which require skills of communication, analysing large quantities of information, understanding human nature, or presenting and explaining the past;
- ix. Encourage (though in Welsh history combinations require) an interest in the history of Wales, as a local—and so specially vivid and relevant—example of how human societies have operated;
- x. Encourage (though only certain degrees require) the study of history in the context of other subjects which shed light on the human past, especially archaeology, politics, and heritage (taught within the School), but also journalism, film studies, English literature, Welsh literature, music, religious studies, modern languages, sociology/social policy, and psychology;
- xi. Permit (though not require) students to gain the above advantages by studying through the medium of Welsh, and so enhance the human resources of the wider Welsh-speaking community;
- xii. Extend the above advantages to as wide a section of the population as can benefit from the degree courses—especially by welcoming applications from mature and non-traditional students, and providing close individual attention to all students.

4. THE DEGREE: STRUCTURE AND COURSES AVAILABLE

(a) The overall structure of history based degrees

(i) All history degrees are divided into two sections: Level 4/Part One, which is that part of your degree taught in the first year of full-time study; and Levels 5 and 6/Part Two, which is that part of your degree taught over your second and third years of full-time study. If you wish to leave the University before finishing your degree course, completion of your first year enables us to award you a Certificate in Higher Education and completion of the second year entitles you to a Diploma in Higher Education. If you are successful in finishing year three, you will be awarded an Ordinary or Honours degree.

(ii) In your first year you study a variety of courses designed to give you a basic grounding in different aspects of history. In particular, the rules governing your choices ensure you have experience of different time periods, whilst the geographical and thematic range within each of the courses ensures you explore the history of several countries and have experience of different types of history (political, social, gender, etc.). These first-year courses are also designed to help you acquire the fundamental skills of reading, analysis, argument, and presentation that will be vital to your success in your second and third years. Beyond the core of history courses, the choice in your first year allows you to sample other academic subjects, and/or gain a grounding in other elements of particular degree schemes—for example, Welsh history, archaeology, heritage, contemporary political studies, film studies, journalism, and modern foreign languages.

(iii) In your second and third years you choose from courses designed to build on the experience of your first year by expanding knowledge, deepening understanding, and further developing your skills in the study of the past. These courses vary in type—some require you to develop a sense of continuity and change over long periods of time, others require you to study specific aspects of the past, and primary evidence, in detail and depth. All students (except those on joint-honours schemes) also take 'Perceptions of the Past' (unless they study its Welsh-medium alternative, 'Dehongli'r Gorffennol'). This module requires you to consider how the past is constructed and used by politicians and the public, as well as by academic historians. Students on some joint- and combined-honours degrees study other disciplines at more advanced levels than in the first year.

(iv) Some Part Two courses—the general and topic modules—can be studied in either the second or third year, although they will not usually run in consecutive years. When these courses are studied by third-year students, the core skills that you are expected to have acquired in your first year and mastered in your second (reading, analysis, argument, and presentation) will be supplemented by others, such as the ability to engage closely with primary sources and relevant scholarship (historiography). Consequently, third years may have additional teaching sessions and a slightly different assessment regime for these modules. Other modules—the special subject and the dissertation—are reserved to the third year because they require advanced skills (such as finding and analyzing large quantities of primary material, understanding specific areas in great depth, and framing historical or archaeological research questions).

(b) Choosing modules

(i) All the degree programmes offered in the School allow you to choose different combinations of modules, according to your particular interests. That said, the School is required to ensure that the choices you make will allow you to master the whole range of your chosen degree programme, and will allow you to progress to honours-degree level work in a structured manner. There are, therefore, rules regulating the choices that you can make. These rules are set out in the programme specifications which guarantee that you will study a sufficient variety of courses (covering a sufficient range of subject areas and types of academic study) to ensure you have met the requirements of your particular degree programme. Obviously, these vary from scheme to scheme—the regulations for each are contained in the Degree Programme Guide for your particular degree. These guides may be distributed with this handbook and/or will be available from the office. Unfortunately, guides do not exist for all of the large variety of joint-honours schemes at Bangor. For the rules on choice for these courses, see the section in this handbook on joint-honours courses (section 4(e), on p. 16).

(ii) Beyond the rules for particular schemes, the following general principles apply to choosing courses:

(a) Each module is worth ten, twenty, or forty credits. Each year you must study modules with a total value of 120 credits. You must also ensure that these 120 credits are evenly distributed across the two semesters.

(b) Most twenty-credit modules are taught over one semester and will only be taught once per year. Some twenty-credit modules, however, are taught over both semesters (and count for ten credits in each). All forty-credit modules are taught over both semesters (and count for twenty credits in each). To avoid an unbalanced workload, you should not

study modules worth more than seventy credits in any one semester.

- (c) Some modules have both a Welsh-language and an English-language version. You may not study the same course in two different languages.
- (d) In your first year, no module requires any previous knowledge of the particular subject studied. In your second and third years, however, some modules (particularly in archaeology) require that you have studied certain courses during your first year. As such, if you intend to study archaeology as part of your degree, you should ensure that you have taken the relevant foundations courses during your first year.
- (e) At Part Two, general modules and topic modules are usually taught only every other year. In 2012/13, therefore, an almost entirely different list of Part Two modules will be offered, and it is unlikely that the topic and general modules available this year will also be available next year. As such, you should ensure that you sign up for the modules you particularly want to take when they are offered, and not 'save' them for the following year.
- (f) Topic modules and special subjects have limits on the number of students who take them. It is therefore possible that you will not get on to a module (or modules) that you wish to take. The School apologizes for this, but tries to minimize problems and disappointment by prioritizing students who need to take particular modules for their particular degree programme (for example, contemporary political issues and medieval and early-modern history), and by trying to ensure you get your stated second-choice modules when you fail to get your first choices.

For the mechanics of registering for modules, see below (sections 5(a)(i)–(iii), pp. 16–17).

(c) First-year modules offered this year (2011/12)

Note that the information in brackets after each module in the list below gives the initials of the course co-ordinator (for their full name see the staff list above, section 2(a)(ii), pp. 4–6), the number of credits it is worth, and the semester(s) in which it is taught.

(i) History modules

Almost all students must study at least two of the courses below. They introduce you to the main periods of western history and introduce basic study skills.

HXH1002 The Birth of Modern Europe, 1470–1600 (AMC, 20 credits, semester 1)

HXH1004 Introduction to Modern History, 1815–1914 (CK and AS, 20 credits, semester 1)

HXC1004 Cyflwyniad Hanes Modern (TBC, 20 credits, semester 1)

HXG1007 Ewrop 1000-1300 (ER, 20 credits, semester 2) Welsh medium module

HXH1001 Apocalypse Then: The Crisis of the Fourteenth Century (SJ, 20 credits, semester 2)

HXH1007 Shaping the 20th Century (DE, 20 credits, semester 2)

(ii) Welsh history modules

All students on degrees including an element of Welsh history must choose courses worth at least forty credits from those listed below. They may be taken as options by other students. They introduce different periods of, and central concepts in, the history of Wales.

HXC1006 Cymru yn y Byd Modern (LAR, ACE, MEW, 20 credits, semester 1)
HXW1006 Wales in the Modern World (MEW, ACE, LAR 20 credits, semester 1)
HXC1007 Cymru: Tywysogion i Duduriaid (AHP, 20 credits, semester 2)
HXW1007 Wales: Princess to Tudors (AHP, 20 credits, semester 2)

(iii) Archaeology modules

All students on degrees including an element of archaeology must study courses worth at least forty credits from those listed below, and these must include HXA 1005 Archaeological Techniques and Principles. These courses may be taken as options by other students. HXA 1005 Archaeological Techniques and Principles introduces archaeology as an academic discipline; the other courses introduce different periods of archaeological study.

HXA1005 Archaeological Techniques and Principles (KA, 20 credits, semester 1)
HXA1006 Introduction to British Prehistory (KW, 20 credits, semester 1)
HXA1008 Introduction to Historic Archaeology: Roman & Medieval Britain (NME, 20 credits, semester 2)

(iv) Introduction to History and Heritage

This introduction to the concept of 'heritage' is compulsory for students reading history, heritage and archaeology or history and heritage management. It may be taken as an option by other students.

HXH1005 Introduction to History and Heritage (RK, 20 credits, semester 2)

(d) Second- and third-year modules offered this year (2011/12)

Note that the information in brackets after each course in the list below gives the initials of the course convener (for their full name see the staff list above, section 2(a)(ii), pp. 4–6), the number of credits it is worth, and the semester(s) in which it is taught.

(i) General modules

These courses may be taken in either the second or third year of study. All students will have to take at least one, although the rules for some of the particular degree schemes may mean that some students must take at least two. The courses are designed to provide a broad sweep through particular periods of World, European, British, or Welsh history. They require students to take an overview of long periods and to understand the broad pattern of developments within them, but they will also require students to concentrate on particular aspects of the period in question. They are taught through a mixture of lectures and seminars, and are assessed by essays and/or examination.

(a) General modules in history

(Note that for students choosing these modules for their second-year, the codes are shown, and should be given, as, for example, HGH₂134. For students taking these modules in their third year, the code is, for example, HGH₃134.)

HGH2130 & HGH3130 Britain 450-1200 (SJ, 20 credits, semester 1)
HGH2119 & HGH3119 Britain Since 1945-2000 (DE, 20 credits, semester 1)
HGH2128 & HGH3128 Introduction to East European History (KK, 20 credits, semester 1)
HGH2135 & HGH3135 Britain 1834-1914 (LAR, 20 credits, semester 2)

HGH2118 & HGH3118 The United States, 1877-1945 (AS, 20 credits, semester 2)

(b) General module in Welsh history

HGH2131 & HGH3131 Ireland, Scotland and Wales c.1100-1603 (KO, 20 credits, semester 2)

(ii) Topic modules

These courses may be taken in the second or third year of study. Rules for particular degree schemes make certain modules compulsory for that scheme. Topic modules are designed to focus on a particular aspect of history or archaeology in some depth, and so require students to master that area, and the debates surrounding it, in detail. They are taught either entirely by seminar, or by a mixture of seminars and lectures. They are generally assessed by degree essay and/or by examination, although some modules may also include a mark for preparation for, and contribution to, seminars or for presentations.

(a) Topic modules in history

(Note that for students choosing these modules for their second-year, the codes are shown, and should be given, as, for example, HTH2136. For students taking these modules in their third year, the code is, for example, HGH3126.)

HTH2146 & HTH3146 Witchcraft and Magic c.1100-1750 (KO, 20 credits, semester 1)

HTH2112 & HTH3112 Reformation and Counter-Reformation (AMC, 20 credits, semester 1)

HTH2109 & HTH3109 The Nazi State (PS, 20 credits, semester 1)

HTH2140 & HTH3140 Racism – History and Impact (CK, 20 credits, semester 1)

HTH2124 & HTH3124 Heritage and Identity (RK, 20 credits, semester 1)

HTH2143 & HTH3143 The Reign of King Stephen (SJ, 20 credits, semester 2)

HTH2141 & HTH3141 Reinventing the Middle Ages (AHP, 20 credits, semester 2)

HTH2113 & HTH3113 Women, Society and Politics, 1901-1979 (DE, 20 credits, semester 2)

HTH2150 & HTH3150 Britain in the Jazz Age (MEW, 20 credits, semester 2)

HTH3144 (only open to third-year students) Latin (AHP, 20 credits, semesters 1 and 2)

(b) Topic modules in Welsh history

HTW2120 & HTW3120 Acts of Union – England and Wales (NWP, 20 credits, semester 1)

HTC2026 & HTC3026 Deddfau Uno – Cymru a Lloegr (NWP, 20 credits, semester 2)

HTW2124 & HTW3124 Re-igniting the Dragon (MEW, 20 credits, semester 1)

(c) Topic modules in archaeology

HTA2100 (only open to second-year students) Interpreting Archaeology (GR, 20 credits, semesters 1 and 2)

HTA2106 & HTA3106 Early Medieval Wales AD530-1050 (NME, 20 credits, semester 1)

HTA2111 & HTA3111 Ancestral Landscapes (GR, 20 credits, semester 1)

HTA2115 & HTA3115 Archaeology and Environmental Change (KA, 20 credits, semester 1)

HTA2103 & HTA3103 Early Medieval Ireland (NME, 20 credits, semester 2)

HTA2112 & HTA3112 Atlantic Archaeology (KA, 20 credits, semester 2)
HTA2116 & HTH3116 Later Prehistoric Communities (KW, 20 credits, semester 2)
HTA2117 & HTA3117 Roman Frontier Society (KJP, 20 credits, semester 2)

(iii) Perceptions of the Past

This course is taken in the second year, and is compulsory for all but certain joint-honours students and unless a student takes the alternative Welsh-medium course, *Dehongli'r Gorffennol*, in either their second or third year. It is designed to make you think about how the past is constructed in the present, both by academic historians and by others. It aims to question the idea that the past simply has to be discovered, and so encourages speculation on what historians are doing when they write about history. Issues of historiography, and of the use of the past to legitimize political decisions and to construct identity, will be central. The course is assessed by two essays.

HCH2048 Perceptions of the Past (TBC, 20 credits, semester 2)
HCG2011 & HGC3011 Dehongli'r Gorffennol (AHP, 20 credits, semester 1)

(iv) Special subjects

A special subject is compulsory for all but some joint-honours students. It is reserved for the third year. The special subject concentrates on a very particular aspect or period of history, and examines it in great detail. These modules build on the ability to analyse particular aspects of the past, and to set these in the contexts of long term developments, which are inculcated in the general and topic modules. In addition, they demand a close consideration of a range of primary sources and thus teach students how to handle the sources from which our modern syntheses of events are constructed. Special subjects are taught by an intensive series of seminars, many of which will concentrate on the original material and teach you how to analyse it. Most special subjects are assessed by two examinations (one two-hour gobbet paper and one three-hour essay paper) and a degree essay.

(a) Special subjects in history

HSH3110/3111	Britain in the 1960s (ACE, 40 credits, <u>semester 1 only</u>)
HSH3096/3097	The Norman Conquest (SJ, 40 credits, semesters 1 and 2)
HSH3092/3093	Ruled by an Orange (ACE, 40 credits, semesters 1 and 2)
HSH3126/3127	Land and Power in England and Wales, 1780-1888 (LAR, 40 credits, semesters 1 and 2)
HSH3118/3119	Anarchism in Europe and America: 19 th and 20 th centuries (AS, 40 credits, semesters 1 and 2)

(b) Special subjects in Welsh history

HSC3012/3013	Cyfraith a Chymdeithas yng Nghymru, 1558-1640 (NWP, 40 credits, semesters 1 and 2)
HSW3010/3011	Princely Wales (AHP, 40 credits, semesters 1 and 2)

(v) The Dissertation

(a) The dissertation is a major plank in the degree and it is based almost entirely on independent study by the students themselves.

(b) The dissertation is worth forty credits and is researched and written over the last year

of the degree. It is compulsory for all but certain joint-honours students. The dissertation is a piece of research on a topic of particular interest to you, and written up in a project of 10,000–12,000 words. It should contain an element of originality, either in looking at primary sources, or in questioning accepted interpretations of the past, and should bring you close to the sort of work done by professional, academic historians. It builds on the ability to analyse particular aspects of the past and to set these in the contexts of long term developments—skills which were learnt in general and topic modules—but it adds close consideration of primary sources, and the challenge of formulating historical or archaeological research questions. The dissertation has the potential to be the most rewarding part of your work at Bangor. No other part of the degree allows you to look in such depth at something you are really interested in. Moreover, the history school staff recognize that the dissertation is a challenge and will accordingly provide much help in determining a topic and tackling some of the problems which can arise.

(c) You should take full advantage of the dissertation induction meetings held at the end of your second year. These will explain the nature of a dissertation and how to approach it, and they will also give you some ideas about how to start choosing a topic, what the finished product should look like, and the timetable for the project's completion. After this initiation you should begin to narrow down a topic, and should select a supervisor. The supervisor should be someone on the School's staff whose intellectual interests cover the area you wish to study. Your supervisor will become your main guide through the task of writing your dissertation. Note that you will not be able to pre-register for your third year unless you have chosen a topic, and had it agreed by your chosen supervisor.

(d) In the first few weeks of semester 1 of your third year, you will be invited to two meetings with your dissertation supervisor along with all his/her other supervisees. These meetings are intended to ensure that your research is progressing well and to answer any questions you might have about, for example, how to handle your sources or structure your thesis. By this point, your research should be well underway, and you should be preparing your Progress Report. Your dissertation progress report will consist of two elements: a written report between 1,500-2,000 words in length (worth 10%), and an oral presentation 15 minutes in length (worth 10%). You will submit the written element in week 8 of semester 1, and oral presentations will take place on Fridays during weeks 9-11 of semester 1.

(e) After these formal meetings, you will of course be able to approach your supervisor for further guidance. It should be noted, however, that the degree of supervision permitted is limited to no more than three hours per student (see below for further details). This contact time is invaluable and you should therefore take full advantage when your supervisor contacts you about progress. You may also ask your supervisor to read a part of the whole of the draft dissertation, provided that you give them your draft no later than three weeks before the date for submission.

Further details about the dissertation are available in the Guidelines for Dissertations booklet.

(vi) Work placements

These modules, worth 20 credits, involve students working in a local museum, archives office or archaeological unit in order to gain experience which may help them to be accepted on specialized vocational courses after their initial degree. Numbers are limited, and each placement must be approved by the School. If you are interested in a work placement, you

should see Prof. Raimund Karl, the Workplace co-ordinator for details and for the guidelines booklet.

(vii) Elective modules

These are courses offered outside the School of History, Welsh History and Archaeology, but within the College of Arts and Humanities (of which the School is part) or Schools in the social and other sciences. For a full list of these modules, see the Second/Third Year Gazette, available from the general office or via the University's website. Your choice of elective modules must be approved by the School, and they are normally only available to single-honours history students

(e) Joint honours: rules on the choice of module

(i) Some joint-honours schemes do not have programme specification documents. The rules on the choice of modules relating to such schemes are as follows:

(a) First year

Students must study at least forty credits of history courses or of Welsh history courses (depending on the history element of their joint degree), and at least forty credits of their other joint-honours subject. Any shortfall in their 120 credits for their first year must be made up with other courses offered by the School, or other Schools in the College of Arts, Education and Humanities (of which the School is part) or in other Schools outside the College.

(b) Second and third years

In each of their second and third years students must study courses worth 60 credits in the history element (in either history or Welsh history) of their degree, and 60 credits in their other subject. They must study at least one of the general modules offered in history or Welsh history over their second and third years as a whole, and in their third year they must either study one of the special subjects offered in history or Welsh history or write a history or Welsh history dissertation. They may take 'Perceptions of the Past' (or its Welsh-medium alternative 'Dehongli'r Gorffennol') in their second year, although this is not compulsory.

(ii) For some joint-honours schemes it may be possible for students to write an interdisciplinary dissertation in their third year, using material and methodologies from both their subjects. If you want to write an interdisciplinary dissertation, you must check that you can do so well in advance of pre-registration (see below 5(a)(i)). In these cases, the dissertation is deemed to take twenty credits from each discipline, leaving forty credits of history or Welsh history to be filled in the third year. This shortfall may be filled with two twenty-credit general courses, by a special subject, or by two twenty-credit courses, so long as the requirement to take at least one general module in their second or third year (taken together) is fulfilled.

5. THE DEGREE: STUDYING

(a) Registering for courses

(i) Pre-registration for the modules that will run in the academic year 2012/13 will take place during the week commencing Monday 16 April 2012. You will be notified in advance of the final arrangements.

(ii) Note that the time at which you will be allowed to pre-register for second or third year courses will depend on whether you have attended your compulsory seminars and on whether you have submitted the compulsory, but not assessed, coursework required of you—see the section of this Handbook on attendance and submission of coursework (section 8, pp. 23–6). If you have a clean attendance and coursework submission record, you will be allowed to register at the earliest opportunity. If you have regularly failed to attend seminars without an adequate excuse, you will be asked to present yourself at a later time/date. As topic modules and special subjects are capped, you will almost certainly not get into some of the modules that you wanted to take. Thus, if you want to take particular courses, it is essential to keep your record clean.

(iii) Final registration happens towards the end of welcome week. Watch out for notices advertising registration, and giving you instructions about what to do.

(b) Arrangements at the start of modules

(i) For many courses, you will be told the times of lectures at registration.

(ii) At the start of the first week of the semester, notices will be posted on the notice boards along the School corridor confirming the times of the lectures, and giving you the times of seminars, for the modules you are taking. You will also need to check the on-line timetable, which may be accessed at: <https://www.bangor.ac.uk/itservices/admin/timetable/> . When looking at your new timetable, it is particularly important to note the time and location of the first seminar or lecture, as it is usually at these first meetings that detailed arrangements for teaching are made and explained. You should also look closely to check if special introductory meetings have been arranged at the start of the course. Note that the times and places of lectures are sometimes subject to last-minute changes that are outside the School's control. You should continue to check your timetable for the most up-to-date information until the last possible minute.

(c) The module handbook

At the start of each module, you should make sure you obtain a module handbook. This will be handed out at the introductory meeting, or in the first seminar or lecture, and/or may be posted on Blackboard for downloading (course conveners will explain how to do this). The module handbook is vitally important. It contains details of the arrangements for each course; lecture summaries; reading lists for lectures and seminars; essay titles; and a host of other essential information.

(d) Arranging your timetable

(i) Arranging your timetable for the week, and for the year, can be a headache, especially if you are studying several courses at once which may be taught according to different rhythms. To get things right, it is worth spending some time with your diary at the start of the semester, looking at the notice boards, and checking your timetable with course booklets and/or other course literature. The School tries hard to arrange things so that there are no timetable clashes, but they do sometimes arise. If you find that you have a clash (seminars for two different subjects at the same time, for example), you should see Mrs Tracy Williams in the general office. Do not ignore the problem.

(ii) When arranging your timetable, remember that the lectures for a course may start some time

before the accompanying seminars. Do not forget to go to the first seminar just because it does not take place in the first week or two of the semester. In some cases, particularly general modules, your seminars may be held every other week. Check carefully when your seminars are, and do not forget to go just because they do not fit a weekly pattern. This will not be an adequate excuse when you are summoned to explain your absences from your seminars.

(e) Changing courses

If you register for a course, but later decide you want to change to something different, it may be possible for you to do so, provided you make your decision before or during the first two weeks of the course. To change module, you will have to speak to the course convener of the course you are leaving (his or her name will be printed in the course booklet) and to the convener of the course you wish to join (to check that it is not full, and that you have satisfied any pre-conditions for taking it). You will also have to speak to Mrs Tracy Williams in the general office so that she knows what you are planning to do, and can check that you are allowed to take your new combination of courses.

6. TYPES OF TEACHING AND STUDY

During your time at Bangor, you will be subjected to a number of different types of teaching, and will be expected to engage in different types of study. Each **of** these types of teaching and study have different purposes. You should take them all seriously to get the most out of your degree.

(a) Directed reading

The core of teaching for all courses is the reading list or bibliography, which indicates what you should read to gain the knowledge and analytical tools you will need to be successful in that course. For advice on how to search for literature and compile a bibliography see the relevant sections in the School's Study Skills booklet.

(b) Lectures

Lectures are an essential part of many courses and you should make every effort to attend them. Lectures usually provide a framework for the study of the course's subject matter. They may point out the main issues you need to think about, and will usually explain the main historical events and processes to be considered. However, while lectures provide such a framework, they can never provide enough information or time for reflection to verse you fully in a topic. You must, therefore, supplement notes made in lectures with your own reading, your own private note-taking, and your own thoughts about the subject.

(c) Seminars

(i) Seminars consist of small groups (usually of up to 12–18 students) meeting with the course tutor for discussion of a particular topic and/or aspects of that topic. They often start with short papers given by students to initiate debate, and are designed to allow you test your ideas by comparing them with those of other people, and to develop your skills of presenting and defending arguments. Many seminars also provide advice on how to handle historiographic or archaeological disputes, and how to analyse primary material. Although the prospect of speaking at seminars can be daunting at first, participating is the only real way to benefit from

them, and most students come to find the sessions rewarding as it gives them a chance to share their thoughts, develop their notes, and sharpen their arguments in a public forum. It is important to prepare for seminars by doing the preparatory reading suggested in course booklets or other handouts. Even if it is not your turn to give a paper, you will need to prepare so you can play a full part in the discussion.

(ii) Going to seminars is so vital a part of your study—and the other students in the group depend so much on your participation—that attending these meetings is compulsory. See the section of this Handbook on attendance and submission of coursework (section 8, pp. 23–6).

(d) Field trips

(i) Some of your courses may include field trips to sites, monuments, museums, archives, or other places that are important for the course you are studying. Field trips provide you with important primary source material for some courses, and give you first-hand experience of aspects of your courses which may be particularly relevant for successfully writing degree essays or in examinations. Frequently, field trips will also later be discussed in seminars, and thus can be an important preparation for such meetings.

(ii) Field trips are another vital part of your study—and again, other students in the course depend on your participation—so that attending field trips is compulsory. See the section of this Handbook on attendance and submission of coursework (section 8, pages 23–6).

(e) Coursework

(i) At points throughout many of your courses, staff will require you to submit essays or other written coursework. These will be returned to you with feedback which is intended to help you to improve the quality of your work. So although coursework is not part of the assessed work for your degree, it will help you do better in that assessed work. Normally staff will hand back your coursework within four weeks of your handing it in (although often it will be at the next seminar at which you see them). Obviously, there may be occasional exceptions to this, especially over holidays. If staff fail to return essays within four weeks, and have not given any warning of, or explanation for, this, and if you submitted the work on time, you may certainly approach them to ask when your work will be returned. If, however, you have handed the coursework in late, and have thus disrupted your teacher's work schedule, they are under no obligation to return that work to you in good time.

(ii) You should take your teacher's reactions to your essays seriously, and not just file them away unread. Marked essays give you important feedback, which will help you hugely—both in writing essays which count towards your degree, and in examinations.

(iii) Handing in course essays and other course work is thus a vital part of your study, and submission of course essays and other course work is therefore compulsory. See the section of this Handbook on attendance and submission of coursework (section 8, pages 23–6).

(f) Individual supervision

At points during your degree you will have individual meetings with members of staff, who will advise you on many aspects of studying history. The dissertation in your third year is taught mostly through individual supervision, but you may request individual meetings with staff at any

point on any other course, and many modules have time for individual attention built into them. Staff may also request individual meetings with you—especially when they return essays. In addition, your personal tutor will meet you several times each year to review your progress, to report back the results of assessments and the comments of examiners, to discuss any problems you may be having in studying for your degree, and to suggest ways of enhancing your performance.

7. TYPES OF STUDY

(a) Private reading

(i) Traditionally, students were said to ‘read’ for their degrees. This old description of study should still be appropriate. Your own reading must form the backbone of your time at Bangor, and it is still the most important part of your career here. There is no substitute for reading. It is the only way to gain the depth of information you will need for your degree; it is the only way to discover a full variety of ways of approaching the past; and it is the only way to ensure you have reflected enough upon your subject to understand it.

(ii) When doing private reading, intelligent use should be made of the reading lists provided. It is not always necessary (or possible) to read everything on a list. To help you select what to study, you should use tutors' or bibliographies' indications of the most important items; reflection on the question you are trying to answer; and clues within volumes such as contents pages, introductions, conclusions and even publishers' blurbs. You need not read closely the entire content of all books—learn to skip, skim, or gut less important sections.

(iii) However, whilst you will not have time to read all items on a bibliography, it is important to use more than one principal source of information and interpretation, and to move beyond general introductions and textbooks. Presenting work that relies heavily on a narrow source base will be penalized. Deepen your overview of a subject with study of more specialized monographs, journal articles, book reviews, excavation reports, or collections of documents. This depth of reading will become increasingly important as you move beyond your first year and general courses to topic courses, special subjects, and dissertations. Bear in mind also, that it is always possible to move beyond a reading list to explore particular aspects of a topic. You can use the references in books and articles, review articles in journals, and online search tools such as the Bibliography of British and Irish History (available among the library's electronic databases) to do this.

(iv) When doing private reading, remember that other people will want to use many of the works you will be consulting. Try to return books to the library quickly.

(b) Note-taking

(i) An essential complement to private reading is taking notes. The obvious point to remember about notes is that they should summarize the main points of a historical work in such a way that you can use them to remind you of the thrust of the work without having to read it again. It is therefore pointless to transcribe everything. Over-extensive notes take too much time to make, and are of little use later because you have not separated out the really vital material. They can also lead to cases of plagiarism, whereby students do not realize they have copied someone else's work word for word. A good way to avoid making over-extensive notes is to

delay writing anything down until you have finished reading each section of a work. Once you have completed each chapter, article, or section, you will have a better idea about what its main points were and can decide what to take down. Delaying note-taking also allows you to re-organize a work's material in your notes. Historians do not always write up their conclusions in a logical order—you can often make your notes clearer and better structured than the original piece!

(ii) Whilst guarding against over-extensive notes, remember that historians need concrete examples to use as evidence. When you come to write essays, it is not enough to say 'X historian says Y' as though this makes a point or argument for you. You have to know, and spell out, why that historian has reached that conclusion. Consequently, as well as noting the main thrust of historians' arguments, you should also make a record of some of the concrete pieces of evidence they use. Note down those facts which you find most significant, or the pieces of evidence which you find most convincing. Recording all facts and examples will only confuse your notes.

(iii) Always note down the source (title and page number) of your notes. This is vital if you ever want to find the original source again, and is also essential for full and proper references in written work when you use information from the original source.

(iv) Remember that photocopying an article or book chapter, or downloading it from the Internet, is no substitute for reading the material and taking careful notes on it.

(c) Preparing seminar presentations

Many seminars at Bangor will begin with a presentation by a student, who will have been asked to prepare a talk on a central aspect of the topic under consideration. Preparing such presentations provides an opportunity for you to think about key questions, and to polish your skills of presentation, organization and argument. However, while preparing presentations is intended to help the presenter, you should remember that the presentations are also intended to help the other students in your tutorial understand the points at issue. You should therefore aim to be clear. Speak slowly, repeat and emphasize the most important points, and perhaps prepare handouts or Power Point slides to illustrate or clarify your arguments. You should introduce your arguments by providing context and background, and you should try to indicate possible objections to, or problems with, your approach. You should engage with views that conflict with your own and not simply ignore them or, worse, pretend that they do not exist. Seminar discussions work much better if opening presentations have encouraged debate and suggested possible challenges to their position.

(d) Written work

(i) You will be asked to produce a variety of written work while studying for your degree, such as book reviews and annotated bibliographies, as well as the traditional essay. The type and amount of written work will vary between modules, and you should therefore check the relevant module handbook for details of what is required. Some of this work will be coursework, which will not count towards your degree. You are reminded, however, that the submission of coursework is compulsory (see 'Attendance and submission of coursework' at section 8 below, pp. 23–6). Other written work, most usually the degree essay, will be assessed and will count towards your degree.

(ii) Coursework and degree essays will be returned to you with feedback (more on feedback in section 12 below, pp. 41-43).

(iii) Note that you should always keep a copy of your written work just in case the copy that you submitted is lost, or some other issue arises;

(iv) All written work must be taken seriously, even if it does not count towards the final mark for a course. Producing this work will encourage you to research an aspect of your course in greater detail; it will force you to think about the issues involved as you construct your answer to the question; and it will develop your skills of presenting sustained and supported historical arguments. The production of written work, particularly essays, will also provide you with important revision notes. Skimping on, or failing completely to submit, coursework essays is one of the commonest reasons for poor performance in examinations.

(v) Essays (in particular) are not an opportunity to write down everything you know. They should centre around a well-structured argument, which responds to the question set, and which is adequately, but economically, supported by selected evidence. The only way to ensure that essays do this is to plan them before you write. It is only once you have a plan that you will be in a position to set out a clear and directed argument. The plan will also help you to divide your essay into sensible sections that flow in a logical order; to ensure that the essay is an answer to the question and not an irrelevant burble; and that you have enough specific evidence to back up what you say. But although you should have a plan before you begin, you should also bear in mind that it is not set in stone. You may find that you need to revise that plan, and the structure of your essay, as you write. In any event, essays which have not been planned stand out a mile, and their unstructured ramblings drive markers to despair.

(vi) All essays should be word-processed and well-presented. They must include a full bibliography and proper references (conventions and requirements for these can be found in the School's Study Skills booklet). They must be submitted on time.

(vii) Late coursework essays may not be marked by tutors, at their discretion. All assessed degree essays will be penalized according to School and University rules if they are handed in after the deadline and you have not arranged an extension with the senior tutor.

(e) Revising for examinations

Courses assessed by examination require proper revision. Revision is most successful when it is begun in plenty of time (teaching on most courses stops well before the exam to allow a good period for revision, and there is much time at Christmas and Easter to look again at your notes); and revision can only be effective when it is properly planned and disciplined so that each area to be looked at is given adequate attention. Revision is also better when it goes beyond repetitive attempts to remember notes, and aims for deeper understanding of the subject. Good ways of obtaining this deeper understanding (and preventing revision becoming utterly tedious) are to re-structure your old notes in the revision period (especially by 'boiling them down' to identify key arguments, facts and issues), to make essay plans for questions on old examination papers, and to read some additional books on the subject.

(f) Scheduling your work

Obviously, because you will be taking a variety of courses, which will have different deadlines

for submitting essays and preparing for seminars. You will therefore have to schedule work carefully. Note that deadlines for essays are given in course literature from the start of the course, and that any rota of seminar presentations is usually decided at the first seminar meeting. Soon after the start of your courses, therefore, you will be able to draw up a timetable of deadlines and schedule your work accordingly. It is important that you do so. It will help you to avoid the risk of falling behind, and you will be able to work more steadily through the year. Note that when scheduling your work you should bear in mind that you may have to start and complete some work well before its deadline, especially as a number of degree essays may be due on the same deadline(s) at the end of the semester. You should also remember that you should reserve time towards the end of courses which are assessed by examination so that you have some time to revise.

(g) Quantity of work

(i) Students taking a history, or joint history, degree at Bangor should note that teaching staff cannot, on their own, provide them with the knowledge and understanding of the past necessary to attain their qualification. Whilst the lecturers will give you plenty of guidance on what and how to study, and will give extensive feedback on your progress and achievements, direct contact time (in the form of lectures, seminars, and individual supervision) can never hope to supply you with the mastery of material and comprehensiveness of analysis which work at degree level requires.

(ii) You are therefore expected to do much of the work for your degree yourselves. You are expected to use the library, the computing facilities, and other resources that the university provides to investigate the topics your courses cover. Using lectures and seminars as a guide, you are also expected to devote time to thinking about and interpreting the material you encounter. Further you are expected to spend considerable time preparing to present your interpretations in the form of essays, seminar presentations, dissertations, and examination answers.

(iii) The School reminds you that each ten credits of each course should involve around 100 hours of your time (either in lectures, seminars or private study) and it recommends that you spend at least 25 hours in private study every week. It is extremely difficult to have the command of material necessary for a degree if you spend less than this amount of time studying—and examiners will be looking for evidence of considerable private study during assessments. Students are also recommended to spend time in the Christmas, Easter, and summer vacations, and in the reading week, reviewing and revising topics they have been studying; in doing preparatory reading for courses they will be taking in the next teaching period; and in working towards tasks (such as the dissertation) which require primary research.

8. ATTENDANCE AND SUBMISSION OF COURSEWORK

(a) Compulsory attendance

(i) Attendance at lectures, seminars, and field trips is compulsory. It is in your own best interests to attend these classes, and other students are depending on you to participate in order to get the most out of these sessions.

(ii) If you know in advance that you cannot attend a seminar or field trip, please inform the

course convener in person or in writing (either by submitting an absence form to the office or by sending an email to the course convener) before the seminar or field trip you will miss starts. Sending such an apology in advance will ensure that your attendance record stays clean, which is important for determining when you will be allowed to pre-register for next year's courses.

(iii) Where attendance was impossible for pressing personal or medical reasons which could not be foreseen, an explanation of the circumstances should be given on the absence forms available from the office. These forms should be handed into the office as soon as the student returns to their studies. If you have a valid, and preferably documented, reason for your absence then your attendance record will remain clean.

(iv) Failure to attend a seminar or field trip without submitting an apology in advance, or without submitting an absence form after you have missed a seminar or field trip for unforeseen reasons, will be recorded and may result in a 'yellow card' or 'red card'.

(v) Attendance at tutor meetings is also compulsory. That includes meetings with your personal and course tutors and also meetings with your dissertation supervisor to which you have been invited. Invitations may only be put up on student notice boards, so please make sure you regularly check those boards. Failure to attend such meetings without submitting an apology in advance, or without submitting an absence form after you have missed the meeting for unforeseen reasons, will be recorded and may result in a 'yellow card' or 'red card'.

(vi) Students asked to make presentations at seminars, which are considered to be coursework, must do so. Failure to make the presentation at the seminar for which it was scheduled will result in a 'yellow card' or 'red card'.

(vii) The non-assessed Coursework described in course booklets (course essays, annotated bibliographies, book reviews, and so on) must be submitted at the time specified by the course tutors. If the failure to submit the coursework was due to pressing personal or medical reasons which could not be foreseen, you must present yourself before the course convener to explain your reasons. The course convener may, at his/her discretion, reject your excuse. Failure to submit coursework by the deadline specified by the course tutor will be recorded and will result in a 'yellow card' or 'red card'.

(b) Procedure in cases of failure to attend or to submit coursework

(i) Staff will keep a register of attendance at seminars, field trips, and for other arranged meetings. In the run-up to pre-registration, all absences will be logged by the School administrator and 'yellow cards' and 'red cards' distributed as appropriate. You will not be warned about the impending award of one of these cards—you know what you have missed.

(ii) If you miss five of any combination of seminars or tutor meetings (without excuse) or fail to submit any due coursework, you will be deemed to have received a 'yellow card'. You will have a short period of time during which to challenge the award of the 'yellow card'. You should make an appointment to see the senior tutor and if you are able to present evidence explaining your absences or failure to submit coursework, the senior tutor may, at his/her discretion, rescind the 'yellow card' that you have been given.

(iii) If you miss a total of seven or more of any combination of seminars or tutor meetings without excuse, or you fail to submit any due coursework, you will be deemed to have received a 'red

card'. Again, you will have a brief opportunity to have the card rescinded.

(c) Effects of the 'yellow cards' and 'red cards'

(i) If you receive a 'yellow card' you will not be able to pre-register for the next year's modules until after those students who have a clean record. This may mean that you are unable to register for the topic modules and special subjects that you would like to do.

(ii) If you receive a 'red card':

(a) All staff will be notified and must mention your failure to attend compulsory classes and/or submit coursework if you ask them to write a reference for you (staff are under a legal obligation to consult and report any concrete evidence of persistent non-attendance, or of failure to do required work, to your potential employers);

(b) You will not be able to pre-register for the next year's modules until after those students who have a clean record or have a 'yellow card'. This will mean that you are unable to register for the topic modules and special subjects that you would like to do;

(c) You will no longer be entitled to receive guidance or help beyond the minimum. For example, staff will not be required to give you detailed feedback on your degree essays, nor to meet with you outside of class times;

(d) In addition to the above formal sanctions, you should know that undergraduates who fail their degree, fail to gain honours, or gain third-class degrees, are almost always the students whose attendance and submission record was poor. Neglecting key parts of the teaching and learning process can only mean that you will not perform to your best in assessments.

(ii) Please note that the School does not wish to punish those with genuine difficulties, or make life harder for them. It merely wishes to be able to teach students in a proper way, and to support those diligent students hoping for help and participation from their colleagues. If there are confidential reasons why you may have missed a tutorial which you might not wish to write on the official absence form, you must contact your personal tutor (or the senior tutor if this proves impossible), and you must do this in good time.

(d) Effects of a clean record

If you attend your seminars and submit all due coursework, and do not receive a yellow or red card:

(i) All members of staff will note your good attendance record and your submission of all due work in any references that they write for you.

(ii) You will be allowed to pre-register for courses at the first opportunity and will therefore have an increased chance of getting into the capped modules that you wish to take.

(e) Significant absences

(i) If you miss more than 40% of the compulsory classes (with or without apology), you will be

reported to the senior tutor and the Special Circumstances Committee. They will consider each case on an individual basis. You will be given the opportunity to put your case, and this will be taken into consideration by the senior tutor and Committee when making their decision.

(ii) The senior tutor and Special Circumstances Committee may, if there are mitigating circumstances, for example severe medical or personal issues, make arrangements to safeguard your academic progress, or make any other ruling as they see fit, having regard to the evidence you have presented to them.

(iii) If there are no satisfactory mitigating circumstances, or no documentary evidence is proffered to back up such claims, the senior tutor and Special Circumstances Committee may decide that you have not gained the required learning outcomes for the course and that you should not, therefore, be given credit for the module. This will mean that you will fail your year and, at the very least, will have to sit the supplementary assessment for that module in the summer.

(f) Removal of 'red cards'

(i) If you have received a disciplinary note ('red card'), you may request that it be removed from your record. You must make this request at an interview with your personal tutor. It is up to you to arrange this meeting. At it, you must demonstrate to your personal tutor that you have reformed your working habits and that you have attended compulsory classes and submitted all work on time. In most cases, you will be able to do this by reference to your record. The decision as to whether or not the 'red card' should be revoked is at your personal tutor's discretion.

(ii) If your attendance and coursework submission record again deteriorates after a 'red card' has been revoked, your personal tutor may reinstate if you are issued with a 'yellow card' again at a later date.

9. THE DEGREE: TYPES OF ASSESSMENT

(a) Regulations

(i) The University's regulations for modular undergraduate degrees are set out (as at September 2011) at <https://www.bangor.ac.uk/ar/main/regulations/BUReg01-v201001.pdf> . These set out some brief rules relating to your progression from first to second to third year. These regulations refer to the more detailed Code of Practice for the Assessment of Students for Undergraduate and Taught Postgraduate Courses (Code 02), which may be consulted at: <https://www.bangor.ac.uk/ar/main/regulations/BUCode02-v201001.pdf> . All of the University's Regulations and Codes may be found via the Academic Registry's page on the website.

(ii) For courses taught within the School, any re-sits that you need to take to pass the year will take the form of timed examination, whatever the format of the assessments for that course were originally.

(iii) Where students re-sat courses because of earlier failure, the marks for the re-sits will be capped at 40% for the purposes of calculating the degree result.

(iv) Final degree classes are derived from marks gained for all the courses taken in the second and third years. Courses taken in the second year are weighed at one third of the final degree mark, courses taken in the third year at two-thirds. However, the final examination board reserves the right to award a different degree classification to that suggested by the numerical average, after it has considered individual student circumstances and performances.

(v) Assessed work which counts towards the final degree is double-marked by two members of the School's staff, and their mark is then verified and validated by a third external examiner from another university.

(vi) Provisional marks for courses assessed before the end of the third year are available from the School office, or from your personal tutor in the semester after assessment has occurred. Please note, however, that no second- and third-year marks are finally confirmed until the examiners' meeting after the end of your third year.

(vii) Procedures for appealing against examination board decisions are laid out during each assessment period with the university's examination instructions. See also section 14 'Appeals procedure', below.

(b) Structure and rationale of assessment

(i) In your first year, you are not expected to attain your final levels of achievement, as you will not have had time to acquire enough knowledge, or for full mastery of all study skills. Your marks for this year do not, therefore, count towards your final degree—although you do have to pass the year at a minimum standard, and your assessment performances are fed back to you to help you improve.

(ii) In your second year, you are expected to perform at your final levels in some tasks (those taught and tested in the second-year versions of topic and general courses—particularly your response to pre-set questions and your analysis of other historian's work). Your marks for this year, therefore, do count towards your degree.

(iii) In your third year, you are expected to maintain your level of achievement in the sort of tasks tackled in the second year, but in addition, you are expected to perform tasks that focus on close analysis of primary sources and on formulating, as well as answering, historical questions (the tasks assessed in dissertations, special subjects, and the third-year versions of general and topic courses). Third-year marks count towards your degree, but since the range of tasks assessed is more extensive than in the second year, the marks for the third year are weighted more heavily in the initial calculation of degree classes, and they have more weight in determining the class of borderline candidates.

(c) Forms of assessment

The following forms of assessment are used at Bangor. Module booklets explain which form of assessment is used for each course, and exactly how they test the particular knowledge and skills involved in each course.

(i) Examinations

(a) Examinations are a test of your ability to bring together a range of historical

information; to understand historical questions quickly; to select the material relevant to making specific arguments; and to construct arguments quickly and flexibly.

(b) Locations and times of examinations will be posted on notice boards in the School. If you are forced to miss an examination for good reason, there may be an opportunity to sit it at a later date, but you must ask the office about this as soon as possible after you have missed the examination.

(c) Examinations are usually either two or three hours long, and generally require students to answer one question an hour. There are exceptions to this, however, and you must check what the course booklet says about examinations, and the instructions on the examination itself, very carefully.

(d) The most important route to success in examinations (after adequate revision) is to check that you answer the question set. Far too many students let themselves down by regurgitating all they know on a subject, rather than actually responding to what they have been asked. Many students also let themselves down by forgetting that they must deploy concrete evidence in examinations as well as in degree essays. Remember some concrete facts to back lines of argument you might want to use, and remember to deploy these facts in the examination hall. In examinations it is also important to spend a little time at the beginning choosing which questions to answer. It is also important to allocate time, so as to give equal weight to all questions, and to plan answers to ensure they will be clear and well-structured.

(e) Mature students, with little or no recent experience of examinations will find that the School is ready to help with practice and advice. See your personal tutor, or course co-ordinators for this help.

(ii) 'Gobbets'

In some third-year examinations, and especially in the special subject, some examination questions will take the form of 'gobbets'—short passages from original source materials for comment. These questions test your ability to identify historical sources, to set them in their context, and explain their significance in historical debates. In 'gobbet' questions, then, you should not simply describe the general document from which the passage was drawn.

(iii) Essays

(a) Essays are a test of various skills, including your ability to use directed reading to research a topic; your ability to analyse material and understand different interpretations of the past; your ability to produce clear, evidence-based and properly referenced historical argument; presentation; and your ability to organize your time so that you submit them by their deadlines. The key to doing well in essays is to follow the advice in the Appendix to this Handbook ('Regulations and guidelines for assessed essays'). Note especially that degree essays are supposed to be the result of considerable reading, and of time spent considering your historical argument. Little credit will be given for work which simply repeats lectures or basic textbooks. The essays and their bibliographies will be expected to show evidence of wide reading (down to journal article and monograph level), and the argument of the work is expected to show independent

judgment and engagement with any relevant historiographic debates. Also note that failure to provide adequate references and bibliography, and failure to lay these out in a correct manner, will be penalized at assessment.

(b) Titles of essays will be printed in course literature, or must be approved by course tutors.

(c) Some essays take particular forms for particular courses. Assessment for 'workplace modules' includes an essay which takes the form of a report on the work experience and the historical/archaeological/heritage issues it suggested; for some 'topic' courses essays may take the form of short research pieces; for some archaeological courses essays may take the form of reports on particular sites or artifacts. For all these special types of essay (and other requirements), the course literature will explain what is required and how the work differs from an ordinary essay. Make sure you consult the relevant booklets and take these explanations seriously—your work will be judged by the criteria set out in the course literature and/or this Handbook (see section 11(d) at pp. 35–9).

(iv) Dissertation

(a) The dissertation is a test of your ability to master a particular area of history and archaeology in great detail; to research and analyse a substantial body of primary evidence; to formulate historical or archaeological questions and to structure an answer to these over 10,000 to 12,000 words; to master differences of interpretation and apply material to comment on these; to work independently (though with help and supervision) on a task which has several different stages of research, analysis, and writing, and which takes months to complete; and to present a scholarly argument correctly, with full referencing.

(b) The deadline for submission of the dissertation will be advertised. Dissertations handed in late will be penalized in the same way as degree essays, and they may also be penalized if they are greatly over-length. The correct form for the dissertation is described in the Guidelines for dissertations, available from the office.

(c) The key to doing well in the dissertation is to follow the advice in the Guidelines for dissertations, and in the introductory meetings for the dissertation held in the second year. It is also absolutely vital to attend meetings with supervisors and listen to their advice. Above all, it is essential to realize that the dissertation has several stages (choosing a topic and discovering a body of material to analyse, researching the material, construction an argument, and writing up) each of which takes at least several weeks. It cannot, therefore, be left to the last minute, and you must set a timetable for yourself across the whole year which it will take to produce.

(v) Seminar contributions

In a few courses a small proportion (usually 10%) of the mark may be determined by preparation for and contribution to seminars. Seminar leaders will explain what is required in these courses.

(d) Submission of essays and other assessed work

(i) Deadlines for submission of essays will be advertised through course booklets and on notice boards. They are also set out in sections 10(a)(iv)–(ix), pp.30-31 below. It is your responsibility to find out when these deadlines fall. Submitting essays late would give an unfair advantage over other students who get work in on time, so penalties are imposed on essays handed in after deadlines—see section 10(a), pp. 30–1. It is your responsibility to ensure you know when the deadlines are, which and how many essays are to be handed in on the deadlines, and that you are not confused between different deadlines.

(ii) All essays should be word-processed and well-presented. They must include a full bibliography and proper references (conventions and requirements for these can be found in the School’s Study Skills booklet. They must be submitted on time.

(iii) The School requires you to submit all degree essays electronically (via Blackboard) as well as submitting a hard copy. It is important that you make sure that both the electronic and the hard-copy versions of your degree essays are identical.

(iv) The electronic copy must be submitted via Blackboard as a ‘TurnitinUK’ assignment. ‘TurnitinUK’ is the name of the software used by the University to check for plagiarism. The electronic copy must be in an acceptable format, for example a Word document. If you have submitted your e-version correctly, you will get a receipt from Blackboard.

(v) Late coursework essays may not be marked by tutors, at their discretion. All assessed degree essays will be penalized according to School and University rules if they are handed in after the deadline and you have not arranged an extension with the senior tutor.

10. DEADLINES, EXTENSIONS, AND SPECIAL CIRCUMSTANCES

(a) Deadlines

(i) There are numerous deadlines for work within the School and you are expected to adhere to these deadlines, as you will have to in the workplace after graduating.

(ii) All assessed essays are to be submitted in the essay submission box outside the School office.

(iii) All essays must be handed in with a cover sheet. Level 5 and Level 6 degree essays must not bear the name of the author.

(iv) TWO copies of each essay should be submitted (with a cover sheet on each) so as to get feedback written on the text.

(v) All first-year essays for all Level 4 modules must be submitted by the dates set by the course convener for that module, however, work can be submitted before the deadline if this helps you organize your work load. Essays will be marked and returned to students. If work is submitted after the deadline without sufficient cause (see below) a penalty will be applied. The standard University penalty is that a 0% mark will be awarded. In addition, minimal feedback will be provided.

(vi) Where no other deadline is stated, all Level 4 essays must be submitted by 5 pm on Monday 9 January 2012 for modules taught during semester 1, and 5 pm on Thursday 3 May 2012 for modules taught during semester 2 or over both semesters.

(vii) All Level 5 and Level 6 (second- and third-year) assessed work must be submitted by the dates set by the course convener for that module, as set out in the module handbook. Work can be submitted before the deadline if this helps you organize your work load, however, if work is submitted after the deadline without sufficient cause (see below) a penalty will be applied. The standard University penalty is that a 0% mark will be awarded. In addition, minimal feedback will be provided.

(viii) Where no other deadline is stated, all Level 5 and Level 6 essays must be submitted by 5 pm on Wednesday 11 January 2012, if they are for modules taught during semester 1, or 5 pm on Friday 4 May 2012, if they are for modules taught during semester 2 or over both semesters.

(ix) Third-year dissertation progress reports must be handed in by 5pm Thursday 17 November 2011. Work which is not submitted before or on this deadline will be seriously penalized in accordance with University rules, unless there is an exceptionally strong case for allowing it to be assessed without penalty (see below).

(x) Third-year dissertations (40 credits) should be handed in by 5pm Friday 20 April 2012. Work which is not submitted before or on this deadline will be seriously penalized in accordance with University rules, unless there is an exceptionally strong case for allowing it to be assessed without penalty (see below).

(xi) Only the senior tutor may grant an extension beyond the stated deadlines, and only in exceptional circumstances. If you arrange an extension with another member of staff, that decision will not be binding on the School.

(b) Extensions for essays in exceptional circumstances

(i) If you have medical or personal problems which might affect the quality of your degree essays or dissertation; or which might lead to work being submitted late, it is important that you let the School (through the office or your personal tutor) know about them as early as possible so that genuine difficulties can be taken into account.

(ii) Extensions will usually be granted only for debilitating illness or highly disruptive personal difficulties. Medical grounds must be supported by a medical certificate issued by a qualified medical practitioner, which must not only note the existence of a problem, but must also expressly state that the problem affected academic performance directly and seriously. Non-medical problems should be reported to your personal tutor. Failure to provide such evidence will result in your request being refused. It is your responsibility to provide evidence of your problems before the deadlines for degree essays or dissertations or within a few days of examinations.

(iii) Extensions will not usually be granted for everyday or acknowledged stresses of student life, such as: pressure of other academic or paid work; common financial, romantic, or relationship difficulties; Dyslexia, Dyspraxia or similar; minor illnesses; or absence of materials in the library. Your ability to cope with the pressures of essay writing and examination is part of what the School is charged with assessing.

(iv) Extensions will not be granted for failure to submit work by reason of computer failure, even if the failure is that of the college's computers. It is your responsibility to make sure you back-up all your work, and print it out frequently in hard copy, so that any computer failure does not set you back more than a few hours. You should note that even if all your work is deleted, it should be possible to recreate it quite quickly, so long as you were working from notes and had worked out how you were going to tackle a question. If you cannot do this, the School will take it as evidence that you had not, in fact, done the necessary reading, or formulated an answer, before the mishap, and will be unsympathetic to pleas for mitigation.

(v) If you anticipate such special circumstances, and if you are unable to prevent these from affecting your ability to meet the deadlines, you must apply for an extension.

(vi) An extension request form, available from the History office, must be completed and returned to Mrs Tracy Williams at the History office at least four calendar days (including weekends and holidays) before the relevant deadline. This is to allow you to complete your work before the deadline if your application is refused. If you do not submit an extension form four calendar days in advance, the senior tutor, at his/her discretion, may refuse to consider your case and, in any event, may still refuse to grant an extension.

(vii) If unforeseen exceptional circumstances occur between the four calendar days before the deadline and the deadline itself, and these circumstances prevent you from completing any assessed work that you have not yet finished, these exceptional circumstances must be reported to Mrs Tracy Williams at her office as soon as possible after they arise. An extension request form must be completed and returned to Mrs Tracy Williams as soon as possible and in all cases no later than seven calendar days after the relevant deadline. If an extension is granted by the senior tutor, a new submission date will be set. If a request for an extension is refused, the relevant work will not be marked.

(viii) As much evidence as possible must always be provided to support the claim for special circumstances. See section (b)(ii) above.

(ix) The extension request form must be signed by either the personal tutor or the course convener of the relevant module. If, however, you are unable to locate the appropriate staff, the senior tutor, at his/her discretion, may agree to consider your request in the absence of their endorsement.

(x) The applications for extensions will be judged by the senior tutor (or the head of School in the senior tutor's absence). The senior tutor will provide a response as quickly as possible (within two days if your request is made in the last week before a deadline). He/she will either reject the application for an extension (in which case the original deadline will apply) or will grant an extension setting a new deadline which seems appropriate to the candidate's circumstances. Note that in assessing each extension application, the senior tutor or head of department shall take into account not only the particular circumstances reported at the time but also the student's attendance record and general academic commitment.

(xi) Although each case will be decided on its own merits, you should note that the maximum period of extension will usually be 7 days. The new deadline may or may not be within the assessment period of the relevant semester, according to individual circumstances. This may result in deferral of the degree classification of the relevant student. In exceptional circumstances assessment may be deferred to the summer assessment period.

(xii) There shall be no appeal within the School once a decision has been made. However, a formal appeal may be made to Bangor University. To do this, you must obtain a form from Dr Patsy Thomas at the Academic Registry or from Mrs Tracy Williams at the School office.

(c) Consideration of special circumstances affecting examinations

(i) If you have suffered debilitating illness or highly disruptive personal difficulties and the work affected is tested by examination, a sub-committee of the examination board will decide if it should be marked more leniently, or whether the result obtained should be set aside in calculating a candidate's overall degree result.

(ii) You should note that, as with the case of extensions for essays, it is impossible for the School to accept medical or personal problems as grounds for leniency unless they are supported by evidence (see section 10(b)(ii) above).

11. THE DEGREE: THE MARKING AND GRADING OF ASSESSED WORK

(a) Overview

(i) Members of staff are often asked what they are looking for when awarding different marks to assessed work. This can be a difficult question to answer as many essays, exam answers, or dissertations have strengths in some areas (for example, coverage of material and scope of reading) but weaknesses in others (for instance in the clarity of the argument). There is, therefore, no single route to any particular grade and different essays (for example) may receive the same mark for rather different reasons.

(ii) To avoid any problems in deciding a grade, three people are involved in marking work that counts towards your degree (at Part Two). Two of these people are members of staff here in Bangor. They mark work independently, meet to reconcile any differences, and then send the work and marks for checking by an external examiner (a member of staff in another university). In this way, the combined opinions of several people smooth out any divergences in grading, and arrive at an agreed mark for all work. In your first-year, two internal examiners will mark your work if the first marker believes it should be awarded a mark less than 40%.

(iii) Markers concur on grades to a remarkable extent. Instances of examiners disagreeing by more than two or three per cent are rare. This consensus stems from widely shared ideas about the strengths and mistakes shown by work in particular mark bands. In particular, discussion among markers shows that people agree about the failings which bring essays below the borderlines for degree classes. Some of the most important of these failings are given below, along with some of the achievements which particular marks reflect. You should pay close attention to these—tackling them is the easiest way of moving your mark up into the next band.

(iv) When reading the indications about grading given here, you should note that markers will expect different levels and types of achievement according to the type of course involved. As you progress from your first year courses to your second- and third-year courses, the range and depth of content, and the degree of mastery of scholarly controversies, required will increase. In the second and third years, general courses will require a greater range of knowledge than in the first year, while topic courses, special subjects, and dissertations will require a greater depth

of knowledge over a more limited range.

(v) Note in addition that essays which are grossly over-length may gain an unfair advantage over work which kept to word limits. Examiners may therefore penalize over-length work by the number of marks which seems appropriate after discussion.

(b) Learning outcomes

(i) Learning outcomes are of two sorts:

(a) subject specific relating to the particular range of knowledge and understanding acquired in a particular module; and

(b) generic skills acquired through the regular practice of History, Welsh History, Archaeology, Heritage, and Politics taught in the School.

Fuller details of relevant learning outcomes will be set out in the individual module handbooks. Further understanding of the generic skills the School seeks to nurture in all its students may be found in the marking criteria set out below. The better the marks achieved, the better the level of status acquired.

(c) Categorical marking

(i) From 2009/10, the School has been using a ‘categorical’ marking system at all levels. This means that your essays will not be marked using the full range of numerical marks available; instead one of a limited number of options will be used. These are as follows:

A*	95	1 st class marks
A+	87	
A	80	
A-	74	
B+	68	Upper 2 nd class marks
B	65	
B-	62	
C+	58	Lower 2 nd class marks
C	55	
C-	52	
D+	48	3 rd class marks
D	45	
D-	42	
E	37	Pass mark
F	33	Fail marks
F1	20	
F2	5	
F3	0	

Staff will use the letters (B, B-, and so on) on the feedback that they give you.

(d) Marking criteria,

These are the criteria that the academic staff in the School use to work out what mark you should be awarded.

(i) First-class honours

There are four grades for first-class performance:

A* (95%)

At this level, first-class work earns its mark by showing genuine originality. It may advance a novel argument or deal with evidence which has not been considered before. Such originality of ideas or evidence is coupled with the standards of content, argument, and analysis expected of first-class work graded at A or A+. At this level, the work exhausts relevant secondary material, includes in dissertation work extensive and often unanticipated primary evidence, and betrays no factual or interpretative inaccuracy. It can also show a mastery of theory and deploy hypotheses subtly and imaginatively. In the case of essays and dissertations, work of this standard will be impeccable in presentation and will be publishable.

A+ (87%)

At this level, first-class work will also have its argument supported by an impressive wealth and relevance of detail, but will further deploy the evidence consistently accurately and give indications of deploying unexpected primary and secondary sources. It will habitually demonstrate a particularly acute and critical awareness of the historiography and/or archaeological debate, including conceptual approaches, and give a particularly impressive account of why the conclusions reached are important within a particular historical or archaeological debate. It will show a particularly sophisticated approach to possible objections, moderating the line taken in the light of counter-examples, or producing an interesting synthesis of various contrasting positions. It will be original work. The standards of content, argument, and analysis expected will be consistently first-class work. In essays and dissertations standards of presentation will be very high.

A (80%)

At this level, first-class work will have its argument supported by an impressive wealth and relevance of detail. It will usually also demonstrate an acute awareness of historiography and/or archaeological debate, and give an impressive account of why the conclusions reached are important within a particular historical or archaeological debate. It may show a particularly subtle approach to possible objections, moderating the line taken in the light of counter-examples, or producing an interesting synthesis of various contrasting positions. Overall, the standards of content, argument, and analysis expected will be consistently superior to top upper-second work. In essays and dissertations standards of presentation will be high.

A- (74%)

A first-class mark at this level is often earned simply by demonstrating one or more of the features of a good upper-second essay to a peculiar degree, for example presenting a particularly strong organization of argument, strong focus, wide range of reading, engagement with the historiography and/or archaeological debate, depth of understanding, an unobjectionable style, and strong presentation.

(ii) Upper second-class honours

There are three grades for upper second-class performance:

B+ (68%)

Work will receive a B+ mark if it is consistently strong in: covering the necessary ground in depth and detail; advancing a well structured, relevant, and focused argument; analysis and deployment of an appropriate range of historical and/or archaeological evidence and consideration of possible differences of interpretation; and is correctly presented with references and bibliography where appropriate.

B (65%)

Work will receive a B mark if it: is clear that it is based on solid reading; covers the necessary ground in depth and detail; advances a well-structured, relevant, and focused argument; analyses and deploys an appropriate range of historical and/or archaeological evidence and considers possible differences of interpretation; and is correctly presented with references and bibliography where appropriate.

B- (62%)

Work will receive a B- mark if it: is clearly based on solid reading; covers the necessary ground in some depth and detail; advances a properly-structured, relevant, and focused argument; analyses and deploys an appropriate range of historical and/or archaeological evidence and considers possible differences of interpretation; and is correctly presented with references and bibliography where appropriate.

(iii) Lower second-class honours

There are three grades for lower second-class performance:

C+ (58%)

Work will receive a C+ mark if it: shows evidence of solid reading, but remains partially superficial; covers the important aspects of the relevant field, but in some places lacks depth; advances a coherent and relevant argument; employs some evidence to back its points; and is presented reasonably well with only a few or no mistakes. It will also contain appropriate references and bibliography, which may, however, be slightly erratic and/or partially insufficient.

C (55%)

Work will receive a C mark if it: shows evidence of solid reading, but remains superficial; covers most of the important aspects of the relevant field, but lacks depth; advances a coherent and largely relevant argument; employs some limited evidence to back its points; and is presented reasonably well with only limited mistakes. It will also contain appropriate references and bibliography, which may, however, contain some mistakes or be slightly erratic and/or partially insufficient.

C- (52%)

Work will receive a C- mark if it: shows evidence of solid reading, but little knowledge of in-depth studies (for first-year work the student may not have read beyond a few standard works; at second or third year the student may not have read a good selection of journal articles and specialist monographs); covers most of the important aspects of the relevant field, but lacks depth or misses a significant area (for second- and third-year work this may mean that it fails to deploy the historical details found in specialist literature); advances a coherent, and sometimes

relevant argument, but drifts away from tackling the task in hand (for example, by ordering the argument in an illogical way, becoming distracted by tangential material, or lapsing into narrative of only partial pertinence); usually employs evidence to back its points, but occasionally fails to do so or deploys an insufficient range; displays an awareness that the past can be interpreted in different ways, but may fail to get to the heart of the central scholarly debate or fully understand a key point (in second- and third-year work this may extend to a failure to discuss important subtleties or ambiguities in the evidence, or to a lack of awareness of the current state of historical or archaeological debate); is reasonably well presented and contains appropriate references and bibliography, but makes some mistakes in presentation or appropriate use.

For lower second-class marks for gobbet answers in third-year examinations specifically: the answer discusses the content and context of the general document from which the gobbet is taken, but fails to concentrate on the particular passage set and to discuss its particular significance. Alternatively, the answer may analyse the particular passage but fail to say enough about its wider context.

(iv) Third-class marks

There are three grades for third-class performance:

D+ (48%)

Work is marked D+ if it: shows evidence of acceptable amounts of reading, but does not go much beyond what was referenced in lecture notes and/or a basic textbook; covers much of the necessary ground but fails to discuss one or a few vital aspects of a topic; deploys relevant material but partly fails to combine it into a coherent whole, or sustains a clear argument only for the greater part of the piece; deploys some evidence to support individual points, but sometimes fails to do so, or shows difficulty in weighing evidence, or chooses unreliable evidence; displays an awareness that the past can be interpreted in different ways but without devoting sustained discussion to this; is for the most part correctly presented but has sections where there are serious problems in presentation, style, spelling, grammar, or paragraph construction (but see section on dyslexia below); and uses references and bibliography where needed but occasionally misunderstands their appropriate use or makes mistakes in their presentation.

D (45%)

Work is marked D if it: shows evidence of an acceptable minimum of reading, based partly on lecture notes and/or a basic textbook; covers some of the necessary ground but fails to discuss some large and vital aspects of a topic; deploys some relevant material but partly fails to combine it into a coherent whole or sustains a clear argument for only some parts of the piece; deploys some evidence to support individual points but often fails to do so or shows difficulty weighing evidence or chooses unreliable, atypical or inappropriate evidence; shows some awareness that the past can be interpreted in different ways but the differences will not receive sustained discussion or analysis; is often correctly presented but has sections where there are serious difficulties in presentation, style, spelling, grammar, or paragraph construction (but see section on dyslexia below); and uses references and bibliography where needed but sometimes misunderstands their appropriate use or makes serious mistakes in their presentation.

D- (42%)

Work is marked D- if it: shows evidence of an acceptable minimum of reading, based largely on lecture notes and/or a basic textbook; covers parts of the necessary ground but fails to discuss some large and vital aspects of a topic; deploys some potentially relevant material but fails to bring it together into a coherent whole or sustains a clear argument for only parts of the piece;

occasionally deploys evidence to back some individual points but often fails to do so or shows difficulty weighing evidence or chooses unreliable, atypical, or inappropriate evidence; may show some awareness that the past can be interpreted in different ways but the differences will not receive sustained discussion or analysis; is in part correctly presented but has sections where there are serious difficulties in presentation, style, spelling, grammar, or paragraph construction (but see section on dyslexia below); and uses references and bibliography where needed but sometimes misunderstands their appropriate use or makes serious mistakes in their presentation.

(v) Pass mark: E (37%)—work not of honours standard

Reading: Work may show evidence of reading—but this largely cursory

Content: Work discusses a limited number of the basic aspects of a topic, but leaves many out; or shows largely a limited knowledge of those it discusses; or is short weight; or makes major mistakes about the pattern of events.

Argument: Work is mostly badly organized; or has a largely unclear argument; or makes an argument which is quite irrelevant to the task in hand.

Analysis: Work deploys only a limited amount of evidence and tends more to express opinion without much support from historical fact (or archaeological evidence); or misuses evidence; or indicates only a limited sense that evidence can be interpreted in different ways.

Presentation: Work makes some serious mistakes in presentation or writing style or in coherence; or makes some serious errors in grammar, spelling, or paragraph construction (but see guidelines on dyslexia below).

Scholarly apparatus: Work prone to misuse references and bibliography, or inconsistent in recognizing when these are essential.

(vi) Fail Marks—not sufficient to pass the course

One of four designated marks will be awarded for fail performances according to the degree of deficiency below the Pass Level criteria.

F (33%)

Reading: Work may show some evidence of reading, although this is cursory

Content: Work attempts to discuss a few of the basic aspects of a topic, but leaves many out; or shows a limited knowledge of those it discusses; or is clearly short; or makes gross mistakes about the pattern of events.

Argument: Work badly organized; or has an unclear argument; or makes an argument which contains substantial irrelevance to the task in hand.

Analysis: Work deploys little evidence, but rather tends primarily to express opinion without supporting this with historical fact (or archaeological evidence); or often misuses evidence; or shows little or no sense that evidence can be interpreted in different ways.

Presentation: Work makes many serious mistakes in presentation or writing style or coherence; or makes many serious errors in grammar, spelling, or paragraph construction (but see guidelines on dyslexia below).

Scholarly apparatus: Work may fail to use references and bibliography when these are essential.

F1 (20%)

Reading: Work suggests minimal evidence of reading, although this appears very cursory

Content: Work may discuss a couple of the basic aspects of a topic but leaves the rest out; or shows a very limited knowledge of those it discusses; or is very short; or makes very gross mistakes about the pattern of events.

Argument: Work very badly organized; or has a very unclear argument; or makes an argument which is quite substantially irrelevant to the task in hand.

Analysis: Work deploys minimal evidence, but rather tends willfully to express opinion without supporting this with historical fact (or archaeological evidence); or largely misuses evidence; or shows no sense that evidence can be interpreted in different ways.

Presentation: Work is overrun by serious mistakes in presentation or writing style or is incoherent; or lacks much sense of grammar, spelling, or paragraph construction (but see guidelines on dyslexia below).

Scholarly apparatus: Work largely fails to use references and bibliography when these are essential.

F2 (5%)

Reading: Work barely alludes to evidence of reading.

Content: Work hints at discussing one of the basic aspects of a topic, but leaves the rest out; or shows only an entirely limited knowledge of those it discusses; or is exceedingly short; or makes exceedingly gross mistakes about the pattern of events.

Argument: Work entirely disorganized; or has an incoherent argument; or makes an argument which is almost entirely irrelevant to the task in hand.

Analysis: Work deploys no evidence, but tends to assert opinion while ignoring any historical fact (or archaeological evidence); grossly misuses evidence; or shows no sense at all that evidence can be interpreted in different ways.

Presentation: Work is devoid of accuracy in presentation or writing style or is incoherent; or shows no sense of grammar, spelling, or paragraph construction (but see the guidelines on dyslexia below).

Scholarly apparatus: Work uses the minimum of references and bibliography, if at all, when these are essential.

Work marked F3 (0%)

Work will receive a zero mark if it is not submitted; if it is submitted after its deadline; if it is judged to have been produced by cheating (for example if it is guilty of plagiarism or duplication, or was written with the aid of illegal help in examinations); or if it is judged to be totally irrelevant to the task in hand (e.g. an essay wholly on the Second World War in answer to a question about the First World War); or is entirely devoid of the Pass criteria.

(e) Note on dissertations

(i) Dissertations are graded with attention to the criteria for all other work, but they have some particular features, the grading of which requires special comment. In particular, dissertations require the ability to research a discrete range of primary sources relating to a select theme or topic; the ability to construct an argument based on these sources which answers academically significant questions chosen or formulated by the author; and an ability to set this argument into relevant broader debates.

(ii) Upper second-class dissertations will show evidence of these skills, with first-class dissertations showing the sort of qualities described in the section above for work in this category (see section 11(d)(vi)).

(iii) Lower second-class dissertations will show some familiarity with a range of primary sources relating to a select theme or topic, and will attempt to answer academically-significant questions

with arguments based on this evidence. However, the range of sources consulted may be somewhat too small, too thin, too disparate, or too general to do this fully successfully; the argument may be poorly structured or may lapse for sections, so that the dissertation becomes a description of the primary sources rather than a deployment of them to make a case; and/or the dissertation may fail to place the argument made within relevant wider debates. These faults are frequently the result of not taking seriously advice given by dissertation supervisors, or of leaving work too late in the year to produce a fully satisfactory piece.

(iv) Third-class dissertations will show some evidence of working through a body of primary material, but it may be unclear what questions this material is being deployed to answer, or the questions may be trivial, or the answers may be poorly structured so that they do not really constitute an argument. Alternatively, the dissertation may make a clear argument but the primary evidence used to back it may be very thin. Often, these faults are the result of neglecting to consult a supervisor often enough as the dissertation was produced.

(v) Dissertations will receive a fail mark if they show no evidence that their authors have either researched a body of original material, or are able to formulate a clear answer to an academic question or problem. These faults are usually the result of seriously neglecting the dissertation.

(vi) Note that the definition of 'primary' material can be wide. It could certainly include reproductions of primary material, printed versions of manuscript material, and archaeological reports on sites, digs, or artefacts. If the dissertation centres on questions of historiography, or of archaeological interpretation, methodology, or theory, then the 'primary' sources for that dissertation may include or comprise secondary works. Consult your supervisor to check you are consulting a sufficient quantity of 'primary' works.

(f) Marking work by dyslexic students

(i) Examinations

(a) Dyslexic students are granted extra time in examinations, and in extreme circumstances may be allowed the use of a computer or amanuensis. Examiners will therefore expect dyslexic students to produce answers of reasonable length.

(b) In examinations, dyslexic students do not have access to spell or grammar checkers (or at least do not have unlimited time to use these where allowed). They are therefore denied aids to writing which they normally use, and which they could use in most situations outside university. In marking exam answers, therefore, examiners should attempt to 'mark for content'. They should try to overlook failures in hand-writing, spelling, and grammar; and they should make reasonable allowance for lapses in the logical sequencing of ideas. The obvious exceptions to 'marking for content' are where failings in language render an answer unintelligible in whole or part, where they produce factual error (for example by confusing similar names or miswriting vital dates), where they result in passages with no discernible structure or argument, or where they produce answers which are irrelevant, which misunderstand key concepts, or which fail to employ an appropriate kind of analysis for the question set.

(c) Dyslexic students can have 'bad days' in which they seize up and find it difficult to process written language. The examination board should therefore give consideration to mitigation if one examination result is a long way out of line with the rest of the dyslexic

student's run of marks.

(ii) Other work

Outside examinations, dyslexic students do have access to a wide range of helps. Deadlines are published months in advance so students may plan to take the extra time they need. Students have access to computers and spell and grammar checkers. They may check with course tutors that they have understood key texts or essay questions. They may use the University's dyslexia unit, and especially its proof reading service. Given all this, outside of exams examiners should expect the work of dyslexic students to come close in standard to that of non-dyslexic ones. Examiners should therefore mark for clarity, style, and presentation as well as content, making no more than marginal allowance for language lapses.

12. FEEDBACK

(a) What is feedback?

Feedback is any information or interaction that helps you identify your own particular strengths and weaknesses so that you can make improvements to your knowledge and work. For example, academic staff provide important feedback in the form of marks, grades and comments. However, you will also receive valuable feedback from your fellow students, sometimes in formal seminars or study groups, but also informally at any time when you get together to discuss work.

(b) How will I receive feedback from academic staff?

During your time in the University you will have to complete different types of assessment, and academic staff will provide individual feedback in the form of comments or marks where appropriate. Staff may also set coursework (as outlined previously in section 6 (e)). This is an assignment that is completed in the normal way, but which does not form part of the formal assessment for the module. Coursework assignments are designed to give you some experience of assessment processes, without the risk of being penalized if you make serious mistakes.

However, just as important are the other opportunities you have to discuss topics with staff, for example in question and answer sessions in lectures, in seminars and in tutorials. This 'formative feedback' can be really important in helping you clarify things that you do not understand.

(c) How will I get feedback from fellow students?

Seminars and tutorials provide an opportunity to discuss work in a formal setting, but informal discussions in the coffee room or during the evening can be just as important in enabling you to learn from your fellow students. Students often don't appreciate how valuable this can be.

(d) When can I expect to get feedback on written work that I have submitted?

University regulations stipulate that summative assessment work should be marked and returned to students within 4 weeks of submission. If you have not received your work back by then, contact the module organiser.

(e) Why does it take up to 4 weeks for work to be returned?

Remember that the lecturer has to mark the work of the whole class so there may be many scripts to go through, especially if the module is popular. The University also has a policy of 'second marking' any work that counts towards your degree. This is an important mechanism to

ensure that marking is fair and consistent, but inevitably delays the process.

(f) How much feedback can I expect?

Staff will always try to identify the major strengths and weaknesses in students' work. Such comments might be given on individual work, or as generic feedback to the whole class. Staff will also provide comments or information to explain why you have been awarded a particular mark. However, it may be unrealistic to expect large volumes of feedback, especially if the class size is large.

(g) Will I get a chance to look at my examination scripts after they have been marked?

The School may set aside a specific time and place at which you can do this. Don't miss this valuable opportunity to review what you wrote and see the marks you received for each answer. You will not be allowed to take the scripts away as they have to be made available to the University's External Examiners. If this is not organised centrally by the school please contact the course director or school administrator.

(h) What do I do with the feedback I have received?

- Regard all forms of feedback you receive as valuable
- When you get work back don't just focus on the marks or grades! Use all the written and verbal feedback you receive from staff and students to inform future work and so that you get a higher mark next time.
- Make sure that you read and understand the comments the marker has provided. Your lecturer has taken time to provide these and just as you expect them to read your assignment they expect you to read their feedback and act upon it!
- Look for any general comments about your writing style or referencing that you need to address, for example by conforming to expected standards of academic presentation.
- Think about how well you addressed the specific task that was set. When staff are marking they use a set of 'grading criteria' against which your work is assessed. You can usually find these either in the module or course handbook or on the schools web pages. Go back to the original brief and use the grading criteria and feedback to identify any aspects of the task that you did well and those where you could have done better.
- Don't just wait for feedback actively seek it. If you don't understand anything that is written ask the lecturer in class, call to their office or send an e-mail seeking an explanation.
- Talk about the feedback you have had with your fellow students. What did they do differently to you and how did that influence the feedback and mark they received?

(i) How can I provide feedback to staff on my teaching and learning?

Staff value students' comments and will use these to help ensure that future students benefit from your experience. There are several ways that you can bring any matters you wish to raise to their attention:

- by speaking directly to the module organiser;
- by completing an end-of-module questionnaire;

- by asking your course or year representative to arrange for them to be discussed at the Staff-Student Committee;

Please don't forget to highlight any particular strengths of your teaching as well as areas where you feel there may be scope for change or improvement.

13. CHEATING

(a) Types of cheating

Students are warned against all forms of cheating in assessments. At the very least, cheating will result in severe penalties on marks (usually the piece of work will receive zero), and it may well result in disciplinary action by the College of Arts and Humanities (including expulsion or withholding your degree). Bangor University defines cheating (or 'academic dishonesty') as any attempt by a student, or any attempt by an individual to aid a student, to gain an unfair advantage in any assessment by deception or fraudulent means. You should particularly avoid:

(i) Plagiarism

Plagiarism is defined as the copying of another person's, especially another scholar's or another student's, work without acknowledgment, and it is a serious academic offence. To commit the offence you may have repeated as your own sentences found in books or in another student's work; adopted a particularly apt phrase as your own; paraphrased someone else's argument as your own; or even presented someone else's line of thinking in the development of an argument as your own. In short, to plagiarize is to give the impression that you have written or thought something that you have, in fact, borrowed from another. You may use other people's words and thoughts but you must acknowledge them. If you are paraphrasing you must state clearly in the text where your ideas came from. For example, you might say: 'In his book *England under the Tudors* Professor Elton made the valuable suggestion that ...'. If you copy a passage, even if it comprises only a few words, the copied passage must be enclosed in quotation marks, and a reference must be given in footnotes or endnotes. To avoid getting too close to other historians' work by accident, it is a good idea to plan and write your essays with the original books or journals firmly shut.

(ii) Duplication

Duplication is defined as submitting material for assessment which has already been submitted for assessment elsewhere. This 'elsewhere' might be as part of the assessment for another qualification (for example an 'A' Level, or a degree at another university); for another course on your degree (for example, submitting the same essay for a topic module and for a general module where their subjects overlap, or using a degree essay as the core of a dissertation); or for another part of the same course (for example, handing in two degree essays which have long sections in common for a single module). Duplication does not require the material submitted to be identical. So long as the two pieces of work cover substantially the same ground and deploy very similar argument and evidence, they will be judged to be duplicates.

(iii) False declarations

You will make a false declaration if, for example, you claim false extenuating circumstances to gain mitigation for handing work in late, or declare work to be your own when it is not.

(iv) Commissioning work

This is defined as asking or paying another person to complete a piece of work for you, and then submitting it as your own.

(v) Internet cheating

This is defined as downloading essays from the Internet which have been written by somebody else, and then submitting them as your own - either in their original unaltered form, or simply paraphrased.

(vi) Copying and collusion

Copying is defined as copying, or closely paraphrasing, another student's work and submitting it for assessment. Collusion is defined as working so closely with another student on an assessed task that the work handed in by the two students is effectively the same. Of course, you may discuss essays and dissertations with other students before you write them but, if you do this, you must be careful to ensure that after the discussion you do further reading on your own, formulate your own individual argument, and express it in your own words. If you do this, you will avoid falling into the trap of getting too close to another student's work. You can also avoid problems by remembering that sharing notes can lead to very similar work, and that this can look like collusion (if you do share notes, analyse the notes for yourself, and formulate your own argument based on them); and also by refusing to show your work to others once it is in its final, or near final, form.

(vii) Limited source base

Whilst researching and writing your essay, relying on a small number of sources will not guarantee you a good mark, and often leads to cases of plagiarism. Essays comprising lengthy quotations and little analysis will be penalized.

(vii) Misconduct in examinations

This includes use of crib notes, copying from another student, sitting an exam on behalf of another student, asking someone to sit an exam for you, leaving the examination room to look at pre-hidden notes, taking stationary from an examination room when you are not allowed to do so, and using this exam stationary to write pre-prepared answers for subsequent exams.

(viii) As well as avoiding the practices above, students should pay close attention to the university's statements on cheating, which are posted in the School and throughout the college just before and during the assessment periods.

(b) Plagiarism detection

(i) As noted above (sections 9(d)(iii)–(iv), p. 30), an electronic copy of all degree essays, and other assessed work if appropriate, must be submitted via Blackboard as a 'TurnitinUK' assignment. 'TurnitinUK' is the name of the software used by the University to check for plagiarism. The electronic copy must be in an acceptable format, for example a Word document. If you have submitted your e-version correctly, you will get a receipt.

(ii) Students who appear to have cheated will be invited to an interview. There, they will be given the opportunity to clear themselves or, if unable to do so, will be informed of the penalty to be imposed.

14. APPEAL PROCEDURES

Students failing to qualify to proceed to the next stage of their degree course will be entitled to appeal against their result or the decision of the School's Exam Board. This appeal will be considered by the Senate Appeals Panel.

(a) Procedure

(i) Appeals procedure will be published internally prior to the assessment/examinations period.

(ii) Students are invited to make known to their School, via their personal tutor, any special circumstances which they feel have adversely affected their academic work before the end of the academic year. Students wishing to report personal circumstances affecting examination performance should submit this information on a standard form available from student records. Any medical circumstances described must be supported by a medical certificate.

(b) Grounds for appeal

Appeals will be considered on the following grounds only:

(i) An arithmetical or other factual error by the examiners;

(ii) Exceptional personal circumstances, not previously taken into account by the examiners, which had an adverse effect on the student's academic performance. In appeals based on these grounds the appellant must show good reason why such circumstances were not made known to the Examination Board before its meeting; or

(iii) A defect or irregularity in the conduct of the assessment/examinations. If this occurs during semester 1 examinations then it should be reported to the Assistant Registrar by the end of the semester 1 examination period.

(c) Documentation to be submitted by students making an appeal

Students should, where appropriate, submit documentary evidence in support of their appeal. Any medical circumstances described must be supported by a medical certificate. Documentation should be submitted to Dr. Patsy Thomas, the assistant registrar.

15. SUPPORT SERVICES

(a) The library

(i) The library should be the primary support service for historians and archaeologists, and it pays to explore what it can offer. Please note that whilst many of the books you will need are shelved in one place—the Lloyd room on the lower-ground floor of the library—many works relevant to you are housed elsewhere, and you should take the trouble to find them.

(ii) Frequently-used books and articles are held in a special 'rota', or short loan, collection behind the main library desk. Books on aspects of social, economic, constitutional, and cultural

history are found in the Richards room on the first floor of the library. Periodicals (you will need to consult articles in these frequently) are held on moveable shelving in the basement. Reference works—such as bibliographies, catalogues of other libraries, and dictionaries—are found in the reference section in the Shankland room on the first floor. The 'Welsh Library' in the Shankland room contains many books in Welsh, but also has much material on the history, culture, and politics of Wales and the other Celtic countries in English. Works on aspects of the history of social policy (especially education) are housed at the old Normal College library in the Norman site.

(iii) The library also has collections of official records; a microfilm collection; access to on-line resources (some of which it has subscribed to, and which will therefore be unavailable from your own computer); an inter-library loan system for books and articles not held in Bangor; extensive repositories of material stored away from the main library building; and many other resources. To find and use these you should consult the library catalogue, the library staff, and the booklets published by Information Services about the help on offer.

(b) Societies

BAS (The Bangor Archaeological Society) is student-run. It arranges social events, talks, and field-trips for students reading (or just interested in) archaeology. It also works to try to provide opportunities for fieldwork experience outside the degree structure. The names of its officers are advertized on notice boards, and it can be contacted through its pigeon hole.

(c) Language courses

Language courses are available if you wish to learn Welsh, French, German, Italian, or Spanish. These can be taken during your first year, and details can be obtained from the schools concerned.

(d) Computing services

Computers are available for students in the New Arts Building (first floor) and the Computing Laboratory in Sackville Road. The School has computers at the end of the corridor nearest Powys Hall, but these are primarily for work with CD-Roms, as part of Computer Assisted Learning, and for access to the Internet, rather than for use as word-processors. The School website contains some useful information about courses and assessment, while the Blackboard sites for each module may contain electronic copies of the module handbook and reading lists, lecture schedules, and power point slides. You should spend time exploring these facilities.

(e) Dyslexia and other difficulties in written English

(i) The School is sympathetic to students with dyslexia, and the College of Arts and Humanities runs a dyslexia unit to help them. If you know, or come to suspect, that you suffer from dyslexia (or dyspraxia or similar), it is important to get in touch with the unit as quickly as possible. It can then provide a wide range of useful services (such as proof reading, courses on coping with the condition, and so on), and can arrange for you to be given extra time in examinations, if this is necessary.

(ii) If registered dyslexic students identify their work in examinations (by placing a sticker available from the dyslexia unit on their scripts), examiners will take their condition into account,

and will ignore lapses in language or the logical sequencing of ideas. A full statement of the School's policy on the marking of dyslexic's work is available from the office, and is posted on the School's notice board.

(iii) Non-dyslexic students, who nevertheless need further help in expressing themselves in writing, may be referred by course tutors to special writing skills sessions run by the School of English.

(f) Careers

It is important that students consider what they would like to do after graduating and to that end the Centre for Careers and Opportunities provides a range of resources, practical advice and support to help students decide what they want to do when they graduate, which might be anything from finding a job, going on to further study, doing voluntary work, or taking time out, and to put these decisions into action. Whether you are a first-year student, or are half-way through your degree, or a finalist, or a postgraduate, it is likely that the Careers Centre will be able to help you in some way. You can access the Centre's website at http://www.bangor.ac.uk/careers/student_introduction.html.

16. BILINGUAL POLICY

(a) The School is committed to the University's bilingual policy, and to its own provision of teaching in both of the institution's languages.

(b) Welsh-speaking students are reminded that they may submit assessed essays in Welsh, and answer examination questions in Welsh, even on courses where lectures and seminars are staged in English. On English-medium courses, Welsh-speaking students may also ask that degree essay titles and exam questions be made available in Welsh, and will usually be able to submit coursework in Welsh. (The obvious exception is seminar presentations, which need to be understood by non-Welsh speakers on these courses.)

(c) Students who would be happy to hear lectures, read material, and participate in seminars in Welsh, but who may have worries about the quality of their written Welsh, are reminded that they may submit their written work for Welsh-medium courses in English. Canolfan Bedwyr provides support for all who wish to improve their oral and written Welsh and informal Welsh classes are provided by the School of Lifelong Learning and the Students' Union.

17. STUDENT GRIEVANCES

(a) If you believe that you have grounds for a complaint with regard to your course, teaching and learning facilities, or support services, the matter should be discussed in the first instance either with a specific lecturer (where appropriate) or with your personal tutor. If you want to take the matter further, you should bring it to the attention of the Head of School.

(b) Only when these channels have been exhausted should you embark upon the College's formal procedure—outlined in the 'rights and guidelines' section of the Bangor Portfolio. (See: http://www.bangor.ac.uk/ar/main/rules/griev_proc.html.)

(c) If your grievance is to do with the mark you have been given for an individual course or for the year as a whole, you should use the appeals procedure set out in section 13 above.

18. STUDENT RESPONSIBILITIES

- (a) The University has a code of behaviour which all students are expected to follow. See the Student Guide for more information (available on-line at <http://www.bangor.ac.uk/student-services/publications.php.en?menu=19&catid=8723&subid=0>)
- (b) Bullying will not be tolerated, including internet pranks, such as misinformation posted on Twitter, Facebook, Wikipedia and so on. These are serious breaches of discipline and will be dealt with seriously.

19. STUDY SKILLS HANDBOOK

The Study Skills Handbook can be found on-line at:

<http://www.bangor.ac.uk/history/current/index.php.en>

The handbook contains useful advice and guidance on how to research and write your essays, exam techniques, historiography and analyzing primary sources.