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10.1 Health & Safety Policy

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1. Welcome and Where to Find Help

A warm welcome to the School of Humanities. The School Office is located in the Baxter Suite, 1st Floor of the Tower. This area is where your School Manager (Brenda Murphy), your School Office & Operations Lead (Claire Nicoll) and all the subject teaching support officers are located. If you are unsure where you are going or who you should talk to about any matter (personal to academic) drop by the Humanities Reception desk and someone on the desk will be able to direct you or advise you who to talk to. The Dean and all academic staff are located in the Tower Extension.

For a full list of School Office staff see Section 3.2.

2. Information about your degree

2.1 - Master of Arts (MA) Degree

As a student on a single, joint or Liberal Arts degree in Humanities your degree is part of the MA in Arts and Social Sciences Programme and as such you will be part of the School of Humanities. The MA degree also offers a range of subjects from the School of Social Sciences – and the degree has been designed to maximise flexibility in pathway and module choice both for the specialist and the generalist.

In addition to the above, and with the agreement of your Adviser of Studies, you can select up to four modules outside the MA Degree Programme at Levels 1 and 2 and the credits gained will be accepted as equivalent to completion of MA Degree modules. You may gain no more than 40 credits at Level 1 and 40 credits at Level 2 in this way.

All of the Degree Programmes that are available to study within the MA degree structure are listed at the beginning of the MA Degree Regulations (see below). Each subject pathway has a degree pathway document (module rules) which lists all of the compulsory or recommended modules that a student is normally required to take and pass on their particular degree pathway. These Degree Pathway documents are available from the Humanities My Dundee site, in the 'Information for Undergraduates' section, or from our module webpages: www.dundee.ac.uk/humanities/ugmodules

2.2 - MA Degree Regulations

The MA Degree Regulations stipulate the requirements of the Degree Programme and set out important information which must be met in order for students to progress from year to year. In addition they contain the following information:

- MA Degrees Credit Ratings and other Awards
- A list of Degree Programmes available
- Credit requirements for each award
• Duration of Study
• Progression and Termination Requirements
• Assessment, i.e. the marking scale, eligibility to take degree examinations, examination diets, results, resits etc.

The Regulations are available to view at the Humanities My Dundee site in the 'Information for Undergraduates' section, and on the School website: www.dundee.ac.uk/humanities/current.

2.3 – Programme Aims and Intended Learning Outcomes
Each Programme in the School has its own aims as well as a set of intended learning outcomes that describe the skills, knowledge and capacities you should have acquired on completing your degree. You can find the aims and outcomes relevant to your particular degree by looking at the relevant Programme Specifications which are available on the Humanities My Dundee site in the 'Information for Undergraduates' section.

2.4 – Progression and Termination of Studies Appeals
If you find yourself in a situation where your studies are liable for termination due to not meeting the progression requirements (see the MA Degree Regulations for details of progression requirements) the School will inform you of this immediately following the Resit examination diet in July and you will then have the right to appeal to the MA Progression and Termination of Studies Appeals Committee. This is your chance to tell the committee about any extenuating circumstances that have affected your studies throughout the year which you think are relevant to the possibility of your studies being terminated. Guidance on how to write a letter of appeal can be found at Policy, Governance & Legal Affairs web pages in the 'Appeals' section.

The School Office & Operations Lead can offer advice and assistance if you have any concerns and Student Services have a range of online and face-to-face support facilities that you can access, including Counselling Services.

2.5 - Adviser of Studies
All students are assigned an Adviser of Studies on entering the University and you will meet your Adviser during matriculation week. Your Adviser of Studies is a member of academic staff who can assist you with your modules choices and any other academic advice or pastoral support you may require throughout your studies. Your Adviser of Studies will normally stay with you for the duration of your study. If you wish, you can meet with your Adviser at any time during the year for academic advice or any other guidance. All academic staff have Office Hours (times where they are available to meet with students on a drop-in basis) during semester time, and are usually advertised on the relevant staff member's door. If you cannot see them during their normal open office hours you should email or phone them to request an alternative appointment. You can find your Adviser of Studies on the Humanities My Dundee site in the 'Information for Undergraduates' section.
Your Adviser may refer you to the School Office & Operations Lead if you would like to discuss suspending your studies, converting to part-time study or any other matter regarding the progression of your studies in relation to the Degree Regulations. An appointment can be made via the Humanities Reception Desk to see the School Office Lead.

2.6 – International Exchanges/Going Abroad
As a student on the MA Degree Programme you may be eligible to undertake an outgoing exchange in your 2nd or 3rd year of studies (for either one semester or two). The School of Humanities participates in various exciting exchange programmes. You can contact the University Global Programmes Team at globalprogrammes@dundee.ac.uk. You can view further information, including a quick reference guide and a full list of exchanges available on the Humanities My Dundee site in the 'Information for Undergraduates' section.

3. Communication

3.1 - Who to Contact

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>'I have a question relating to my module / coursework / assessment...'</td>
<td>If you cannot find the required information in your Module Handbook or on the relevant My Dundee site, contact your Module/Course Organiser or tutor (see the section below on Discipline and Programme contacts for details on how to contact a member of academic staff). Alternatively, ask at the Humanities Reception.</td>
</tr>
<tr>
<td>'I have a question relating to my overall degree programme...'</td>
<td>If you cannot find the required information in this handbook, or in the relevant programme handbook contact your Adviser of Studies. If you are unsure who your Adviser of Studies is you can check with the Humanities Reception and you can contact your Adviser of Studies either during their Office Hours or by emailing them.</td>
</tr>
<tr>
<td>I have a personal/academic problem that is affecting my studies...</td>
<td></td>
</tr>
<tr>
<td>'I want to change my degree pathway / subject'</td>
<td></td>
</tr>
<tr>
<td>'I wish to take a year out / withdraw temporarily or permanently/ explore part-time options...'</td>
<td>Contact the School Office &amp; Operations Lead. To make an appointment contact the Humanities Reception.</td>
</tr>
<tr>
<td>Query</td>
<td>Response</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>'I have a general query...'</td>
<td></td>
</tr>
<tr>
<td>'I want to change tutorial groups...'</td>
<td></td>
</tr>
<tr>
<td>'I need information on timetables / staff contacts / module availability...'</td>
<td></td>
</tr>
<tr>
<td>'I need to submit assessment coursework...'</td>
<td></td>
</tr>
<tr>
<td>'I need to complete a Self Certification form and/or submit evidence of mitigating circumstances...'</td>
<td></td>
</tr>
<tr>
<td>All such queries and issues can be dealt with by the Humanities Reception.</td>
<td></td>
</tr>
<tr>
<td>'I want to register a disability or request assistance with my studies...'</td>
<td></td>
</tr>
<tr>
<td>'I am having personal difficulties and want to seek counselling...'</td>
<td></td>
</tr>
<tr>
<td>'I need advice / help with fees / funding / financial issues...'</td>
<td></td>
</tr>
<tr>
<td>You can access more information about Disability Services on their website at <a href="http://www.dundee.ac.uk/disabilityservices/">http://www.dundee.ac.uk/disabilityservices/</a></td>
<td></td>
</tr>
<tr>
<td>You can make an appointment and access more information about Counselling Services by visiting their website at <a href="http://www.dundee.ac.uk/studentservices/counselling/">http://www.dundee.ac.uk/studentservices/counselling/</a></td>
<td></td>
</tr>
<tr>
<td>Contact the Enquiry Centre or you can access more information about Student Funding by visiting their website at <a href="https://www.dundee.ac.uk/student-funding/">https://www.dundee.ac.uk/student-funding/</a></td>
<td></td>
</tr>
<tr>
<td>'I wish to make a complaint or appeal...'</td>
<td></td>
</tr>
<tr>
<td>All complaints or appeals (other than appeals against Termination of Studies) should be initially discussed with the relevant tutor or Discipline Co-ordinator. If it is not resolved at this level you should make an appointment to see the School Office &amp; Operations Lead or put your case in writing to the Dean of Humanities. Further guidance is available from the University's Policy, Governance &amp; Legal Affairs web pages. <a href="http://www.dundee.ac.uk/pgla/dca/">http://www.dundee.ac.uk/pgla/dca/</a></td>
<td></td>
</tr>
</tbody>
</table>
3.2 - School of Humanities Office and Reception

The School of Humanities Office and Reception are housed in the Baxter Suite area of the Tower Building on Level 1. The Humanities Reception is open Monday to Friday 9.00am to 4.30pm, the telephone number is 01382 388625, and emails can be sent to Humanities@dundee.ac.uk

All of the Teaching Support Assistants are based in the School Office.

<table>
<thead>
<tr>
<th>Contact Name</th>
<th>Discipline</th>
<th>Telephone No.</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Schiavetta</td>
<td>English, Film, Creative Writing &amp; Philosophy</td>
<td>384445</td>
<td><a href="mailto:l.schiavetta@dundee.ac.uk">l.schiavetta@dundee.ac.uk</a></td>
</tr>
<tr>
<td>Rhona Crowe</td>
<td>History, European Studies &amp; &amp; History (DL)</td>
<td>384592</td>
<td><a href="mailto:r.z.crowe@dundee.ac.uk">r.z.crowe@dundee.ac.uk</a></td>
</tr>
<tr>
<td>Nicola Anderson</td>
<td>Applied Languages &amp; Language Diplomas (DL)</td>
<td>384935</td>
<td><a href="mailto:n.z.anderson@dundee.ac.uk">n.z.anderson@dundee.ac.uk</a></td>
</tr>
<tr>
<td>Lisa Wood</td>
<td>Part-Time MA Degree &amp; 10 Credit Modules</td>
<td>384197</td>
<td><a href="mailto:l.x.wood@dundee.ac.uk">l.x.wood@dundee.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Postgraduate TPG &amp; RPG</td>
<td>381125</td>
<td>@dundee.ac.uk</td>
</tr>
<tr>
<td>Amy Howie</td>
<td>Languages for All &amp; International Student Recruitment</td>
<td>388927</td>
<td><a href="mailto:a.i.howie@dundee.ac.uk">a.i.howie@dundee.ac.uk</a></td>
</tr>
<tr>
<td>Claire Milne</td>
<td>School UG MA Co-ordinator</td>
<td>384202</td>
<td><a href="mailto:c.a.milne@dundee.ac.uk">c.a.milne@dundee.ac.uk</a></td>
</tr>
<tr>
<td>Claire Nicoll</td>
<td>School Office and Operations Lead</td>
<td>385488</td>
<td><a href="mailto:c.z.nicoll@dundee.ac.uk">c.z.nicoll@dundee.ac.uk</a></td>
</tr>
<tr>
<td>June Caird</td>
<td>PA to Dean</td>
<td>384656</td>
<td><a href="mailto:j.caird@dundee.ac.uk">j.caird@dundee.ac.uk</a></td>
</tr>
</tbody>
</table>

The School Manager, Brenda Murphy is also based in the Baxter Suite area of the Tower Building (Level 1). You can make an appointment to meet any of the above by contacting the Humanities Reception at Humanities@dundee.ac.uk

3.3 – Discipline Contacts - Staff Office Hours

The Teaching Support Assistants are based in the School Office on level 1 of the Tower Building and can be contacted via the Humanities Reception. Contact details for individual lecturers and tutors can be found on Discipline and Programme websites and relevant My Dundee module sites. If in doubt ask at the Humanities Reception.

All lecturers and tutors in the School have open Office Hours during the teaching semester when you can see them without an appointment to discuss your work or the modules you are taking. Office Hours will normally be advertised on your lecturer’s or tutor’s office door or on your module My Dundee sites. If you cannot find information on office hours email the
relevant Teaching Support Assistant. If you cannot see your tutor during their normal open Office Hours, you should email or phone them to request an alternative appointment.

3.4 – Peer Support for Entrant Students
The School will provide new entrant Undergraduate students with informal peer support during their first academic year to informally help entrant students to adapt to studying in the School and the wider University.

3.5 - Key information sources: My Dundee, Websites etc.

Module booklets and My Dundee sites
You can find all the important information relating to your modules/courses in the relevant My Dundee site, including reading lists, timetables, assessment details, lecture notes, and much more. You will only be able to access the module sites if you are properly registered for your modules on the Student Records System. If you experience any problems with this ask at the Humanities Reception. You may also find that there is a module booklet available that contains all of this information. Check the module My Dundee site for how to access the booklet or check with the relevant Teaching Support Assistant.

Reading Lists
Information about reading for your modules – including essential purchases – is available through the Library & Learning Centre website, on the Reading Lists pages: http://readinglists.dundee.ac.uk/ Simply enter the module name and/or code into the search box, and the link to the reading list will appear. Lists are normally made available at least six weeks before the start of the module, and you don’t have to wait until you have access to the module pages on My Dundee to view them.

Programme handbooks
Some of our disciplines may have programme handbooks available containing important information relevant to all modules in a particular programme or subject area. Programme handbooks can be found either on the programme websites or via links in module My Dundee sites if they are available.

Humanities My Dundee Site
The School of Humanities has a My Dundee site which you should be able to find in the 'My Groups and Communities' section of your My Dundee homepage. It is very important that you familiarise yourself with all of the information available here such as the school announcements, school policies and procedures, contact information, student representation information, careers and employability information and much more. You will find this site is updated regularly throughout the year, so make it a regular point of contact.
Websites
The School and each discipline/programme have websites containing information such as staff contact details and research profiles, news, events, conferences etc.

- School of Humanities: www.dundee.ac.uk/humanities/
- Languages: www.dundee.ac.uk/languages/
- English, Film Studies, & Creative Writing: www.dundee.ac.uk/english/
- European Studies: www.dundee.ac.uk/european/
- History: www.dundee.ac.uk/history/
- Philosophy: www.dundee.ac.uk/philosophy/

3.6 - Complaints
Full details of the University’s Complaints procedures can be accessed here: www.dundee.ac.uk/pgla/dca/complaints/

We have a two-stage complaints procedure. We will always try to deal with your complaint quickly. But if it is clear that the matter will need a detailed investigation, we will tell you and keep you updated on our progress.

Stage 1 – frontline resolution
We will always try to resolve your complaint quickly, within five working days if we can. Where possible, your concerns should be raised with the relevant staff member, tutor, or the Learning and Teaching Admin Lead. This can be done face-to-face, by phone, in writing or by email. If you are dissatisfied with our response, you can ask for your complaint to be considered at Stage 2. You can also access our early dispute resolution and mediation service at http://www.dundee.ac.uk/academic/edr/.

Stage 2 – investigation
We will look at your complaint at this stage if you are dissatisfied with our response at Stage 1. We also look at some complaints immediately at this stage, if it is clear that they are complex or need detailed investigation. We will acknowledge your complaint within three working days. We will give you our decision as soon as possible. This will be after no more than 20 working days unless there is clearly a good reason for needing more time. We have a complaint form which will help you to state your complaint clearly to us, and we would encourage you to complete this. This form is available at: http://www.dundee.ac.uk/media/dundeewebsite/pgla/documents/dca/complaints/complaintsform.pdf

For guidance on anything relating to complaints, please contact the School Office & Operation Lead.
3.7 – Mobile Telephones

Students are requested not to make improper use of mobile phones in lectures and tutorials. The School requests that mobile phones are switched off/put on silent and not used for the duration of the class unless in exceptional circumstances.

4. Student Support

4.1 - Academic Support (e.g. writing skills)

As a new undergraduate student, you will need to become familiar with new ways of learning and teaching at university (for example lectures, tutorials, use of e-learning systems). The Academic Skills Centre can help you achieve success in your University studies - from first year through to final year. In partnership with the University's Schools, they are committed to helping all students:

- develop the skills and knowledge that underpin our programmes of study and research
- prepare for employment in their chosen career path

They organise various initiatives to assist undergraduate students across the University. You can get more information about at www.dundee.ac.uk/academic-skills/, or you can email them at asc@dundee.ac.uk.

4.2 - IT support

UoD IT can help you with any IT related queries and they provide in excess of 600 PCs in IT Suites which are distributed across the University's campuses. These suites offer students a wide range of software and non-profit making printing facilities set within a pleasant and healthy atmosphere. For more information about UoD IT and the services they provide, see: www.dundee.ac.uk/it/.

4.3 - Library and Learning Centre

The Library provides online and face-to-face support to help you find the resources that you will need to successfully complete your studies. As well as lending books they provide quiet and group study areas, have electronic resources (databases, e-books and e-journals), and can provide guidance on how to find further resources for your subject area. You can get more information on the Library and their facilities at www.dundee.ac.uk/library/.

The Learning Centre operates to support academic educational activities across the University. The activities of the Learning Centre can be split into two main areas; Academic Skills (see Section 4.1 above for further details) and e-Learning. They administer, develop and support eLearning activities throughout the University including the My Dundee Virtual Learning Environment (VLE), the University's online assessment systems and a range of additional e-Learning tools and techniques.
4.4 - Equality & Diversity in the Curriculum
All staff are committed to providing an inclusive curriculum for all students including access to a full teaching and learning programme for disabled students. The School liaises with the University’s Equality and Diversity Officer and the Head of Disability Services to determine the most appropriate way to achieve this and ensure that no group or individual is disadvantaged by the learning environment. The School’s Associate Dean for Learning & Teaching and the relevant Module Organisers support this process and ensure that specific adjustments are arranged to meet individual students' needs. Further details of the University's provision for disabled students are available at: www.dundee.ac.uk/disabilityservices/

4.5 - Student Support Services
Student Services are available to support students who have personal, financial, health, disability or work related problems. They also seek to help all students to learn the personal skills they need to build the lives and careers they want for themselves, from problem solving to understanding teams, from mental wellbeing and coping with stress to self presentation at interview. Being at University is about seeking out and responding to opportunities in all spheres of life, not just academic work, and Student Services support that search whether things are going well or not so well. You can find out more about the support they can provide at http://www.dundee.ac.uk/studentservices/

4.6 - Harassment and Bullying policy
The University has a policy on Dignity at Work & Study: Addressing Harassment and Bullying which indicates that the University of Dundee upholds the right of each member of the University community to be treated with dignity and respect. It is committed to fostering an environment in which staff, students, visitors and sub-contractors can work and study free from harassment, bullying, intimidation and victimisation. This policy applies to all members of the University community. Any incident of harassment or bullying will be regarded extremely seriously and can be grounds for disciplinary action including dismissal or expulsion. Further details are available from http://www.dundee.ac.uk/hr/equality/dignity.htm

5. Student Representation

5.1 - School President and Vice Presidents
Student Representation within the School is led by your School President and Vice Presidents who are nominated and voted in prior to the start of each session. For Session 2019/0 your Humanities President is Eleanor Booty e.c.booty@dundee.ac.uk and your Vice Presidents are tbc (History/European Studies/Languages) tbc@dundee.ac.uk & Rory Brooke (English/Film Studies/Creative Writing/Philosophy) r.brooke@dundee.ac.uk.
5.2 – Student Representation Structure

Effective student representation is important to the School. Undergraduate student representation for Humanities is led by one School President, two School Vice Presidents and three School Associate Directors. They are supported by Class Representatives from each discipline (including part-time studies) who participate on the Humanities Student-Staff Forum. Because Humanities is a multi-disciplinary School we value the views of students in all areas of our curriculum and business and therefore either your President or a Vice President will sit on School Board (this is used to discuss/raise any School issues). In this forum your President has the opportunity to report on student issues and concerns.

The School President also works closely with DUSA and in addition to representation, students' views can also be expressed through other forums such as the National Students Survey (NSS), end of module questionnaires and programme reviews as well as the Staff Student Liaison Committee which Class Representatives sit on. Full details of the Student Representation structure within Humanities can be found on the Humanities My Dundee site.

6. Teaching

6.1 - Approaches to Teaching and Learning

During your time as a student in the School you will encounter a range of different teaching methods and approaches, depending on the topic, level and class size. In all cases, you will find that the key to making the most of the time you have with your lecturer, tutor or supervisor is good preparation beforehand, active participation in the session, and good follow up work (writing up notes, following up questions, undertaking further reading). The more you put in, the more you will get out!

The main teaching methods used in the School are:

- **Lectures**: normally one hour long. Lectures are used to introduce module topics, outline key material, and raise questions and issues that you should be thinking about in your own work and that can be followed up in tutorials. Lectures are not the last word on a topic, but starting points for further thought. You will get more out of a lecture if you have done the relevant module reading beforehand and take good notes (be selective, listen to the lecturer and don't try to write down everything: focus on key points and issues you want to follow up).

- **Tutorials**: normally one hour or one hour 30 minutes long. Tutorials are smaller classes which allow you to develop your understanding of key themes and ideas via discussion with your tutor and your group. You will be expected to participate by asking and answering questions, and putting forward relevant points and arguments: having to articulate your thoughts will help you to clarify and develop
them. Sometimes tutorial groups will be broken down into pairs or small groups to aid more detailed discussion and debate. Listening to others and respecting different views is a key skill here: your tutor will play an important role in structuring and guiding discussion, but you will also have much to learn from each other’s insights and perspectives.

- **Seminars:** normally two hours long. Seminars are often the form that classes take at Levels 3 and 4. Seminars are usually larger than tutorial groups and often combine aspects of lectures and tutorials: for example, the course tutor might begin the class with a short talk which opens up space for questions and discussion. Often students will be asked to lead a seminar by giving a presentation on a specific issue. This format allows the whole class to work intensively together on a key text or topic, and is particularly suited to Honours level work.

- **Workshops:** Workshop groups are normally the same size as seminar groups, and they are typically for two-hours. The main difference from tutorials and seminars is that there is more emphasis on student-centred activity, particularly working in small sub-groups to consider questions raised in lectures, or to discuss and propose solutions to intellectual problems raised by the groups themselves. In a workshop, your tutor is less involved in structuring the discussion; s/he is there to offer general guidance, and to help groups follow their own lines of problem-solving enquiry.

- **One-to-one advice and supervision:** this is always available to you by visiting your module lecturers or tutors during their advertised Open Office Hours. Individual supervision becomes especially important at Levels 3 and 4, where you will meet with module lecturers to discuss the development of individual essays and projects; final year students undertaking a dissertation will be allocated a supervisor with whom they will meet on a regular basis to help them develop and complete their dissertation project.

Other teaching methods you may encounter include:

- field trips
- archive or gallery visits
- simulation and role-playing
- team negotiation and debates
- lab work for modules involving IT or Psychology
- a variety of activities on MyDundee, such as participation in discussion boards, uploading module journals, posting module minutes, completing on-line worksheets.

At different points in your studies, you should expect to be asked not only to participate in discussion, but to give short **presentations** to a tutorial or seminar group (either individually
or in a group). **Make sure you look at the advice given in the individual Module MyDundee sites relevant to you:** you will find a wealth of helpful information there, for example, about how to make the most of your lectures; effective note-taking; participation in tutorials and seminars; how to prepare for oral presentations; and more. You can also enhance your studies by attending the visiting speaker research seminars hosted by the different disciplines in the School or the Arts & Humanities Research Institute (AHRI) [http://www.dundee.ac.uk/humanities/ahri/](http://www.dundee.ac.uk/humanities/ahri/) speaker series. Students are very welcome to attend these events; see Programme and School websites and notice boards for details.

6.2 - Staff and Student Responsibilities

The School aims to create the best possible learning environment. We seek to foster a relationship between staff and students based on dialogue, co-operation, and a shared commitment to learning which entails responsibilities on both sides.

**As a student, you can expect staff in the School:**

- to provide a professional, well taught, and educationally relevant programme of study
- be well prepared for classes and to deliver the highest quality teaching provision that they can
- to communicate clearly the requirements of specific programmes and modules, including any set reading, assessments, and resit opportunities
- to communicate any important changes in the module requirements promptly
- to seek out and strive to follow best practice in all aspects of teaching and assessment
- to assess work fairly and, where appropriate, to return it with feedback in a timely manner
- to have publicly displayed office hours for individual student consultation
- to provide students with constructive advice on how to improve their performance and to engage courteously with students and fellow staff members at all times
- to take appropriate account of any special needs or mitigating circumstances where they are made aware of them
- to take account of student feedback and be open to suggestions for how to improve and enhance our teaching

**In return, your lecturers, tutors and fellow students can expect you:**

- to attend regularly and to inform your lecturer/ tutor promptly, and wherever possible in advance, of reasons why a class or examination has not been attended
- to devote sufficient time to your studies to fulfil the module requirements
- to prepare well, so that you can participate constructively in class discussion
- to familiarise yourself with the specific requirements of the programme of study you are following and the modules you are taking, including any set reading, assessments, and (if necessary) resit opportunities
- to read and where appropriate respond to any communications from staff promptly - this is especially important when it comes to email communication as your University email account is one of the primary ways we correspond with you, provide important information, and make requests of you
- to undertake and submit assessments on time and to engage with assessment exercises appropriately and effectively
- to listen to and respect the views of your fellow students and engage with others courteously at all times
- to make every effort to let your lecturers and tutors know about problems as soon as possible in order that they can provide appropriate support or make appropriate allowance
- to provide appropriate evidence of any specific needs or mitigating circumstances as required (see section 7.6 below)
- to provide constructive feedback on modules and classes where requested

Often you will require a letter of reference from a lecturer or tutor for a job or further course of study: staff members are always willing to receive such requests and will provide a reference where they think they are in a position to do so appropriately. Please note that where students have failed to attend classes regularly without good reason, or have regularly failed to hand in work in good time without any extenuating circumstances, staff may not feel able or willing to provide such a letter of support. Some individual Programmes have a Learning Contract or Teaching Code which you will be expected to respect as a member of that particular learning community. These provide a further opportunity to make sure that you are aware of what you can reasonably expect of your lecturers and tutors, as well as to think about what you can do to take responsibility for your own learning and make the most of the learning opportunities you are offered.

6.3 - Module Choices
First year students choose their modules when they meet with their Adviser of Studies during Welcome Week at the start of each year. Students entering second, third and fourth year are invited to make their module choices at the end of the previous academic session.

All students have until the end of the second week of each semester to change their modules if they wish to. In session 2019/0 this means that the deadline for requesting module changes will be Friday, 27 September 2019 for Semester 1 and Friday, 31 January 2020 for Semester 2.
6.4 – University and School Policies on Attendance and Absence

The University regards attendance at all lectures, seminars, and tutorials as compulsory, and attendance is normally monitored.

**Informing us of absences:**

**IF YOU ARE ABSENT FOR ANY REASON YOU SHOULD EMAIL YOUR TUTOR AS SOON AS POSSIBLE AND SUBMIT THE FOLLOWING:**

- If the absence is for 5 working days or less, submit a Self-Certification Form (available from the Humanities Reception desk or My Dundee).
- If the absence is for more than 5 working days, submit a medical certificate or relevant supporting documentation.
- Students who have good academic reason for missing classes (such as an internship) may be excused from attending where they have received prior permission in writing from the relevant Module Convener.

If you miss two tutorials/seminars/workshops for a particular module you will receive an email reminding you that attendance is a requirement of your course and you will be asked to meet with your Adviser of Studies to discuss your absences. **This is your opportunity to let us know what the issues are and we can then work together to try and get you back on track.**

Should your absence have any effect on your ability to complete assessment work or meet submission deadlines, you must complete a Mitigating Circumstances form. (See section 7.6)

Overseas students with a Tier 4 visa need to be aware that attendance at classes is a condition of your visa and failure to attend may result in your visa being revoked.

6.5 - School Ethical Approval Policy

Research which involves collecting data from and about human participants or their behaviour to further knowledge needs to secure ethical approval. This may include data collected experimentally, by questionnaire, by interview, observationally, by computer, telephone, or over the Internet. If you are unsure as to whether your research needs ethical approval you should consult the School of Humanities Ethics Officer, Professor Graeme Morton g.z.morton@dundee.ac.uk. Full details of the School’s Ethical Approval Policy are available from the Humanities My Dundee site in the ‘Information for Undergraduates’, ‘School Policies and Statements’ section.
6.6 - Semester Dates Academic Year 2018-2019

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshers' Week</td>
<td>7 September 2019</td>
<td>15 September 2019</td>
</tr>
<tr>
<td>Attendance</td>
<td>16 September 2019</td>
<td>20 December 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>20 January 2020</td>
<td>29 May 2020</td>
</tr>
<tr>
<td>Vacation</td>
<td>6 April 2020</td>
<td>24 April 2020</td>
</tr>
</tbody>
</table>

**Resits:**
- Resit Examination Diet: 6 - 10 July 2020 (please note that resits by coursework will have a submission date of 10 July 2020 and coursework questions will be available on My Dundee from approximately 12 June 2020 - check with your module My Dundee site for confirmation).

7. Assessment

7.1 - Submission of Assessed Work
All essays and continuous assessment work that contributes to your module mark must be submitted electronically through the Turnitin software on the relevant module My Dundee site. Please note that the Turnitin submission is the official record of submission and any assessed work not submitted via Turnitin by the deadline set will be recorded as being submitted late and the relevant penalties will be applied. If required, academic staff and tutors can request ONE hard copy of the coursework to be submitted in class or during office hours as specified by the module organiser.

PLEASE NOTE: if submission to Turnitin fails for any reason, you must email a copy of the essay to your tutor immediately, and then upload it when the problem is fixed.

If you have any problems or mitigating circumstances that have affected your assessment work/exam performance or your ability to submit on time then you must follow the School's Mitigating Circumstances Policy on the Humanities My Dundee site in the 'Information for Undergraduates', 'School Policies and Statements' section. See section 7.6 below.

7.2 – Word Limits for Assessed Work
Most essays and other written exercises in the School of Humanities have maximum word limits which you should adhere to as closely as possible. This requires you to develop a concise and precise writing style, which is a highly valuable skill in academia and more
widely. Word limits will vary according to the nature of the exercise or to the requirements of individual modules, and you will find the details in module guides. Please note that, for the MHRA referencing system, maximum word limits do not include footnote references or bibliographies; they apply only to the main text of an essay or other piece of written assessment (including any quotations within that text). For further information and guidance on the MHRA, see the appendix on Guidelines for Referencing and Bibliographies.

7.3 - Return of Work and Opportunities for Feedback

We normally aim to mark all essays and other pieces of continuously assessed work that contribute to your final module mark within three weeks of submission (this does not include unseen examinations taken in the December or May examination diets). Written feedback will be available on Turnitin. It is recommended that you meet with your lecturer or tutor to give you the opportunity to discuss the feedback with them to help you improve your future performance. Please note that all marks returned during the year are provisional until confirmed at the May/June exam board (see Section 7.7 below).

Where there is an unavoidable delay in marking or returning work, for example, due to staff illness, you will normally be informed by e-mail or via the module MyDundee site. For a full statement of the School's policy on the return of essays, see the Essays Submissions/Return Policy on the Humanities My Dundee site in the 'Information for Undergraduates', 'School Policies and Statements' section.

Feedback can be provided in various formats including written (comments written on an essay or essay mark sheet, reports, emails etc.) and orally (discussions with your tutor when collecting your marked work, in-class feedback etc.). Feedback on examination performance can be requested by making an appointment to speak to your tutor.
7.4 - University Marking Scale

The School follows the University's Assessment Policy for Taught Provision and the standard Assessment Marking Scale:

<table>
<thead>
<tr>
<th>Literal Reporting Scale</th>
<th>Associated Aggregation Scale</th>
<th>Descriptor</th>
<th>Honours Class (where appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>23</td>
<td>Excellent</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>A2</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A5</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>18</td>
<td>Very Good</td>
<td>2(i)</td>
</tr>
<tr>
<td>B2</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td>15</td>
<td>Good</td>
<td>2(ii)</td>
</tr>
<tr>
<td>C2</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C3</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D1</td>
<td>12</td>
<td>Sufficient</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>D2</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D3</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MF1</td>
<td>9</td>
<td>Marginal Fail</td>
<td></td>
</tr>
<tr>
<td>MF2</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MF3</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CF</td>
<td>5</td>
<td>Clear Fail</td>
<td></td>
</tr>
<tr>
<td>BF</td>
<td>2</td>
<td>Bad Fail</td>
<td></td>
</tr>
<tr>
<td>**</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*QF</td>
<td>-</td>
<td>Qualified Fail</td>
<td></td>
</tr>
</tbody>
</table>

* QF indicates that a student has not met the conditions required to have obtained an overall pass. Any queries should be directed to the School concerned.

** Relevant descriptor selected from: CA (Certified Absence); AB (Unauthorised Absence/Non Submission); MC (Medical Certificate); WD (Withdrawn); DC (Discounted); ST (Stopped); NM (Not Marked – generally used where penalties have been applied for plagiarism).

7.5 - Late Submission of Assessed Work (penalties)

The School follows the MA policy for awarding penalties for late submission of coursework, which states that:

- One point per day late will be removed from any mark awarded to late assessment work for up to 5 days (including weekends).
This means that if your assessment work was awarded a C3 (13) and it was submitted 2 days late, the mark will be reduced to a D2 (11).

- **Any work submitted more than 5 days late may not be marked and a mark of zero (AB) will be entered onto your student record**

- **Extenuating/mitigating circumstances can be taken into account**
  If the Mitigating Circumstances Committee is satisfied that sufficient evidence has been produced, they may decide to remove any penalties applied or accept late work.

**Please note: individual tutors or the School cannot award extensions to submission deadlines.** All late work must be submitted as quickly as possible accompanied by any evidence of mitigating circumstances. The School’s Mitigating Circumstances Policy can be viewed on the Humanities My Dundee site in the ‘Information for Undergraduates’, ‘School Policies and Statements’ section.

### 7.6 - Mitigating Circumstances

We will always consider making appropriate allowance for mitigating circumstances which affect your attendance and performance where we are aware of them. If you run into problems which you think have negatively affected your academic performance, or which prevent you from completing an assessment on time, always contact someone as soon as you can: staff will be sympathetic towards students in difficulties providing they know about them, and will help you take appropriate steps to deal with the way your circumstances might affect your work and assessments.

If you think that your circumstances might interfere with your meeting an assessment deadline or attending an exam, it is important that wherever possible you try and contact either your tutor or the Teaching Support Assistant before the relevant deadline or date. Your immediate point of contact will be your Module Convenor and the Teaching Support Assistant. In more serious cases please contact the School Office & Operations Lead, who will be able to relay information in confidence to your different module tutors and disciplines.

**Written Evidence of Mitigating Circumstances**

In order that we treat all students fairly and equally, if there are circumstances that you would like us to take into account in assessing your work, you need to inform us in writing and provide supporting evidence wherever possible. This is especially important where late submission of assessments or non-attendance at examinations is involved.
How to let us know about Mitigating Circumstances

You will need to fill in the Mitigating Circumstances Form (available from www.dundee.ac.uk/registry/ or Humanities Reception). Hand this in to the School of Humanities Reception (in the case of an exam hand the form into Reception as soon as you can, preferably prior to the scheduled time of the exam) or email it to humanities@dundee.ac.uk. It is important that you attach any supporting documentation. Supporting evidence of mitigating circumstances might include:

- a doctor’s note or medical certificate for the appropriate period
- a note from a counsellor, minister, etc
- a self-certification form (these can be used for minor illnesses up to 7 days)

In the case of bereavements of a close family member or other family emergencies, we understand that it is not always possible or easy to be in touch at the time; the School will always be sympathetic to such circumstances and will make every effort to make appropriate allowances. Please try to let someone know as soon as you can: if you are able to provide a letter from someone else (such as a doctor, family member or friend) explaining the circumstances with which you are dealing, that will be helpful to the relevant Examination Board so that they can make proper allowances for you.


Late Submission of Coursework

Please note: The School of Humanities does not give extensions for assessed coursework. If your work is late due to mitigating circumstances, please fill in a Mitigating Circumstances Form as explained above. The information you provide will be taken into account by the relevant Exam Board when considering any penalties for lateness.

Except in very exceptional circumstances, the last date on which Mitigating Circumstances Forms will normally be accepted in session 2019-2020 are:

- Semester 1 – Friday, 10 January 2020
- Semester 2 – Friday, 8 May 2020.

7.7 - Getting your Results

All marks that are awarded are provisional and can be changed up until they are confirmed by the relevant Examination Board in May/June of each year. You can access your marks through E-vision after each Examination Diet (January for Semester 1 marks and June for Semester 2 marks).
7.8 - Resit Opportunities for Failed Modules

The School's Resit Policy states "Students are normally permitted to take a resit examination (or equivalent retrieval option) only if they have satisfied a module's requirements – which normally means satisfactory attendance and completion of all course work, including attendance at the initial examination -- but have nevertheless failed the module. In all other cases, resit examinations (and equivalent retrieval options) will be permitted only to students who have satisfied the relevant Examination Board that mitigating circumstances contributed to the failed result."

If you fail a module at the first sitting in first, second, or third year, you will normally have the opportunity to resit the module. You must have completed all coursework and/or attended the first degree examination diet and failed, or have been absent from the first diet with good reason. You may not resit a module to improve a pass mark. There are no resits for modules taken in the final year of an honours programme.

In 1st, 2nd and 3rd year, your resits will be capped at D3/10 (i.e. the minimum pass mark) and will be worth 100% of your final module mark. It will be recorded as your second attempt, unless the relevant Examination Board has decided that it should be marked on the full scale and classed as your first attempt due to evidence of mitigating circumstances.

The School of Humanities uses a range of different types of assessment. For some modules, the resit may involve writing a new essay or undertaking a project equivalent to the original module assessment. Some resits may involve more than one element, to match the original assessment for the module.

If you fail a module and have to resit:

- You should find out about the resit arrangements as soon as possible after the results of the main exam diet are released.
- Always check the relevant Programme Handbook and the relevant module information on MyDundee to find out about what form the resit takes, as well as any relevant examination dates, submission deadlines or other criteria.
- If you are unsure about the resit arrangements, contact the relevant module or Honours convenor or the School Office.

Please note: it is the responsibility of Programmes to ensure that resit information is available on the relevant MyDundee module sites at the relevant time. However, it is YOUR responsibility to make sure you are aware of the arrangements for any module you have to resit. DO NOT LEAVE THIS TO THE LAST MINUTE!

Resit Fees:
Attendance at semester examination diets is included in the consolidated tuition fee that will have been paid at matriculation. However, this does not cover any subsequent re-
examination and fees will be charged, as follows: **£50 for one module, plus a further £25 for each additional module taken.** These fees are charged by and payable to the Registry, not directly to the School. Where an Examination Board has permitted the resit assessment to count as your first attempt (due to mitigating circumstances), no resit fees will be charged. Resit fees will not be charged for resits by essay/coursework.

**Resits as First Attempts:**
If you are given permission by an Examinations Board to take a resit as your first attempt due to mitigating circumstances your final module mark will show as a first attempt in the student record system. This means that your final module mark will not be capped. However, the form of the resit will be the same as for all other students taking the resit for that module (whether this takes the form of an examination or a replacement essay). The relevant discipline Examination Board will decide whether or not previous coursework marks will be taken into consideration. Please note there are no resits for modules taken in the final year of an honours programme.

**7.9 - Appeals**
If you are appealing against the termination of your studies you should follow the advice and guidance provided on the University's Policy, Governance & Legal Affairs web pages [www.dundee.ac.uk/pgla/dca/](http://www.dundee.ac.uk/pgla/dca/)

For all other types of appeals (for example if you want to appeal against your honours degree classification, or against a decision made by an Examination Board) you should initially discuss your situation with your tutor or the Discipline Co-ordinator. If the outcome of this discussion is not satisfactory you should then make an appointment to discuss your case with the School Office & Operations Lead. If the School Office & Operation Lead cannot resolve the matter you will be asked to write a letter of appeal addressed to the Dean of Humanities. Try to provide as much evidence as possible to support any claims of mitigating circumstances, such as a doctor's letter, or evidence of prejudice or bias. You can also consult with the Student Services if you need further advice.

Such appeals can only be considered on the following grounds and shall not be considered unless they are based upon allegations of:

- (a) extenuating circumstances affecting the candidate's performance and of which the examiners were unaware when their decision was taken, or
- (b) procedural irregularities (including administrative error) in the conduct of a written or oral examination of such a nature as to give rise to reasonable doubt whether the examiners would have reached the same conclusion had they not occurred, or
- (c) prejudice or bias on the part of one or more of the examiners.
Further information on the University's Undergraduate Appeal Regulations can be found at www.dundee.ac.uk/pbla/dca/

7.10 – Plagiarism and Turnitin

Plagiarism
Plagiarism involves presenting another person's work as if it were your own. It is a form of academic dishonesty and will not be tolerated by the School or the University: it is a serious offence with serious consequences.

Plagiarism occurs when you use someone else's work without properly acknowledging it. This includes articles on the Internet, lecture handouts or another student's work, as well as material from printed sources (books, journals, newspapers).

Plagiarism can also occur when you re-use or copy your own work from a previous assessment without referencing it and without clearly showing the development of your thought or argument beyond the original piece of work.

The University defines plagiarism as:

- (i) inclusion of more than a single phrase from another's work without the use of quotation marks and acknowledgement of source
- (ii) summarising another's work by changing a few words or altering the order of presentation without acknowledgement
- (iii) copying another's work
- (iv) use of another's ideas without acknowledgement or the presentation of work as if it were one's own which is substantially the ideas of another

(University Code of Practice on Plagiarism & Academic Dishonesty, 1.2)

Other forms of academic dishonesty include:

- submitting an assignment done by someone else as if it was your own work
- including material in coursework that is identical or substantially similar to material already submitted for another assessment within the University

You should make sure that you are clear on what constitutes plagiarism and should be familiar with the University’s Code of Practice on Academic Misconduct by Students:
https://www.dundee.ac.uk/governance/dca/discipline/plagiarism/
Penalties for Plagiarism

Work that is plagiarised will always be penalised and will normally be failed (given a zero mark), irrespective of the consequences for the overall module or degree result of the student. The student will then be given the opportunity to speak to those investigating the accusation of dishonesty at an Academic Misconduct Hearing, at which they could choose to be accompanied by a student representative. You will find further details in the appendix to this Handbook. The relevant Degree Examination Board will determine the extent of the appropriate penalties, in accordance with the University's Code of Practice and the Regulations governing plagiarism and academic dishonesty. For more detailed information, please refer to University’s Code of Practice on Academic Misconduct by Students. This document outlines how the School will deal with incidents of misconduct from the minor to serious.

School of Humanities Plagiarism Register

The School of Humanities keeps a Plagiarism Register. All substantial cases of plagiarism that are proved beyond reasonable doubt will be logged on the Register which is held and maintained by the School Office & Operations Lead. The register can be used to determine whether a student has engaged in plagiarism on a previous occasion. Persistent cases of plagiarism constitute a serious and substantial case of academic dishonesty and can be referred by the relevant Degree Examination Board to the University's Committee on Academic Dishonesty, in accordance with the University's Code of Practice and the Regulations governing plagiarism and academic dishonesty. For further details see the School’s Plagiarism Register Policy on the Humanities My Dundee site in the 'Information for Undergraduates', 'School Policies and Statements' section.

Safeguards against Plagiarism

How you can guard against Plagiarism: Good Referencing

- Plagiarism sometimes happens inadvertently because of careless or inadequate referencing. The best way to guard against inadvertent plagiarism is to ensure you always acknowledge and properly reference your sources (see 7.11 below)

How we safeguard against Plagiarism: Turnitin

- The University uses plagiarism detection software called 'Turnitin'. You are required to submit any assessed essay or substantial piece of coursework electronically through Turnitin, as well as in hard copy to the School.

7.11 – Referencing and Bibliographies

Referencing

Essays and other written work must include references, which are used for two main purposes:
1. To provide the exact source of any quotations from books, articles, internet material, etc., that you have included in your essay.

2. To acknowledge your sources of information and ideas, including the views of authors whose works you have used to write your essay. Even if you are paraphrasing – which means summarising someone else’s text or argument instead of quoting them directly – you must provide the sources of the original information or ideas.

The basic rule is this: if you are drawing on someone else’s work, then you must give that person credit. If you present someone else’s work – including their ideas and views – as your own, that is plagiarism. **Plagiarism is a kind of intellectual theft and will be heavily penalised; serious cases may be treated as a disciplinary matter (see the guidelines on plagiarism above).**

It is also important that your references are precise. This means not only including the full and correct bibliographic information (author, title, date, etc.), but also the specific page number(s) where you found the information or ideas.

The reason that references are so important is that they allow the reader (or marker) to check the sources of your information, if he or she wants to. That is why you must provide accurate references, including specific page numbers.

It is not necessary, however, to provide references for things that are common knowledge. For example, you would not provide a reference for the following statement: ‘The First World War broke out during summer 1914.’ But if you were discussing the reasons why war broke out, you would provide references to the books and articles, etc., where you found examples of the arguments.

There are several recognized systems of referencing. In the School of Humanities, we recommend the MHRA (Modern Humanities Research Association) system. You will find details in the appendix to this Handbook.

**Bibliographies**

You should always include a bibliography at the end of your essay or other written work. This is a list providing full details of all the works cited in your references, as well as any other items that you have consulted for the piece of written work. The bibliography should be set out alphabetically by surname.
The format of your bibliography will depend on whether you are using the MHRA or Harvard system (see appendix). In either case, you might occasionally need to use sub-headings (especially in English, Film Studies and History). Common sub-headings include:

- **Primary Sources.** Examples include literary texts (novels, plays, poems, etc.) and historical documents (state papers, diaries, photographs, etc.).
- **Secondary Literature.** These include scholarly books and journal articles.
- **Filmography.** This is the list of any films you have used.

Examples of how to do this are provided in the appendix.

**Internet Resources**
The internet is a wonderful source of information that you can exploit sensibly and effectively, if you remain careful and moderately critical. Remember: anyone can put an item on the internet. The fact that it’s in cyberspace doesn’t necessarily make it reliable. **Make sure you reference all sources found on the internet just as carefully and fully as a chapter in a book or article in a printed journal: failing to do this is a form of plagiarism.**

**7.12 - Honours Degree Classification**
Honours classifications will be determined using a ‘stage-weighted’ grade average based on performance at stages 3 and 4 (third year and fourth year) as the *primary* determinant, with grade preponderance (the number of modules at A, B, C, D) being considered as a *secondary* measure for borderline cases.

This means that your third-year marks will contribute 40% of your average, and your fourth-year marks will contribute 60% of your average (see below for an example of how this calculation is done). The resulting average is then mapped onto the alphanumeric marking scale and the appropriate degree awarded, with automatic ‘rounding up’ where the stage-weighted average is at or within 0.5 points of the bottom of the next degree classification.

For example, a stage-weighted average of 18.5 would automatically be rounded up to 19 (A5), which would be a first class award.

Thus:
- If your average is 18.5 or above, a first class degree will be awarded.
- If your average is between 15.5 and 18.49, an upper second class degree will be awarded.
- If your average is between 12.5 and 15.49, a lower second class degree will be awarded.
- If your average is between 9.5 and 12.49, a third class degree will be awarded.

Please note that ‘stage-weighting’ is determined by year of study and not level i.e. students in year 4 taking a level 3 module will be weighted at 60% and not 40%.

**Borderline cases**
Where the stage-weighted average is at or within one numeric grade from the next upper
degree classification boundary (i.e. 18, 15, 12/B1, C1, D1) but not high enough for automatic rounding up, the preponderance of module grades will be used as the next measure to consider the final degree classification. In these circumstances, where you have achieved the upper degree classification for at least half of your modules, the degree classification will be awarded at that upper level. For example, a stage-weighted average of 15.2 combined with four out of eight modules at B would be an upper second class award, but a stage-weighted average of 15.2 with only three out of eight modules at B would be a lower second class award.

Study Abroad
Where modules that contribute to your classification have been taken and assessed through an external body (e.g. as part of a student exchange programme), the grades will not contribute to the weightings for honours degree classifications. The credit achieved will be recognised and awarded by the University, but the classification of honours will only be based on work that has been set and assessed by the University of Dundee.

An example of how a degree is calculated under this system
Module grades in third year: A5, B1, B1, B2
Numerical value of those grades: 19, 18, 18, 17
Average \((19+18+18+17) \div 4 = 18\)
Module grades in fourth year: B3, B2, B2, B1
Numerical value of those grades: 16, 17, 17, 18
Average \((16+17+17+18) \div 4 = 17\)
Average grade for third-year modules x 40%: 18 x 40% = 7.2
PLUS
Average grade for fourth-year modules x 60%: 17 x 60% = 10.2

**Stage-weighted grade average = 17.4**
That is an upper second class degree.

8. Life After Your Degree

8.1 - Employability and Transferable Skills
The School aims to equip its graduates with the skills and confidence to make a positive contribution to the communities of which they are a part. Such contributions can take many forms, including work in the voluntary sector; participation in social, political and cultural life; further study and training; and a wide range of different careers and forms of employment. To support you in attaining your future goals, your Humanities degree will not only provide you with discipline-specific skills and competencies but with a wide range of transferable skills which will increase your employability and enhance your capacity for life-long learning. Some examples of transferable skills include:
- the ability to undertake research and generate new knowledge
- the ability to analyse and assess complex information in a balanced manner
- the ability to communicate your findings clearly in written and oral forms
- interpersonal skills such as the ability to lead and work with others
- IT competencies such as word-processing, using electronic sources and databases
- The ability to manage your time and work to deadlines

These transferable skills are embedded across our modules and programmes, so you will acquire and consolidate them in a gradual and progressive way throughout your degree. At specific points you will be encouraged to reflect on these skills more actively so that you are in a better position to communicate your strengths to future employers. By the end of your degree, you should aim to acquire the Dundee Graduate Skill set, a comprehensive set of skills which are recognised in the Dundee Graduate Skills Award. For further information and for details on other ways in which you can increase your Employability during your studies, see the My Career Plan section on the Humanities My Dundee site.

8.2 - Careers

The School of Humanities and the Careers Service organise a set of careers-related events and activities for students at all levels in the School. You will be informed by email or your advisor of studies about these events as they come up. They may include:

- A “Humanities in Action” event about managing the transition to University Life for Level 1 students
- a Skills Audit at Level 2 to help you articulate the transferable skills you have acquired and communicate them to future employers
- practice at interviews and job assessment at Level 3
- a careers seminar and recruitment fair for students at Level 4

As a Dundee student, you can also draw on the resources offered by:

- The University Careers Service
- The JobShop (an electronic vacancies database)
- The Placement Base(ment)
- Centre of Entrepreneurship

Drawing on these resources may help you to secure internships or other work experience in the paid or voluntary sector. This can often be a valuable step towards your future career. You are also welcome to contact the Careers Service at any time during your studies to seek advice on careers and employability-related issues. To make an appointment, contact the Careers Service by email at: careers@dundee.ac.uk.

For further information on Careers and Employability, as well as the resources that are available to you, see the Careers and Employability section on the Humanities My Dundee site.
9. Student Societies

9.1 - Student Societies within Humanities
There are various different Student Societies within Humanities and you can find out more about them from your discipline websites and staff.
Here are some of the societies available:

- Humanities Society: find them on Facebook at Dundee University Humanities Society or email uodhumsoc@gmail.com
- English Literature and Film Studies related societies – see http://www.dundee.ac.uk/english/groups/
- The Joot Theatre Company: http://www.dundee.ac.uk/english/joot/
- Student History Society HistorySociety@dundee.ac.uk https://www.facebook.com/historysociety.dundeeuniversity
- Philosophy Society

10. Health & Safety

10.1 - Health & Safety Policy
The School details all procedures undertaken within the School in relation to Health & Safety matters. The School Health & Safety Policy is available on the Humanities My Dundee site. The School Health & Safety Adviser in session 2019-20 is Mrs Liz Faini (e.faini@dundee.ac.uk). All Health & Safety issues or concerns should be reported to this Officer in the first instance.

Version: updated July 2017
Appendix 1 – Referencing and Bibliographies

Below you will find examples of how to use the MHRA referencing system in the School of Humanities. If you have any questions about it, you can ask your tutor, who will be happy to provide further guidance on how to reference material.

You must remember this: when you offer a summary of another critic’s ideas, it is not sufficient to put a footnote mark at the end of the sentence. You should always begin the sentence with a phrase such as ‘Critic X has argued that...’ and then put the footnote at the end of the sentence.

MHRA (Modern Humanities Research Association) referencing system

In the MHRA system, references are normally provided in footnotes (i.e., at the bottom of the page). To create a footnote, go to the ‘References’ tab in Word and then ‘Insert Footnote’. Remember that in the text of your essay, the footnote number usually goes at the end of the sentence and always after the punctuation -- for example: Thabo Mbeki was a remarkable president.1 Remember also that a footnote is a sentence, and therefore it must start with a capital and end with a full-stop. Note that references can also be provided as endnotes (i.e., at the end of your essay), although we prefer footnotes.

MHRA FOOTNOTES

Below are examples of how to provide footnote references in the MHRA style for the most common kinds of sources.

A book with one author

A book with two authors

A book with three or more authors

A book with more than four authors

A book from a volume in a series

A reference to the Bible
Revelation 22, 20-21. (Note that books of the Bible are *not* italicized.)

A chapter in an edited collection (a book where each chapter has a different author)

An article in a journal
[Note that the number after the title refers to the volume of the journal – i.e., volume 45 was published in 1995.]

A poem

[Note that long poems originally published separately have titles in italics.]

More detailed advice on how to quote from poems is available in the English handbook.

A play

More detailed advice on how to quote from plays is available in the English handbook.

A short one-page piece in a journal

An internet source

An Article from a Newspaper

or


Quoting something a second time
If -- and only if -- you are quoting the same book or article twice in a row, all you have to put in the footnote is "Ibid." and the page number. So it will look like this:

2. Ibid., p. 8.

And so on, until a different book is quoted. Then, if you are going back to a book or article that has been quoted previously, all you do is put the author’s surname and the page:

2. Adair, Flickers, p. 8
3. Ibid., p. 9.
5. Adair, Flickers, p. 20.
The first three quotes are all from Adair. The fourth is the first quotation used from Paul Kerr’s article. The fifth goes back to *Flickers* and the sixth back to Kerr.

**Quoting two books or articles by the same author**

If you are quoting more than one book by one author, you need to be clear which book you are quoting in the footnotes. For example:


Here you have two articles by Paul Kerr. If you come back to them you simply put his surname AND the name of the article (it can be a shortened version, so long as it is clear – see no. 4 below), then follow with the usual comma and page number.

So the first article would be hereafter referred to this way:


And the second, this way:


**MHRA BIBLIOGRAPHIES**

In your bibliography, the style remains largely the same, except you reverse the order of the author’s name so the surname comes first, and then you arrange all items alphabetically. Also, the specific individual page numbers that you have referred to in footnotes are removed for the bibliography -- but note that, for journal articles and chapter in edited collections, your bibliography should provide the full page ranges. Examples:


For fuller guidance on using the MHRA system, including examples of other less common types of reference, you can consult the full MHRA Style Guide, which can be downloaded here: [http://www.mhra.org.uk/Publications/Books/StyleGuide/](http://www.mhra.org.uk/Publications/Books/StyleGuide/)

If in any doubt, please just ask your tutor, who will be happy to help!

**Other referencing conventions**

Please note that in some disciplines there are a few other specific conventions that apply to references and bibliographies.

**Philosophy texts**
For some major philosophers there are special ways of giving references to their works and you are expected to follow these conventions. For Plato, references are always given to the page and position on the page in the sixteenth-century Stephanus edition (indicated in the margins of most translations), e.g. Republic 434a. References to Kant should use the page number of the English translation you are using and (wherever possible) the page number of the original German edition (this can normally be found in the margins of English translations of Kant’s work). For other philosophers you should adopt one of the standard styles for giving references and apply it consistently.

Filmography and film referencing

Films should be placed in a separate Filmography after your Bibliography. Films are referenced in the following way:

*The Grapes of Wrath*, dir. by John Ford (20th Century Fox, 1940).

They are arranged alphabetically by title, like so:

*Citizen Kane*, dir. by Orson Welles (RKO, 1942).

*The Grapes of Wrath*, dir. by John Ford (20th Century Fox, 1940).

*The Life and Death of Colonel Blimp*, dir. by Michael Powell and Emeric Pressburger (Rank, 1942).

Additionally, DVD Commentaries and supplementary documentaries should be listed like this in the footnotes:

Ken Russell and Mark Kermode, Director’s Commentary, in *Tommy*, DVD (Odyssey Video, 2004).


Anatoli Ivanov, ‘Video Interview with Natalya Bondarchuk’, in *Solaris*, DVD (Criterion Collection, 2002).

Commentaries and documentaries such as these (which are not feature films in their own right) should be listed as Secondary Sources in the Filmography and in footnotes with the surname placed in front. The rest of the information remains the same.

Referencing comics and graphic novels

An original graphic novel should be referenced like this:

Culbard, Ian, *At the Mountains of Madness* (London: Self Made Hero, 2010).

If you are referring to a particular issue you must specify the issue number and the date of publication:

Moore, Alan (w) and Jacen Burrows (a), *Alan Moore’s Neonomicon #1* (Rantoul IL: Avatar Press, July 2010).

In the last example the writer has been specified by (w) and the artist by (a) following their name. In most cases this will be sufficient, but in some cases it may be necessary to specify the wider creative team, for example, the inker and colourist. This would be as follows:
Miller, Frank (w/a), Klaus Janson (i), and Lyn Varley (c), *Batman: The Dark Knight Returns* (New York: DC Comics, 1986).

In the above example Miller is both writer and artist, so is (w/a). If you are referring to a series, rather than a particular issue:

Ellis, Mark and Terry Collins (w) and Darryl Banks and Don Heck (a), *H.P. Lovecraft’s Cthulhu - Whisperer in Darkness* (Tampa, FL: Millennium Publications, 1991-1992).

Archival documents

For these you will need to list the archive or database, the collection numbers and also the title of what you used. This does change depending on what you use, so ask your tutor. For example:

University of Western Cape (hereafter UWC) [place of archive], Mayibuye Centre Historical Papers (hereafter MCH), [name of archive or collection] 70 [file number], Survey of the External Mission of the African National Congress of South Africa, February 1965 [title of document].

**FREQUENTLY ASKED QUESTIONS**

1. *Will I lose marks for incorrect use of a referencing system?*
   While you will not lose marks only for incorrect use of a referencing system, incorrect use is often a reflection of poor presentation more generally and affects the overall assessment of your work. It is therefore important that you reference correctly.

2. *I am based in a School that uses a different referencing system. Do I need to learn to use the MHRA?*
   It is strongly recommended that you use the MHRA. However, it is worth checking with your tutor, who might advise you to continue using the system favoured in your School.

If in doubt about any aspect of referencing please just ask your tutor, who will be happy to help!
Appendix 2 – Humanities Marking Descriptors

A band -- Excellent

Grades in this band are awarded for excellent work. Indicators of excellence include:
- A persuasive and cogent evidence-based argument.
- Critical insight and some capacity for independent thought.
- Sophisticated analysis and balanced judgements.
- Evidence of detailed knowledge and understanding of the topic, and -- where relevant -- scholarly debates.
- Sophisticated understanding of a text.
- Evidence of a wide range of reading appropriate to the topic, including -- where relevant -- theoretical sources or primary documents.
- Clear expression and organisation, sustained throughout the work.
- Correct use of academic conventions (references, bibliography, etc.).

Grades at the higher end of the A band will demonstrate most of these attributes. Grades at the lower end will demonstrate some of these attributes, but may also contain some characteristics of work in the B band.

B band -- Very Good

Grades in this band are awarded for very good work. Indicators include:
- A clear argument based on a range of evidence.
- Clear analytical thinking and balanced judgements.
- Very good knowledge of the topic and related concepts, and awareness of the wider issues.
- Very good understanding of a text.
- Evidence of a wide range of reading appropriate to the topic, including -- where relevant -- theoretical sources or primary documents.
- Clear expression and organisation.
- Correct use of academic conventions (references, bibliography, etc.).

Grades at the higher end of the B band will demonstrate most of these attributes. Grades at the lower end will demonstrate some of these attributes, but may also contain some characteristics of work in the C band.

C band -- Good

Grades in this band are awarded for good work. Indicators include:
- Consistent focus on the question with a mainly clear argument.
- Good knowledge of the topic but a tendency to present facts uncritically or without sufficient analysis.
- Good understanding of a text.
- Evidence of a good range of reading on the topic.
- Generally clear expression and organisation.
- Correct use of academic conventions (references, bibliography, etc.)
Grades at the higher end of the C band will demonstrate most of these attributes. Grades at the lower end will demonstrate some of these attributes, but may also contain some characteristics of work in the D band.

**D band -- Sufficient**

Grades in this band are awarded for sufficient work. Indicators include:

- Basic knowledge of the topic and presentation of material that is relevant to the question.
- Inconsistent focus on the question or limited engagement with the question.
- Uncritical use of evidence or narrative presentation of facts.
- Basic understanding of a text, but with errors or over-simplifications.
- Evidence of a limited range of reading on the topic.
- Inconsistent or weak expression and organisation.
- Inconsistent use of academic conventions (references, bibliography, etc.).

Grades at the higher end of the D band will demonstrate most of these attributes. Grades at the lower end will demonstrate some of these attributes, but may also contain some characteristics of work in the MF band.

**Marginal Fail**

Grades in this band are awarded for work that fails to meet the criteria for Sufficient. Indicators include:

- Significant gaps in factual knowledge.
- Limited engagement with the question.
- Inadequate understanding of a text.
- Evidence of insufficient reading.
- Incoherent expression and/or poor organisation.

Whilst work in this band is insufficient, there will still be some evidence -- e.g., some relevant knowledge or intermittent reference to the question -- that suggests a pass would be attainable with a bit more effort and attention to the question.

**Clear Fail**

This grade indicates work that falls significantly short of satisfying the basic standards of academic work in Humanities subjects. The reasons for this might include:

- Serious gaps in knowledge.
- Disregard of the question.
- Very poor written expression, hindering comprehensibility.
- Misunderstanding the requirements of a course.

**Bad Fail**

This grade indicates work that has serious weaknesses in most of the criteria upon which Humanities work is assessed. It is awarded only in extreme circumstances. It might be awarded, for example, in the case of an examination where a candidate has run out of time and can write only a couple of lines for an answer, or has written a very brief and/or incoherent answer that is largely incorrect or too vague.
Appendix 2 – Role of Student Representative at Academic Misconduct Hearing

In the instance that a student has been accused of committing an act of academic misconduct and has been called into a hearing conducted by the Academic Misconduct Committee (AMC), the student in question may request to have a student representative accompany them as a form of ‘counsel’ and in order to begin the pastoral care process if required.

In a hearing, the role of the student representative is not to defend the student, but to support the student. As such the following guidelines must be adhered to:

i. The student representative shall not be made aware of the perspective of the panel beforehand, or the evidence that is in the possession of the panel.

ii. The representative will, if the student is willing, meet with the student before the hearing in order to ascertain their view of the circumstances in which any alleged misconduct has occurred.

iii. In the hearing, the student representative will accompany the student, stepping in only if they feel that a member of the panel is ‘overstepping the mark’ in their enquiries.

iv. Following the outcome of the AMC’s deliberations, the student’s representative, along with the relevant Adviser of Studies and/or the School Senior Adviser(s), will work with the student to assist and signpost onto other student services if required, continuing to support the student where required.

At no point will a student representative question or speak on behalf of the student, unless a situation stipulated under point iii occurs. Any of the responsibilities stated above will only become necessary if a hearing is called, and only if a student representative is requested by the student. Any questions regarding the role and responsibilities of a student representative in an Academic Misconduct hearing should be directed to president.humanities@dundee.ac.uk