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UNDERGRADUATE HANDBOOK 2009/2010

While every effort has been made to ensure the accuracy of the information in this document, the Institute cannot accept responsibility for any errors or omissions contained herein.

This material is available in alternative formats and a copy can be obtained by contacting the Disability Services Office (Tel 028 9097 2727).

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Welcome to the Institute of Theology

We hope that you will enjoy your time with us and will find your chosen pathway both stimulating and rewarding. This booklet has been compiled for distribution to all undergraduate students enrolled within the Institute of Theology to act as a general guide to the Institute and the degrees that it offers. It is in your best interests to keep this booklet at hand, as you may find that it will answer most of your queries throughout the year.

Remember to check our website: <http://www.qub.ac.uk/ithe> for regular, up-to-date information on what is happening in the Institute of Theology. Links are also provided to your College webpages.

Section A: General Information

➤ Structure

The Institute of Theology is made up of Theological Colleges recognised to teach Theology on behalf of the University. In addition to enrolling with the University, each student must register with one of the Colleges listed below. Each College offers a close-knit and supportive community. Although some of the Colleges may be linked to a particular Christian denomination the courses are non-denominational in character, and are open to all suitably qualified applicants, no test of religious belief being imposed on any person.

The University's Institute of Theology, headed by a Director, coordinates the delivery of QUB taught programmes within the Colleges and is responsible for the maintaining of standards, both academic and procedural.

➤ Institute of Theology Staff

1. Director of the Institute of Theology

The Director of the Institute is **Professor Hugh Magennis**. He is also Professor of Old English Literature and Director of Medieval Studies in the School of English. Appointments to speak with the Director should be made via the Institute of Theology Office.

2. Chair: Postgraduate Research Committee

The Chair of the Theology Postgraduate Research Committee is **Dr James McKeown**. His role in the Institute is focused on postgraduate activity within the Colleges and ensuring that the rules and regulations of the University are observed. Dr McKeown's personal interests include the Old Testament and Biblical languages.

➤ Dates of University Semesters

The University semester dates for 2009-2010 are as follows. Please note that some of the theological colleges may follow an alternative teaching timetable.

Autumn Semester

Weeks 1-12	Teaching	Monday 28 September – Friday 18 December 2009
3 weeks	Vacation	Monday 21 December – Friday 8 January 2010
Weeks 13 -15	Assessment	Monday 11 January – Tuesday 26 January 2010
Inter-semester break		Wednesday 27 January – Friday 29 January 2010
Deadline for return of examination results		Tuesday 9 February 2010

Spring Semester

Weeks 1 – 8	Teaching	Monday 1 February – Friday 26 March 2010
3 weeks	Vacation	Monday 29 March – Friday 16 April 2010
Weeks 9 – 12	Teaching	Monday 19 April – Friday 14 May 2010
	Revision period	Monday 17 May – Wednesday 19 May 2010
Weeks 13-15	Assessment	Thursday 20 May – Saturday 5 June 2010
Deadline for return of examination results		Thursday 24 June 2010

➤ Frequently asked questions

You may find the following information of help during your academic study with Queen's University. However, if there is anything else you are unsure about; please do not hesitate to contact staff within the Institute of Theology or your College for advice or guidance.

1. Registration Wizard and QSIS (Queen's Student Information System)

Students must enrol with the University at the beginning of each academic year using the Registration Wizard in your QSIS account. The Registration Wizard will enable you to check your personal details, amend addresses, phone numbers, etc, complete or check your academic enrolment, make your financial arrangements or pay your fees online. Note: a username/password is required to use the Registration Wizard.

Changes to module choices can be made no later than two weeks from the beginning of the first semester, and only in consultation with your College and Adviser of Studies. After this date, no further amendments will be made.

2. Queen's On-Line

Queen's On-Line (QOL) is the gateway for the on-line resources provided by Queen's University Belfast to staff and students. The log-on page is as follows, and users are required to use the username/password given to them at registration. This username/password is private and unauthorised use by other parties is prohibited.

Among other areas, QOL will give you access to QSIS, the University's Student Information System, which will provide you with your academic details for every year registered with the University, your examination results and grade point average (gpa), your personal data and the contact details for your College Adviser.

2. Modules taken in other Colleges

Stage 2 & 3 students only are permitted, and subject to the approval of their College Adviser and the receiving College, to register for up to two modules per year in a College other than the one they are registered in. Information on the modules offered by each College, and associated timetables, is available from the individual College. Please note that the Institute of Theology monitor all registration selections and will prohibit enrolment when and if required.

3. Dissertation/Research Project module (THE3071/THE3072)

Students who wish to apply to take a dissertation or research project in their final year should submit details of their proposed title and supervisor to the Institute of Theology Office on/before **Friday, 7 May 2010**. All titles will be approved by the Theology Institute Board, and will be subject to the submission of an appropriate area of research, the appointment of a suitable supervisor, and the academic standing of the student. You should note that under the University's Ethics Approval Requirements, all research involving human subjects must receive ethics approval. Further details on this policy are available from your supervisor.

4. The use of other College's Library Facilities

Students wishing to use material in the library of one of the other theological colleges should discuss, in the first instance, with the College Librarian about their needs. Access to other College libraries is not a right! Please remember to carry your University Student Card with them at all times for identification purposes.

5. Computer Access

While Colleges provide some computing facilities, students are encouraged to use the extensive computing facilities available on the University campus. Log onto the following Queen's website and find out what is available and where:

<http://www.qub.ac.uk/directorates/InformationServices/StudentComputing>

6. Transfer to another College

Students sometimes decide to change their College registration and transfer to another College to continue their studies. The student should consult with the Institute Office who will inform them of the withdrawal/admissions procedures involved.

their views and raise questions regarding the work of Theology. Any student, whether or not a member of the Committee, is welcome to raise issues for discussion and should contact either the Director of the Institute or any representative on the Committee. The minutes of meetings are made available to students through display on College notice boards. Personal copies can be obtained from the Institute Office on application.

Representation from each College is as follows:

6 from Union Theological College {including one representative from each year of study}

3 from Edgehill Theological College {each from a different year of study}

3 from the Irish Baptist College {each from a different year of study}

3 from Belfast Bible College {each from a different year of study}

The students in each College are asked to organise the election of their representatives and forward their names, and email addresses, to the Theology Office in mid-October.

It is anticipated that the first meeting of the SSCC will be held in December 2009, with details on venue and time being distributed to Colleges before that date.

➤ **Postgraduate Study in Theology**

If after completing your Theology degree you would like to continue to broaden your knowledge of Theology, why not consider enrolling for a postgraduate degree? The Institute of Theology has a very healthy postgraduate student body, of more than 100 students, working part-time and full-time towards either a taught postgraduate degree (the Master of Theology or Master of Divinity), or a research degree (the Master of Philosophy or the Doctor of Philosophy). Opportunities are available in a wide number of areas. For further information please contact the Institute of Theology office.

The decision to embark on postgraduate study can be daunting at the best of times. Application forms and details on scholarships and awards are available at the following web address: <http://www.qub.ac.uk/home/ProspectiveStudents/PostgraduateStudents/>

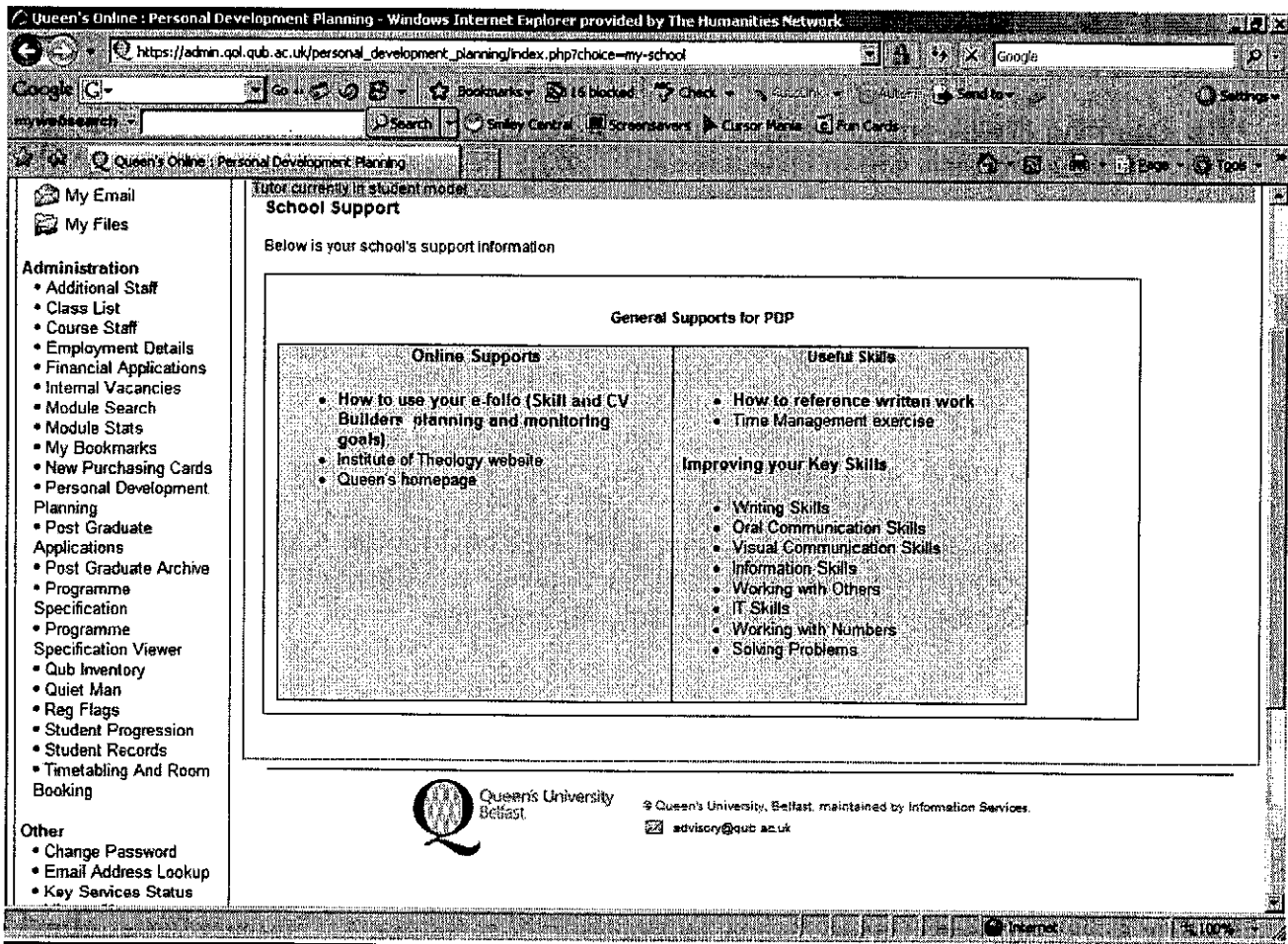
The links on this page will provide you with all the information you need to know relating to postgraduate study, whether you are a prospective or current student.

Currently, the Institute of Theology award four Postgraduate Scholarships to the value of £5,000 to the top four graduates of the Institute of Theology, who register for the full-time Master of Theology degree programme. Further details on the Scholarships are available from the Institute Office.

The Institute of Theology also provide travel scholarships (4 x £250) each year to postgraduate research students who attend conferences relevant to their field of study.

Main features of PDP which will help you throughout your studies at Queen's University Belfast include:

- a CV Builder/Application form database.
- Tools that make it easy for you to set, plan, monitor and achieve your goals.
- Contains general support information and self assessments to help you in developing individual learning and career management strategies.



➤ Student Support

All staff within the Colleges and the Theology Office is ready to give help and advice, or - if more appropriate - to direct students to some other source of support elsewhere in the University. If you require help, you can ask your College Adviser of Studies, one of your academic tutors, or staff within the Institute of Theology. There is no formality about this: simply make contact with a person that you feel most comfortable with.

In addition to the support you will receive in your College, the University has a network of support services and personnel, including: Learning Development Service, the Student

- academic support, such as provision of material in alternative formats and liaisons with Faculty/School staff to arrange copies of overheads;
- library support, such as extended loans or one to one inductions of the library facilities;
- exam support, such as additional time, rest break or scribes;
- funding applications to cover the cost of equipment, transport and personal support such as note takers or proof readers.

The age and design of some of our buildings can cause difficulties with physical access; we therefore recommend if you are a wheelchair user or have mobility difficulties, that you contact the Disability Services early in the year to ensure that this can be addressed.

Further details on the range of services available can be obtained from the Disability Services web pages, which can be found at:

<http://www.qub.ac.uk/directorates/sgc/SGCDisabilityServices/>

Please note that each Theological College has a designated Disability Officer who will deal with any issues you might have in strict confidence. Contact the College Administrator for further details.

❖ **STUDENT COUNSELLING SERVICE**

The Student Counselling service operates from the Student Guidance Centre, tel no. 9097 2727, providing a friendly and professional service which is freely available to students. It is staffed by qualified and experienced counsellors and exists to provide students with help and support outside of their own circle of acquaintances. It is available to all Queen's students, from first years to postgraduates.

During the initial session it is decided whether or not counselling can help and, if so, the terms on which counselling is being offered will be agreed with you. Sessions generally last for approximately fifty minutes. If another form of help is thought to be more appropriate to particular situations, other options will be discussed.

As a professional service, the Student Counselling Service are organisational members of BACP (British Association of Counselling and Psychotherapy) and adhere to their Ethical Framework for Good Practice. They are committed to offering a confidential service and very much aware of the need to ensure that any information given will not be passed on without permission.

We work with a wide range of issues, personal, academic and relationship. Students often need someone to talk to during their time at University, so please feel very welcome to contact us, if we can be of any help (Tel: 028 9097 2727 or email counsellor@qub.ac.uk).

➤ **Freedom of Information Act 2000**

The Freedom of Information Act 2000 creates a new statutory right of public access to information held by public authorities in the UK including universities. Under the Act, the general public can request information from the University and, subject to certain exemptions, have that information supplied to them within just 20 working days. The Act also obliges the University to produce and maintain a "Publication Scheme" within which details of information routinely released by the University can be made known and made available more readily to the general public. Further information is available from the Institute Office, or the Registrar's Office of the University.

➤ **Additional Learning Opportunities**

Whilst academic study is important, you must also remember that employers recruit graduates who are not only academically qualified but who can offer a portfolio of personal skills such as communication, problem solving, planning and organising as well as computer skills. We strongly recommend that you develop employability skills and gain work experience throughout your academic career. The following are some of the opportunities available to you:

Work Placement Centre and Students' Jobshop

The Work Placement Centre and students' Jobshop is part of Queen's Careers Service and is located in the Student Guidance Centre. The Work Placement Centre helps students to become aware of, prepare for, and apply to a wide range of work experience opportunities, including year out placement, vacation work, work shadowing, volunteer opportunities, and overseas programmes. Jobshop helps students find part-time, temporary employment inside or outside the university.

All available opportunities are listed on the website www.qub.ac.uk/wpc or on the work experience bulletin. Part time jobs off campus are on the Jobshop website at www.qub.ac.uk/jobshop and for jobs on campus students should register with the jobshop.

Some of the specialist programmes on offer at Queen's include:

BEI (Business Education Initiative) Open to any discipline and funded by the Department of Employment and Learning- an optional year to study Business at a college in the USA
www.qub.ac.uk/ilo

WIP (Washington Ireland Programme summer placement in Washington USA)
www.wiprogram.org

Project Children Internship (Summer placement in a variety of locations in the USA)
www.pcinternprogram.org

INDUCTION PERIOD September 2009 (To choose pathway based on six modules for the year)	INDUCTION PROBLEMS 1. ENROLMENT- Can I change my degree? 2. REGISTRATION- Failure to keep appointment with College Adviser	1. Contact Adviser of Studies. 2. Contact College Office.
AUTUMN SEMESTER: Teaching Attend classes: Attend (depending on course) Tutorials; Seminars; Journals; Field trips. Complete assignments/reports	ACADEMIC PROBLEMS 1. MODULES/ COURSES- e.g., Wish to change modules/courses? 2. CLASSES- Cannot follow lectures? 3. COURSEWORK- e.g., Do not know how to prepare for small group work? Experiencing difficulty with deadlines? Not clear on what constitutes plagiarism? 4. COMPULSORY ELEMENTS- e.g., Miss attendance at tutorials.	ACADEMIC PROBLEMS 1. Normally this is permissible in the first two weeks only. Talk to College Adviser. 2. See module lecturer/ tutor. 3. See module lecturer/ tutor/College Adviser. Contact Learning Development Service 4. See module lecturer/ tutor.
NON-ACADEMIC PROBLEMS HEALTH- Non-attendance due to ill health FINANCE- Insufficient funds HOUSING- Difficulties with Landlord etc PERSONAL RELATIONSHIPS- Family/relationship problems Please note that where your non-academic problems are clearly having academic consequences, please see your College Adviser		NON-ACADEMIC PROBLEMS See Doctor/arrange for medical certificate to be forwarded to Theology Office. Contact Student Financial Adviser Contact Union VP/Contact accommodation office/warden Contact Student Counsellor. See Union VP Welfare
AUTUMN SEMESTER ASSESSMENT PERIOD	EXAMINATION PROBLEMS EXAM INFORMATION- Incorrect information on timetable SPECIAL NEEDS- Disability e.g., dyslexia, long term illness ILLNESS AT EXAM TIME- short term acute illness EXAM FAILURE- 1. Fail one module 2. fail two or more module exams 3. Asked to appear at Progress Committee.	Contact Theology Office. Talk to College Adviser. 1. Contact University Health Service 2. Contact Student Records Office 1. Contact Doctor immediately 2. Medical certificate must be presented to School Office within three days of exam. 1. A repeat is permissible 2. Repeat attempts are permissible. See Adviser/tutor. 3. Contact Union VP (Education).
SPRING SEMESTER: Teaching (first part of teaching period in this semester for most students)	same as Autumn semester	same as Autumn semester

no standard format for questionnaires, there are certain core questions that should be asked. Samples of evaluation forms are given in **Appendix III**.

➤ **Assessed Coursework**

1. Guidelines for late submission of coursework (extenuating circumstances)

The University provides a set of guidelines which tutors use when considering the late submission of coursework. They are not meant to be prescriptive, and tutors may still use their own judgement and discretion when deciding if an extension is warranted on the basis of the facts presented, however, consultation with the Director of the Institute is usually required in such cases. The guidelines are given in **Appendix IV**.

2. Application for Exemption from late coursework marks penalty

It is University policy that students be penalised for the late submission of assessed coursework. Currently the penalty system is a 5% deduction from the total available marks for each working day that the assignment is late, up to a maximum of 5 working days. If the work has not been handed in by that stage, a mark of zero will be awarded. Students seeking exemption from the penalty on the grounds of extenuating circumstances must do so in writing, using the standard application form. This must be submitted within three days of the deadline for submitting the assessed coursework concerned. A copy of the form is available from your College Office.

➤ **Examinations**

1. How to obtain your examination timetable

You are responsible for downloading your personal examination timetable from the Queen's On-line website using the password and username given to you at enrolment. If there are any amendments to be made to your module details, please contact the Institute of Theology Office immediately.

2. Conceptual Equivalents Scale with Descriptors

Tutors within the Colleges use a scale known as the conceptual equivalents scale when marking assignments and examination scripts. It encourages them to use the full range of marks available to them, and to provide guidance on the relationship between mark and performance. It also ensures that the same criteria are being used throughout the University to assess students' performance. A copy of the scale is shown in **Appendix V**.

3. Return of Examination Results

Generally, most students will pass their modules at the first attempt. However, in some circumstances a student can fail a module by, for example, not submitting compulsory coursework, or by failing in the examination element. As a general guide to the codes used in the return of examination results, and the solutions as to how a student can pass a failed module, please refer to **Appendix VI**.

3. Students on a joint/minor pathway (BA/BTh mm) will take and pass all required modules as required by the other subject area.
4. At the discretion of the Theology Board of Examiners, students may be awarded their degree if they pass 10 out of 12 Level 2/Level 3 modules.
5. Students must take six Level 2 modules before proceeding to take six Level 3 modules.
6. All courses of study must be approved by your College Adviser of Studies and the Institute of Theology. The Institute of Theology monitor all registrations and will amend/delete modules as appropriate.
7. Level 2/3 modules not passed, but re-taken or substituted, will only be awarded 40% for classification purposes; the actual mark, however, will be recorded on your transcript.
8. For those students who commenced their degree in September 2009, your degree classification will be calculated as follows: six L1 modules will count towards 10% of your degree, six L2 modules will count towards 30% of your degree classification, while six L3 modules will count towards 60% of your degree classification.
9. For those students who commenced their degree before September 2009, your degree classification will be calculated as follows: six L2 modules will count towards 40% of your degree classification, while six L3 modules will count towards 60% of your degree classification.

❖ **Summary of Regulations for the BD, BTh, BA and DipTh**

A summary of regulations for the primary degrees, and the Diploma in Theology, of the Institute of Theology are available in your College or Institute Office. In addition, programme specifications are available to view on-line or via your QGIS homepage under Academic Advisement.

❖ **Modules in Theology**

Theology offers a wide range of modules each year, and up-to-date information on what will be available for 2009-2010 can be obtained from your College or Institute Office. In addition, information on modules and timetables for all Colleges can be viewed at the following webpage:

<http://www.qub.ac.uk/home/ProspectiveStudents/FindaCourse/>

under the University Book of Modules web link.

- one New Testament module
- Eight more modules, one of which may be an Arts module in each year of study, to be chosen in consultation with your College Adviser of Studies.

Bachelor of Theology (major honours)

Stage 1

- Old Testament 1 (THE1001)
- New Testament 1 (THE1011)
- two other Level 1 Theology modules
- two modules in the minor subject

Stages 2 & 3

- one Church History module
- one Christian Thought/Historical Theology/Philosophy module
- one Old Testament module
- one New Testament module
- Four other Theology modules
- Four modules in the minor subject: 2 at Stage 2; 2 at Stage 3.

Bachelor of Arts (joint honours)

Stage 1

- three Theology modules
- three modules in the joint subject area.

Stages 2 & 3

At Stage 2: 3 Theology modules and 3 modules in the joint subject area.
At Stage 3: 3 Theology modules and 3 modules in the joint subject area.

Diploma in Theology

Stage 1

- Early Church History (THE1031)
- Introduction to Theological Thinking (THE1045)
- Old Testament 1 (THE1001)
- New Testament 1 (THE1011)
- two Theology modules at Level 1

Stage 2

- one Church History module
- one Christian Thought/Historical Theology/Philosophy module

9. All teaching staff should make themselves available, within reason, for private consultation by students; either at specified times each week or by appointment.

10. All teaching staff should be concerned about the general welfare of their students, and be alert to signs of personal, financial or other difficulties. They should familiarise themselves with the support services available in the University, to which they may direct students in need of help.

Section E: Careers

➤ Moving into Graduate Employment

Sorting out what you might do after graduation takes time. You need to start this process early, ideally in year one by:

- considering your career options and planning ahead
- gaining work experience and placements
- building employability skills
- developing career management skills.

Queen's Careers Service, based at the Student Guidance Centre, can help you choose a career, plan ahead and manage the recruitment and selection process through:

1. Careers Guidance

You are able to consult with careers advisers about your career ideas and plans during opening hours. Please bear in mind that you will be asked to make use of information held by the Careers Service before seeing the adviser. This will ensure that your consultation is useful and meaningful in dealing with the issues you raise. The following services are available:

- Personal guidance through duty adviser (quick queries/initial contact) and subsequent booked guidance interviews (more complex issues). Issues regularly dealt with include:
 - help in considering module choice in relation to future career opportunities
 - effective completion of application forms and CV construction
 - preparation for interviews and assessment centres
 - choosing the best career option for you
 - computerised careers guidance support systems- Prospect Planner

2. Employability Skills Initiatives

The Careers Service offers programmes that are open to students of any degree discipline and support the development of employability and career management skills, prepare students for graduate recruitment and provide insight into the graduate labour market. The programmes are:

5. Quality Careers Information available at QUB:

The Careers Service has a well stocked reference library and maintains supplies of useful "take away" publications such as "The Top 100 Graduate Employers", "First Interviews - Sorted" and a wide range of career guides. The Careers Service has a growing list of useful websites connecting students to on-line recruitment and occupational information. During your time at Queen's regularly make use of information held on:

- Occupations
- Graduate employers
- Graduate recruitment
- Postgraduate study, funding and vocational training.

6. Important Notice

If you consider that you have special needs in relation to entering the graduate labour market please ensure that you make contact with the Careers Service at an early stage of your studies.

APPENDICES

INSTITUTE OF THEOLOGY

GUIDELINES FOR TEACHING, LEARNING AND ASSESSMENT AT UNDERGRADUATE LEVEL

One of the strengths of the Institute of Theology in Queen's University is the diversity of experience which is offered to students through the recognised colleges. The Institute Board is also concerned to disseminate good practice within the Colleges. These guidelines are offered as an aid to ensuring that teaching and learning are as effective as possible and that assessment procedures are both clear and fair.

Teaching and Learning:

All teaching and learning within the Institute is designed to foster knowledge of and enthusiasm for Theology in its varied subject areas. Recognised teachers are free to choose the methods of teaching and learning which suit the material and their own personal style. However all modules should include certain precepts as follows:

1. Modules should have learning outcomes which are clearly indicated to the students.
2. Course outlines should give a schedule of contact sessions, an indication of work which is required in non-contact sessions and indicative lists of learning resources (books, journals etc.) appropriate for the study of the module.
3. Students at level 1 will receive a higher amount of support in their learning, together with some encouragement towards independent learning. Throughout the two years of level 2 and 3 modules, students will take an increased level of responsibility for their learning, commensurate with the requirements of the particular subject.
4. Level 3 modules should offer some opportunity for students to be exposed to current research in the subject.
5. All modules will provide an opportunity for students to participate in group discussion.

Recognised teachers should review their teaching and learning methods as part of the teaching evaluation, course evaluation and annual module review process.

The peer observation process, which has been introduced by the Institute, should be used to enhance good practice in Teaching and Learning.

Teachers should research and evaluate the use of multi-media resources in their teaching.

Assessment:

Assessment is designed to enable the student to demonstrate that s/he has achieved the learning outcomes of the module. Students are exposed to a range of assessment methods, according to the knowledge, understanding and skills being assessed. Subject boards are responsible for ensuring that the methods of assessment adopted for any particular module are appropriate. ***In particular they should assess whether the methods of assessment are clearly related to the learning outcomes stated.*** Any change in method is proposed to the Institute Board which, after consultation with the Staff/Student Consultative Committee, takes the final decision.

It is essential that students receive feedback on returned coursework (either by way of a top-sheet or written comments on the text). Examination papers are not returned to students nor should students expect to receive feedback on comments made in their scripts by examiners.

The following policy is adopted by the Institute within its subject boards to ensure that assessment is rigorous, transparent, equitable, valid and reliable.

1. All course-work titles and examination questions are agreed at subject board level.
2. Assignment and coursework details (title, format, length, due date, weighting) are published to students at the beginning of the module.
3. Criteria for essay type assignments and written examinations are published to the students.
4. The policy for the submission of course work is published to the students along with clear guidance about what is deemed to be academic misconduct.
5. Course work receives a provisional mark, and the meaning of these marks is published to the students.
6. All work contributing to the final grade for a module is subject to an internal moderation process where a sample of the work is second-marked to ensure consistency in the application of criteria both within college groupings and across the recognised colleges. If significant inconsistencies are indicated the work is referred to the external examiner for comment.
7. External examiners facilitate an understanding of comparability with other institutions and have a significant role in helping to maintain academic standards.

Appendix II

Procedure for Dealing with Academic Offences**Introduction**

7.1 It is an academic offence for a student to commit an act whereby he/she gains or attempts to gain an unfair advantage. Such acts shall be dealt with in accordance with the procedure set out below and may lead to the Student Disciplinary Procedure being invoked.

Definitions of academic offences**Major and minor offences**

7.2 An offence shall normally be designated as 'minor' if the piece of work where it occurs counts towards one third or less of the assessment for the module. Suspected minor offences shall be dealt with at School level under the procedures set out in Study Regulations 7.24–7.35 below.

7.3 An offence shall be designated as 'major' if the piece of work where it occurs counts towards more than one third of the assessment for the module. Suspected major offences shall be dealt with under the procedure set out in Study Regulations 7.36–7.50 below.

7.4 Any incidence of plagiarism or fabrication by a postgraduate research student shall be deemed to be 'major'.

7.5 Any repeat or multiple offence shall be deemed to be a major offence.

7.6 Cheating in an examination shall be deemed to be a major offence.

7.7 Where a case appears to be sufficiently serious, or where circumstances merit it (if a student is about to go on an external placement, for example), a Head of School or nominee may recommend to the Director of Academic and Student Affairs that a student be suspended pending an academic offences investigation.

Graduation

7.8 A student may not graduate until the investigation into any academic offences that he/she is alleged to have committed is complete.

7.9 Any offence that comes to light after a student has graduated shall be investigated using the procedures for major offences as set out in Study Regulations 7.36–7.50 below where it is considered appropriate.

Cheating**Definitions**

7.10 The term 'cheating' normally describes behaviour that takes place in an examination. It is considered to be cheating for an examination candidate to:

- i. have any form of notes, or any items or texts other than those that are specifically permitted for that examination, at his/her desk in an examination hall during an examination. It is the candidate's responsibility to establish what the permitted items are for each examination;
- ii. make use or attempt to make use of unauthorized items, texts or notes as described above;
- iii. copy or attempt to copy from another candidate's examination script;
- iv. obtain or attempt to obtain unfair assistance from another candidate or from any other person;
- v. impersonate another examination candidate, or to allow him/herself to be impersonated;
- vi. provide or attempt to provide unfair assistance to another candidate;
- vii. permit another candidate to copy from his/her examination script;
- viii. knowingly assist any candidate to make use or attempt to make use of unfair means in a University examination.

Discovery of suspected cheating in an examination

7.11 An invigilator who suspects a candidate of cheating in an examination, or who is made aware that a candidate may be cheating, shall inform the senior invigilator immediately.

7.12 The senior invigilator shall observe the candidate and make appropriate notes for a report, and shall inform and consult the other invigilators about the incident.

7.13 The senior invigilator shall inform the candidate that he/she is suspected of cheating and that a report will be made. The invigilator shall record the incident on the candidate's examination script and shall remove and retain as evidence any unauthorised material in the candidate's possession. The candidate shall then be allowed to finish the examination. This procedure applies both to a candidate who is suspected of cheating and to any candidate who is suspected of having allowed his/her work to be copied or of having provided any form of unfair assistance.

7.14 At the end of the examination, the senior invigilator shall ask the candidate to stay behind and shall offer him/her the opportunity to explain his/her conduct. The candidate shall be informed that a report will be made to the Examinations Office and to the Chairperson of the Board of Examiners. Lack of co-operation with the invigilator shall be deemed to be a disciplinary offence.

7.15 The senior invigilator shall make a written report, on the Senior Invigilator's Report Form, to the University's Examinations Officer within one working day of the examination.

7.16 The University's Examinations Officer shall, within two working days of receiving a written report, forward the report, any accompanying evidence and any other relevant documentation to the Chairperson of the Board of Examiners and shall copy it to the Head of the School. The Chairperson of the Board of Examiners shall ensure that the result is withheld until the investigation is completed, and will invoke the procedure for dealing with major offences as set out in Study Regulations 7.36–7.50 below.

Plagiarism, Collusion and Fabrication Definitions

7.17 Plagiarism: It is an academic offence for students to plagiarise. Plagiarism is defined as the presentation of the work of others as the writer's own without appropriate acknowledgement.

7.18 It is also an academic offence for a student to permit another student to copy his/her work submitted for assessment. Both parties will be dealt with in accordance with these procedures.

7.19 Collusion: It is an academic offence for two or more students to work together on an assignment that is meant to be done individually. It is expected that the work being assessed, unless specifically designated as a group assessment, shall be the sole work of the student submitting it.

7.20 Fabrication: It is an academic offence for a student to claim to have carried out experiments, interviews or any form of research which he/she has not in fact carried out, or where he/she invents or falsifies data, evidence or experimental results. It is also an academic offence for a student knowingly to make use of falsified data as described above.

Discovery of suspected plagiarism, fabrication or collusion

7.21 A member of staff who discovers possible plagiarism, fabrication or collusion in work submitted for assessment shall report the suspected offence in writing to the Head of the School where the student is registered.

7.22 The Head of School or nominee shall arrange for the alleged offence to be investigated. The procedure set out in Study Regulations 7.24–7.35 below shall be used for alleged minor offences. The procedure set out in Study Regulations 7.36–7.50 below shall be used for alleged major offences.

7.23 A member of staff who discovers possible plagiarism, fabrication or collusion in work that does not count towards the assessment of the module, or in drafts of work that have not yet been submitted for assessment, shall normally deal with this informally. This will involve re-advising the student of the academic conventions with regard to referencing, reporting of results, etc. applying in the discipline.

Procedure for dealing with minor offences

7.24 Minor offences shall normally be dealt with as an academic matter within the School. One aim is to provide the student with the necessary advice and guidance to ensure that the problem does not recur. In addition, a penalty from among the list set out in Study Regulation 7.60 may be imposed where appropriate.

7.25 The Head of School or nominee shall delegate responsibility for dealing with alleged minor offences to the Secretary of the relevant Board of Examiners, who will carry out an investigation. This will include:

- scrutinising the piece of work, and any documentary evidence provided by either the member of staff or the student;
- consulting the member of staff who discovered the alleged offence;
- inform the student in writing that he/she is suspected of committing an academic offence. This letter shall specify the nature of the alleged academic offence, identify the module or part of a module concerned, and include a copy of the procedures for dealing with academic offences and a copy of any documentary evidence of the case against the student. The School shall send an email to the student's University email address advising him/her that a letter regarding an alleged academic offence has been sent, and instructing him/her to contact the School urgently if it has not been received within 2 working days of the date the email was sent.
- interviewing the student about the alleged offence. The student shall normally be given at least five working days' notice of the date and time of the meeting, but this period may be reduced during the examination period or at other times when tight time-scales apply. The student has the right to be accompanied at the meeting by a registered student of the University or by a member of University staff or University Chaplaincy. Legal representation is not permitted. Another member of the School's academic staff who is not directly involved in the case shall attend the interview to observe proceedings. At this interview, the student shall be re-advised of the academic conventions with regard to referencing, reporting of results, etc., applying in the discipline. A record will be kept of the interview.

7.26 If the Secretary to the Board of Examiners decides that the offence appears to be a major one, he/she may refer it back to the Head of School or nominee at any time with a recommendation that the procedure for dealing with major offences be invoked.

7.27 If the alleged offence relates to collusion, all the students involved shall be interviewed, following the procedure set out in Study Regulation 7.25 above.

7.28 The Secretary to the Board of Examiners shall provide the Head of School or nominee with a report on the case. This will remain on the student's file until he/she graduates.

7.29 The Head of School or nominee may either dismiss the case or impose one of the penalties for minor offences from the list set out in Study Regulation 7.60 below or refer the case to the Chairperson of the relevant Board of Examiners to be considered under the procedures for major offences. The Head of School or nominee will inform the student in writing of the outcome and of any penalty. The Head of School or nominee will also advise the student that he/she may appeal, and will specify a deadline by which any appeal or notice of appeal must be submitted.

Appeals against the decision of a Head of School or nominee

7.30 A student may appeal against the Head of School's or nominee's decision, including a decision that an offence denied by the student has taken place. The appeal must be made, in writing, to the Director of Academic and Student Affairs by 4.30 pm on the date stipulated in the written notification of the Head of School's or nominee's decision.

7.31 Students may appeal on the following grounds:

- i. that new evidence has become available which could not have been provided for the Head of School's (or nominee) consideration (evidence which was withheld from the Head of School or nominee will not normally constitute new evidence);
- ii. that the finding of guilt was based upon an error in the interpretation of the procedures for dealing with academic offences;
- iii. that there was a procedural irregularity in the conduct of the investigation;
- iv. that the Head of School's or nominee's decision was against the weight of the evidence; or
- v. that the penalty imposed was too severe or was inappropriate.

7.32 The appeal, stating with reasons the grounds for appeal, must be made in writing within ten working days of the date of the letter stating the Head of School's or nominee's decision.

7.33 The Director of Academic and Student Affairs and two other members of the Academic Offences Committee not previously involved in the case shall decide if there are grounds for appeal.

7.34 If it is decided that there are no grounds for appeal the student shall be informed of the decision in writing, with reasons, within five working days of its having been made. The School shall send a standard email to the student's University email address advising him/her that a letter has

been sent stating that there are no grounds for appeal, and instructing him/her to contact the School Office urgently if it has not been received within two working days of the date the email was sent.

7.35 Where grounds for appeal exist a meeting of the Academic Offences Committee (see Study Regulations 7.51–7.58 below) will be convened to deal with the appeal.

Procedure for dealing with major offences

Investigation stage

7.36 The Head of School or nominee shall refer any report of an alleged major offence to the Chairperson of the relevant Board of Examiners. Incidences of cheating in examinations shall be reported to the Chairperson of the Board of Examiners by the University's Examinations Officer.

7.37 Within five working days of receiving a report on an alleged offence, the Chairperson of the Board of Examiners shall:

i. arrange for a panel, consisting of at least two members of the Board of Examiners and a representative from outside the School, to investigate the case and to meet the student to discuss the alleged offence;

ii. inform the student in writing that he/she is suspected of committing an academic offence. This letter shall specify the nature of the alleged offence, identify the module or part of a module concerned, and include a copy of the procedures for dealing with academic offences and a copy of any documentary evidence of the case against the student. It shall give the student at least five working days' written notice of the date and time of the meeting with the panel. During the examination period, when tight time constraints apply, the period of notice may be reduced and initial contact with the student may be by means other than in writing, provided this is followed up with a letter. The School shall send an email to the student's University email address advising him/her that a letter regarding an alleged academic offence has been sent, and instructing him/her to contact the School urgently if it has not been received within 2 working days of the date the email was sent.

7.38 The student has the right to be accompanied at the meeting with the Panel by a registered student of the University or by a member of staff of the University or University Chaplaincy. No legal representation shall be permitted. The student has the right to make a written submission to the Panel and to submit supporting documentary evidence in addition to appearing in person.

7.39 Where a student fails to attend the Panel meeting without good cause, the Panel may consider the case and forward a recommendation to the Board of Examiners in the absence of the student and without further notice. It is the responsibility of the student to establish good cause to the satisfaction of the panel.

7.40 The Panel shall have the right to call for such papers, examine such witnesses and conduct such other relevant enquiries as appear to be necessary. Where witnesses are called, they may be subject to examination, cross-examination and re-examination by the parties.

7.41 Having completed its investigation, the Panel shall make a written report to the Chairperson of the Board of Examiners, to be accompanied by all supporting documentation (including any provided by the student). This report shall clearly state the Panel's findings either

(a) that no offence has been committed, and that the panel has dismissed the case and no further action shall be taken. The Panel shall inform the Chairperson of the Board of Examiners and the University Examinations Officer that the case has been dismissed and that the student's assessment result can be dealt with in the normal way; or

(b) that an offence has been committed and that the Panel recommends a penalty from among the list of penalties for major offences, as set out in Study Regulation 7.62 below. In addition to recommending one of these penalties, the Panel may also recommend that the matter be referred to a Fitness to Practise panel.

Chairperson of the Board of Examiners stage: decision and penalty

7.42 The Chairperson of the Board of Examiners shall consider the Panel's report and shall consult as necessary, including consulting other relevant members of the Board of Examiners. Following this consultation, the Chairperson of the Board of Examiners shall do one of the following:

i. dismiss the case, notwithstanding the opinion of the Panel; or

ii. confirm the action recommended by the Panel; or

iii. impose a different penalty from among those set out in the list of penalties, as set out in Study Regulation 7.62. This may be more or less severe than the penalty recommended by the Panel.

7.43 The Chairperson of the Board of Examiners shall inform the student, the Director of Academic and Student Affairs and the University Examinations Officer of the decision within five working days of the decision, giving brief reasons.

7.44 The student must be advised that he/she may appeal, under Study Regulation 7.45 below, and shall be given a deadline by which any appeal must be submitted in writing to the Director of Academic and Student Affairs. This date shall be ten working days after the date of the written notification of the decision of the Chairperson of the Board of Examiners.

Appeals against a decision of a Chairperson of the Board of Examiners

7.45 A student may appeal against the decision of a Chairperson of a Board of Examiners, including a decision that an offence denied by the student has taken place. The appeal must be made, in writing, to the Director of Academic and Student Affairs by 4.30 pm on the date stipulated in the written notification of the decision.

7.46 Students may appeal on any of the following grounds:

i. that new evidence has become available which could not have been provided for the earlier hearings (evidence which was withheld from the Chairperson of the Board of Examiners will not normally constitute new evidence);

ii. that the finding of guilt was based upon an error in the interpretation of the procedures for dealing with academic offences;

iii. that there was a procedural irregularity in the conduct of the investigation;

iv. that the decision of the Chairperson of the Board of Examiners was against the weight of the evidence; or

v. that the penalty imposed was too severe or was inappropriate.

7.47 The appeal, stating with reasons the grounds for appeal, must be made in writing within ten working days of the date of the letter stating the Chairperson of the Board of Examiners' decision.

7.48 The Director of Academic and Student Affairs and two other members of the Academic Offences Committee not previously involved in the case shall decide if there are grounds for appeal.

7.49 If it is decided that there are no grounds for appeal the student shall be informed of the decision in writing, with reasons, within five working days of its having been made. A standard email shall be sent to the student's University email address advising him/her that a letter has been sent stating that there are no grounds for appeal, and instructing him/her to contact the School Office urgently if it has not been received within two working days of the date the email was sent.

7.50 Where grounds for appeal exist a meeting of the Academic Offences Committee (see paragraph Study Regulations 7.51–7.58 below) will be convened to deal with the appeal.

Academic Offences Committee

7.51 The membership of the Academic Offences Committee shall be drawn normally from a panel of 25 members, i.e. one nomination per School, one nomination each from the Institute of Professional Legal Studies, the Institute of Theology, St Mary's University College and Stranmillis University College plus the Director of Academic and Student Affairs who shall chair meetings. Members shall serve three year terms for a maximum of two consecutive terms.

7.52 The Committee shall meet to consider serious cases referred by the Board of Examiners and appeals from students against decisions of Chairpersons of Boards of Examiners and Heads of School. A quorum shall normally comprise the Chairperson plus five other members, to include at least one male and one female member where possible and at least one representative from each of the three broad subject groupings within the University, i.e. Arts, Humanities and Social Sciences; Engineering and Physical Sciences; and Medicine, Health and Life Sciences. No member of the Committee shall have had any previous involvement in the case. The University reserves the right to modify the Committee membership as required, to reflect the diversity of the Northern Ireland community. A member of staff from Academic Registry shall act as Secretary to the Committee. Minutes shall be taken as a formal record of the meeting and retained.

7.53 The student shall be invited to attend the meeting in person to present his/her case, and must receive at least five working days' notice of the date and time of the meeting. The student has the right to be accompanied at the meeting by a registered student of the University or by a member of staff of the University or University Chaplaincy. No legal representation shall be permitted. The student has the right to make a written submission to the Committee and to submit supporting documentary evidence in addition to appearing in person.

7.54 The Chairperson of the Board of Examiners shall be invited to attend the meeting or to nominate a member of the School panel to attend in his/her place to explain the reasons behind the School's decision. The student has the right to be present while the School's representative is speaking, and the School's representative has the right to be present while the student is speaking.

7.55 Where a student fails to attend the meeting without good cause, the Committee may consider the case in the absence of the student and without further notice. It is the responsibility of the student to establish good cause to the satisfaction of the Committee.

7.56 In considering appeals, the Committee shall not attempt to re-examine the student or to question the examiners' academic judgement. **7.57** The options open to the Committee are as follows:

Where a case has been referred by the Chairperson of a Board of Examiners i. to impose a penalty from among those set out in Study Regulation 7.63 below; or

ii. to refer the case back to the Board of Examiners and to recommend a course of action for it to follow, giving brief reasons. The recommended course of action may include imposing a penalty from among those set out in 7.62 below.

In the case of an appeal from a student

iii. to uphold the appeal and rescind the penalty imposed by the School or the Chairperson of the Board of Examiners;

iv. to confirm the penalty imposed by the School or the Chairperson of the Board of Examiners;

v. to impose a different penalty from among those set out in the list of penalties open to the Academic Offences

Committee. This penalty may be more or less severe than the original penalty imposed by the School or the Chairperson of the Board of Examiners. The Committee may refer any case to the Director of Academic and Student Affairs for consideration under the Fitness to Practise procedure (see Study Regulations, Section 10) where it believes this to be appropriate.

7.58 The Director of Academic and Student Affairs shall inform the student and the Chairperson of the Board of Examiners/Head of School or nominee (as appropriate) of the outcome in writing. The Chairperson of the Board of Examiners/Head of School or nominee shall ensure that the student's assessment results are dealt with in accordance with the Committee's decision.

Penalties for Academic Offences

Criteria

7.59 At all stages, the following criteria will be taken into account in deciding the level of penalty to be imposed or other action to be taken:

(a) the extent of the plagiarism or other academic offence;

(b) the degree of intent;

(c) the level of study and previous educational background of the student;

(d) any previous history of plagiarism or other academic offences;

(e) the extent of the student's knowledge and understanding of the concept of academic misconduct and of the correct procedures for referencing in the discipline; and

(f) impact of the penalty on the student's progress or award.

Minor offences: penalties available to the Head of School or nominee

7.60 A Head of School or nominee may impose a penalty from the following list for a minor offence, after following the procedures set out in Study Regulations 7.24–7.35 above:

i. a written warning to the student;

ii. award a mark of zero for the piece of work concerned and permit the student to re-do it with no further penalty (i.e. the full mark obtained for the re-sit is allowed to stand);

iii. award a mark of zero for the piece of work concerned and permit the student to re-do it for a maximum of the pass mark; or

iv. award a mark of zero for the piece of work concerned but not permit the student to re-do it.

Minor offences: penalties available to the Academic Offences Committee

7.61 The Academic Offences Committee may impose a penalty from the following list for a minor offence, after following the procedures set out in Study Regulations 7.51–7.57 above:

i. a written warning to the student;

ii. award a mark of zero for the piece of work concerned and permit the student to re-do it with no further penalty (i.e. the full mark obtained for the re-sit is allowed to stand);

iii. award a mark of zero for the piece of work concerned and permit the student to re-do it for a maximum of the pass mark; or

iv. award a mark of zero for the piece of work concerned but not permit the student to re-do it.

v. to refer the matter back to the Head of School or nominee and to recommend a course of action for the School to follow, giving brief reasons.

The recommended course of action may include imposing a penalty from among those set out in Study Regulation 7.60.

Major offences: penalties available to the Chairperson of the Board of Examiners

7.62 The Chairperson of the Board of Examiners may impose a penalty from the following list for a major offence, after following the procedures set out in Study Regulations 7.36–7.42 above:

- i. a written warning to the student;
- ii. award a mark of zero for all or part of the module and permit a re-sit with no further penalty;
- iii. award a mark of zero for all or part of the module and permit a re-sit for a maximum of the pass mark;
- iv. award a mark of zero for all or part of the module but do not permit the student to re-sit; or
- v. referral of the matter to the Academic Offences Committee.

Major offences: penalties available to the Academic Offences Committee

7.63 The Academic Offences Committee may impose a penalty from the following list for a major offence, after following the procedures set out in Study Regulations 7.51–7.57 above:

- i. a written warning to the student;
- ii. award a mark of zero for all or part of the module and permit a re-sit with no further penalty;
- iii. award a mark of zero for all or part of the module and permit a re-sit for a maximum of the pass mark;
- iv. award a mark of zero for all or part of the module but do not permit the student to re-sit;
- v. award a mark of zero for more than one module being taken by the student at that time and permit the student to re-sit those modules with no further penalty;
- vi. award a mark of zero for more than one module being taken by the student at that time and permit the student to re-sit those modules for a maximum of the pass mark;
- vii. award a mark of zero for more than one module being taken by the student at that time and not permit the student to re-sit those modules; or
- viii. referral of the matter to the Committee of Discipline (see Conduct Regulations Section 7) if the decision is that an offence has been committed that merits a penalty more severe than those listed above.

Note: where a student is found to have committed an academic offence in two or more modules in the same session, the Committee has the right to impose different penalties for different modules where appropriate.

Monitoring

7.64 Heads of School shall provide the Director of Academic and Student Affairs with an annual report, in October each year, of all major and minor offences dealt with in the School under this procedure.

7.65 The Director of Academic and Student Affairs shall make an annual report on academic offences, including those referred to the Academic Offences Committee as well as those dealt with by Schools, to the Learning and Teaching Committee. Individual students shall not be identified in the report.

SAMPLE

THE QUEEN'S UNIVERSITY OF BELFAST: SCHOOL OF _____

MODULE EVALUATION QUESTIONNAIRE

The staff of the School are interested in ascertaining your opinion of the modules currently taught. Your answers will be of assistance in improving the quality of teaching. To preserve anonymity **DO NOT** write your name anywhere on this form.

Name of module: Code:

PLEASE PUT A SINGLE NUMBER IN THE BOXES CORRESPONDING TO THIS SCALE:

5 = excellent 4 = good 3 = acceptable 2 = poor 1 = very poor

- 1 The extent to which the aims and objectives of the module were clearly stated was - ☐
- 2 The extent to which the aims and objectives of the module were met was - ☐
- 3 The extent to which there was adequate information about module requirements (essays, examinations and/or continuous assessment) was - ☐
- 4 The extent to which the module was efficiently organised was - ☐
- 5 The availability of module material in the library was - ☐
- 6 The availability of module material in the university bookshop was - ☐
- 7 The extent to which module handouts were clear and helpful was ☐
- 8 The extent to which I found the module stimulating and challenging was - ☐
- 9 My overall rating of the module is - ☐

PLEASE ANSWER THESE THREE QUESTIONS BY PUTTING A SINGLE NUMBER IN THE BOXES CORRESPONDING TO THIS SCALE:

1 = too little 2 = about right 3 = excessive

- 10 Relative to other modules, the amount of work required for the module (reading, essays, preparation, etc) was - ☐
- 11 The number of lectures was - ☐
- 12 The number of tutorials was - ☐

PLEASE ANSWER THESE THREE QUESTIONS WITH YOUR OWN COMMENTS

- 13 What did you find most satisfactory about the module?
- 14 What did you find least satisfactory about the module?
- 15 How could the module be improved?

THE QUEEN'S UNIVERSITY OF BELFAST: SCHOOL OF _____

TUTOR EVALUATION QUESTIONNAIRE

The staff of the School are interested in ascertaining your opinion of the tutoring of the modules currently taught. Your answers will be of assistance in improving the quality of teaching. To preserve anonymity **DO NOT** write your name anywhere on this form.

Name of module: Code:

Lecturer's Name:

What percentage of the tutorials did you attend?

PLEASE PUT A SINGLE NUMBER IN THE BOXES CORRESPONDING TO THIS SCALE:

5 = Disagree Strongly 4 = Disagree 3 = Uncommitted 2 = Agree 1 = Agree Strongly

DURING THE MODULE THE TUTOR:

- | | |
|--|--------------------------|
| 1 encouraged participation from the students | <input type="checkbox"/> |
| 2 made me feel my contribution to class activities was valued | <input type="checkbox"/> |
| 3 showed interest in the students' progression | <input type="checkbox"/> |
| 4 responded positively to inquiries | <input type="checkbox"/> |
| 5 presented divergent views when appropriate | <input type="checkbox"/> |
| 6 provided me with helpful feedback on my assignments | <input type="checkbox"/> |
| 7 returned assignment feedback sheets within a reasonable time | <input type="checkbox"/> |
| 8 was fair in assessing my assignments | <input type="checkbox"/> |

PLEASE ANSWER THESE THREE QUESTIONS WITH YOUR OWN COMMENTS

- 9 What did you find most satisfactory about his/her lectures?
- 10 What did you find least satisfactory about his/her lectures?
- 11 How could his/her lectures be improved?

Queen's University Belfast

Extenuating Circumstances - The following table provides a few examples of extenuating circumstances. It is a guide and is not meant to be prescriptive. Individual staff should continue to use their own judgement and discretion when deciding if an extension is warranted on the basis of the facts presented.

	Extenuating Circumstances - Normally Acceptable	Notes
1	Death of a close relative or friend	'Close' means parent or guardian; partner or spouse; child or sibling. <i>Where there is a demonstrably close relationship between the student and the deceased, a death certificate or a letter confirming the death from an independent person should be submitted.</i>
2	Serious illness of student	An incapacitating illness or an on-going illness or medical condition. This includes breaks and serious sprains to the normal writing hand/arm. <i>Medical certification must be obtained, self certification is not acceptable.</i>
3	Serious illness of a close relative	See notes at 1 above for definition of 'close'
4	Hospitalisation	A medical letter/certificate from the relevant hospital confirming the nature and severity of the student's circumstances and the likely impact it has on the student's ability to undertake formal assessment will be required.
5	Acute Personal/Emotional Circumstances	The following will be required: <ul style="list-style-type: none"> • A medical certificate or letter from the appropriate medical professional; or • A letter from the University Counselling Service, or equivalent confirming the nature and severity of the student's circumstances and the likely impact it has on the student's ability to perform as required.
6	Victim of Crime	A written statement of events which is supported by written evidence from the police and/or appropriate medical professional or a letter from the University Counselling Service (or equivalent), will be required.
7	Financial Problems	Stress brought on by financial concerns. It is the student's responsibility to maintain a proper balance between work and study.
8	Serious personal disruption	Divorce; fire; burglary; serious assault; jury service, serious childcare difficulties. Corroborating evidence must be produced.
9	Pregnancy	A medical report from the student's doctor or midwife must be provided in support of such grounds. This also includes the stages following childbirth. Pregnancy of a wife/partner would be acceptable in appropriate circumstances.
	Not normally acceptable	
1	Social activities	Hectic social life; parties; visits to/from friends.
2	Temporary self-induced medical conditions	Hangover; drug taking (excluding prescribed medication).
3	Minor ailments	Coughs; colds; sprains (other than in the writing hand/arm).
4	Non serious personal and domestic disruptions which could have been anticipated or planned	Moving house; weddings; holiday; failed transport arrangements.

QUEEN'S UNIVERSITY BELFAST EXTENUATING CIRCUMSTANCES FORM

To be completed by the student and submitted to your School Office normally within three working days of returning to study, or if in the case of emergencies which arose during examinations, within three working days of the date of the student's last examination. When the performance of a student has been significantly affected by extenuating factors which the student could not have made available before the Board of Examiners reached its decision, the student must submit a request in writing to the Head of School for a concession in connection with that assessment decision within ten working days of learning the assessment outcome. All information provided will be respected by the University and treated in confidence.

To be completed by student:

Student name: Student number: School: Course and year:

Please indicate why the form is being completed by ticking the appropriate box or boxes:

- ☐ Explanation for absence from an examination/assessment
- ☐ Claim for extenuating circumstances to be taken into account when an assessment has been attempted
- ☐ Request for extension to coursework deadline beyond the end of the stage in which it is due
- ☐ Request for extension to dissertation/project deadline

I confirm on behalf of the School that I have seen the above-named student regarding extenuating circumstances:

Yes/No: (signed by Course Convenor/Personal Tutor or nominee)

Nature of circumstances:

NB: Forms which are not fully completed and without the required documentary evidence will not be considered.

- ☐ **Illness/Hospitalisation** Please supply medical evidence from appropriate medical adviser
- ☐ **Bereavement** (death of close relative or friend) Please supply death certificate or supporting letter from an independent source
- ☐ **Family illness** Please supply medical evidence from an appropriate medical adviser
- ☐ **Victim of crime** A crime reference number plus any written evidence available from the police must be supplied
- ☐ **Acute emotional/personal circumstances** Please supply a letter from the University Counselling Service or equivalent and/or medical evidence
- ☐ **Other.** Please supply appropriate evidence to support your request.

The Regulations and Guidance available at http://www.qub.ac.uk/archive/info/calendar/General_Regulations_0809.pdf sets out full information on the type and quality of evidence required, and gives examples of circumstances not normally considered as acceptable reasons.

(Please continue on a separate page if necessary)

Signed:

Date:

Conceptual Equivalents Scale Undergraduate Levels 1-3

Appendix 5				
Level 1 Criteria		Level 2 Criteria		Level 3 Criteria
Conceptual Equivalent	Mark Band	Exceptional answer, an exemplary piece of work showing:		
High/Excellent I (in addition to criteria for Definite/low 1)	90 85-100	<p>Exceptional answer which:</p> <ul style="list-style-type: none"> Is comprehensive and accurate Is presented in a clear and cogent manner Makes full reference to appropriate material Makes effective use of language Displays some of the following characteristics: <ul style="list-style-type: none"> integration of a wide range of learning resources originality of exposition or treatment evidence of insight critical evaluation 		
Definite I Low I	80 75 78-84 70-77	<p>Excellent answer showing:</p> <ul style="list-style-type: none"> A degree of independence of thought and critical judgement A thorough understanding of the main issues involved Knowledge and understanding beyond module content A degree of originality 		
High 2.1 Definite/solid 2.1 Low/clear 2.1	68 65 62 67-69 64-66 60-63	<p>Very good answer which:</p> <ul style="list-style-type: none"> Is generally accurate and reasonably detailed Displays a good understanding of the main principles and a reasonable grasp of details Shows strong and coherent argumentation Is presented in a logical fashion Makes frequent reference to appropriate material Makes effective use of language 		
High 2.2 Definite/solid 2.2 Low/clear 2.2	58 55 52 57-59 54-56 50-53	<p>Good answer which:</p> <ul style="list-style-type: none"> Is reasonably accurate and well informed, albeit with some minor omissions or inaccuracies Is limited to the main issues and based on a limited range of learning resources Makes some reference to appropriate material Makes acceptable use of language, with some minor inaccuracies 		
		Exceptional answer, an exemplary piece of work showing:		Exceptional answer, an exemplary piece of work showing:
		<ul style="list-style-type: none"> A good degree of criticality An in-depth knowledge and understanding across all the relevant areas Very thorough coverage of the topic Significance evidence of wide use of learning resources 		<ul style="list-style-type: none"> A very high level of critical analysis A very high level of in-sight in the conclusions drawn An in-depth knowledge and understanding across a wide range of the relevant areas including areas at the forefront of the discipline Very thorough coverage of the topic Confidence in the appropriate use of learning resources to support arguments made
		Excellent answer showing:		Excellent answer showing:
		<ul style="list-style-type: none"> A degree of independence of thought and critical judgement A thorough understanding of the main issues involved Knowledge and understanding beyond module content A degree of originality 		<ul style="list-style-type: none"> Considerable independence of thought and critical judgement with sustained critical analysis. A well developed ability to analyse concepts and ideas at an abstract level A thorough understanding of all the main issues involved and their relevance A substantial degree of originality Substantial evidence of wide, relevant and critical use of learning resources Good understanding of complex and problematic areas of the discipline
		Very good, comprehensive answer showing:		Very good, comprehensive answer showing:
		<ul style="list-style-type: none"> A good awareness of the main issues involved at this level The ability to analyse concepts and ideas at an abstract level A good knowledge and understanding of module material Evidence of use of learning resources beyond required texts/module material 		<ul style="list-style-type: none"> Good understanding of relevant wider issues. Well developed arguments with evidence of independent thought A good understanding of module material coupled with the ability to relate this to new ideas and concepts Evidence of wide and relevant use of learning resources Synthesis / integration of material from other modules/experience as well as the current module Evidence of independent/autonomous learning
		Good answer showing:		Good answer showing:
		<ul style="list-style-type: none"> Reasonably developed arguments. Knowledge of the main issues involved at this level A satisfactory understanding of module material Little reference to resources outside module material 		<ul style="list-style-type: none"> The ability to draw reasonable conclusions Knowledge and awareness of the main issues A satisfactory understanding of module material Little reference to resources outside module material

Conceptual Equivalents Scale Undergraduate Levels 1-3

Conceptual Equivalent	% Pt	Mark Band	Level 1 Criteria	Level 2 Criteria	Level 3 Criteria
High 3 rd Definite 3 rd	48	47-49	Adequate answer which: <ul style="list-style-type: none"> Displays evidence of understanding of the main principles in broad terms May contain important inaccuracies or omissions May lack a coherent structure May answer the question indirectly or may lack supporting evidence Makes minimal reference to relevant material Shows poor use of language, although the meaning is understandable 	Adequate answer which: <ul style="list-style-type: none"> Shows weak to fair understanding of main issues Makes no reference to resources outside module material Makes arguments that are weak Has a low but acceptable level of written expression 	Adequate answer which: <ul style="list-style-type: none"> Shows fair understanding of main issues Shows little familiarity with resources outside module material Makes arguments that are not strong Has a low but acceptable level of written expression
	45	44-46			
Low 3 rd	42	40-43		Passable (just acceptable) answer which: <ul style="list-style-type: none"> Is weak in material and understanding of module content Contains significant omissions and/or inaccuracies Recognises the aim of the question and has attempted to answer it 	Passable just acceptable answer which: <ul style="list-style-type: none"> Contains some relevant material Contains significant omissions and/or inaccuracies Recognises the aim of the question and has attempted to answer it
Marginal fail	35	35-39	Failing but compensable answer which: <ul style="list-style-type: none"> Displays a very limited understanding of the aim of the question Is sparse in material and lacking in organisation Contains material that is inappropriately used or of limited relevance Proceeds by way of assertions unsupported by appropriate evidence Shows poor use of language with significant grammatical and other errors 	Marginally failing answer which: <ul style="list-style-type: none"> Meets some of the necessary requirements Has some major inaccuracies Shows limited knowledge of the main issues 	Marginally failing answer which: <ul style="list-style-type: none"> Meets some of the necessary requirements Has some major inaccuracies Shows limited understanding of the module content
Weak fail	25	25-34	Unsatisfactory, poor answer which: <ul style="list-style-type: none"> Shows a complete lack of understanding of the question Provides very little of any relevance and value to the question Makes an incoherent argument Shows poor use of language with significant grammatical and other errors 	Unsatisfactory answer which: <ul style="list-style-type: none"> Meets very few of the necessary requirements Shows some recognition of the meaning of the question Shows little familiarity with the main issues Indicates that knowledge is vague and skimpy Has many major inaccuracies 	Unsatisfactory answer which: <ul style="list-style-type: none"> Fails to meet most of the necessary requirements Shows little understanding of the major issues Indicates that knowledge is vague and skimpy Has many major inaccuracies
Poor fail	15	15-24		Poor answer in which: <ul style="list-style-type: none"> There are few points relevant to the question The bulk of the answer is irrelevant/inaccurate There are major misunderstandings of the material 	Poor answer in which: <ul style="list-style-type: none"> There are few points relevant to the question The bulk of the answer is irrelevant/inaccurate There are major misunderstandings of the material
Nothing of merit	0	0-14		Answer meeting none of the necessary requirements with: <ul style="list-style-type: none"> Minimal or no material of value to the question asked No recognition of the question 	Answer meeting none of the necessary requirements with: <ul style="list-style-type: none"> Minimal or no material of value to the question asked No recognition of the question

RETURN OF EXAMINATION RESULTS

Result	Reason	Solution
Pass (P)	Student has passed the module with an aggregate of 40% or above (or 50% or above for pg modules).	<p>To be awarded a Pass for a module, students must both:</p> <ul style="list-style-type: none"> • Achieve an overall pass mark for the module; and • Achieve a satisfactory performance in all the module's specified compulsory elements, eg assessed coursework and examinations. <p>Where a student obtains an overall pass mark in a module, but does not pass some of the compulsory elements, the module may be recorded as 'incomplete' (not Fail at 40%).</p> <p>Subject Boards should refer to the Quality Handbook N2.1.</p>
Absent (Abs)	Student was absent, without permission, from the examination.	<p>With the discretion of the Chairman of the Board of Examiners:</p> <ul style="list-style-type: none"> • Students at Stage 1 will be permitted to re-take the examination in August. • Students at Stages 2&3 will be permitted to re-take the examination in August, the mark of which will be capped at 40% for degree classification purposes.*
AbsentMedical (AbsM)	Student was absent, with good reason, from the examination. Evidence must be submitted to the Theology Office.	Student will be permitted to re-take the examination, without penalties, in August.
Fail exam (Fe)	Student has failed the examination element of the module (but passed the assignment).	<ul style="list-style-type: none"> • Students at Stage 1 will be required to re-take the examination. • Students at Stages 2&3 may re-take the examination, which will be capped at 40% for degree classification purposes.*
Fail coursework (Fc)	<ol style="list-style-type: none"> 1. Student has failed the module due to an inadequate assignment. 2. Student has failed the module through non-submission of compulsory assignment. 	<p>Point 1:</p> <ul style="list-style-type: none"> • Students at Stage 1 will be required to submit an assignment (the title of which may be different from the original) on/before the beginning of the supplementary exam session. • Students at Stages 2 & 3 should be given the opportunity to pass the module by submitting an assignment (the title of which may be different from the original) on/before the beginning of the supplementary exam session. The mark of the module

		<p>will be capped at 40% for degree classification purposes.*</p> <p>Point 2: All required elements of a module <u>must</u> be taken by a student before that module will be considered as 'complete'. Students who do not submit compulsory assignments at any stage of their pathway will be required to do so on/before the supplementary exam session of that academic year.</p>
Fail coursework & exam (Fce)	Student has failed the module on both the examination and assignment elements of the module.	<ul style="list-style-type: none"> Students at Stage 1 will be required to submit an assignment (the title of which may be different from the original) on/before the beginning of the supplementary exam session, and to re-take the examination. Students at Stages 2 & 3 should be given the opportunity to pass the module by submitting an assignment (the title of which may be different from the original) on/before the beginning of the supplementary exam session, and to re-take the examination. The mark of the module will be capped at 40% for degree classification purposes.*
Referred (R)	In exceptional circumstances, a Subject Board may use this code until a formal result can be returned.	Result withheld until Subject Board agree on formal result.
Pass with Compensation (PC)	Student has failed a module at Level 1 within the boundary of 35-39.	Students at Stage 1 may be given the opportunity to pass a module with compensation based on the rules listed in the Theology Handbook or General Study Regulations. This is at the discretion of the Theology Board of Examiners only.

* Note: the actual mark achieved in a re-sit must be returned; the penalty mark of 40% will only be applied when working out the degree classification.

QUEEN'S UNIVERSITY BELFAST

Quality Assurance and Partnerships

Progress Committee Procedures: Guidelines for Students

1. Introduction

Progress committees exist to consider the cases of students on taught courses (including postgraduate courses) whose academic progress is causing concern. This could be for a variety of reasons - e.g. failure at examinations, failure to submit coursework or poor attendance. Progress committees consider the causes and consequences of failure, but they do not review the marks awarded and they do not investigate complaints. The Calendar includes separate regulations for handling examination appeals (see Study Regulations 6.47–6.93) and student complaints (see Section 9). Progress Committees do not consider challenges to academic judgement.

These guidelines apply to both undergraduate and postgraduate students on taught programmes (see 9 below), but separate procedures apply to postgraduate research students who encounter difficulties. Further details are available from the Quality Assurance and Partnerships, Level 6, Administration Building.

2. Avoiding difficulties

You should try to avoid difficulties with your academic progress by:

- ☐ attending all timetabled classes, practicals and examinations;
- ☐ submitting all coursework on time;
- ☐ providing a timely explanation for any absences or failure to submit coursework;
- ☐ responding promptly to any letters from University staff regarding attendance or progress generally.

3. Seeking help

There is a wide range of student support mechanisms in place at the University, and you should avail of these at the earliest opportunity if you encounter difficulties during your time at Queen's. The following contacts in particular are worth noting:

Student Financial Adviser	Students' Union
Head of Student Counselling	Students' Union
Vice-President (Education)	Students' Union
Vice-President (Welfare)	Students' Union
University Health Centre	5 Lennoxvale, Malone Road.
Chaplains	contact details available from Students' Union

4. Maintaining contact with staff / changing address

Many students are required to appear before progress committees because they have failed to attend lectures/tutorials/practicals/examinations without explanation, or because they have ignored letters expressing concern at their absence. If you have fallen behind with your studies, you should not avoid your tutors, as academic staff and in particular Advisers of Studies have extensive experience of the many difficulties which students can face.

If you believe that you have performed poorly in your recent examinations, you should inquire about your status before e.g. going on holidays. School Student Progress Committees (SSPCs) normally meet around two weeks after the last examination board meeting following each semester's examinations, and dates of progress committee meetings are available from your School Office and the Students' Union. Students sometimes claim that they have not received letters from the University, but the onus is on the student to keep the University informed of any change of address.

5. Receiving a letter from the School Student Progress Committee (SSPC)

You may receive an "early warning" letter from the School expressing concern at your poor attendance or failure to submit coursework, or you may be asked to appear before SSPC. Any such letters will be sent to your last known address. It is University policy to treat students as adults and so all correspondence will be addressed and marked strictly confidential to the student only. University staff are instructed not to enter into discussion with parents regarding a student's progress.

If you are asked to attend SSPC, you should normally receive at least five working days' notice of the time and venue for your hearing. You are entitled to be accompanied at the meeting by:

- ☐ an enrolled student of the University (e.g. Vice-President Education, or a class-mate), or
- ☐ a member of staff, or
- ☐ someone from a University Chaplaincy.

You may wish to meet with this person and discuss your case. You should also try to meet your Adviser of Studies to discuss the options open to you in advance of any SSPC hearing. Your Adviser of Studies may be present at SSPC to answer questions, but will not take part in the SSPC decision.

You should respond to the SSPC letter by confirming whether you intend to appear, and you should also state the name and status of anyone accompanying you to the meeting. Most students also find it helpful to submit a written statement in advance of the meeting, outlining the reasons for their poor performance, and this is particularly important if you are unable to attend. Students who do not attend SSPC cannot be represented by someone presenting their case in their absence.

6. Meeting your Adviser of Studies

Your Adviser of Studies can explain the possible decisions which SSPC might reach. You may not have accumulated sufficient credit to proceed to the next stage of your studies, but there are many options which SSPC may use to retrieve the situation, e.g. :

- ☐ resubmitting failed coursework within a certain time-limit;
- ☐ repeating on an examination-only basis;
- ☐ repeating only the failed modules, with full attendance;
- ☐ repeating the entire year and taking the full diet of modules again, with full attendance;
- ☐ changing to a different degree pathway;
- ☐ transferring to an ordinary degree programme, or a Diploma instead of a Master's;
- ☐ suspending your studies temporarily;
- ☐ voluntarily withdrawing from the University, with the possibility of applying for readmission in the future.

Only some of these options may be open to you, but your Adviser should be able to discuss what might happen at SSPC. This advice can cover the question of credit for modules etc previously passed, and (crucially) what will be required for you to eventually emerge with a degree. You should not assume that you can automatically pick up where you left off, if allowed

to continue with your studies. Only as a last resort, when SSPC is unable to see any way in which you can continue your studies, will you be required to withdraw from the University.

If you have sensitive or highly confidential matters which you prefer not to discuss in front of SSPC, you may wish to discuss these in confidence with your Adviser in the first instance. It is important that you do not withhold crucial evidence, but it is also important that you should provide corroboration for any such evidence if possible (see also 8.5 below).

7. Preparing for an SSPC hearing

You should always be completely open and honest with SSPC. Members have wide experience of students' problems, and can usually identify anything which does not ring true. For example, students should not be afraid to admit to immaturity, lack of commitment or a failure to devote sufficient time to their studies, as SSPC will be more impressed by such an acknowledgement than by an unconvincing attempt to cover up the extent of the problem.

It is vital that you make every effort to appear in person, because SSPC may regard failure to attend without explanation as indicating lack of interest on your part, and in your absence it may require you to withdraw. SSPC has expert knowledge of your course structure and content, and detailed knowledge of your performance in relation to other students on your course. It is therefore best placed to help you find a way to continue your studies.

You may find it helpful to prepare a written submission before the SSPC meeting, so that members are already familiar with your case. If in doubt, you should seek advice on how to present your case, e.g. from your Adviser of Studies, VP(Education) or VP(Welfare).

8. Evidence for SSPC's consideration

8.1 General

There is no restriction on the type of evidence which can be presented to SSPC, but the Central Student Appeals Committee will not normally hear evidence which was previously withheld from SSPC (see 11 & 12 below). SSPC members will have copies of your student transcript and any medical certificates etc which you have submitted. You should tell SSPC about all the factors which you feel affected your performance, although SSPC will not necessarily accept the factor(s) cited as being a valid excuse. Poor performance can be caused by both academic and non-academic factors, as follows:

8.2 Academic considerations

SSPC will have before it your academic record, and it will try to form an opinion on your ability to retrieve the situation and salvage your academic career. Members will be particularly interested in the various academic factors affecting your performance, e.g.:

- ☐ whether you attended lectures and tutorials, and handed in coursework and assignments;
- ☐ whether you met deadlines generally;
- ☐ whether you allowed ample time for revision before examinations, including resits;
- ☐ whether you revised only part of the syllabus, or tried to "spot" questions;
- ☐ whether you did yourself justice or whether your examination technique was poor;
- ☐ whether you had particular problems, e.g. with mathematics or essay-writing skills.

8.3 Non-academic factors and the need for corroborative evidence

Students often cite non-academic factors to explain their academic difficulties. Examples include bereavement and illness, including depression/stress. Where possible you should provide corroboration, e.g. a death certificate, medical certificate or letters from clergy, social

workers, police, etc, depending on the circumstances. If illness has been a contributing factor, then SSPC will expect to see a medical certificate. If you have been in contact with your GP or with the University Health Centre, you should not assume that the SSPC has been furnished with details of your medical problems, as this requires your express consent. In such an event the onus is on you to arrange for details to be sent to SSPC.

8.4. Financial considerations

Many students nowadays hold down a part-time job, but this can have a detrimental effect on their studies. Some students also rely on financial support from parents, creating the added pressure of deciding whether to admit their failure to their parents.

You should be prepared to discuss the financial options open to you (e.g. a student loan) with SSPC, as a particular course of action may prove to be unrealistic without the necessary financial support. For example, if your studies suffered because of part-time work, and you hope to repeat the year without financial support, SSPC might conclude that your problems are likely to recur.

8.5 Disclosure of all relevant information

It is vital that you do not withhold evidence from SSPC. Meetings are conducted under conditions of absolute confidentiality. The Committee and its secretariat will be discreet and sensitive to the fact that students may be reluctant to mention particular issues, but SSPC members have wide experience of the full range of problems which students can encounter. While there may be some factors which you prefer not to commit to paper, you should reveal these at the SSPC meeting or else by means of a private meeting with your Adviser of Studies. If necessary, you can ask to speak to just two or three SSPC members outside the main meeting room (see 9 below), but the need for corroboration will still apply. Should you subsequently appeal, CSAC will not normally accept new evidence if this evidence could have been put originally to SSPC.

8.6 The Students' Union

The Students' Union has wide experience of all the difficulties which students can encounter, and it will provide advice and assistance to any student who is called to appear before a progress committee. If you wish to avail of this service, you should contact the Vice-President (Education) at the Student Advice Centre on the 2nd floor of the Students' Union building. The service offered by the Union includes:

- ☐ assistance in preparing your case;
- ☐ sending a formal letter of support to the progress committee on your behalf.
- ☐ advice on the format of the meeting;
- ☐ accompanying you to the progress meeting and (if you wish) speaking on your behalf.

8.7 Requests for concessions / examination appeals

If you have lodged an examination appeal (a separate process) or a request for a concession, you should ensure that all relevant information is also included in your submission to SSPC. When the outcome of an examination appeal is still unclear, SSPC will proceed on the basis that the original examination marks stand i.e. SSPC will reach a provisional decision which is subject to the outcome of the examination appeal.

9. **The SSPC hearing**

The SSPC letter will specify the time and location of your hearing, and if in doubt you should ask for directions from a University porter. Make sure that you arrive in good time, and wait outside the meeting room until you are called.

The SSPC normally comprises a Chairperson and between four and eight additional members who will usually be current Advisers of Studies. Your own Adviser of Studies may be present, although not as a Committee member, and there may also be an administrator taking minutes. Some Schools may establish a separate School Student Progress Committee for postgraduate students, in which case the composition of the Committee will differ. However, the same general principles and regulations will apply to postgraduate cases.

Usually the meeting will begin with a brief re-cap of your academic record, and you may be asked to elaborate on some aspects. You will then be given the opportunity to explain the reasons for your academic difficulties, and you may find this easier if you have already put your case in writing. Hearings commonly last between five and fifteen minutes, but you will not be hurried. If you are reluctant to divulge sensitive or highly confidential evidence, you may ask to withdraw from the room with at least two SSPC members to whom you can confide this evidence. They can then convey the strength, although not necessarily the details of this information, to the full Committee. At the conclusion, you will be asked whether you have disclosed everything relating to your situation, and warned that CSAC will not expect to be presented with new evidence at any subsequent appeal.

10. The SSPC decision

Examples of SSPC decisions are listed in 6 above. In reaching its decision, SSPC will take into account your perceived academic ability, whether you have a realistic view of your own strengths and weaknesses and your commitment to your studies. In particular, members will try to ascertain the likelihood of you rescuing the situation, and so a crucial consideration will be whether your problems are likely to recur.

You will normally be asked to withdraw from the meeting while SPSC discusses your case, but you will be recalled to hear its decision, and this will normally be confirmed in writing within five working days. In some cases SSPC may defer its decision while it seeks clarification on certain points, in which case you will be advised that the decision will follow in writing, again within five working days.

Students who wish to appeal an SSPC decision (see below) may normally attend classes pending the outcome of their appeal, provided that they have attained the academic pre-requisites for attendance. You should check the position with your Head of School in the first instance. Granting permission to attend classes is without prejudice to the outcome of the appeal, and attendance does not constitute enrolment/registration. Appellants are not normally permitted to participate in external placements.

11. Appeals to the Central Student Appeals Committee (CSAC)

There is no restriction on the type of evidence which can be presented to CSAC, but CSAC will not normally accept evidence which was previously withheld from SSPC. An appeal against an SSPC decision must be lodged with Quality Assurance and Partnerships within ten working days of the date of the letter confirming the SSPC decision. CSAC will accept a more detailed submission after the deadline, providing the intention to appeal is lodged in time.

You can appeal to CSAC against the following SSPC decisions:

- (i) new evidence has become available which could not have been provided to SSPC (evidence withheld from SSPC will not normally constitute new evidence)
- (ii) there has been a procedural irregularity; or
- (iii) the decision of SSPC was too severe or inappropriate

- (iv) an SSPC target which goes beyond that which would normally be needed to restore your academic standing

Your letter of appeal should explain why you feel SSPC reached the wrong decision in the circumstances, and you should also confirm your intention to attend CSAC. Quality Assurance and Partnerships will then confirm receipt of the appeal and provide details of the date and venue for the hearing.

12. The CSAC appeal hearing

CSAC will comprise a Chairperson and members of staff from some of the schools (i.e. at least five members), none of whom should have dealt previously with your case at SSPC. An administrator will also be present. You are entitled to be accompanied at your appeal hearing, as in 5. above.

CSAC members receive in advance a report of the SSPC hearing, your student record and your letter of appeal. You will normally also receive an advance copy of all the papers which CSAC receives. An SSPC representative will be present to answer questions which may arise. Should you attempt to introduce new evidence at CSAC, you will have to justify your failure to disclose this evidence at the earlier SSPC hearing. Once again, if you are reluctant to divulge anything you should ask for permission to withdraw from the room with at least two CSAC members to whom you can confide this evidence. You will be expected to produce corroborating evidence in support of your case.

13. The CSAC decision

CSAC has the same range of options as SSPC (see 6 and 10 above), but its decision will be final and binding on you and your School. CSAC normally communicates its decision in writing within five working days of the appeal hearing.

14. Applications for re-admission to the University

If you have previously been required to withdraw from the University, then you must apply to the Admissions Office should you subsequently wish to re-register for any course. You must also inform Admissions staff of your previous dealings with SSPC/CSAC. Failure to disclose a previous requirement to withdraw may lead to the rescinding of any offer of admission or to dismissal from the University.

If you have been required to withdraw, you must spend at least two semesters away from the University before you can be re-admitted. It is important to meet any deadlines for admission (e.g. UCAS deadlines) so you should make appropriate enquiries as early as possible. In all cases a School has the right to refuse a student permission to re-register.

Writing Guide

A major element of your work in the Institute of Theology is the presentation of research papers for assessment of your learning and development. Your goal in these essays is to demonstrate your knowledge of the specific subject, ability to research and assimilate scholarly material, and skill in communicating your understanding of the topic.

A paper has six basic elements: title, introduction, body, conclusion, notes, and bibliography. The title must correspond to the content of the paper and the assigned topic. The purpose of the introduction is to prepare the reader to follow your argument in the body of the paper. This is often accomplished by stating your thesis and how you will proceed to establish it. The purpose of the body of the paper is to convince the reader of your thesis. You must organize and develop your arguments in a reasonable and clear manner. Do not drift away from your argument. Avoid the desire to develop ancillary aspects of your topic. It is best to outline your argument before writing in order to insure that the argument flows logically and maintains contact with the thesis statement. The purpose of the conclusion is to restate the thesis and clarify how you have demonstrated that thesis. This involves not only restating the basic argument in outline, but more importantly by highlighting the logical relationships between the arguments and how those arguments work together to establish the thesis. The purpose of notes, either footnotes or endnotes, is to provide important information to the reader without disrupting the flow of your argument in the body of the paper. Notes indicate sources of information, either information you have cited in the body of your paper or information that further develops that aspect of your paper. The purpose of the bibliography is to inform the reader about your sources of information.

A consistent and clear style of citing references in the notes and bibliography is helpful for both writer and readers. The Institute of Theology recommends that students use *The SBL Handbook of Style* (Peabody, MA: Hendrickson, 1999).

The most frequent references are to books and journal articles. Therefore, we provide the following models.

Notes (either footnotes or endnotes are acceptable)

The first reference must provide all information: author, book or article, publication information, and page(s) cited. Subsequent references may simplify: author, book or article, and page(s). For example, the first reference to a book:

Larry W. Hurtado, *The Earliest Christian Artifacts* (Grand Rapids: Eerdmans, 2006), 81.

And any subsequent references to this book in your paper would be abbreviated to Hurtado, *Earliest Christian Artifacts*, 65.

A journal article would be noted as follows:

Francois Bovon, 'Names and Numbers in Early Christianity,' *New Testament Studies* 47 (2001) 267-88.

Any subsequent references to this article would be abbreviated to

Bovon, 'Names and Numbers,' 270.

Bibliography

Use the following models.

Hurtado, Larry W. *The Earliest Christian Artifacts*. Grand Rapids: Eerdmans, 2006.

Bovon, Francois. 'Names and Numbers in Early Christianity.' *New Testament Studies* 47 (2001) 267-88.

Please see *The SBL Handbook of Style* for further guidance.

Theology Library Notes

Resources –

Student Handbook

Library Homepage

- News
- Links
- Guides – *useful when off-site and need help*
- Subject Support – Researchers Handbook, RefWorks [Library Services]
- Newspapers – *Lexis-Nexis (current, electronic, international – database)*
Times Digital Archive (paper of record, 1785-1985 - digitised)
- SHL – quick turn around, high fines. Overnight & 7 day loan
- Main Library – research collection – usually 2 week loan

Online Resources = Link on Library Homepage

- E-Reference
- E-journals
- Electronic databases

Other useful electronic web resources

- Intute <http://www.intute.ac.uk/artsandhumanities/>

Classification Scheme = Library of Congress

Outline of Scheme <http://www.loc.gov/catdir/cpsol/lcco/lcco.html>

QCAT = Library Catalogue

- **Basic searching e.g. (*pride and prejudice*)**
Title search = several results
Add Author to Title = more exact result e.g. (add Austen)
Searching for titles - if necessary use keyword and author

Re-ordering results (*date – both methods, author*)
Limiting searches – branch, Special Collections, journals
Emailing results

Keyword must not be too general e.g. Revolution
Add Author – e.g. Copernicus = better result

Keyword = catastrophist
(unusual word so better chance of a good result)
- **Multi search**

Combining search terms (*no need to use all options*)

- **Journals** e.g. Signs –(*narrow search to Journals Catalogue*)
Hardcopy – in stacks (Tower)
Electronic – current/recent issues
Archive – electronic, only has journal backfiles – older issues e.g. JSTOR

Electronic Journals - some of these are licensed for QUB only. Access to full-text e-journal contents is possible through several routes.

- **My Account** (*renewals, items on loan, no stamping now*)
Important to check this regularly as status of book may change – from 2 week loan to 1 week loan if there are reservations/recalls

Electronic Resources

Password protected off-site – see **Library Guides** link on Library Homepage
Access and Authentication - Electronic Resources

Please use **Printing** and **Downloading** protocols given with each resource

Copyright and data base rights apply – copyright protects the author, not the user.
Resources are used in compliance with Terms & Conditions and logging onto resource signifies agreement to comply.

EXIT & LOG OUT when finished searching to allow others access to the resource

Subject Librarian: Deirdre Wildy (ext 3721) d.wildy@qub.ac.uk

Library Homepage www.qub.ac.uk/lib

Non-QUB registered members of the Institute of Theology have differing access levels. With the exception of ATLA & ATLAS licensed QUB electronic resources will not be available off-site and some may not be available on-site either.

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## QSearch

**Library homepage** – *Online Resources* option

**Sub-categories** – pre-selected reference resources.

**General** – need to combine with a **Subject** e.g. *Arts & Humanities*  
This brings up a list of relevant electronic resources

This can be further refined to produce a list of resources relevant to **Music** by selecting *Music* from the list of **Sub-Categories**.

Searches can be combined so that you search across all those databases you select (click in box to select a database).

Initially I think it is better to select one database at a time and work within it.

This way you become familiar with the native interface of a resource (database) and how it works.

As your information literacy and information skills improve with increasing familiarity with the different resources you can start combining resources for a single search. Please be aware that this may slow down your search and it may also bring back too many results – which is as bad as no results.

Some resources (databases) have no Check Box because they are so extensive and a search would grind to a halt if combined with another resource.

## **JSTOR**

Database

Complete archive of core scholarly journals

Full-text (digitised) from 1800, continuously updated

Search across disciplines

3 - 5 year gap between availability on JSTOR and recent (current) issues

Useful information & Tutorial for JSTOR available in *About* section, select *Using JSTOR*

I recommend General Handout in the *Handouts* section and *Tutorials* section – only 2 & 2.5 mins long – good time investment now saves time in the long run.

Title search in QCAT & narrow to Electronic Journals catalogue.

Results = several options, many relate to specific "Collections" in JSTOR.

Please select **JSTOR, the scholarly journal archive [electronic resource]**

This option searches across all JSTOR collections at QUB = most efficient search mechanism

## **Project MUSE**

Project MUSE provides 100% full-text online access to over 300 high quality humanities, arts, and social sciences journals from 60 scholarly publishers.

Title search in QCAT & narrow to Electronic Journals catalogue.

**Current** content in other E-Journals

A-Z list – click *Online Resources* link on *Library Homepage* [www.qub.ac.uk/lib](http://www.qub.ac.uk/lib)

or

Search in QCAT – restricting to Electronic Journals Catalogue

**DOAJ** – Directory of Open Access Journals (*Title search in QCAT*) **FREE to ALL**

Free, full-text, quality controlled, scientific and scholarly

## How to use JSTOR -

### Remember -

1. Check Full-text only
2. Change relevance ranking to suit your requirements
3. Select **Disciple** if your search generates too many results

### Search Tips in JSTOR (these are just a few options)

- Search for a phrase – use quotation marks “stock options”
  - Search by Author – use brackets ( ) – name in any order
  - Combining search terms – **AND** – various options **AND**, **&&**, **&**, **+word** (*note no space*)  
**OR**, **NOT**,
  - Wildcards – single character – handy for US /UK spelling ? e.g. *organi?sation*  
- multiple characters - \* - endings of words, plurals e.g. *feminis\**
  - Searching for plurals – search singular and plural form of a word at the same time - **&**  
e.g. **cat&** *this will search for cat and cats at the same time*  
**box&** *will search for box and boxes*
- this will not locate irregular plurals (person/people) or foreign language words (beau/beaux).

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- **Intute – E-journals FREE**
<http://www.intute.ac.uk/artsandhumanities/ejournals.html>

Peer-reviewed, over 100 e-journals in Arts & Humanities subjects. Each journal makes all, or a substantial amount, of its content freely available. Most, if not all, of the journals also have an editorial or review board to referee submissions, as well as a description of their scope and submission guidelines.

- **SEARC'S WEB GUIDE**
Irish Journals <http://www.searcs-web.com/journals.html>
This might be useful.

When using full-text databases it's a good idea to read the *Introduction/About* section early so that you know the **actual** scope of the resource – not what you think it might be/ought to be.

Be aware also that the quality of the **indexing** will be reflected in your results.

Consider **bias** of editors (TLS), biographers (2004 Edition of ONBD VS early 20th century edition)

Electronic Resources – QUB

(Password protected off-site – use QOL)

- **E-reference** – See **QSearch** – Click *Online Resources* link on Library Home page
www.qub.ac.uk/lib

Some electronic reference resources that may be of interest -

ODNB – Oxford Dictionary of National Biography

(Title search in QCAT, narrow to Electronic Journals catalogue)

50,000 biographies

People who shaped the history of the British Isles and beyond

From the earliest times to the year 2001

Full-text, continuously updated

Additional archival information

Links

OED – Oxford English Dictionary

(Title search in QCAT, narrow to Electronic Journals catalogue)

Covers words from across the English-speaking world

Etymological analysis

Lists variant spellings

Shows pronunciation

- **Times Digital Archive 1785-1985** (Title search in QCAT or A-Z list)
Search through the complete digital edition of The Times (London)
Use keyword searching and hit-term highlighting to retrieve full facsimile images of either a specific article or a complete page.
Entire newspaper is captured, with all articles, advertisements, illustrations and photos divided into categories to facilitate searching.
- **ECCO** – Eighteenth Century Collections Online *(Title search in QCAT)*
Based on English Short Title catalogue bibliography
Books, broadsides, Bibles, tracts, sermons and printed ephemera
Full-text, digitised facsimiles
Search across all titles
- **EEBO** – Early English Books Online *(Title search in QCAT)*
Based on titles listed in Pollard & Redgrave, Wing and Thomason Tracts
Full-text, digitised facsimiles
Search across all titles

- **OCLC databases**

Suite of databases in a variety of subject areas
Useful for literature review, inter library loans
Lists archival resources

Included in OCLC FirstSearch is –

ATLAReligion

Religious and theological literature for students and faculty

Why select this database?

- Supports religious and theological scholarship in graduate education and faculty research.
- Contains thousands of citations from international titles and multi-author works in the field of religion.
- Includes a full range of index citations to journal articles, essays in multi-author works, and book reviews from three ATLA print indexes: Religion Index One (RIO), Religion Index Two (RIT), and Index to Book Reviews in Religion (IBRR).
- Spans over 50 years with selected records going back to 1818.

ATLAS

Full-text articles on religion and theology

Why select this database?

- Supports religious and theological scholarship in graduate education and faculty research.
- Contains the **full text** of thousands of journal articles and book reviews from international titles and multi-author works in the field of religion.
- Spans over 50 years.

QUB registered staff & students can access ATLA & ATLAS via OCLC Firstsearch using QUB email and password (this is preferred method).

Members of the Institute of Theology but not QUB registered staff & students have access to ATLA & ATLAS using the username and password supplied by Kim at the Theology Office.

Please email theology@qub.ac.uk for this information. It is necessary for us to keep a record of people to whom the access details are given.

Library Homepage www.qub.ac.uk/lib

Information Literacy

If using web resources (non QUB) please complete the online tutorials here first, they are subject specific.

www.intute.ac.uk – select Arts and Humanities

Internet Detective <http://www.vts.intute.ac.uk/detective/> Virtual Training Suite

Tutorial to develop Internet search skills through critical thinking

And also - <http://www.vts.intute.ac.uk/detective/> Internet Detective

Evaluating sources – (students may find the following useful)

<http://www.kyvl.org/html/tutorial/research/whatcrit.shtml>

<http://www.csulb.edu/library/instruction/biblio2.html>

The following web links will provide information that may help to clarify types of resources

<http://library.louisville.edu/infoliteracy/>

Useful interactive tutorials (quick) concerned with Information literacy and “what makes a journal scholarly?” <http://www.rci.rutgers.edu/%7Eestec/tutorials/scholarly.htm>

Plagiarism

<http://library.acadiau.ca/tutorials/plagiarism/>

How not to Plagiarise -

<http://www.utoronto.ca/writing/pdf/plagsep.pdf>

Prepared 18 July 2007 by Dr. Margaret Procter, U of T Coordinator of Writing Support, for use at the University of Toronto. (Accessed 20070924)

Issues to be aware of include –

- Plagiarism
- Copyright
- QUB library resources
- Help – self/professional
- Subject specific resources + help notes

Glossary of library and information terms at QUB

<http://www.qub.ac.uk/directorates/InformationServices/TheLibrary/FileStore/Filetoupload.11378.en.doc>

Useful IT related information here:

www.qub.ac.uk/student

Some full-text electronic journal resources available –

Cambridge Journals Online

- Online content delivery service for Cambridge University Press's collection of nearly 200 leading journals across the sciences, social sciences and humanities

Highwire Press

- Provides access to abstracts and free full text journal content (mainly SCIENCE)

Ingenta

- Full-text database covering journals in a wide range of subject areas

JSTOR, the scholarly journal archive

- Archive of back issues of various journals

Oxford journals archive online

- Archives contain the content of each journal from Volume 1, Issue 1 to end of 1995
- Post 1995 issues available for selected journals only

Sage journals online

SAGE is currently in the process of updating and loading back-file issues to the journals hosted on SAGE Journals Online. Please note that some of the back-file journal issues may be temporarily unavailable during this enhancement process. Index of titles available.

ScienceDirect

- Full-text access to over 1000 journals from Elsevier and a few other related publishers
- Variety of subject areas: science, medicine, engineering, business, management & social sciences

Synergy

Provides access to full text of Blackwells and Munksgaard journals subscribed to by QUB.

Times Digital Archive

Search through the complete digital edition of The Times (London), using keyword searching and hit-term highlighting to retrieve full facsimile images of either a specific article or a complete page.

Times Literary Supplement Centenary Archive

- Useful for researchers of English literature, other humanities or social science subjects
- Possible to track literary activity and critical opinion makers of the 20th century
- Over 250,000 reviews, letters, poems and articles in more than 5,000 issues of the TLS
- Identities of anonymous contributors disclosed

TLS subscriber archive

- Gives exclusive access to articles from every issue of the TLS from 1994
- Issues are added to the Archive one month after publication

Ulrich's international periodicals directory

WHAT IS ULRICH'S PERIODICALS DIRECTORY™?

- Ulrich's Periodicals Directory™ is a bibliographic database providing detailed, comprehensive, and authoritative information on serials published throughout the world
- It covers all subjects, and includes publications that are published regularly or irregularly and are circulated free of charge or by paid subscription

WHO USES ULRICH'S PERIODICALS DIRECTORY?

- Ulrich's, as it is commonly known, is a global and authoritative bibliographic reference and serials management tool used extensively by academic library staff, faculty and students, staff and patrons in public and special libraries, publishers, subscription agencies, corporations, and researchers worldwide

HOW OFTEN IS THE ULRICH'S DATABASE UPDATED?

- Ulrichsweb.com users have access to the most current or latest data on a weekly basis

Wiley InterScience online journals

- Online journals published by Wiley to which QUB has full-text access
- Mainly Science & Business, includes Law, Education and Social Sciences

Other useful web resources ALL FREE

AHDS - Arts & Humanities Data Service www.ahds.ac.uk

Provides access to over 600 online data collections of primary source material

e.g. Census Statistics <http://ahds.ac.uk/history/collections/census-statistics.htm>

- **INTUTE www.intute.ac.uk**
Hub for *accessing online humanities resources*
Compiled in collaboration with subject specialists
Reliable resource which can be trusted
Supported by JISC, AHRB and hosted by University of Oxford
- **Humanities (General)**
<http://www.intute.ac.uk/artsandhumanities/humanities-all/>