

**UNIVERSITY OF ABERDEEN
SCHOOL OF DIVINITY, HISTORY & PHILOSOPHY**

STAFF HANDBOOK

for academic staff and tutors

2011–2012

IMPORTANT INFORMATION

This Handbook is produced in addition to the guidance given by the following sources: the DHP Undergraduate Student Handbook, the DHP Postgraduate Student Handbook and the DHP Health and Safety Handbook, all of which can be accessed from the School's webpages.

Staff should note that they have an obligation to familiarise themselves with the contents of all of these, as well as with the following University resources:

- The University's Human Resource Policies and Procedures: <http://www.abdn.ac.uk/hr/policy/>
- Academic Quality Guide: <http://www.abdn.ac.uk/registry/quality/>
- General Regulations for First Degrees: <http://www.abdn.ac.uk/registry/calendar/generalregulations.php>
- General Regulations for Postgraduate Degrees: <http://www.abdn.ac.uk/registry/calendar/postgraduate.php>

Staff should also spend time browsing the University's webpages, where most information about the University's departments, people, procedures, policies and regulations can be found: <http://www.abdn.ac.uk/staff/index.php>

CONTENTS

| | |
|--|-----------|
| IMPORTANT INFORMATION | 1 |
| PART 1: ADMINISTRATION | 5 |
| INTRODUCTION | 5 |
| INDUCTION FOR NEW STAFF | 5 |
| MANAGEMENT | 5 |
| KEY STAFF | 6 |
| ACADEMIC STAFF OFFICES..... | 7 |
| SCHOOL ADMINISTRATIVE OFFICES | 7 |
| SCHOOL COMMITTEES | 8 |
| THE ACADEMIC YEAR (2011–2012) | 9 |
| PRESENCE POLICY | 10 |
| ABSENCE (HOLIDAYS, SICKNESS AND RESEARCH TRIPS)..... | 10 |
| STAFF RESPONSIBILITIES..... | 11 |
| IT AND OTHER RESOURCES..... | 12 |
| FINANCE AND FUNDING | 13 |
| HEALTH AND SAFETY | 13 |
| SECURITY | 14 |
| PART 2: TEACHING AND LEARNING..... | 14 |
| PROGRAMME AND COURSE CO-ORDINATION | 14 |
| ADMISSIONS..... | 14 |
| ADVISORS OF STUDIES..... | 15 |
| CHANGES TO A STUDENT’S CURRICULUM | 15 |
| SUPPORT AVAILABLE TO STUDENTS..... | 16 |
| DISABILITIES (INCLUDING DYSLEXIA)..... | 16 |
| EXTENUATING CIRCUMSTANCES AND MEDICAL CERTIFICATES..... | 17 |
| MONITORING STUDENTS’ PROGRESS AND ATTENDANCE | 17 |
| <i>Procedure (new for 2011-2012 onwards).....</i> | <i>18</i> |
| <i>Monitoring Criteria.....</i> | <i>18</i> |
| <i>Consequences of C7.....</i> | <i>18</i> |
| PROGRAMMES AND COURSES | 19 |
| <i>New Course Proposals and Changes to Courses (SENAS)</i> | <i>19</i> |
| <i>Curriculum Reform.....</i> | <i>19</i> |
| <i>Course Outlines.....</i> | <i>20</i> |
| <i>Course Pre-requisites.....</i> | <i>20</i> |
| <i>Core Courses for Honours</i> | <i>20</i> |

| | |
|--|----|
| <i>Credits and Workload</i> | 20 |
| <i>Generic Skills</i> | 20 |
| <i>Course Guides and Materials</i> | 21 |
| <i>MyAberdeen</i> | 21 |
| <i>Submission of Coursework</i> | 21 |
| <i>Extensions</i> | 21 |
| <i>Penalties for Late Submission</i> | 22 |
| <i>Marking: The University's Common Assessment Scale (CAS)</i> | 22 |
| <i>Return of Coursework to Students</i> | 23 |
| <i>Feedback</i> | 23 |
| PLAGIARISM..... | 24 |
| EXAMINATIONS..... | 25 |
| <i>Instructions for Giving Guidance to Students about Written Examinations</i> | 25 |
| <i>Marking Examinations</i> | 26 |
| <i>Documentation to be Sent to External Examiners</i> | 26 |
| <i>Return of Examination Scripts from the External Examiners</i> | 27 |
| <i>Examination Boards</i> | 28 |
| <i>Guidelines for Staff In the Setting of Examination Papers</i> | 28 |
| <i>Specific Instructions for Philosophy Examination Papers</i> | 29 |
| DEGREE CLASSIFICATION..... | 29 |
| <i>The Grade Spectrum</i> | 29 |
| <i>Requirements for the Honours Degree</i> | 30 |
| APPEALS..... | 32 |
| PART 3: FOR TUTORS | 32 |
| MEETINGS..... | 33 |
| ADVISORS OF STUDIES..... | 33 |
| COURSE GUIDES..... | 33 |
| TUTORS' DUTIES..... | 34 |
| <i>Preparing Tutorials</i> | 34 |
| <i>Conducting Tutorials</i> | 34 |
| <i>Keeping Records of Student Attendance</i> | 34 |
| <i>Dealing with Requests for Extensions</i> | 35 |
| <i>Marking and Returning Work</i> | 35 |
| <i>Student and Course Administration</i> | 36 |
| <i>Literature Used in the Course</i> | 36 |
| <i>Student Course Evaluation Forms</i> | 36 |
| WHAT DO I DO IF I SUSPECT THAT A STUDENT'S WORK IS PLAGIARISED?..... | 37 |

NON-ACADEMIC PROBLEMS 37

WHAT TO TELL STUDENTS AT THE FIRST TUTORIAL 38

TEACHING STRATEGIES..... 38

PART 4: RESEARCH 39

TRAVEL AND SUBSISTENCE ALLOWANCE 39

SCHOOL RESEARCH FUNDING 39

RESEARCH GRANTS..... 40

RESEARCH LEAVE 40

APPLICATIONS FOR RESEARCH LEAVE 40

APPLICATIONS FOR POSTDOCTORAL STUDY ASSISTANTS..... 41

COMMENTS AND SUGGESTIONS..... 41

PART 1: ADMINISTRATION

INTRODUCTION

The School of Divinity, History and Philosophy is one of six Schools within the College of Arts and Social Sciences and is comprised of four disciplines – Divinity & Religious Studies, History (which includes Cultural History), History of Art, and Philosophy.

The School includes over 50 full-time lecturing staff, part-time teaching fellows and research fellows and a team of eight administrative staff. More information about the School can be found on the School web pages:

www.abdn.ac.uk/sdhp

The web pages of the various disciplines within the School are to be found at:

Divinity & Religious Studies (DR) www.abdn.ac.uk/divinity

History (HI) www.abdn.ac.uk/history

Cultural History (CU) www.abdn.ac.uk/ch

History of Art (HA) www.abdn.ac.uk/hoart

Philosophy (PH) <http://www.abdn.ac.uk/philosophy/>

INDUCTION FOR NEW STAFF

The University offers a number of courses for new staff, including a 3-day course in September and February which is a compulsory element of academic probation. Details of this and other courses (including IT courses) can be found on the University's webpages. The College also runs an induction session for all staff new to the University.

On being appointed, you will be given an Induction Facilitator (for academic members of staff this will normally be the relevant Deputy Head of School). You will also receive an Induction Folder containing important information about the School, College and University.

Your Induction Facilitator will arrange an informal meeting with you soon after you start and will take you through the contents of the Folder, including running through the induction checklist of things to do and people to meet during your first few weeks in order to help you make a smooth transition into your new role.

MANAGEMENT

The Head of School, has overall responsibility for the operational management of academic matters within the School, including the line-management of academic staff, and reports to the Head of College. In practice, various aspects of the academic management of the School are delegated to the Deputy Heads of School, Undergraduate and Postgraduate Co-ordinators, and other key staff.

Governance of the School is overseen by four Committees: the School Executive Committee, the Teaching & Learning Committee, the Research Committee and the Postgraduate Studies Committee.

KEY STAFF**Executive Staff**

| | | |
|--|--------------------------|--|
| Head of School | Dr Philip Ziegler | p.ziegler@abdn.ac.uk |
| Deputy Head of School (DR; PH) | Dr Christopher Brittain | c.brittain@abdn.ac.uk |
| Deputy Head of School (CU; HA; HI) | Dr Thomas Nichols | t.nichols@abdn.ac.uk |
| School Director of Teaching & Learning | Dr Alastair J. Macdonald | a.j.macdoanld@abdn.ac.uk |
| School Director of Research | Dr Anthony Heywood | t.heywood@abdn.ac.uk |
| School Postgraduate Officer | Dr Andrew Clarke | a.d.clarke@abdn.ac.uk |

Undergraduate Programme Co-ordinators (UGPCs)

| | | |
|------------------------------|---------------------------|--|
| Divinity & Religious Studies | Dr Jutta Leonhardt-Balzer | j.leonhardt-balzer@abdn.ac.uk |
| History of Art | Dr Mary Pryor | m.pryor-hoa@abdn.ac.uk |
| History and Cultural History | Dr Andrew Mackillop | a.mackillop@abdn.ac.uk |
| Philosophy | Dr Ulrich Stegmann | u.stegmann@abdn.ac.uk |

Postgraduate Programme Co-ordinators (PGPCs)

| | | |
|---|--------------------------------------|--|
| School PGT Programmes Co-ordinator | Dr R. O'Connor | r.oconnor@abdn.ac.uk |
| Art and Business (MLitt) | Dr T. Nichols | t.nichols@abdn.ac.uk |
| Art in Scotland (M Litt) | Dr T. Nichols | t.nichols@abdn.ac.uk |
| Biblical Theology (MTh) | Dr T. Bokedal | t.bokedal@abdn.ac.uk |
| Church History (MTh) | Dr M.Ehrenschtndtner | m.ehrenschtndtner@abdn.ac.uk |
| Cultural History (MLitt) | Dr E. MacKnight | e.macknight@abdn.ac.uk |
| History and Philosophy of Science (MLitt) | Dr G. Bacciagaluppi | g.bacciagaluppi@abdn.ac.uk |
| Jewish Studies (MLitt) | Prof. J. Schaper | j.schaper@abdn.ac.uk |
| Medieval Studies (MLitt) | Dr F. Pedersen | f.pedersen@abdn.ac.uk |
| Doctor of Ministry (DMin) | Prof. T. Greggs | t.greggs@abdn.ac.uk |
| Modern Historical Studies (MLitt) | Dr E. MacKnight | e.macknight@abdn.ac.uk |
| Pastoral Studies (PgDip) | Prof. J. Swinton | j.swinton@abdn.ac.uk |
| Philosophy (MLitt) | Dr G. Bacciagaluppi | g.bacciagaluppi@abdn.ac.uk |
| Philosophy (MRes) | Dr G. Bacciagaluppi Dr P. Sweeney | g.bacciagaluppi@abdn.ac.uk p.sweeney@abdn.ac.uk |
| Practical Theology & Christian Ethics (MTh) | Prof. J. Swinton | j.swinton@abdn.ac.uk |
| Renaissance & Early Modern Studies (MLitt) | Prof T.Bartlett | t.bartlett@abdn.ac.uk |
| Scandinavian Studies (MLitt) | Prof S. Brink | s.brink@abdn.ac.uk |
| Viking & Medieval Studies (MLitt) | Prof S. Brink | s.brink@abdn.ac.uk |
| Systematic Theology (MTh) | Dr P. Ziegler | p.ziegler@abdn.ac.uk |
| Theology & Religious Studies (MTh) | Dr C. Brittain | c.brittain@abdn.ac.uk |

Administrative Staff

| | | | |
|----------------------------------|-----------------------------|------|--|
| History of Art | Mrs K. Brebner | 3733 | k.brebner@abdn.ac.uk |
| History (Honours) | Mrs G. Brown | 2454 | gillian.brown@abdn.ac.uk |
| History (Sub-Honours) | Mrs B. McGillivray | 2199 | b.mcgillivray@abdn.ac.uk |
| Divinity & Religious Studies | Ms D. Allan Mrs B. Quinn | 2366 | divrs@abdn.ac.uk |
| Philosophy | Mrs S. Webb | 3986 | philosophy@abdn.ac.uk |
| Postgraduate Research Studies | Mrs H. Thomas | 2890 | h.thomas@abdn.ac.uk |
| Postgraduate Applications | Miss L. Roberts | 2380 | dhp-pgs@abdn.ac.uk |
| Northern Institute of Philosophy | Mrs S. Coull | 3660 | s.coull@abdn.ac.uk |
| School Executive Assistant | Ms R. Hughes | 3903 | r.hughes@abdn.ac.uk |
| School Administrative Officer | Ms S. James | 3158 | sarah.james@abdn.ac.uk |

Further information about all School staff, including their email addresses, room numbers and telephone extensions, can be found on the School web pages.

ACADEMIC STAFF OFFICES

Members of the School's academic staff have offices that are located in various buildings around the Old Aberdeen campus. Please refer to the campus map at: <http://www.abdn.ac.uk/central/vcampus/kings/index.shtml> for further details.

| | |
|------------------------------|--------------------------------|
| Divinity & Religious Studies | King's Quadrangle, High Street |
| History and Cultural History | Crombie Annexe, Meston Walk |
| History of Art | Rear of King's Quadrangle |
| Philosophy | The Old Brewery, High Street |

SCHOOL ADMINISTRATIVE OFFICES

The School administrative offices are located in King's Quadrangle (KCG11a,b,c and KCG12). The offices are open from 09:00 to 12:30 and from 13:30 to 16:00 Monday to Friday. Please notify the secretaries of your out-of-office contact details and let them know your office hours. This will help them to deal with student enquiries.

Role of the Administrative Staff

The core role of the secretaries is to provide course- and student-related administration following the University's agreed processes and procedures. Unlike some universities, at Aberdeen the role of the secretaries is not to provide clerical or personal assistance and staff should therefore note that the secretaries cannot undertake the following types of task:

- General secretarial work such as correspondence or photocopying.
- Personal travel arrangements.

- Personal secretarial assistance.
- Secretarial assistance for your research.
- Typing up research papers, typescripts or reports.
- Assisting with the preparation (e.g. typing/proofing) of publications, books or articles.
- Non-standard administration (e.g. non-University-agreed procedures).

Because it is essential that we maintain harmonized administrative procedures across the School, College and University, members of the academic staff should not ask any of the secretaries to change a procedure or document. This will almost always have an impact further down the line affecting your colleagues in the other disciplines or departments of the University, and therefore reducing the effectiveness of the School's administration. If you think something could be done differently, or a procedure improved, then please speak with the School Administrative Officer, who will be happy to discuss with you the suggested change and, if it is agreed, build it into the planned continuous improvement of the School's administrative procedures.

SCHOOL COMMITTEES

The School oversees its activities through a series of formal Committees whose remit and membership is authorised by the University and College Governance Framework. The Committees are as follows.

Executive Committee

Chaired by the Head of School, this is the primary strategic planning body for the School, ensuring compliance with College and University policy. It convenes once per month and its membership is made up of the Executive Officers of the School. It reports through its Chair to the College Executive Committee.

Research Committee

Chaired by the School Director of Research, this Committee is responsible for making and implementing strategic policy on research matters within the School, ensuring compliance with College and University policy on Research and with internal and external quality assurance. It convenes a minimum of twice per half-session. It reports through its Chair to the College Research Committee.

Teaching and Learning Committee

Chaired by the School Director of Teaching and Learning, this Committee is responsible for making and implementing strategic policy on Teaching and Learning matters within the School, ensuring compliance with College and University policy on Teaching and Learning and with internal and external quality assurance. It convenes a minimum of twice per half-session. It reports through its Chair to the College Teaching and Learning Committee.

Postgraduate Studies Committee

Chaired by the School Postgraduate Officer, this Committee is responsible for making and implementing strategic policy on Postgraduate matters within the School and ensuring compliance with University policy on Postgraduate

matters, and convenes a minimum of twice per half-session. It reports through its Chair to the College Postgraduate School Committee.

Other School Meetings

In addition to the formal Governance meetings, the School holds School Meetings once per half-session and the disciplines hold meetings twice per half session. These meetings are opportunities for all members of staff to contribute to the direction of the school.

Members of staff who wish to bring items to the attention of the formal Committees should do so through their discipline representative.

THE ACADEMIC YEAR (2011–2012)

| | | |
|---------|--------------------------------------|---|
| Week1 | 11 July 2011 -15 July 2011 | Student Summer Vacation |
| Week 2 | 18 July 2011 -22 July 2011 | Student Summer Vacation |
| Week 3 | 25 July 2011 -29 July 2011 | Student Summer Vacation |
| Week 4 | 01 August 2011 -05 August 2011 | August Resits (Resits start Sat 6 August) |
| Week 5 | 08 August 2011 -12 August 2011 | August Resits |
| Week 6 | 15 August 2011 -19 August 2011 | August Resits |
| Week 7 | 22 August 2011 -26 August 2011 | Student Summer Vacation |
| Week 8 | 29 August 2011 -02 September 2011 | Student Summer Vacation |
| Week 9 | 05 September 2011 -09 September 2011 | Student Summer Vacation |
| Week 10 | 12 September 2011 -16 September 2011 | Student Summer Vacation |
| Week 11 | 19 September 2011 -23 September 2011 | Advising Week |
| Week 12 | 26 September 2011 -30 September 2011 | Commencement of Teaching 1st half session |
| Week 13 | 03 October 2011 -07 October 2011 | Teaching 1st half session |
| Week 14 | 10 October 2011 -14 October 2011 | Teaching 1st half session |
| Week 15 | 17 October 2011 -21 October 2011 | Teaching 1st half session |
| Week 16 | 24 October 2011 -28 October 2011 | Teaching 1st half session |
| Week 17 | 31 October 2011 -04 November 2011 | Teaching 1st half session |
| Week 18 | 07 November 2011 -11 November 2011 | Teaching 1st half session |
| Week 19 | 14 November 2011 -18 November 2011 | Teaching 1st half session |
| Week 20 | 21 November 2011 -25 November 2011 | Teaching 1st half session |
| Week 21 | 28 November 2011 -02 December 2011 | Teaching 1st half session |
| Week 22 | 05 December 2011 -09 December 2011 | Teaching 1st half session |
| Week 23 | 12 December 2011 -16 December 2011 | Teaching 1st half session |
| Week 24 | 19 December 2011 -23 December 2011 | Student Christmas Vacation |
| Week 25 | 26 December 2011 -30 December 2011 | Student Christmas Vacation |
| Week 26 | 02 January 2012 -06 January 2012 | Student Christmas Vacation |
| Week 27 | 09 January 2012 -13 January 2012 | Revision Week/Exam Diet (Exams start Sat14 January) |
| Week 28 | 16 January 2012 -20 January 2012 | Exam Week |
| Week 29 | 23 January 2012 -27 January 2012 | Exam Week |
| Week 30 | 30 January 2012 -03 February 2012 | Commencement of Teaching 2nd half session |
| Week 31 | 06 February 2012 -10 February 2012 | Teaching 2nd half session |
| Week 32 | 13 February 2012 -17 February 2012 | Teaching 2nd half session |

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|---------|------------------------------------|--|
| Week 33 | 20 February 2012 -24 February 2012 | Teaching 2nd half session |
| Week 34 | 27 February 2012 -02 March 2012 | Teaching 2nd half session |
| Week 35 | 05 March 2012 -09 March 2012 | Teaching 2nd half session |
| Week 36 | 12 March 2012 -16 March 2012 | Teaching 2nd half session |
| Week 37 | 19 March 2012 -23 March 2012 | Teaching 2nd half session |
| Week 38 | 26 March 2012 -30 March 2012 | Student Spring Vacation |
| Week 39 | 02 April 2012 -06 April 2012 | Student Spring Vacation |
| Week 40 | 09 April 2012 -13 April 2012 | Student Spring Vacation |
| Week 41 | 16 April 2012 -20 April 2012 | Teaching 2nd half session |
| Week 42 | 23 April 2012 -27 April 2012 | Teaching 2nd half session |
| Week 43 | 30 April 2012 -04 May 2012 | Teaching 2nd half session |
| Week 44 | 07 May 2012 -11 May 2012 | Teaching 2nd half session |
| Week 45 | 14 May 2012 -18 May 2012 | Revision Week/Exam Diet (Exams start Sat 19 May) |
| Week 46 | 21 May 2012 -25 May 2012 | Exam Week |
| Week 47 | 28 May 2012 -01 June 2012 | Exam Week |
| Week 48 | 04 June 2012 -08 June 2012 | Exam Week |
| Week 49 | 11 June 2012 -15 June 2012 | Exam Boards |
| Week 50 | 18 June 2012 -22 June 2012 | Student Summer Vacation |
| Week 51 | 25 June 2012 -29 June 2012 | Student Summer Vacation |
| Week 52 | 02 July 2012 -06 July 2012 | Student Summer Vacation /Graduation Week |

PRESENCE POLICY

In order to deliver the University's obligations to its students, the University has a presence policy which requires academic staff to be present in the University during the following periods (unshaded in the calendar above), which is a total of 36 weeks:

- The two 12-week teaching semesters
- Advising week
- Revision weeks
- Examinations (including Resits), Marking and Examination Boards

If you wish to be away from the University for any reason during any of the periods specified above, you must seek the permission of the Deputy Head of School before making any arrangements, and agreement must be reached that any work requiring to be covered can be done so adequately by another member of staff. It is likely that only in very exceptional circumstances (e.g. for business-critical activity) will absence during these periods be granted. During the remaining 16 weeks of the year (shaded grey in the calendar above), staff are free to take their holidays (41 days for full-time permanent members of academic staff) and research trips.

ABSENCE (HOLIDAYS, SICKNESS AND RESEARCH TRIPS)

The School adheres to the University policies on annual leave and sickness absence. The Regulations are available at the following site:

<http://www.abdn.ac.uk/hr/uploads/files/annual%20leave%20academic%20academic%20related%20-%20jul09.pdf>

Members of academic staff are responsible for advising the Head of School of the dates of all leave they take (holiday, sickness or research trips).

Annual Leave and Research Trips

Annual leave (41 days for full-time permanent members of academic staff) and research trips must be taken outside the official term dates covering the period of advising, induction, teaching and revision, and outside the official exam diets in January, May and August, as indicated in the Presence Policy above. Leave can be taken during these periods only if it is agreed with the Deputy Head of School in advance, and depends on whether arrangements for cover can be made.

Staff must first request the permission of the Deputy Head of School; once the request has been approved email the School Executive Assistant with the dates of the absence and the reason (i.e. holiday or research trip). If you do not specify whether your leave is holiday or research, it will be assumed that it is holiday.

The annual leave period is 1 October to 30 September. Holidays not taken by 31 March of the following year shall lapse. Academic members of staff are entitled to 41 days holiday with pay. This is comprised of 30 days annual leave, 8 days public holidays, and 3 days that are University closed days (normally during the Christmas/New Year period).

Sickness

If members of academic staff are prevented by illness from coming into work they should contact the Deputy Head of School and the Executive Assistant on the first day of absence. The reason for absence should be given with an estimate of its probable duration, in order that arrangements for cover can be made where necessary.

For all periods of absence of 1–7 days, a University self-certification of sickness absence form must be completed and provided to Executive Assistant on your return to work. The self-certificate form is available at www.abdn.ac.uk/finance/pay/docs/01_self_certificate_Jun07.xls. For absences exceeding 7 days duration (including non-working days), all staff are required to submit a Fit Note from their General Practitioner or Consultant.

STAFF RESPONSIBILITIES

All academic staff are required to contribute to the preparation of teaching and learning materials, course guides, etc. for the following session. If you will be off campus during the summer months you should make provision to do this work at a distance as your share should not fall on colleagues. You should therefore discuss this with the Programme Co-ordinator and agree how such work will be undertaken.

Some academic staff find it useful to work at home occasionally and, while we do not wish to be unnecessarily restrictive, you should remember that various colleagues may need to contact you and that we all must share the tasks of dealing with such matters as student enquiries. If you are rarely here, your share will fall on colleagues and this may therefore become an issue to be dealt with by the Head of School.

Staff may want to attend national and international conferences, to travel for research purposes and to accept speaking engagements. However, we ask that in making such arrangements you remain mindful of your obligations to the University and your colleagues, and request the permission of the Deputy Head of School in advance of all such absences from campus. If such absences are approved, you should then inform the Head of School and Executive Assistant.

There are also a number of regularly-occurring events which are important to the successful running of the School and in which you are expected to take part: MA Applicant Day in March and Open Day in August for intending students, plus Graduation, and School events to welcome new students and mark the graduation of students, for example.

IT AND OTHER RESOURCES

Email and Calendar

The e-mail system used in the University is Microsoft Outlook. All important communication within the School and University is via email. It is therefore extremely important that all staff familiarize themselves with the system and check their email daily. Microsoft Outlook includes a diary (Outlook Calendar). It is a University requirement that all staff use Microsoft Outlook Calendar to set up and record all teaching periods and meetings, and to indicate all periods when the staff member is not on campus (e.g. working from home, on a research trip, at a conference).

Out of Office Contact Details

When you are to be away from campus for more than 1 or 2 days (whether on research trips, conferences, holidays or other absences), please leave a message on your voice mail giving another number for calls, such as the UGPC or Secretary's number. You should also set up an automatic response on your e-mail indicating who should be contacted if the matter cannot wait for your return.

Office Space and Equipment

All staff will be supplied with a desktop PC and telephone. (Note that the University does not support Apple Mac.)

Most lecture and seminar rooms are equipped with an extensive range of audio-visual equipment. The School owns a few laptops and other equipment that is available to borrow from the School Office.

All computing problems – whether in classrooms or staff offices – should be reported as soon as possible to the DIT ServiceDesk (3636; servicedesk@abdn.ac.uk). Problems with fixed equipment, such as lighting, heating, electricity supply, shelving, water leakage etc., should be reported to Estates (3333). It is wise to check first with the Secretary whether the problem has already been reported.

Printing, Scanning and Photocopying

Most printing on campus is via a multi-function device (MFD). When printing on campus, you send your output to a holding queue. You can then print from this queue at any of the MFDs and printers using either your ID card or your username and password to login.

MFDs are capable of copying and scanning to your email account, as well as printing selected items from your print queue. Default settings are double-sided, black and white A4 printing. Some MFDs also offer A3 and colour printing.

Note that the School has to pay for printing and photocopying, and individual staff will be charged if it is considered that their printing and photocopying costs are excessive.

Staff are also advised to appraise themselves of the law as it relates to copyright and the scanning, copying and distribution of materials, a guide to which can be found at:

<http://www.abdn.ac.uk/library/documents/guides/gen/qggen008.pdf>

File Space and Management

Staff are allocated a Home (H:) drive, which is a backed-up network drive that only you can access and that should be used for all work that is not stored on a shared network drive. Staff should note that keeping data on the C: drive is highly inadvisable as this is not backed up. Memory sticks, external hard drives, etc., are also not a reliable or secure way to store data. If you need to increase the size of your H: drive, or would like space on the School's shared drive, you should contact the School Administrative Officer.

FINANCE AND FUNDING

The University operates an internal market system. Accordingly, services that are obtained from other sections of the University (e.g. catering, printing, photocopying, stationery supplies) are charged to the School by the relevant department or section within the University. For all such activity an internal order must be processed. The Executive Assistant deals with School accounting matters and can advise as to the processing and authorisation of internal orders.

External Purchasing

Purchasing goods from outside the University is limited to orders with the University's authorised suppliers. The Executive Assistant will advise how orders for goods can be initiated. All orders must be authorised by the Head of School and strict budgetary controls apply. Further details of University Purchasing can be found at:

<http://www.abdn.ac.uk/purchasing/>

Travel and Subsistence Allowance

School academic staff are normally allocated a sum of money each year for travel and subsistence to support their research. This can be spent only on legitimate travel and conference expenses within the confines of the University's expenses and travel policies. (See 'Research' section in this Handbook for details.)

HEALTH AND SAFETY

The School Health and Safety Policy is available at:

<http://www.abdn.ac.uk/sdhp/administration/office/Schoolpolicydocs.php>

The Policy provides information on what we do within the School to prevent circumstances that could cause injury or ill health. Health and Safety legislation imposes duties on both staff and students as well as on the School and University as a whole. It is important that you read the Policy carefully. Meeting our statutory obligations set out in the legislation requires the co-operation and involvement of everyone in the School. Each one of us has a part to play in ensuring that the School remains as safe as we can make it.

The Health and Safety arrangements are reviewed on a regular basis. Suggestions for improving these are welcome and members of staff may contact the School Health and Safety Advisor with their ideas. The School's Health and Safety Advisor is the School Executive Assistant.

SECURITY

On appointment, all members of University staff are issued with a University Identification Card. The Identification Card provides access to the University Library, computing centre access, access to printing and photocopying, and access to various parts of the University. Staff may be called upon to produce their University Identification Card at any time.

Unfortunately, every year there are a number of thefts of personal items and of valuable equipment on University premises. Please remember to lock your door every time you leave your office, close your window on leaving your office for the day, and ensure that the main building doors are kept locked if you are working out-of-hours. Report any suspicious persons in the building to the University Emergency number (3939) or to Grampian Police. In the interests of personal safety never approach the person.

PART 2: TEACHING AND LEARNING

PROGRAMME AND COURSE CO-ORDINATION

It is the duty of the Undergraduate Programme Co-ordinators (UGPCs) to promote quality assurance by ensuring a measure of equality and standardisation regarding student workloads, teaching, assessment and evaluation on all courses at the same level. The UGPCs are the only members of staff who can authorise extensions to course work deadlines of more than 1 week. It is the UGPCs, together with the Deputy Heads of School, who approve all new courses, changes to courses or withdrawal of courses through the University's 'SENAS' system. Postgraduate Programme Co-ordinators (PGPCs) act in the same capacity for taught postgraduate programmes within the School. Matters specifically relating to the intellectual content of courses and the setting of examination papers are the responsibility of the Course Co-ordinators.

ADMISSIONS

Students intending to take the MA programme are not admitted to the School or to a particular discipline but to the degree of MA, and the School therefore has no role in undergraduate Admissions. Once admitted, a student

may take any courses and degrees for which he or she meets entry requirements. This allows considerable flexibility for students and it allows us to gain students who might not initially have considered taking our subjects as their Honours option.

While staff have no role in undergraduate Admissions, all staff have a part to play in encouraging students to apply to Aberdeen. This involves, particularly, helping to man stands, prepare presentation materials and speak to students for the MA Applicant Day in March and the University Open Day in August. Staff are also expected to take a turn in introducing prospective students (usually school pupils) to study in their discipline.

The secretaries will send out e-mail requests for help with open days and student visits. Please take your turn in volunteering for such tasks.

ADVISORS OF STUDIES

On entering the University, all students are allocated an Advisor of Studies and this person is the first point of contact for the student. The Advisor will also be the person who has the best overall view of a student's progress. The Advisor is responsible for the student's initial course enrolment and all changes to courses or programmes of study.

Advisors will see all their students at the start of each year to enrol them, and then again to review progress and check enrolments. Most of the meetings will be brief, but they should provide an opportunity to identify potential problems.

If you are assigned Advising duties, it is essential that you familiarize yourself with your responsibilities towards your students and with the University's regulations so that you can advise your students correctly. All Schools have Senior Advisors who can help with problematical cases. The role of Advisor is clearly important and it is crucial that staff take their turn in undertaking the role.

CHANGES TO A STUDENT'S CURRICULUM

Undergraduate students at Levels 1 and 2 are normally permitted to change their curriculum for a particular half-session within 3 weeks of the start of teaching for the half-session (within 1½ weeks for 6-week courses). For Level 3 and 4 courses students are only be permitted to change their curriculum for a particular half-session within 2 weeks of the start of teaching for the half-session (1 week for 6-week courses). Thereafter, changes will not normally be authorised as it is unlikely a student will be able to complete the attendance and in-course requirements.

A change of curriculum will usually entail a student either to withdraw from a course for which he or she has been authorised to attend and/or to be granted permission to enrol for an additional course, subject also to the approval of the School.

All changes of curriculum must be approved by the Advisor of Studies and reported to Registry by the Advisor.

SUPPORT AVAILABLE TO STUDENTS

The University is keen to help students successfully complete their studies and there are a range of support services available through the one-stop shop located in The Hub. The services include support to assist with unexpected and/or exceptional financial difficulty, support for disabled students, and academic learning support through the Student Learning Service. Further details about all these services are available at: <http://www.abdn.ac.uk/infohub/>

DISABILITIES (INCLUDING DYSLEXIA)

The University has an obligation to try to make its courses accessible to all students. If a student has or develops an impairment of any kind which may impede their ability to fulfil any course requirements, they are advised to contact a University Disabilities Advisor. Such contact should be made as near the beginning of the course as possible and must be made well in advance of exams.

The Disability Discrimination Act (1995) makes it unlawful for the University to treat people with a disability less favourably, requires it to make reasonable adjustments where necessary, and asks that the University anticipates the needs of students who may have a disability who have not yet been accepted onto courses.

You cannot be seen to have discriminated against a person for a reason related to his/her disability if you did not know and could not reasonably have known that he/she was disabled. However, lack of knowledge can be justified only if all reasonable steps were taken to enable a person to disclose his/her disability. It is advisable to give students several opportunities to disclose. Lack of knowledge of a person's disability does not excuse less favourable treatment if an anticipatory adjustment could have been made. The institution may not be able to claim lack of knowledge if a disabled person has informed someone within the institution about his/her disability.

In practice, this means that all teaching and teaching materials (i.e. not just those prepared for students with a declared disability) should comply as far as is practicable with the disability guidelines at:

<http://www.abdn.ac.uk/disability/accessible-teaching.shtml>

If you have a student with a disability in your class and have been assigned an inaccessible or inappropriate room for lectures or Tutorials, let the relevant Secretary know and the class will be relocated. Alternative arrangements can also be made (at the request of the University's Disabilities Advisor) for students with a disability that is likely to impair or impede performance in a written examination.

If a student discloses a disability to you, it is advisable to discuss the benefits of passing this information to others and offering to do this on the student's behalf. If the student agrees, information can be passed to the Disability Advisors in Student Support Services for wider circulation. Any confidentiality request from the student should be respected and recorded. Equally, the student's confidentiality must be respected by not enquiring – no matter how well-intentioned – about the nature of his/her disability, the medical diagnosis or the specific reasons for the provisions.

Further guidance is available from: <http://www.abdn.ac.uk/central/disabilities/guidance.shtml>

EXTENUATING CIRCUMSTANCES AND MEDICAL CERTIFICATES

All extenuating circumstances that might have an impact on a student's work are treated in the same way. In the case of circumstances known in advance, the School will make all reasonable adjustments to assist the student in preparing work. This might include extensions, proof-reading, transcription, and IT assistance. In some cases, it will not be possible to make reasonable adjustments in advance. In these cases, the School ensures that extenuating circumstances are taken into consideration.

Documentary evidence of any medical or other extenuating circumstance that may affect a student's examination/assessment performance must be submitted by the student to the relevant Secretary *within 3 days of the examination*. This applies even if a student has alerted one or more members of academic staff. If no documentation has been submitted, the student's circumstances cannot be taken into account. It is therefore very important that staff advise students of this if a student contacts them about an extenuating circumstance that will or has prevented them from completing an assessment or attending an exam.

The School collates all information it receives and this is presented to the External Examiners. Having considered the information provided about a given student the Examiners advise the School (as part of the Examination Meetings) about what remedy, if any, should be applied. This process works to students' advantage in a number of ways:

- The work of each and every student is assessed in exactly the same manner.
- All extenuating circumstances that might have an impact on a student's work are treated in exactly the same manner.
- There is no attempt to quantify the effects of a given situation (i.e. assign a certain number of CAS points to a particular medical condition).
- The Examiners can, if applicable, consider the possible impact of extenuating circumstances on a student's entire performance in a course.
- The application of any remedies based on extenuating circumstances will be anonymous, uniform and transparent. It comes from External Examiners in the form of advice to the examination meetings relating to students by their ID number not by name.
- Any remedy, if applied, will benefit the student.

MONITORING STUDENTS' PROGRESS AND ATTENDANCE

The University operates a system for monitoring student progress to identify students who may be experiencing difficulties with a particular course and who may be at risk of losing their Class Certificate. A Class Certificate is defined as 'a certificate confirming that a candidate has attended and duly performed the work prescribed for a course' (General Regulation 1). Being in possession of a valid Class Certificate for a course entitles a student to sit degree examinations for that course.

Class certificates are valid for 2 years and permit a total of three attempts at the required assessment within that 2-year period (i.e. the first attempt plus up to two resits).

Procedure (new for 2011-2012 onwards)

Students who have been reported as 'at risk' (C6) through the system for monitoring students' progress are advised by email to contact the appropriate School Office with an explanation. The students are given a deadline – 8 days from the date of the email – to respond.

If the student responds to the C6 email and the School is satisfied with the response the School will be able to reinstate the student on the course. If the School is not satisfied with the response the Class Certificate can be refused by entering a C7 on the Student Record System.

Students who fail to respond to the monitoring email by the deadline, will be automatically withdrawn from the course – that is, their Class Certificate will be refused (C7). The students will be notified of this by email.

Any appeal against the refusal of a Class Certificate is made to the Head of School in the first instance and thereafter to the relevant Director of Undergraduate Programmes or Head of Graduate School.

Full detailed guidance is available at <http://www.abdn.ac.uk/registry/monitoring.shtml>

Monitoring Criteria

Set criteria are used to determine when a student should be reported in the monitoring system. If the student:

- is absent for a continuous period of 2 weeks or 25% of the course (whichever is less) without good cause being reported; OR
- is absent from two small group teaching sessions (e.g. Tutorial or seminar) without good cause; OR
- fails to submit a piece of summative or a substantial piece of formative in-course assessment by the stated deadline.

Full details can be found in the Student Monitoring 'Guidance Note' which can be accessed from the following web page: <http://www.abdn.ac.uk/registry/monitoring.shtml>

Consequences of C7

If students lose their Class Certificate they will receive a letter from the Registry (e-mail in term-time) notifying them of this decision. Students who are refused a Class Certificate are withdrawn from the course. This means they cannot take the prescribed degree assessment in the current session, and are ineligible to be re-assessed the following session unless they regain a Class Certificate by taking the course again.

Students who are refused a Class Certificate in a course which is part of their Honours programme, will be awarded the equivalent of a No Paper (NP) for that course (i.e. a CAS mark of 0 (zero). Normally, a student in this position cannot gain a higher class of degree than a lower second-class honours (2:2).

Where a Class Certificate is refused in the first year of a 2-year honours programme, it may result in a student failing to satisfy the stated pre-requisite for one or more of the final year honours courses and/or being excluded from their honours programme by the Head of School (see General Regulation 18.5).

Where the Calendar prescription for an honours programme explicitly states that, in addition to satisfactory attendance, either appearance for assessment or a pass in a stated course is a compulsory requirement, a student refused a Class Certificate in that course cannot normally qualify for the award of the honours degree concerned.

PROGRAMMES AND COURSES

New Course Proposals and Changes to Courses (SENAS)

You are not permitted to introduce a new course or make any changes to an existing course (e.g. the title of the course, the method of assessment, the assessment weighting, the method of delivery, the number of contact hours, the number of credits the course attracts) without the approval of (i) the Head of School, then (ii) the College Director of Teaching and Learning, and then (iii) the Academic Standards Committee through the on-line SENAS approval process.

In order to obtain this approval you must complete a New Course, New Programme, Amendment or Withdrawal SENAS form on-line. The forms and accompanying guidance are available at: <http://sp.abdn.ac.uk/cref/default.aspx>

Before completing and submitting the form, you must first discuss your proposal with the relevant Programme Co-ordinator and Deputy Head of School.

The forms should be submitted no later than mid-October of the year prior to the start of the academic year that the proposed change will take effect (i.e. forms for changes that will take effect in academic year September 2012–June 2013 must be submitted no later than mid-October 2011).

Curriculum Reform

The curriculum at Aberdeen is being reformed to provide students with the advantages of restructured and enhanced degree programmes, with wider student choice, more flexible entry and exit, and enhanced student support and facilities. The new programmes will help Aberdeen graduates to leave the University more academically excellent, more intellectually flexible, and more committed to personal development. They will have enhanced skills as critical thinkers and effective communicators, and will be better prepared to be active citizens.

Undergraduate students at Aberdeen will have a more flexible degree structure which retains all the quality and depth of the traditional Scottish degree and adds further benefits:

- Increased curriculum flexibility, to add further context to core subjects, and to provide opportunities to choose new cross-disciplinary courses focused on real-world problems or sustained study in a language or business.
- Increased opportunities to broaden experience and skills through a wide range of optional activities overseen by the University, such as study overseas, work placements and voluntary work.
- Flexibility to meet today's changing needs, including increased support for study breaks, accrediting completed periods of study, and a flexible framework to allow entry and re-entry to programmes depending on qualifications.
- Enhanced support for students, including more scholarships, new student centres to act as 'one-stop shops' for support services, and new, flexible learning spaces on campus to complement lecture theatres and labs.

Staff should read the full Curriculum Reform Final Report (which can be accessed from here: <http://www.abdn.ac.uk/curriculum-reform/>) to familiarise themselves with the aims and objectives of the project.

Course Outlines

The relative weighting of forms of assessment for each course is given in the Catalogue of Courses (<http://www.abdn.ac.uk/registry/courses>). Stated patterns of assessment, credit weighting and teaching patterns can be changed only with approval through the 'SENAS' procedure (see above). Typically, courses are examined with a mixture of written assignments (either in length or number reflecting the credit rating) and a formal 2- or 3-hour examination (again reflecting the credits), often in the proportion of 40% coursework to 60% examination. At least 90% of assessment must be able to be reviewed by the external examiners, so no more than 10% can be for presentations, for example.

Course Pre-requisites

In order to qualify for entry to Honours a student must have passed the requisite number of Level 2 courses. In the Spring the second year students will be asked to decide which degree they want to aim for. In order to progress to Honours students will normally be expected to possess 240 credit points in total from Level 1 and 2 courses.

The pre-requisites for each degree differ. The University Calendar holds full details of the requirements for each degree programme and this can be found at www.abdn.ac.uk/registry/calendar

Core Courses for Honours

There are compulsory courses in the School's degree programmes because we believe that there is an essential core of the discipline that should be assimilated by all degree students. We want them to be familiar with the fundamental ideas and basic research methods.

Credits and Workload

The assumption is that a full-time student takes courses worth 120 credits in one year, evenly balanced between the two half-sessions. Though the teaching patterns vary, courses worth the same number of credits should elicit the same amount of work. We should ensure this through the reading targets set, the difficulty of the material, the essay expectations, and our marking practices.

We should take every opportunity to stress to students that the credits reflect the amount of work they (not we) do. We should also explain to them the fundamental notion that as they mature our lecturing input goes down and their private study goes up. We must work hard to disabuse students of the belief that the number of lectures is the key index of weight.

Generic Skills

We aim to encourage in our students basic intellectual skills which will be of value irrespective of the career followed. We should be alert to opportunities to promote critical listening, selective reading, the ability to précis material, the ability to communicate well verbally and in writing, self-discipline, and the effective use of time. Some of these we address directly. For example, we try to improve writing skills by commenting explicitly on the

construction and language of essays. We also comment on the presentation of written work. We also give students written and oral comments on their seminar presentations. Other virtues are not addressed directly but are encouraged by example. For instance, we hope that the quality of presentation of our course programmes will set a standard for students. We hope that our lecture planning and delivery will provide a valuable model for oral presentations. In our chairing of Tutorials we aim to not only encourage critical thought and polite and incisive argument but also to exemplify it in our own contributions.

Course Guides and Materials

Staff should aim to ensure that each Course Guide so clearly explains what work has to be done by students, how it has to be done, when it has to be submitted and how it will be marked that students are in no doubt as to what is expected of them.

All course materials (whether in hard-copy or electronically) must be cleared by the relevant Course Co-ordinator and they, where appropriate, must clear them with the Library for compliance with copyright guidelines. Staff are advised that any materials they circulate that have not been cleared through this process, if under copyright, are illegal. Further guidance on your responsibilities, and the law as it relates to the scanning, copying and distribution of materials can be found at: <http://www.abdn.ac.uk/library/guides/gen/qggen008.pdf>

MyAberdeen

It is a University expectation that all course materials – including Course Guides, readers, and any materials or information distributed in class – are uploaded onto MyAberdeen – from where students can download them or print them out if they wish. Last-minute materials should be emailed out to class distribution lists then uploaded onto MyAberdeen after the class. Course materials should not be put onto the School web pages and distributing hard-copies (e.g. photocopies) of course materials is strongly discouraged. Staff should note that they will be charged for excessive printing or photocopying costs.

Submission of Coursework

All work must be submitted, in duplicate and with completed cover sheets, to the relevant Secretary. Staff will be responsible for keeping an adequate note of any extensions through the use of the official forms provided. A note should be made on any work dated other than with the correct deadline that the work had 'extension approved' or 'late' – with the appropriate penalty also noted.

Extensions

The School aims to ensure fair and equal treatment in the assessment of all students and accordingly essay extensions will be granted in accordance with the following rules:

- Extensions of up to 1 week may be granted by the Course Co-ordinator.
- Extensions exceeding 1 week may be granted only by the UGPC.
- Extensions must be sought before the essay deadline.
- Tutors cannot grant extensions.

Extensions are granted only where students have encountered exceptional or unforeseen difficulties, or are subject to long-term episodic illnesses, or are affected by any relevant impairment, in the period during which they are expected to prepare the essay. When an extension is granted, the student will be given written confirmation of the extension and a copy of this confirmation and any additional information the student might wish to provide will be retained by the relevant Secretary.

Extensions can only be granted in advance of an essay deadline. While an extension cannot be granted after an essay deadline is past, the relevant UGPC may recommend the reduction or elimination of any penalty when made aware of appropriate extenuating circumstances but only if these have been reported following the formal procedure (i.e. written evidence and/or medical certificate to the UGPC and relevant Secretary *within 3 days of the deadline*). Certain students are granted provisions by the University Disabilities Officer on the grounds of disability. However, extensions for the coursework of these students must still be authorised following the normal procedure by the Course Co-ordinator or UGPC and the submission must be accompanied by the signed extension slip.

Many disciplines set essay deadlines at similar points during term and students should be strongly advised, therefore, to begin essay preparation in good time and budget their preparation time for essay writing appropriately. Similar submission dates may affect availability of set and recommended texts from the University Library. Hence, mere lack of availability of texts and pressure of other essay deadlines alone are not normally grounds for extension.

Penalties for Late Submission

Any work submitted beyond the due date without an approved extension will be penalised according to the following schedule: 1 CAS point deducted per 2 days or part thereof (Saturday, Sunday and days when the University is closed being counted together as a single day.) Thus, a piece of work due on a Friday no later than noon, if submitted before noon on the following Monday, will incur a penalty of 1 CAS mark; a further CAS mark would be deducted between then and noon on the following Wednesday, etc.

Marking: The University's Common Assessment Scale (CAS)

All coursework work must be marked using the University's 'Common Assessment Scale' (CAS) and should be marked within 10 days of the submission date.

| Common Assessment Scale (CAS) mark | Description for non-Honours courses | Description for Honours courses |
|------------------------------------|-------------------------------------|---------------------------------|
| 20, 19, 18 | Outstanding | First Class Honours |
| 17, 16, 15 | Very Good | Upper Second Class Honours |
| 14, 13, 12 | Good | Lower Second Class Honours |
| 11, 10, 9 | Pass | Third Class Honours |
| 8, 7, 6 | Fail | Below Third Class Honours |
| 5, 4, 3 | Fail | Below Third Class Honours |
| 2, 1, 0 | Fail | Below Third Class Honours |

The 9 represents the minimum level of performance normally needed for a student to be awarded a Pass, and 20 indicates the best performance which can be expected from a student at the relevant level.

It is for examiners to determine what constitutes a 9 for a piece of work: 9 is not equivalent to 45%. Similarly, other points on the Scale indicate levels of performance and do not correspond directly to percentages or other marking systems. CAS marks 1–20 should not, therefore, be considered equivalent to 20 x 5%.

See Appendix 7.3 of the Academic Quality Handbook: <http://www.abdn.ac.uk/registry/quality/appendix7x3.pdf>.

It is a School policy that in order to pass a course on the first attempt, a student must attain a CAS mark of at least 6 (six) in every component piece of assessed work. This has the following consequences:

- Failure by a student to submit a piece of work will result in a mark of 0 (zero) being awarded for that piece of work. Failure to submit a piece of work will therefore normally have serious consequences.
- Failure to get an approved extension will normally result in penalty marks being applied. Depending on the lateness of the submission, this policy could result in lowering the mark below 6.
- The weightings for different components of assessment within a course are contingent upon a minimum CAS mark of 6 (six) being achieved on all assessed work for that course. Where a student has not achieved CAS mark of at least 6 on any one component of assessment, they will not be able to pass the course.
- A student who fails to pass on the basis of having failed to achieve the threshold mark of 6 (six) on all individual pieces of assessed work will be awarded a maximum final course mark of 8 (eight).

This policy follows from the QAA expectation that a student who has passed a course has achieved all of the specified learning outcomes; the School believes that such achievement is not consistent with a CAS mark of 0–5 on any piece of assessed work.

Return of Coursework to Students

The return of submitted work with marks and any relevant feedback, (including essay assessment reports) to students is the responsibility of the appropriate member of academic staff (Course Co-ordinator and/or Tutor). This must be done personally and confidentially. Any possibility of other students accessing the mark/feedback must be avoided.

A copy of the marked essay together with the feedback assessment report should then be handed to the relevant Secretary for filing. Under no circumstances should staff ask the secretaries to return coursework to students; neither should students be informed that coursework can be collected from the Secretary.

Feedback

The University recognises the importance of providing timely and appropriate feedback on assessments to students, and of enabling students to voice views on their learning experience through channels such as Student Course Evaluation Forms (SCEF) and Class Representatives. FAQs, guidance and resources about feedback can be found on the University's 'Enhancing Feedback' website at: www.abdn.ac.uk/clt/feedback

PLAGIARISM

Plagiarism is a serious offence – both within and outwith the academic community. Your attention is drawn to the University's guidelines on plagiarism, which also take account of cheating in prescribed degree assessment:

<http://www.abdn.ac.uk/registry/quality/section7.shtml>

The University's definition of plagiarism is as follows:

'Plagiarism is the use, without adequate acknowledgement, of the intellectual work of another person in work submitted for assessment. A student cannot be found to have committed plagiarism where it can be shown that the student has taken all reasonable care to avoid representing the work of others as his/her own.'

When students submit coursework, they will sign the following statement on the coversheet:

'I hereby acknowledge that I have read and understood the above definition of plagiarism. I declare that all material from other sources used in this piece of assessed work, whether directly quoted or paraphrased, has been clearly identified and attributed to the source from which it came by means of a footnote or endnote reference.'

This states that the student acknowledges that they have read, understood and accepted the University's rules on plagiarism. Each piece of written work must be submitted with an assignment cover sheet completed and signed by the student, certifying that it is his/her own work and that any quotation or paraphrasing has been acknowledged.

'Self-plagiarism'

While it is entirely legitimate for students to pursue a particular interest throughout the levels and courses of their degree, students may not resubmit substantial elements of any work previously submitted for assessment at this University or any other institution they have previously attended. That is, students may not submit an essay or paragraphs of an essay that they have already submitted for another course. Nor may they submit an essay or paragraphs of an essay that they have already submitted for the same course. Nor may they submit for assessment work that they have already published. Not only might this constitute plagiarism, (i) unless the questions are identical, work that answers well one essay question is likely to be poorly fitted to another question: that is, there will be a relevance problem; (ii) work that fits well the parameters of one exercise (a short Level 1 essay for example) will fail to meet the requirements for level of details of a very different exercise (a Level 4 essay or a dissertation, for example); and (iii) we expect students to show intellectual progress across the years of study.

Collaboration and Other Forms of Cheating

Collaboration is colluding with another person in the preparation or submission of work which is to be assessed.

This does not apply to any collaborative work authorised by the Course Co-ordinator. Collaboration is a serious academic offence and constitutes cheating. Cases of suspected collaboration or other forms of cheating should be reported in the same way as cases of suspected plagiarism.

How are Cases of Suspected Cheating (including Plagiarism) Dealt With?

All cases of suspected cheating/plagiarism must be reported to the Head of School. Where a member of staff suspects plagiarism in a student's work (e.g. sources not cited, or material copied from the internet), this should be

passed to the School Administrative Officer together with a cover note from the member of staff. When preparing the material for the School Administrative Officer, the suspected passages in the piece of work should be underlined, copies of the corresponding passages in the source material supplied and underlined, and the Cover Sheet – giving the students name, ID number, course code and title and signed statement on plagiarism – must also be included.

Whether or not plagiarism has occurred is not to be determined by a Tutor, Course Co-ordinator or Programme Co-ordinator, and therefore if plagiarism is suspected the case should not be discussed with the student or investigated directly. Instead, the student should be informed that the work (as *suspected* plagiarism/cheating) has been referred to the Head of School for investigation.

Please refer to <http://www.abdn.ac.uk/registry/quality/section7.shtml> for more details of the procedure that will be followed if plagiarism is suspected.

TurnitinUK Originality Checking Service

In some courses students are required to submit their assignments to the TurnitinUK Originality Checking Service (accessed through MyAberdeen). The course guide/leaflet should advise students of this. The TurnitinUK service helps academic staff address a number of common but difficult to identify issues related to citation and collaboration in coursework assessments. It enables Tutors to identify the original source of material included within student work by searching a database of several billion pages of reference material gathered from professional publications, student essay websites and other student works. TurnitinUK does not make decisions about the intention of unoriginal work, nor does it determine if unoriginal content is incorrectly cited or, indeed, plagiarised. It simply highlights sections of text that have been found in other sources to help academic staff members make these decisions.

EXAMINATIONS

There are three Examination diets per year: the January diet at which courses taught in the first half-session are examined; the May diet at which courses taught in the second half-session are examined; and the August diet at which resit examinations take place for both half-sessions. (Note that students can request to take a resit at the January and May diets also.) So that students can prepare adequately, previous years' examination papers are available through the Library: <http://www.abdn.ac.uk/library/learning-and-teaching/for-students/exam-papers/>

Instructions for Giving Guidance to Students about Written Examinations

Caution must be exercised when informing students about the content (as opposed to the structure) of a written examination and such information should be sufficiently broad so as not to give any students an unfair advantage in completing the examination. It is therefore a University requirement that all information that staff give to students in regard to the structure and/or content of an examination should be in writing and given and sent to all students (not just those who attend class) and placed on MyAberdeen. Preferably, any such information given to students should be in the course guide/leaflet.

The actual examination paper must comply with any such information provided to students. Written examinations (and, indeed, all assessments) must also relate to the learning outcomes (i.e. objectives) for a course, and these must be indicated in the course guide/leaflet provided to all students at the start of a course.

Marking Examinations

All marking of examination scripts must be completed within 3 days of the examination.

In view of the number of students taking certain courses, it is not practicable or necessary for examination scripts for courses that do not contribute towards degree classification or a postgraduate taught award (i.e. Levels 1 and 2, and some Level 3, courses) to be double-marked. The standard of the results for such courses will be assured by a range of scripts being sent or made available to the External Examiner(s). At Levels 3, 4 and 5 a minimum of 10% of each markers scripts must be double-marked and double-marking all scripts at Levels 3, 4 and 5 is the practicable solution to ensure that this happens.

- *Level 1 and 2 courses:* all papers may be singly marked.
- *Level 3, 4 and 5 courses:* all papers should be double marked.

At times the School Teaching & Learning Committee may decide to go beyond this requirement and staff should therefore check with the relevant Programme Co-ordinator whether scripts should be single- or double-marked.

All marking must be carried out anonymously – under no circumstances should a marker reveal a student’s details by opening the folded over section of the exam script. Only the secretarial staff or the Examinations Officer may reveal a student’s details for administrative purposes. Internal markers should not enter comments directly onto examination scripts in order to avoid prejudicing the second marker’s and the external examiners’ reading of the scripts. Each marker’s summative comments must be typed (not handwritten) onto a separate markers sheet, which is kept with the script.

Marked scripts must be returned to the relevant Secretary, who enters the marks directly from the scripts into the course spreadsheet. This spreadsheet contains the marks from all elements of the course, including continuously assessed elements, and formulae are inserted to calculate the final overall CAS mark for the course for each candidate. The Secretary then enters the marks into Student Records and the Secretary prints out results sheets to be sent to external examiner for signature.

Documentation to be Sent to External Examiners

For each Course, the following documentation is to be despatched to the External Examiner:

Each candidate’s scripts and any in-course assignments (including projects and dissertations) for the following:

Levels 1 and 2:

- those for which the internal markers have agreed an overall CAS mark of 6–8.
- a selection of those for which the internal markers have agreed an overall CAS mark of 9–20.
- those for which the internal markers have been unable to agree an overall mark.

Levels 3, 4 and 5:

- those for which the internal markers have agreed an overall CAS mark of 11, 14 and 17–20.
- those for which the internal markers have agreed an overall CAS mark of 8 (in the case of Level 4 courses, an overall CAS mark of 5).
- a small selection of those for which the internal markers have agreed an overall CAS mark of 9–10, 12–13 and 15–16.
- those for which the internal markers have been unable to agree an overall mark.
- any others requested by the External Examiner or the Head of School.

At times the School Teaching & Learning Committee may decide to go beyond this requirement and staff should therefore check with the relevant Programme Co-ordinator which scripts should be sent to the external examiners.

The external examiners must also be sent:

- Student Records generated course results sheet, which shows all internally agreed final marks, for review and signature by the external examiner (with the understanding that the external examiner reserves the right to change any marks).
- Both internal markers' typed summative comments about scripts, plus any notes regarding any negotiation of final marks.
- List of marks for all students (spreadsheet), including:
 - marks for all assessed work in the course, and
 - the internally agreed final mark.
- Copy of the examination paper.
- Copy of the course guide and any other relevant information.
- Copy of the CAS marking scale.
- Copy of the University Grade Spectrum.

Staff should ensure the scripts are bundled into the relevant groups and each bundle clearly labelled (e.g. 'disagreement between internal markers'), together with the spreadsheet of marks, before giving them to the Secretary. The Secretary will send the scripts to the relevant External Examiner with a covering letter indicating what is enclosed and including a deadline date for the return of the signed results sheets.

Return of Examination Scripts from the External Examiners

When the External Examiners return the signed results sheets, these are forwarded to the Head of School who signs the mark sheet, which is then forwarded to Registry. If any changes to marks have been agreed with the External Examiner, the Head of School should score through the original mark, write in the new mark and initial every change. The Examinations Officer ensures that the signed results sheets are sent to Registry by the deadline (usually the end of the second week in June for the May diet, the end of the second week in February for the January diet, and the end of the last week in August for the August diet).

Examination scripts and dissertations are placed in storage, along with any comments by examiners and kept for a period of 3 years. A small sample will be kept indefinitely for teaching review purposes.

Examination Boards

During June, the External Examiners visit the School and each discipline convenes internal and external Examination Meetings and Boards, including Boards for joint degrees, where Undergraduate students' course marks are ratified and Senior Honours students' degree classifications are decided. Each discipline has a collective responsibility for examining its students; this includes the setting of papers, invigilation of exams, marking scripts and attending the Examination Meetings and Boards.

Guidelines for Staff In the Setting of Examination Papers

The School Examinations Officer will call for draft examination papers to be submitted no later than the seventh teaching week of each half session. Papers should be submitted to the relevant Secretary in electronic form as an e-mail attachment. The papers will be assessed by an internal Scrutiny Panel and appointments may be made for examination setters to meet with the Panel to discuss their papers.

After examination papers have been approved by the Scrutiny Panel, they will be despatched by the relevant Secretary to the External Examiners, following University policy, who will make final amendments and give approval for the examinations to be set before students. Note that members of staff must not communicate directly with the External Examiners; communication with External Examiners must be via the School Examinations Officer.

General Instructions to Question Setters

- Every examination paper submitted must state the name of the course and the course code.
- The secretaries will standardise the formatting of the papers and add general rubric.
- Questions are to be numbered sequentially throughout the whole paper.
- If the paper is sectioned, the sections should be named SECTION A, SECTION B, etc.
- Questions should be concise and to the point and should not normally consist of more than one or two sentences. They must not be worded in such a way as to guide candidates along a particular line of argument, or to include material on specific individuals or group(s) of persons.
- Where assessment is partly by continuous assessment (usually an essay) and examination, it is important that candidates are not allowed to replicate any material they used for the essay in their examination. As far as possible, care should be taken in wording examination questions so that they do not allow any credit to be given for such duplication.
- If the nature of a course makes it impossible to avoid a direct correspondence between assessed essay and examination question topics, the rubric must specify that students should not replicate any material used in the essay, for example: 'Answer THREE questions. You must not choose the question on the same topic that you wrote about for your ASSESSED essay. If you do so you will receive no credit for that answer.' (It should be noted that whenever candidates have ignored this rule, internal and external examiners have awarded 0 (zero) for the examination answer.)

- The exact wording of questions should not be repeated in successive years, nor should resit papers repeat questions from the January or June diets.
- There will normally be no either/or questions.

Specific Instructions for Philosophy Examination Papers

Levels 1 and 2

- Candidates will normally be asked to answer no fewer than two questions and no more than three questions. (Examination papers in Logic will normally require students to answer more questions than this.)
- Where a paper is divided into sections, candidates should be required to answer questions from at least two sections.
- Examination papers should normally contain between seven and ten questions.

Levels 3 and 4

- Candidates will normally be asked to answer two questions. (Examination papers in Logic will often require students to answer more questions than this.)
- Where a paper is divided into sections, candidates should be required to answer questions from each section.
- Examination papers should normally contain between six and ten questions.

Gobbet Questions

Papers for Levels 1, 2, and 3 may only consist of essay questions. Gobbets should never be used at these levels, as they are confined to the Special Subject papers at level 4.

- A gobbet should be a single extract from a single source at a single point in time.
- As a general guide, the gobbets should occupy between one-and-a-half and two sides of A4.
- If a paper contains a number of gobbets, they will normally entirely occupy one of the sections and they will count as a single numbered section.
- There will normally be no more than 10 separate gobbets and each gobbet will be identified by bracketed lower case letter from (a) to (j).
- Candidates must be required either to:
 - write about two from five gobbets (the gobbets will range from (a) to (e)), or
 - write about three from eight gobbets (the gobbets will range from (a) to (h)), or
 - write about four from ten gobbets (the gobbets will range from (a) to (j)).
- 40% of marks must be allocated to the gobbet question and 30% to each of the two essay questions.

DEGREE CLASSIFICATION

The Grade Spectrum

The Grade Spectrum defines the threshold standards against which the different classes of honours degree are awarded. The Examiners, however, have discretion (in the circumstances defined in Note 4 of the Grade Spectrum) to depart from this and may choose to award a higher degree than that indicated by the Grade Spectrum.

The final degree class is determined by the Examination Board and whilst the Board has discretion, it is expected that, unless there is some compelling reason for doing otherwise (and that reason has to be amply detailed in the Minutes of the Meeting), the Board will apply the University's standard system for turning course results into an honours degree class.

It is important that students understand that their degree is comprised of courses which might have different weightings; the final degree class is not a simple average of marks gained. Although having three grades for each degree class (so 20 represents a strong first, 19 a middling one, and 18 a weak one) has the advantage of economically representing how we often view student performance, it is an unfortunate consequence of misleading students into thinking that they fell only very short of a higher class of degree when, had the grades been represented in percentages, it would have been clear that a major change would have been required to shift classes. This misunderstanding is responsible for many appeals and, if opportunity arises, we should draw the attention of our students to this effect.

Full details can be found at: <http://www.abdn.ac.uk/registry/quality/appendix7x4.pdf>

First

- Marks at **18 or better** in elements constituting half of the total elements; **and**
- Marks at **15 or better** in elements constituting three quarters of the total elements; **and**
- Normally marks at **12 or better** in all elements.

2i

- Marks at **15 or better** in elements constituting half of the total elements; **and**
- Marks at **12 or better** in elements constituting three quarters of the total elements: **and**
- Normally marks at **9 or better** in all elements.

2ii

- Marks at **12 or better** in elements constituting half of the total elements; **and**
- Marks at **9 or better** in elements constituting three quarters of the total elements.

Third

- Marks at **9 or better** in elements constituting three quarters of the total elements.

Designated Degree

The Designated Degree does not have a grade. It is simply awarded when the student completes the required total number of credits and the required credits in the specific 'designated' discipline.

Requirements for the Honours Degree

Requirements for individual degrees are to be found in the University Calendar, which can be accessed on the Registry's webpages: <http://www.abdn.ac.uk/registry/calendar/>

To complete an Honours degree, students must pass courses worth 480 credits with at least 180 being at Level 3 and 4 and at least 90 of those being at Level 4. Honours students may 'resit' (which embraces both retaking an

assessment and taking it for the first time at a resit diet). However, the rules are so designed as to prevent students opportunistically choosing to delay sitting exams in order to have extra time to prepare and thus win an unfair advantage.

Good Cause

If students do not pass a course for good cause (e.g. because they were unable to take the end-of-course written examination on account of illness or other extenuating circumstances, for which documentary evidence was provided within 3 days of the date of the examination), they will be awarded either MC (medical certificate) or GC (good cause) and should be examined at the next available opportunity, and the CAS mark thus achieved will count in the Honours classification.

So if a Level 3 student misses a January or May exam, a resit can be taken in August and that result accepted in the normal way. If a Level 4 student misses a January or May exam for good cause, an alternative assessment is provided (which could be before August) or the student could resit the next year in either the January or May diet. This will mean that the student's final degree class cannot be confirmed until the result of the resit is known and hence the student's graduation may be delayed.

No Good Cause

If students fail a course for reasons other than good cause, they must resit at the next available opportunity to acquire the necessary credits but results are not counted in the Honours classification.

So if students either miss or fail a January exam without good cause, they will be awarded NP (no paper) or if they attend the exam but fail the course, they can resit in August. Should they pass, their resit result will count solely for credit accumulation purposes. Their original CAS mark, from their first attempt, will be used towards degree classification (or 0 if they were returned as a No Paper) and when they come to the end of Level 4 we apply the classification formula as normal. Note that according to the formula, even a Third Class honours degree requires 9 or above in three-quarters of the elements. So a student can proceed having got zero in two 30 credit courses but failing any more than that means an honours degree is not possible.

Advising

A student who fails 60 credits in first semester of Level 3 should be advised that they would require to perform well in their remaining Honours courses to maintain the possibility of an Honours Degree or alternatively to transfer to a Designated Degree (because the odds of not getting any Honours Degree are high). A student who fails more than 60 credits cannot normally get an Honours Degree and should be advised (or required through being declared unsatisfactory in Honours by the Head of School) to transfer to a Designated or non-Honours Degree.

Narrow Fails (CAS 6–8)

Where honours students narrowly fail (6 to 8 inclusive) 30 credits at Level 4 they are awarded a compensatory 30 notional credits at Level 1. This is purely an accounting exercise to conform to the total credit requirement. It does not affect the application of the degree classification formula. To go back to the first principle, if such students have good cause, they would be wise to opt to retake the assessment at the next available opportunity because the

result would count towards honours classification (and increase the chance of not falling foul of the base threshold). Where there were no good causes for the 6–8 result, such an option would not be offered. So we need to look at all narrow fails to discern the reason.

Bad Fails (0–5)

Where candidates fail badly (less than 6), irrespective of cause, they have to resit to complete the credits but the result does not count towards the final degree class. Candidates who fail badly up to 30 credit points at Level 4 may either resit the fail course or opt to make up the credits by taking another course at any level. Candidates failing badly more than 30 credit points at Level 4 would require to resit sufficient Level 4 courses to ensure they have achieved at least 90 credit points at Level 4 but could make up the remaining credits either through resitting the failed course or by making up the credits by taking another course at any level. But again the result does not count towards the final degree class.

Aegrotat Degree

If medical advice suggests it would be unreasonable to ask a student to resit and we have sufficient evidence from the candidate's past record to believe an honours degree would have been awarded, we can, if the candidate wishes, award an 'aegrotat (i.e. unclassified) degree'. Note that nothing in these regulations affects our right to specify certain courses as required elements of a degree. They do not permit students to avoid compulsory courses.

APPEALS

From time to time a student may be dissatisfied with a mark. If there is new information (e.g. medical circumstances) the paper and the new information may be sent to the External Examiner if he/she agrees and that person should make a reasoned opinion in writing. The Course Co-ordinator in consultation with the School Examinations Officer should decide whether to refer a case back to the External Examiner. There may also be an appeal upwards in the University. The Academic Quality Guide provides that: '*Specific rights of appeal are very limited indeed but the Senate has a general duty to regulate and superintend the teaching of the University, and the Court has the authority to review any decision of the Senate which may be appealed against by a member of the University.*' The University's policy on academic appeals and guidance note and form for students can be found at: <http://www.abdn.ac.uk/registry/quality/appendix5x18a.pdf>
<http://www.abdn.ac.uk/registry/quality/appendix5x18c.pdf>

PART 3: FOR TUTORS

As a Tutor you will be guiding students through the beginnings of their degree and in particular will help them to come to an understanding of the discipline and how to 'do it'. Many of the subjects you are teaching will be new to the students; your role is to guide them in learning to learn independently. Ultimately the responsibility for their performance lies with the students – you can provide resources, advice, guidance, enthusiasm, and feedback but *they* have to do the work.

As a Tutor you have considerable autonomy and you should feel that you can try out your own ideas. You should also feel that you are supported by the lecturing staff and please ask as many questions about anything you feel you would like to. Your Course Co-ordinator should be your first point of contact (details are available on the web <http://www.abdn.ac.uk/sdhp> and from the School Office), but many other staff members will be glad to help. The composition of course teams is usually finalised at the end of August. However, adjustments sometimes have to be made to the course teams and teaching loads depending on the student enrolments on individual courses. You are not expected to attend lectures, but should try and connect your tutorials to the lectures. To help you with this, speak to Lecturers and read the lecture notes and Course Guides on MyAberdeen.

As a first step, please read through this Handbook and familiarise yourself with the various policies and practices of the School and of the University.

MEETINGS

You will be advised of various meetings held within the School. We try to keep these to a minimum, but also hope that they are part of the support system available to you. Usually each discipline has a meeting before teaching commences, and some Course Co-ordinators run marking meetings. There will usually be a briefing meeting or induction session shortly before the start of the course; a course review meeting will be held once the student evaluation forms have been analysed; other meetings will be called, as required, by the Co-ordinator.

ADVISORS OF STUDIES

Each student has an Advisor of Studies. You should direct students to their Advisor if they have questions about:

- Their overall progress across disciplines.
- Degree structures.
- Changing courses
- Choosing what to take at Honours.

COURSE GUIDES

The Course Co-ordinator is responsible for preparing the Course Guide and aims to ensure that each Course Guide so clearly explains what work has to be done by students, how it has to be done, when it has to be submitted and how it will be marked that students are in no doubt as to what is expected of them.

The Guide includes contact details of the course team, lecture programme, course aims and learning outcomes, set texts and reading list, teaching arrangements, assignments, marking criteria and other essential information. It is essential that the means of assessment specified in the course guide match those published in the University's *Catalogue of Courses* (www.abdn.ac.uk/registry/courses/). Under no circumstances are you permitted to deviate from the method of assessment specified in the Catalogue of Courses.

The Course Guide will be issued to Tutors as soon as it is available; you should familiarise yourself with its contents.

TUTORS' DUTIES

The following is a guide to the range of duties you may expect to perform.

Preparing Tutorials

Your Tutorial programme should normally follow the lecture schedule. Lecturers will circulate information about the content of their lectures in advance, so that Tutors know what has been dealt with. Copies of lecture handouts and Course Guides will be made available to you on MyAberdeen. You are welcome to attend lectures, if you wish.

You will be asked to indicate an office hour at which you will be available each week to meet with students. It is essential that you are in your office at the time(s) stated; if you are unavoidably absent, you must rearrange your office hour and notify your students and the relevant Secretary.

Your office telephone number and email address should be listed on the front of the course guide. You may wish to give your students another telephone number at which you can be contacted (note that the Secretary cannot give out home numbers).

There are no Tutorials in Week 1 at Levels 1 and 2. Tutorials begin in Week 2 and continue until Week 12. There are no Tutorials in the revision week (Week 13), which falls in January or May, before the exam period, but you must indicate to your students an hour during that week when you will be available for consultation. You can use your normal office hour for this purpose if you wish.

You will find it helpful to visit and check out the allocated Tutorial room before your first class.

Students will be told to consult the notice boards (in the corridor leading to KCG11 and 12) to find out what they should prepare for their first Tutorial; you should ask the Secretary to display a notice if there is anything you want the students to do.

Conducting Tutorials

Tutorials are for students to discuss issues arising from the course; they are not mini-lectures and all students should be encouraged to participate and raise any questions they may have. Try and focus your preparation on how you will get the students to discuss various issues and to connect anecdotal material with theory and analysis. Wherever possible get *them* to connect discussions to lectures so *they* can see how the Tutorials link in. Give verbal feedback on student presentations.

At the first Tutorial you should deal with any questions students may have about the course. You should also issue your group with a provisional Tutorial programme for the rest of the term, so that they have the information they need to plan their work. Tutors should check that every student has a copy of the School's *Undergraduate Student Handbook*, available on the web at <http://www.abdn.ac.uk/sdhp/>, which contains essential information for students studying in the School.

Keeping Records of Student Attendance

The University operates a system for monitoring students' progress, and the School is required to report to the Registry the names of all students who fail to attend Tutorials regularly. Once a student has missed more than two

Tutorials (for 12-week courses) without medical or other good reason, or more than one Tutorial for 6-week courses, the Secretary will report the student to Registry. The student will then be required to contact the School to discuss their position.

All Tutors are therefore required to take a written record of student attendance. An attendance register for each Tutorial group will be issued to you by the Secretary. As soon as the Tutorial is over, attendance registers should be returned to the Secretary.

Students are expected to attend all Tutorial classes. In the event of an absence, they are expected to contact you without delay to explain the reason. You should ensure that the absence, and the fact that it has been explained to you, is marked on the attendance register.

If students are absent for medical reasons, they must submit a medical certificate to the Secretary (not to the Tutor); this will be filed for future reference.

At the end of week 3 students who have failed to turn up to any Tutorials will be deemed to have withdrawn from the course and Registry will be informed.

Dealing with Requests for Extensions

Tutors are NOT permitted to grant extensions. The only people permitted to grant extensions are (i) the Course Co-ordinator for extensions of up to 1 week, and (ii) the Undergraduate Programme Co-ordinator (UGPC) for extensions of more than 1 week. Students requesting an extension should be advised to make an appointment to visit the Course Co-ordinator or the UGPC. Extensions can only be granted before the essay submission date. If the request for an extension is granted, the student will be given a signed slip which should be attached to the coversheet of the submitted work.

Late essays submitted without a signed extension slip are subject to the School policy on penalties for the late submission of coursework. Any work submitted beyond the due date (without an approved extension) will be penalised according to the following schedule: 1 CAS point deducted per two days or part thereof (Saturday, Sunday and other days when the University is closed are counted together as a single day). Thus a piece of work due on a Friday no later than noon, if submitted before noon on the following Monday will incur a penalty of 1 CAS mark; and a further CAS mark would be deducted between then and noon on the following Wednesday etc.

Students must not hand completed essays to Tutors but must submit them, complete with signed cover sheet, to the relevant Secretary. The Secretary date-stamps the essay with the date of submission, and the time in the case of late submissions. This is very important, since it provides a means of ascertaining precisely when an essay has been submitted: essays submitted without extension slips after the due date will be liable to penalty (see above).

Marking and Returning Work

All written work should be marked within 10 days of submission and returned to students with written comments and with a completed essay assessment report in time for them to take account of any advice before their next piece of written work is due. Remember that your comments may very well be read by an external examiner.

You must indicate errors of punctuation, syntax and spelling, and provide a summary of the strengths and weaknesses of the piece at the end: it is important that students are given a clear and reasonably detailed explanation of the reasons for their mark (including any penalty). Your criticisms should as far as possible be expressed in a constructive and encouraging way.

All failed essays must receive a second opinion, get someone else teaching on the course to have a look.

New Tutors should give a sample of marked essays to the Course Co-ordinator before the first marking meeting so that support and comments can be offered early on in your first marking experience.

Written work should be returned to students by the Tutor; it must not be left to be collected from an envelope on your door or from the Secretary. You may find it useful to suggest that students who wish to discuss their work make an appointment to see you during your next office hour.

A copy of the essay assessment report must be returned to the Secretary as soon as possible in order that marks can be recorded in the student's record and to comply with QAA requirements.

How do I Decide on a Grade?

All marks are determined in accordance with the University's Common Assessment Scale (CAS) (see the Teaching and Learning section of this Handbook). Essays should be marked within 10 days of the submission date. Marks should be indicated by whole numbers and communicated to the relevant Secretary as soon as possible after marking.

Are Marks Negotiable?

No – be confident about your expertise. Explain the marking process to students before and after they write their essays. There is no mechanism for students to appeal against a Tutor's academic judgement of the quality of their written work. Tutors, however, should refer to the Course Co-ordinator the work of any student who is dissatisfied with the reasons given for a particular mark.

Student and Course Administration

All notes, sick notes, emails, or letters from students must be passed to the relevant Secretary for filing, and you should keep a list of essay marks until well after the course has finished, as we may need to check details for various reasons.

Literature Used in the Course

You cannot read everything and you are not required to lecture the students, but being a good Tutor means knowing about what they should be reading.

Student Course Evaluation Forms

All courses at the University are required to conform with the Student Course Evaluation process. The Secretary will supply you with student course evaluation forms (SCEFs) from Week 10. These should be issued, completed and collected at your Tutorials and returned to the Secretary immediately. The University insist that these should be as

full a record as is possible of student evaluations. Hence, each Tutor should strive to achieve maximum response. On no account should students be given the forms to take away, as experience shows that the forms rarely come back to us. The completed forms should be handed into the Secretary for processing.

When the SCEFs have been processed, a computer-generated summary and photocopies of individual comments will be issued to Course Co-ordinators by the Secretary. Co-ordinators will then write a course review report and submit it to the Secretary, and the Undergraduate Programme Co-ordinators will write a summary report. The secretary will make the Summary, Reports and individual comments available to members of the course team, usually through a course review meeting.

WHAT DO I DO IF I SUSPECT THAT A STUDENT'S WORK IS PLAGIARISED?

This Handbook gives an explanation of what constitutes plagiarism, the procedures for dealing with it and the penalties to which it is liable, together with advice to students about how to avoid inadvertent plagiarism. (See Teaching and Learning Section.)

There is no hard and fast rule for determining what constitutes evidence of plagiarism, but a paragraph that contains more than a couple of sentences copied or paraphrased without proper acknowledgement or an essay which contains several such sentences should be referred for investigation.

Where a Tutor finds evidence of possible plagiarism in a student's work, it should be passed to the School Administrative Officer following the procedure outlined in the Teaching and Learning Section. Where Tutors suspect plagiarism (for example, on stylistic grounds) without being able to identify the actual work being plagiarised, they should consult the Course Co-ordinator. If their suspicion is endorsed, the matter should be referred to the School Administrative Officer.

NON-ACADEMIC PROBLEMS

While you should do your best to help students who are hindered by non-academic difficulties to meet our requirements, you cannot simply waive them. As we make clear in all our Course Guides, good reasons for failing to meet our requirements are not themselves substitutes for meeting those requirements.

We make it clear that students with pressing non-academic problems must discuss these at the earliest possible stage with their Tutors or Course Co-ordinators and with the University's support services. Those students who wish to be treated as having a disability must establish their status and the nature of their problems with one of the University's Disabilities Officers: student.disability@abdn.ac.uk.

Students should be advised that documentary evidence of any medical or other extenuating circumstance that may affect their coursework or examination performance must be submitted to the Secretary *within 3 days* of the relevant examination/assessment. This applies even if a student has alerted an individual academic member of staff to their predicament – if no documentation has been submitted, the circumstances cannot be taken into account.

WHAT TO TELL STUDENTS AT THE FIRST TUTORIAL

- Tell students your name and how they can contact you, when you will be available and where your room is located.
- Check students' names against the Tutorial list you have. Tell students that they must not change Tutorials unless they have a clash and should do so officially via the Secretary.
- Tell students they MUST read or print out a Course Guide, available from MyAberdeen, and also read the School Undergraduate Student Handbook, available on the School website at <http://www.abdn.ac.uk/sdhp/>
- Inform students how many essays and other pieces of work they are required to submit, essay titles and submission deadlines. Inform them that late essays will be subject to a penalty unless a written extension has been arranged. Normally a medical certificate is required.
- Tell students that they should buy the textbook even though it might be in the library.
- Tell them what heavy demand is and although not ideal that is how they will have to get access to a lot of the books. Tell them there are other books in the library and it is absolutely fine for them to look at those as well/instead.
- Tell students that they should read something each week and more on several of the topics they are most interested in. They do not have to read everything, but they do need to read many books and/or articles to write their essays.
- Allocate presentations where courses have them. Let students choose as it is better if it is something they are interested in. Some Tutors like there to be a presentation every week, others might allow two students to do the same topic and have no presentations some weeks.

TEACHING STRATEGIES

The following are some suggestions for getting students to participate in Tutorial discussions. You may have other ideas.

- Break students up into small groups to discuss a question or questions or perform a task. Those who do not speak in large class discussions may be good in smaller groups. You might nominate one of the quieter ones to report back.
- Hold a debate and get one of the students to chair it while you take notes. This makes them talk to each other instead of through you. Give them time to prepare in their groups.
- Encourage students to bring along any questions they have about the lectures and try and get them to answer each other's.
- You may want to directly question quieter students. This may draw some out, but can put others off.
- The question: 'What do other people think?' is useful as it makes them learn not to rely on the Tutor to answer everything.
- Ask the students to list questions or things they find interesting or do not understand about the topic which can then be discussed.
- If students seem bored with a topic try and get them to think about why they find it boring.

- When talking about how to write essays or do exams, ask them what they do at present as a starting point. It is good for them to hear each other's strategies and you can provide suggestions for how to improve these rather than suggesting there is one right way.
- If a Tutorial group, or members of it are not participating remind them that it is their responsibility to do so, that Tutorials are for them.
- Always give feedback on presentations. Concentrate on students' presentation skills. Emphasise that most jobs they are likely to get as graduates will probably involve making presentations. Encourage the use of overheads and PowerPoint. Did they speak clearly and avoid reading a script? What could be improved? Be constructive as many find presentations very difficult and need their confidence boosted. Perhaps get another student to fill out a presentation feedback sheet to give to the presenter.

PART 4: RESEARCH

TRAVEL AND SUBSISTENCE ALLOWANCE

School academic staff are normally allocated a sum of money each year for travel and subsistence to support their research. This can be spent only on legitimate travel and conference expenses within the confines of the University's expenses and travel policies. The allocation is not normally available to research and teaching fellows, research and teaching assistants, temporary and bought-in Tutors or postgraduate students. Staff must not exceed the sum allocated. The University's financial year runs from 1 August to 31 July and the transaction, travel or conference, must have taken place before the end of the financial year. The deadline for submitting claims is usually set at April of each year. If staff have queries about the use of this allowance they should discuss the matter with the Head of School.

Details of how to claim for expenses can be found in the Expenses and Benefits Policy, (summary form) at:

<http://www.abdn.ac.uk/finance/policiesandprocedures/summarised-expenses-benefits-2009.pdf>.

The form for submitting staff expense claims can be downloaded from:

<http://www.abdn.ac.uk/finance/cedar/forms.shtml>

SCHOOL RESEARCH FUNDING

After the initial travel and subsistence allowance has been exhausted, no further funding will be available from the School unless it has been previously approved by the School's Research Committee, using the form that is available at: <http://www.abdn.ac.uk/sdhp/documents/StaffResearchFundingApplicationForm.doc>

Postgraduate students do not have an automatic right to any School funding for attending conferences etc., but they may also apply to the School's Research Committee for funding, using the form available at:

<http://www.abdn.ac.uk/sdhp/documents/studentresearchfundingapplicationform.doc>

RESEARCH GRANTS

The School has a dedicated contact (Mrs June Middleton; june.middleton@abdn.ac.uk) in the University's Research and Innovation team who will advise on and help with applying for research grants.

RESEARCH LEAVE

Research-active staff are eligible to apply to the School Research Committee for one half session of research leave after every seven half sessions worked. The purpose of research leave is to enhance the intellectual life of the School by freeing staff members from teaching duties in order to undertake a period of sustained work on a research project with clear REF outcomes.

Light Half Sessions

The purpose of a light half session is to offer relief of teaching in order to provide more time for research activity. Light half sessions are not to be regarded as study leave. Though staff on light half sessions will be expected to devote more time to research than in a normal half session, they will also be expected to meet with undergraduate students, supervise postgraduate students, attend meetings, carry out administrative duties and undertake occasional teaching. Members of staff who are not research active will not be entitled to light half sessions and will be expected to carry out a full teaching load across the year. Applications for light half sessions will be handled by the relevant Deputy Head of School and submitted to the Head of School for ratification.

APPLICATIONS FOR RESEARCH LEAVE

Applications for research leave must be discussed with the relevant Deputy Head of School, and will be assessed by the School Research Leave Panel which meets in January of each year.

Applications should include a description of the project, including details of publication plans; details of applications for external funding; arrangements to cover teaching, administrative and research postgraduate supervision.

In considering applications for research leave, the School Research Leave Panel will have regard to the following criteria:

- The applicant's research achievements to date.
- The project and its intended outcomes.
- The applicant's place in the School/Discipline research cycle.
- Arrangements for teaching, administrative, and supervisory cover.
- Plans for external funding.

Normally, the granting of research leave will be contingent on successful application for external funding; in exceptional circumstances, leave may be granted without external funding arrangements. Queries regarding the application may be directed to the Head of School.

Completed applications should be submitted in hard copy to the Executive Assistant on the form which can be accessed at: http://www.abdn.ac.uk/sdhp/documents/Research_Leave_Application1.doc

Applications for major research grants or collaborative enterprises should be discussed with the College Director of Research.

APPLICATIONS FOR POSTDOCTORAL STUDY ASSISTANTS

Applications must be discussed with a Deputy Head of School, and will be assessed by the School Research Committee. There are no formal deadlines for submission of applications. The Research Committee normally meets twice per half-session. Queries regarding the application may be directed to a Deputy Head of School or to the Convener of the School Research Committee.

Completed applications should be submitted in hard copy to the Convener on the form which can be accessed at: <http://www.abdn.ac.uk/sdhp/documents/PostDoctoralApplication.doc>

COMMENTS AND SUGGESTIONS

If you have any comments or suggestions as to how this handbook can be improved, or requests for additional information to be provided in the next edition, please e-mail them to the School Administrative Officer sarah.james@abdn.ac.uk.