

Contents

- 1. Introduction**
- 2. Term Dates and Exam Periods**
- 3. The Department: Contacts and Communications**
 - 3.1 The Department
 - 3.2 Contacts
 - 3.3 Communication by e-mail
 - 3.4 Responsibilities
 - 3.5 Students' Charter
- 4. Study in PPR**
 - 4.1 Contact time
 - 4.2 Provision for contact outside normal teaching
 - 4.3 Independent learning
 - 4.4 E-Learning – Moodle and Mahara
 - 4.5 Study Advice
- 5. Attendance Requirements and Progress Monitoring**
 - 5.1 Attendance at seminars, workshops and other events
 - 5.2 Attendance at lectures
- 6. Essays and Coursework**
 - 6.1 The submission of essays
 - 6.2 The return of coursework
 - 6.3 Anonymised-essay marking
 - 6.4 Essay deadlines
 - 6.5 Essay extensions
 - 6.6 Penalties and procedures for late essays
 - 6.7 Coursework word lengths
- 7. Illnesses, Personal Problems, and Exceptional Circumstances**
- 8. Programme Rules**
- 9. On-Line Courses Handbook**
- 10. Further Coursework and Exam Guidance**
 - 10.1 Essay style and structure
 - 10.2 Quotations and paraphrasing
 - 10.3 References and plagiarism
- 11. Standard Marking Criteria**
 - 11.1 Essay and Exam Marking Criteria
 - 11.2 Malpractice in examinations and coursework (plagiarism)
 - 11.3 Moderation and Exam Board Process
 - 11.4 External Examiners
 - 11.5 Ethical issues (for projects/coursework)

- 12. Enrolment and Progression Guidance**
 - 12.1 Enrolment arrangements and time period
 - 12.2 Intercalations
 - 12.3 Withdrawals
 - 12.4 Repeated years or repeated courses
 - 12.5 Changing your Major
 - 12.6 Progression requirements from Part I to Part II
 - 12.7 Undergraduate Assessment Regulations in brief
- 13. Degree Classification**
- 14. Support, Representation, and Complaints**
 - 14.1 Equal Opportunities and Special Circumstances
 - 14.2 Student support
 - 14.3 Academic Tutorial System
 - 14.4 Student feedback
- 15. Careers**
 - 15.1 The Lancaster Award
 - 15.2 Centre for Employability, Enterprise, and Careers (CEEC)
 - 15.3 The FASS Placements and Internships Team

1. Introduction

The **Department of Politics, Philosophy and Religion (PPR)** was formed in 2010, merging the Departments of Politics and International Relations, Philosophy, and Religious Studies. The new department allows students and researchers to engage in subject-specific teaching, learning and research, whilst also exploring a range of topics and issues of great contemporary importance that merit an interdisciplinary approach. We know that you will benefit from this diverse and supportive environment.

All members of the Department are deeply committed to teaching and research. We believe that students learn best when their teachers are the people who write the books which are shaping the discipline, and that research benefits from being tested out in the seminar room. The Department is large enough to cover key fields and specialist options within each subject area, but small enough to provide a friendly and engaging environment within which to study and do research. The Department offers a broad range of challenging and engaging undergraduate degree courses, and opportunities for postgraduate research in the subject areas of [Politics and International Relations](#), [Philosophy](#), and [Religious Studies](#).

This booklet contains the rules and regulations of the Department and your degree. It is important that you know where to find information on these procedures should you need to use them. The University provides detailed guidelines for current students at: www.lancaster.ac.uk/current-students/. There are always members of staff available who will be willing to offer you advice and guidance relating to your progress on your degree. We wish, as strongly as you, for you to achieve the best degree possible.

We hope that you enjoy and benefit from your time at Lancaster.

Best wishes,



Dr Andrew Dawson
Head of Department

2. Term Dates and Exam Periods

Academic Year 2018-2019

Michaelmas Term:	05 October 2018 – 14 December 2018
Lent Term:	11 January 2019 – 22 March 2019
Summer Term:	25 March 2019 – 29 March 2019 26 April 2019 – 28 June 2019

Academic Year 2019 - 2020

Michaelmas Term:	04 October 2019 - 13 December 2019
Lent Term:	10 January 2020 - 20 March 2020
Summer Term:	17 April 2020 – 26 June 2020

Academic Year 2020-2021

Michaelmas Term:	02 October 2020 – 11 December 2020
Lent Term:	08 January 2021 – 19 March 2021
Summer Term:	16 April 2021 – 25 June 2021

Exam Periods

Main Part II	Weeks 4 to 8 (inc) summer term
Main Part I	Weeks 7 to 9 (inc) summer term
Resits	Third week of August

3. The Department: Contacts and Communications

3.1 The Department

The Department of Politics, Philosophy and Religion is not simply a place to study, it is also a part of a community which tries to promote the interests of all its members. Within the Department the main forum for discussion is the Departmental Meeting, which takes place once each term. The Departmental Meeting is chaired by the Head of Department and consists of all teaching staff and support staff (other than teaching assistants), a graduate teaching assistant representative and all student representatives, undergraduate and postgraduate. Details of how you can become a student representative appear on the noticeboard and are announced in lectures.

All members of the Departmental Meeting can contribute items for the agenda of the Departmental Meeting. A request to submit items for the agenda is sent out prior to each Meeting. If you are not a student representative then you can contact one of the representatives requesting that he/she place an item on the agenda. The names and email addresses of the student representatives will be circulated by email and will be posted on the departmental noticeboard.

The Department also has a number of standing committees, such as the Undergraduate Committee and the Graduate Committee, and creates occasional *ad hoc* committees. These committees again, as a matter of course, have student representation. They report to and make recommendations to the Departmental Meeting.

3.2 Contacts

The main office holders and committees of relevance for undergraduate teaching are:

Head of Department	Dr Andrew Dawson
Departmental Officer	Tracy Davies
Part I Undergraduate Co-ordinator	Gillian Taylor / Katherine Young
Part II Undergraduate Co-ordinator	Clare Coxhill
Undergraduate Assistant	Madeline Hoogstins
Director of Undergraduate Studies	Dr Cain Todd
Part I Convenors	Professor Christopher May (Politics) Dr Christopher Macleod (Politics) Dr Nick Unwin (Philosophy) Dr Gavin Hyman (Religious Studies and EPR)
Part II Convenors	Dr Mark Garnett (Politics) Dr Cain Todd (Philosophy) Dr Shuruq Naguib (Religious Studies)

Academic Officer	Dr Nick Unwin
Exams Officer	Dr Brian Garvey
Special Needs/Equal Opportunities	Dr Brian Garvey
Study Abroad	Dr Karolina Follis
Employability Champion	Dr Astrid Nordin
Undergraduate Committee	Dr Cain Todd (Chair) Undergraduate Convenors Part I Convenors Part I and Part II Co-ordinators TA Representative Student Representative

3.3 Communication by e-mail

You have been allocated a Lancaster email account. Make sure that you activate your account, change your initial password and test your email account. Your email address will include your name then @lancaster.ac.uk.

Your Lancaster email address will be used for all official correspondence from the University. Please check it on a daily basis. It is your responsibility to ensure that you read communications from the Department sent through this official channel.

3.4 Responsibilities

What students can expect from staff

- Professionally competent lectures.
- Professionally run seminars.
- Professional departmental administration.
- Professional assessment of coursework, which should include comments and be returned on time.
- Professional assessment of exam scripts and the implementation of moderation procedures.
- Access to your tutor during his/her office hours for informal discussion related to the module.
- Access to those lecturing on modules and to the Part I and Part II Directors during their office hours.
- Honesty and civility in our engagement with you.

What we expect from our students

- Regular and well-prepared attendance.
- Serious on-going effort at the work we ask you to do.
- An organised approach to work, deadlines, and coursework submission.
- Honesty and civility in your engagement with staff and with fellow students, and to be treated like professionals.
- That you take responsibility for studying.
- That you let us know if you are experiencing problems.

3.5 Students' Charter

Central to the mission of Lancaster University is a strong and productive partnership between students and staff. The University and Lancaster University Students' Union (LUSU) have worked together on a Students' Charter to articulate this relationship and the standards to which the University and its students aspire. <http://www.lancaster.ac.uk/current-students/student-charter/>

4. Study in PPR

4.1 Contact time

Typically, in the first year this department offers 3 hours per week in Part I per module. In Part II the minimum is typically 10 hours per week in the second year and 10 hours per week in the third year. However, it should be noted that your actual experience will vary due to your module choices, for example dissertation units and modules with a large proportion of blended learning (i.e. using online resources) typically have less face-to-face contact and a greater amount of independent study. Students who take a dissertation will have a maximum of 6 hours of *individual* contact.

4.2 Provision for contact outside normal teaching

In addition to the scheduled contact time outlined above, all staff keep office hours. Office hours are two hours each week *during term-time* when staff are available for students to visit them in an ad hoc fashion to discuss elements of their course or life in the department. These office hours will be clearly displayed outside the doors of academics, and on their University web pages. If you wish to meet with your tutor, but cannot do so during their office hour, then please send them an email to arrange a mutually convenient time.

4.3 Independent learning

The department outlines the independent learning required for each module at the start of the module. **A student's working week consists of 40 hours of study in each term week.** So, if you have 10 hours of teaching (contact) time per week our expectation is that you will spend a further 30 hours on private study including reading through and understanding the lecture notes, further reading of published materials, completion of coursework, preparation for exams and tests, etc.

4.4 E-Learning – Moodle and Mahara

Moodle

Moodle provides activities and resources to support your learning. Lecturers utilise *Moodle* in a wide variety of ways to deliver learning materials (handouts, presentations, bibliographies etc), engage you in active learning (exercises and online tests, discussion spaces and learning logs) and update you with information about your modules.

LU Portal

LU Portal is your personal home page for Moodle with key information about the modules you are studying, your summative grades, your library reading lists, and also your timetable and exam timetable in an integrated calendar.

Mahara

Mahara is a private & social web space to record and share reflections, start new groups, mashup both external and user generated content, create and publish portfolios and digital CVs to both an internal and external audience.

You will need your University login and password to access *our eLearning* services.

During your study, your department and/or the student learning adviser for your faculty may also direct you to other web-based resources with advice on effective learning skills and strategies.

4.5 Study Advice

Your academic tutor, and those teaching your modules are available to offer advice. Please contact them in person after seminars, in their office hours or via email.

In addition to the support which is integrated into your study programme (e.g. guidance and feedback given to you in seminars, meetings with your Academic tutor, written feedback on your coursework assignments) you can also contact Joanne Wood, our Faculty Student Learning Advisor or sign up for a meeting with one of our Writing Mentors in the Writing Space.

All the information you need about the Writing Space and other support that is available can be found here:

<https://modules.lancaster.ac.uk/course/index.php?categoryid=149>

Contact Joanne Wood on: studyadvice.fass@lancaster.ac.uk

5. Attendance Requirements and Progress Monitoring

5.1 Attendance at seminars, workshops and other events

According to University rules, attendance is compulsory and will be monitored through the iLancaster check-in.

Occasionally there may be a good reason why you cannot attend a seminar, if this is the case you must register your absence through the Student Portal.

If you repeatedly fail to attend events then the Director of Undergraduate Studies may request a meeting with you to discuss your progress. In some cases your attendance will be put under departmental review which may also result in referral to the Standing Academic Committee.

5.2 Attendance at lectures

Attendance at lectures is compulsory. We strongly recommend that you attend lectures because they are such an important part of the teaching process. While borrowing lecture notes is better than nothing, you will find it is a very poor substitute for attending lectures and taking your own notes.

6. Essays and Coursework

6.1 The submission of essays

It is very important that you should meet deadlines for the submission of essays. It is an important part of vocational training that you should learn to timetable your work, and there are also issues of equity involved – it would clearly be unjust for some students to have longer time to prepare essays than others, given that essays are an important element of overall assessment. Furthermore, marking essays is very time-consuming for staff, and they, like students, need to be able to timetable their work.

One copy of each essay should be placed in the locked essay box in the Department and one should be submitted electronically via the Moodle site. Your essay will be considered late if both of these forms of submission are not completed. Essays should **not** be handed in to tutors, and we **do not** accept essays on disk or via email to tutors or to the departmental co-ordinators.

The deadline for all essays is 12 noon and essays submitted after this time will be considered late.

If you repeatedly fail to submit coursework then the Director of Undergraduate Studies may request a meeting with you to discuss your progress. In some cases your progress will be put under departmental review which may also result in referral to the Standing Academic Committee.

If you have good reason to be away from Lancaster University during the time that your essay is due please contact the appropriate co-ordinator to make alternative arrangements. This will ensure that your essay is recorded as submitted and you will avoid any penalty for late submission. You should always attach a cover sheet (copies of which can be obtained from above the essay box or can be downloaded from the e-noticeboard), and you should complete the relevant sections. We strongly advise you to keep a copy of every essay you submit.

6.2 The return of coursework

Work will normally be returned to you within 4 weeks of submission excluding university closure periods. Work submitted at the end of term will be returned within the first week of the start of the next term. However, if your work was submitted late, or if you have not completed the cover sheet correctly, it is possible that there will be a delay in the return of your essay.

6.3 Anonymised-essay marking

Where possible, essays within the department are anonymised before marking. Although you must put all your details on the cover sheet (especially your name and your library card number) this information is not seen by the marker. However, this does not prevent you from speaking with the person who has marked your essay to discuss the mark with them after it has been returned to you. Please do not put your name at the top of each page of your essay.

6.4 Essay deadlines

Essay deadlines can be found in the individual module guides. They will also be posted on Moodle. There is a **12 noon deadline** for the submission of all essays and essays submitted after this time will be considered late.

6.5 Essay extensions

The Department expects work to be submitted on time. Work which is not submitted on time will be penalised. Essays which are submitted beyond an agreed extension to a deadline will also be penalised.

In your future working life you will often need to work to deadlines required by your employer, and their or your clients; deadlines are crucial for the coordination of work among groups of people, and are an ordinary part of everyone's working experience. University is no different: we set deadlines to help you get used to working to a fixed schedule, and to allow us to organise your degree programme coherently.

While in some circumstances we may allow an extension to a deadline, this can only be in *exceptional* circumstances and with supporting evidence.

Reasons that will NOT be deemed adequate grounds for granting extensions include:

- i) Computer failures
- ii) Having too much work to do/conflicting essay deadlines/time management

Permissible grounds for requesting an extension include:

- i) Physical or Mental Illness
- ii) Bereavement

iii) Other significant personal problems

Evidence: All extension requests must be accompanied either by a medical certificate or a supporting letter from a college counsellor.

In cases where the evidence can only be procured on or after the coursework deadline – for example, where the illness/bereavement occurs very close to the deadline – you should contact one of the people listed below. The evidence will be expected within one week of the deadline.

Part I Co-ordinators (Gillian Taylor/Katherine Young)

Part II Co-ordinator (Clare Coxhill)

Director of Undergraduate Studies (see Page 5)

Unless you have an ISLP agreement, if you repeatedly ask for extensions (of up to one week) your case will be referred to the Director of Undergraduate Studies.

You should note that it is **your responsibility** to (a) know the rules of the department concerning the time and format of submission; (b) to ensure that you back-up your work (this can be done on the university hard drive – ‘computer failure’ or ‘printer error’ are not acceptable reasons for late submission); (c) to allow yourself sufficient time to complete and submit the essay including time for contingencies (the convergence of deadlines is not an acceptable reason for the failure to submit essays on time).

6.6 Penalties and procedures for late essays

Essay deadlines are published widely and, because of the importance the Department attaches to the submission of essays on time, essays which are late will be penalised. However we recognise that sometimes there are good and genuine reasons for work being late and in these cases penalties are not appropriate. Our procedures for dealing with late work (which are designed to ensure fair and equitable treatment for all students) are as follows:

Essay deadlines are always clearly specified. **ESSAYS MUST BE SUBMITTED IN HARD COPY AND ELECTRONIC COPY BY 12 NOON ON THE DAY OF THE DEADLINE.** Essays with an agreed extension will not be penalised (unless that extension is exceeded).

Saturdays and Sundays are included as days in this regulation. However, when the third day falls on a Saturday or Sunday, students will have until 10.00 a.m. on Monday to hand in work without receiving further penalty. Work submitted more than three days late without an agreed extension will be awarded a zero and considered a non-submission, and treated according to the standard procedures for failed work.

Where exceptional circumstances may have led a student to miss a stipulated deadline (which may be an already extended deadline), the student should make those circumstances known to the department. They should inform the department within 48 hours of the missed

deadline unless prevented from doing so by acceptable circumstances in which case students should inform the department as soon as possible. Students should provide the department with evidence of the exceptional circumstances as soon as they are able.

In this context, exceptional circumstances are defined by University regulations as actions or events outside the control of the student which result in any circumstances which are thought reasonably to have caused an individual student to fail to complete all the required assessment for a programme or contributing module by a stipulated deadline (e.g. missed exam or coursework deadline). Further details on exceptional circumstances and procedures concerning them can be found below.

1. Essays submitted more than three days late (but before the Senate deadline) will be marked by tutors, but initially the mark will count only as 'supplementary evidence' and not for CWA (Course Work Assessments, e.g. essays). This means that the formal CWA mark for these essays will be zero, but the Examination Board will be informed that the work was done, though late, and what the mark would have been. The Board then has discretion as to what account it takes of this supplementary evidence – normally, unless there is some good reason to the contrary, the mark of zero will stand. Note once again that a tutor will initially register a mark of zero regardless of the reason why the essay has been submitted late – but see (5) below.
2. Unless the circumstances are exceptional - see 6.5 above - essays submitted after the Senate deadline will not be marked nor will they count as supplementary evidence. The Senate deadline is the Friday of the third week of the Summer term, and is the date laid down by Senate beyond which no coursework may be accepted.
3. If there are good grounds, under (2) and (3) above, for the late submission of your essay work, you should do two things. First you should explain these grounds to your tutor. Second, you should appeal against the penalty imposed by completing and returning an appeal form, copies of which are available from the Part I or Part II Undergraduate Co-ordinator. On the form you can explain why the essay was late, and the form also makes provision for tutors to express their views. Appeals against penalties are considered by the *Coursework Appeals Committee*, which decides whether the penalty shall stand or be removed. It should be noted that the Appeals procedure is in place to ensure fairness and equality for all students and it is no way 'punitive' in nature. In some cases, where there is good reason for late submission and supporting evidence, the penalty will be removed. However, where the Committee is not satisfied that the reasons offered are valid the penalty will stand.

If you want to make an appeal, please return the form **no later than two weeks**, inclusive of vacations, beyond the date when the essay was originally due, and in no case beyond the Senate deadline.

6.7 Coursework word lengths

Coursework is designed to allow students to develop and demonstrate a range of academic skills. One of these skills is the ability to express ideas in written English in a structured manner and within certain parameters; as a result all pieces of coursework have target word

lengths. When pieces of work are assessed a marker will consider how successfully they meet a number of marking criteria including meeting the target word length. *Usually*, pieces of coursework which do not meet these targets will be deficient in various ways. For example, if the piece of coursework is too short it might not cover all the relevant material (or cover it in insufficient detail). If the piece of coursework is too long it might include extraneous and irrelevant material (or spend too long focusing on one area to the neglect of others). In such situations these problems will be reflected in the overall mark and markers will identify the problems in their comments. As such, it is not the department's policy to further penalise coursework which fails to meet a target word length.

However, as a rule of thumb, markers would not expect pieces of coursework to exceed a 10% bracket either above or below a coursework word length. If your piece of coursework falls into this category then it is *likely* to be failing to meet the assessment criteria in some way and you should take the opportunity to discuss the coursework with your tutor in their office hours. Please note that the coursework work length includes all footnotes, but does not include the bibliography.

7. Illnesses, Personal Problems, and Exceptional Circumstances

If you suffer an illness, injury, medical problem, or other exceptional circumstances (perhaps of a personal nature) which affects your ability to attend classes or to study, you should always let the department know. Any information which you tell us will be treated confidentially and sympathetically. There are a range of measures that we can put in place to help students in exceptional circumstances, but we can only help if you keep us informed about your problems.

Formal Certification: If the duration of your illness or medical problem is no longer than five days you should contact the Undergraduate Co-ordinators. If your illness affects your ability to attend classes or to study for more than five days, then you must obtain a medical note from your doctor – self-certification is valid only up to a maximum of five days. With longer-term illnesses it is not possible to set formal deadlines for notification of certification, but in all cases you should let us have a medical note as soon as possible and certainly before the date of Examination Boards – medical evidence submitted after Examination Boards have met cannot, except in extreme circumstances such as physical incapacity, be taken into account.

Informing Tutors: In addition to providing formal certification you should always inform your course tutors and/or the relevant Director of Studies about any illness. Any information you supply will, of course, be treated confidentially, but – to repeat the point made above – tutors can only help you, by for example giving advice on rescheduling work, if they know that you have been ill.

8. Programme Rules

The department offers a number of single major, major-minor, and joint major degree schemes. In the case of major-minor and joint majors students choose options both within the department and from those offered by another department/s. In some cases (such as Politics and Philosophy, Politics and Religious Studies, Philosophy and Religious Studies, and Ethics, Philosophy, and Religion) the degree scheme remains combined, but the options are chosen from within the department. In the specifications below this distinction has been indicated with the formula Department/Subject, where 'Subject' refers specifically to the degree schemes mentioned above, and 'Department' encompasses all other cases.

The detailed rules for these programmes can be found online at:

<http://www.lancs.ac.uk/fass/ppr/undergraduate/all-courses>. And in the part II handbook. However, the **generic** schemes are as follows:

Single Major

Students are required to take 240 credits altogether in Part II, at least 180 credits of which must be in their major subject. *Usually* this will be divided evenly across years two and three.

In the second year, 90 credits must be made up from from the core list in the Part II Courses booklet (30 credits per full-unit module, 15 credits per half-unit module). The remaining 30 credits can be made up from modules freely chosen from all second year modules in PPR.

In the third year, there is the option (but not requirement) to take a dissertation unit – 30 credits. There is also the option of taking up to 30 credits worth of modules from the second year core list in third year.

In the third year the 120 credits will be composed by following **one** of the following options:

- (1) Six half-unit modules (15 credits each) chosen from the third year core list, plus two half-unit modules that may be freely chosen from across the range of third year modules in PPR.
- (2) Either Four half-unit modules (15 credits each) chosen from the third year core list, plus two half-unit modules that may be freely chosen from across the range of third year modules in PPR, plus 30 credits worth of modules from the second year core list; or five half-unit modules (15 credits each) chosen from the third year core list, plus two half-unit modules that may be freely chosen from across the range of third year modules in PPR, plus one half-unit module from the second year core list.
- (3) A dissertation unit, plus 4 half-unit modules chosen from the third year core list, plus two half-unit modules that may be freely chosen from across the range of third year modules in PPR.
- (4) A dissertation unit, plus two half-unit modules that may be freely chosen from across the range of third year modules in PPR, plus either (i) 30 credits worth of modules chosen from the second year core list, plus 2 half-unit modules from the third year list; or (ii) one half-unit module from the second year core list, plus 3 half-unit modules from the third year list.

Joint Majors (except History joint majors)

Students are required to take at least 120 credits in each subject in Part II. Usually this will be divided evenly across years two and three.

In the second year, 60 credits must be made up from the core list in the Part II Courses booklet (30 credits per full-unit module, 15 credits per half-unit module).

In the third year, there is the option (but not requirement) to take a dissertation unit. There is also the option of taking up to 30 credits worth of modules from the second year core list in third year.

In the third year the 60 credits will be composed by following **one** of the following options:

- (1) Four half-unit modules chosen from the third year core list.
- (2) Either 2 half-unit modules from the third year core list, plus 30 credits worth of modules from the second year core list; or 3 half-unit modules from the third year core list plus one half-unit module from the second year core list.
- (3) A dissertation, plus 2 half-unit modules chosen from the core list.
- (4) A dissertation, plus either 30 credits worth of modules from the second year core list, or one half-unit module from the third year core list, and one half-unit module from the second year core list.

Triple Majors

Students are required to take *at least* 60 credits in each subject in Part II. There is no requirement for the 60 credits in any subject to be divided evenly across years two and three.

For example, a student may take 120 units in one subject and 60 in each of the other two, or they may take 60 units in one subject and 90 in each of the other two.

In the third year there is the *option* (but not requirement) to take a dissertation unit.

In both years modules are chosen from the core list for that year in the Part II Courses booklet.

LOVO Philosophy, Politics and Economics

Students are required to take at least 60 credits in each of Philosophy, Politics and Economics. They may make up the remaining 60 units from any combination of Politics, Philosophy and Economics modules for that year.

For example, a student may take 120 units in one subject and 60 in each of the other two, or they may take 60 units in one subject and 90 in each of the other two.

In the third year there is the option (but not requirement) to take a dissertation unit. This may count towards the 60 units of Politics or towards the 60 units of Philosophy depending on the topic of the dissertation.

For students who do not do a dissertation unit the 60 credits in Philosophy must be made up of subjects from the Philosophy core list and the 60 credits in Politics must be made up of

subjects from the Politics core list.

For more specific guidance, see the Part II handbook

VV56 Ethics, Philosophy and Religion

Students are required to take 240 credits in Part II. *Usually* this will be divided evenly across years two and three.

In the third year there is the option (but not requirement) to take a dissertation unit.

In the second year all students must take two of the following: PPR.202: Ethics: Theory and Practice, PPR.242: Religion and Society, PPR.243: Constructing Ethics: Christianity and Islam. The remaining two modules must then be selected from the core list in the Part II booklet.

In the third year the 120 credits will be composed by following **one** of the following options:

- (1) Six half-unit modules (15 credits each) chosen from the third year core list, plus two half-unit modules that may be freely chosen from across the range of third year modules in PPR.
- (2) Either Four half-unit modules (15 credits each) chosen from the third year core list, plus two half-unit modules that may be freely chosen from across the range of third year modules in PPR, plus 30 credits worth of modules from the second year core list; or five half-unit modules (15 credits each) chosen from the third year core list, plus two half-unit modules that may be freely chosen from across the range of third year modules in PPR, plus one half-unit module from the second year core list.
- (3) A dissertation unit, plus 4 half-unit modules chosen from the third year core list, plus two half-unit modules that may be freely chosen from across the range of third year modules in PPR.
- (4) A dissertation unit, plus two half-unit modules that may be freely chosen from across the range of third year modules in PPR, plus either (i) 30 credits worth of modules chosen from the second year core list, plus 2 half-unit modules from the third year list; or (ii) one half-unit module from the second year core list, plus 3 half-unit modules from the third year list.

LL92 BA Hons Peace Studies and International Relations

Students are required to take 240 credits in Part II. *Usually* this will be divided evenly across years two and three.

In the second year all students must take PPR.225: Introduction to Peace Studies. The remaining three modules must be chosen from the International Relations core list in the Part II Courses booklet.

In the third year there is the option (but not requirement) to take a dissertation unit – 30 credits.

In the third year students must take at least four options from the IR core list. A dissertation unit may be taken and will count as two of the options (30 credits). The balance must be made of options from the Politics and International Relations core lists.

VL16 History Joint Majors

Students are required to take at least 120 credits in each subject in Part II. Usually this will be divided evenly across years two and three.

In the second year two modules must be chosen from the core list in the Part II Courses booklet (totalling 60 credits).

In the third year the 60 credits will be composed of four half-unit unit modules chosen from the core list, or two half-unit modules plus a dissertation unit.

N.B. There can be no option to take a second year module in the third year as this is already a requirement in History.

9. Online Courses booklet

The online courses handbook provides information on all taught undergraduate and postgraduate programmes of study and course modules in any one academic year:

<http://www.lancaster.ac.uk/media/lancaster-university/content-assets/documents/ppr/undergraduate-resources/PPRPartIIhandbook2018-2019.pdf>

10. Further Coursework and Exam Guidance

10.1 Essay style and structure

Do not write as if you are speaking. Also do not write as you would for a letter to the student magazine, or in an opinion piece. Present a reasoned, dispassionate argument (acknowledging that there may be more than one side to it), basing your own conclusions on what you have read and the facts you may have discovered (acknowledging your sources as explained below). The essay should be structured around themes and the stages of your argument: they should not be simply a reiteration of a series of events or points in a 'shopping list' form.

Both an introduction and a conclusion are necessary, but do not confuse them. The introduction should say something about the question asked – what you understand by it, the context in which it arises, what the point of it is. You may say how you are going to deal with it and (possibly) the main line of argument. The conclusion sums up the case you have made. It is not always possible to find any satisfactory solutions to a problem: a conclusion, therefore, is not necessarily something that provides a solution; indeed the conclusion might be precisely that no solutions seem possible.

Be concise! You get no credit for being verbose or 'flowery': added length does not of itself get you added marks. In fact, exceeding the set word limit usually attracts penalties.

Abbreviations should only be used in the case of corporate names, but then only after you have given the full version of the name at the first occurrence (for instance: ...the International Monetary Fund (henceforth IMF)...). (Avoid unnecessary abbreviations such as *it's* (for *it is*); *can't* (for *cannot*), *don't* (for *do not*): these are merely representations of the oral sound.)

10.2 Quotations and paraphrasing

Your essays should, of course, be written in your own words, but you will want, from time to time, to refer to the work of others, or to other sources of information. This is good academic practice – but when you do so, it is extremely important that your source is acknowledged.

It is often useful, sometimes necessary, to quote briefly from recognised authorities (published books or articles) or primary sources (such as laws, government documents, parliamentary reports, etc), whether to illustrate a particular point, to give an authoritative opinion or definition, or to present a piece of primary textual evidence. **Quotations** should always be put in quotation marks, or, for quotations of more than three lines, in a hanging text bloc, often in smaller font, that stands out from the rest of the paragraph. For instance, you could quote the text you are reading right now as saying that 'Quotations should always be put in quotations marks'. A longer quote would look as follows:

It is often useful, sometimes necessary, to quote briefly from recognised authorities (published books or articles) or primary sources (such as laws, government documents, parliamentary reports, etc), whether to illustrate a particular point, to give an authoritative opinion or definition, or to present a piece of primary textual evidence.

A reference must be given which would allow the reader to find the original source. You will find guidance on how to go about referencing (footnotes, endnotes, etc) in the section on References below.

Quotations should generally be brief and be kept to a minimum. You should avoid at all costs writing an essay which simply strings together large chunks of other people's work with a few sentences of your own.

A second way in which you may use the work of others is in **paraphrasing**, which means you summarise or paraphrase an author's argument in your own words. When you do this you must again acknowledge the author both in the text of your essay and in a footnote. For example, you might wish to give an account of S Huntington's interpretation of politics in developing societies. In such cases the source should be acknowledged, usually in the text (e.g. 'According to Huntington ...', or 'as Huntington argues, ...'), and there should be a full reference to the source in a note. Again, you must not write essays which are large sections of paraphrasing joined by a few sentences of your own.

You may want to use **statistical evidence** to illustrate or back up an argument. If you do so, it is important to indicate where the statistics come from by giving an appropriate reference.

10.3 References and plagiarism

Proper references, in acknowledgement either of direct quotations or of ideas or data found in a particular source, are therefore an essential element of a piece of academic work. They can take a variety of forms, but should always allow the reader to trace your sources, down to the specific bit of text you have quoted or are relying on.

So remember that references are *NOT ONLY* for quotes or paraphrases, but for all instances where you are basing yourself on other people's work or specific sources of data: do not claim insights or ideas as your own when they are not, and always support statements or assertions about facts or events by referring to such sources (except where it concerns matters of general knowledge).

PLAGIARISM: Plagiarism means passing off other people's ideas and work as your own – whether as a whole essay, or as sections of text or data taken from other sources – without proper source referencing and without showing whether it is in fact a quotation. Close paraphrasing without source referencing is also considered plagiarism.

Plagiarism is considered dishonest, and a grave offence against the principles of academic integrity. One of the objects of studying at a university is to acquire the ability to organise and present ideas and information *in your own way*. Clearly plagiarism, apart from being a form of cheating, defeats the object of the exercise and essays which are plagiarised will be given a mark of zero – and repetition of the offence will carry a more serious penalty, including possible exclusion from the university.

It is worth pointing out that it is now quite easy for tutors to trace even the most obscure website sources for plagiarised material – and we have a dedicated electronic plagiarism-checking system in place and all essays are automatically run through this plagiarism detection system.

You can choose between *two main systems of referencing*: the 'traditional' one (footnotes or endnotes); or the 'name-year-page', or 'Harvard' system (where the reference is inserted in brackets in the text, giving only the author's name, year of publication, and page).

Detailed information about how to use these two systems can be found online here:

<http://www.lancaster.ac.uk/library/referencing/referencing-guides/>

More information on plagiarism and essay writing can be provided by your tutors. Please consult them in their office hours. Additional information and advice on plagiarism and essay writing, referencing and bibliographies can be obtained from Joanne Wood studyadvice.fass@lancaster.ac.uk.

11. Standard Marking Criteria

11.1 Essay and Exam Marking Criteria

What is required for individual pieces of coursework will vary according to the contents of the module being followed. However, all tutors will make it clear what is required and expected in essays before their submission. This does not mean, of course, that they will tell you exactly what to write or how to answer the question – this would defeat the point of the exercise – but they will give you an indication of the kinds of things that they are (and are not) expecting.

Result	Broad Descriptor	Grade	Aggregation Score	Primary verbal descriptors for attainment of intended Learning Outcomes	PPR Detailed descriptors	Honours/Class
Pass	Excellent	A ⁺	24	Below with particular strength	The work meets the criteria for a B and <i>in addition</i> - A + Below with particular strength A Exhibits: exemplary critical engagement with the question, arguing for an original position, going beyond that in the literature, and backed up by appropriate evidence and reasoning. There is: a creative, extremely clear and well-organised structure; polished presentation; strong critical awareness; mastery of the topic being addressed through a discriminating command of a comprehensive range of relevant materials. A – Above with some weakness.	First
		A	21	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures		
		A ⁻	18	Above with some weakness		
Pass	Good	B ⁺	17	Below with particular strength	The work meets the criteria for a C and <i>in addition</i> - B+ Below with particular strength. B Exhibits: clarity of thought and expression; an ability to produce a sustained, well-organised, and well-supported argument; a good grasp and critical awareness of the topic; There is: a tight sense of relevance; knowledge and understanding of relevant literature; a good standard of written English and good presentation skills. B - Above with some weakness.	Upper Second
		B	16	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding		
		B ⁻	15	Above with some weakness		
Pass	Satisfactory	C ⁺	14	Below with particular strength	The work is distinguished from a D by meeting the following <i>additional</i> criteria- C+ Below with particular strength. C The text is clear enough to be understood; the answer has a structure; a basic grasp of the question is demonstrated; some knowledge is shown of relevant literature. There is: some critical awareness; some coherent argumentation; evidence of serious study; <i>Distinguished from a B by:</i> lower level of coherence; lower level of critical awareness; lower level of knowledge and understanding of relevant literature C- Above with some weakness	Lower Second
		C	13	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding		
		C ⁻	12	Above with some weakness		
Pass	Weak	D ⁺	11	Below with particular strength	D+ Below with particular strength. D The <i>majority</i> of the text is clear enough to be understood. <i>Exhibits:</i> some attempt to structure material; some grasp of the question. There is: some evidence of study; some knowledge of relevant material. <i>Distinguished from C by:</i> absence of critical discussion; limited knowledge of relevant material; limited powers of organisation of material; lack of clarity; lack of relevance. D- Above with some weakness.	Third
		D	10	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure		
		D ⁻	9	Above with some weakness		

<i>Result</i>	<i>Broad Descriptor</i>	<i>Grade</i>	<i>Aggregation Score</i>	<i>Primary verbal descriptors for attainment of intended Learning Outcomes</i>	<i>PPR Detailed descriptors</i>	<i>Honours/ Class</i>
Fail	Marginal fail	F1	7	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations	<p>F1 The work shows: some clear text; some evidence of study; some evidence of an attempt to provide a relevant answer;</p> <p>But is a fail because: relative weakness in the features listed; lack of structure; lack of knowledge; lack of understanding; lack of critical awareness; lack of evidence of engagement with relevant materials and literature; poor presentation; poor English.</p>	
Fail	Fail	F2	4	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions	<p>F2 Work with some or all of the following characteristics: Very basic or general knowledge of the subject area with no reference to relevant literature. Fundamental flaws in the argument or critical discussion; complete misunderstandings of key positions. Failure to engage with central questions; serious and endemic lack of clarity and lucidity.</p>	Fail
Fail	Poor fail	F3	2	Attainment of intended learning outcomes appreciably deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation	<p>F3 Work with some or all of the following characteristics: A bare hint of knowledge displayed; or some knowledge but complete misinterpretation of the question. One paragraph or less of writing relevant to the question (examination only). Only one or two relevant points (examination only). Almost complete incoherence or almost complete irrelevance (examination and essay).</p>	
Fail	Very poor fail	F4	0	No convincing evidence of attainment of any intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary	<p>F4 No evidence of relevant learning. Nothing written or nothing of any relevance at all written (examination and essay).</p>	

11.2 Malpractice in examinations and coursework (plagiarism)

The rules of the university and the examination regulations define in detail the definitions and penalties for dealing with malpractice, you can find these on the university website. It is important that you abide by these rules and don't attempt to gain advantage by any unfair means. When submitting coursework, it must be your own work and any assistance must be correctly acknowledged. Useful advice can be found here:

<http://www.lancaster.ac.uk/student-based-services/exams-and-assessment/regulations/plagiarism/>

And there is an online tutorial on plagiarism here:

<http://www.lancaster.ac.uk/library/referencing/what-is-plagiarism/>

In recent years the Internet has become a source for plagiarism malpractice, however, mechanisms for detecting such practice is also becoming easier and readily available. We have systems in place to detect plagiarism.

The penalties for plagiarism offences are described in more detail here:

<https://gap.lancs.ac.uk/ASQ/Policies/Pages/PlagiarismFramework.aspx>

11.3 Moderation and Exam Board Process

The Exams Officer is Dr Brian Garvey. All queries about regulation of exams (excluding content specific questions) should be directed to him in writing (e.g. email). In all examinations, and in all coursework accounting for 50% or more of the total course module assessment, University rules require moderation using any of the following methods:

- **Unseen double marking**, where student work is independently assessed by a second marker without the knowledge of marks assigned by the first marker.
- **Second marking**, where student work is assessed by more than one marker, but the second marker knows the mark allocated by the first marker. In PPR, this is used for all undergraduate dissertations.
- **Sampling**, where second markers review a representative sample of work first-marked by other colleagues for the purpose of: checking the consistent application of marking criteria and moderating marks awarded (a sample is taken to mean square root n where n is the number of scripts for the course and at least five for small courses). In PPR, this is used for all undergraduate modules apart from dissertations.
- **Analyses of marking trends**, where work is marked by only one marker, undertaking a comparative analysis of marking trends to compare individual students' marks on an individual course with their average mark on all their other courses.

11.4 External Examiners

In addition to the above, coursework and exams for all modules are moderated by means of sampling by external examiners, who also take part in the departmental Examination Boards at the end of the academic year. The external examiners for PPR are:

Politics:	Professor Justin Fisher (Brunel University)
International Relations:	tbc
Philosophy:	Professor Peter Milne (University of Stirling)
Religious Studies:	Professor Graham Harvey (Open University)
Religious Studies:	Professor James Hegarty (Cardiff University)

The external examiners also report each year on the overall quality of students' work, the suitability of assessment and the conduct of examination boards. Their reports may be accessed by students via Moodle.

11.5 Ethical issues (for projects/coursework)

Depending upon the nature of the work you are doing, there may be specific research ethics issues that you need to consider (for example if your project involves human subjects in any way). You may need to complete a research ethics form and you should consult your dissertation / research supervisor for details of the required process.

12. Enrolment and Progression Guidance

12.1 Enrolment arrangements and time period

When you arrive in October, and each subsequent year (normally in April/May) you will be asked to enrol for the individual courses or modules which make up your programme of study. You do need to consider your enrolment choices carefully as the information is used to timetable teaching.

Changes at Part I enrolment will only be accepted in the first three weeks of the course module and at Part II in the first two weeks of the course module.

12.2 Intercalations

Sometimes because of medical, financial or personal difficulties students feel they have no alternative but to apply to suspend their studies for a year. Whilst this option can be of benefit to some students, it is not without its drawbacks. Significantly, students who are intercalating are not permitted to claim benefits as intercalating students are regarded as continuing students on the grounds that they intend to resume their studies.

Don't allow yourself to drift into a situation that ends with intercalation being the only option, because without some assured financial support - a guaranteed job or financial help from your family - you could be left with no source of income.

Do ensure that you seek help early if you are experiencing any problems that may adversely affect your academic work. Speak to someone in the department or any of the various welfare agencies or call into the Base, part of Student Based Services, in University House, who will put you in touch with someone in the Student Registry if necessary.

If personal circumstances mean that you are left with no alternative but to seek a period of intercalation, please contact the Base first to discuss your application. You should then approach the Director of Undergraduate Studies.

12.3 Withdrawals

If you feel uncertain about carrying on at Lancaster, it is important that you talk it through with the Director of Undergraduate Studies or one of the other support services such as your college personal tutor or someone in Student Based Services. Some initial written advice is also available via

<http://www.lancaster.ac.uk/student-based-services/course-and-study-changes/undergraduate-services/>.

It may be, for example, that you need time to adjust to a new and unfamiliar lifestyle.

Should you decide to leave, it is essential that you do not just walk out. You should contact the Student Registry within Student Based Services who will discuss your plans with you and formally approve your withdrawal. The Student Registry will notify Student Finance England to have payment of your loan and tuition fees stopped, as appropriate. If you have any books on loan from the Library or are in possession of any university equipment or property, please make sure you return these - it will save you and us a lot of unnecessary letters and telephone calls.

In order to safeguard your entitlement to funding for any future course you should seek advice as soon as possible. Full details on this, and information regarding a transfer to another course/college, may be obtained from the Student Registry.

12.4 Repeated years or repeated courses

A widely held, but incorrect, belief is that you can repeat a year of study if you haven't done very well, repeat an individual course, or replace a course in which you have done badly with another one. This is not the case. The University's examination and assessment regulations contain the following statement:

No student should be given an unfair advantage over fellow students through being allowed to repeat individual course units or to repeat a whole year of study. Exceptional permission to do so may be granted by the Pro-Vice Chancellor, by the Part I and Part II Review Committees or by the Standing Academic Committee in cases where a student's academic performance has been adversely affected by personal, health or financial problems and where such cases are properly documented.

No student should normally be allowed to replace units of assessment in which he or she has failed or performed poorly by taking a different unit of assessment in the hope of achieving better marks. Exceptional permission to do so may be granted by the Chair of the Undergraduate Studies Committee, by the Part I and Part II Review Committees or by the Standing Academic Committee in cases where a student's academic performance has been adversely affected by personal, health or financial problems and where such cases are properly documented.

12.5 Changing your Major

Lancaster's three subject Part I scheme is designed to give you as much flexibility as possible with your degree programme. You may change your intended major subject at Part II enrolment (which will take place in May) to any major for which your Part I subjects qualify you (all changes are, however, reliant on you achieving a majorable mark in any subject you wish to take as a major). There is also some flexibility within Part II, as you are still permitted to change your major (Part I subjects and results permitting) at any time before the start of your second year. If you decide to change your major before Part II enrolment in May you need to discuss this with the department(s) involved and then enrol in the normal way. If you decide after you have enrolled for Part II courses (for example, on receipt of examination results) then you should contact the Student Registry as soon as possible after you receive your results.

You can download a change of major form from:
<http://www.lancs.ac.uk/sbs/registry/undergrads/forms.htm>.

12.6 Progression Requirements from Part I to Part II

Passing Part I is a necessary pre-requisite for proceeding to Part II. All three subjects must be passed (even the subjects that you do not intend to study in Part II) before you can progress to Part II.

Assessment for Part I is usually a combination of coursework and formal examinations. The formal examinations take place in May/June (Monday to Saturday inclusive) and your overall results (derived from coursework assessment and formal examinations) for each Part I subject go before a meeting of the Part I Board of Examiners held at the end of June. This Board looks at your results and decides whether or not you have qualified to proceed to Part II. In order to do so you must, normally, pass all three Part I subjects.

For major subjects a student must achieve an overall aggregation score of 10.3 or above plus an overall aggregation score of 9 in both coursework *and* exam elements.

For minor subjects a student must achieve an overall aggregation score of 9 or above. There is no requirement to attain a particular grade in each element.

Part II Progression

To proceed to the final year of a Bachelors with honours degree a student must achieve (following any opportunities for reassessment) an overall aggregation score of 9 or above with no more than 30 credits condoned.

You will have the right to resit at the end of August any subjects in which you have failed or in which you have not been awarded a high enough mark to proceed with as either a major or minor subject. If, however, you fail to participate in any or all of the Part I examinations you can disqualify yourself from continuing at Lancaster. You will be expected to be in Lancaster to take your resit examinations on the days and times specified by the University in the resit examination timetable. You must take this into account when making your summer vacation plans. If you do not get the marks you need in the late summer resits or if you do not attend you have no automatic right to any further reassessment opportunity and sadly, may not be able to continue with your degree unless the Part I Resit Board of Examiners grants you an exceptional second resit opportunity as an external candidate the following June. This means you will have to suspend your registration for a year. It is very important therefore that you prepare properly for any resit examinations.

Remember: even if you do not wish to continue with a subject beyond the first year you still have to pass the assessment.

12.7 Undergraduate Assessment Regulations in brief

From October 2011 the university implemented new undergraduate assessment regulations for all first and second year students (students entering their third and fourth years in October 2011 will continue under the existing regulations up to graduation). These changes have been introduced to simplify the existing regulations, ensure markers use the full range of available marks across all disciplines and deal with mitigating circumstances in a more transparent way.

The main changes are:-

- For most departments, the majority of assessed work will be marked using **letter grades** and these are what you will see on returned work. These grades will be converted to an **aggregation score** on a 24 point scale for the purposes of calculating your overall module results and your final degree class.
- Assessed work which is quantitative (marked to a defined marking scheme and often largely numerical or multiple choice tests) will still be marked in percentages. Again, these marks will be converted to an *aggregation score* on a 24 point scale.

- Departments will make clear to you the marking method to be used for each assessment, together with the relevant marking criteria.
- Degree classifications will be based on your overall aggregation score and there will be clear definitions for borderline scores and departmental criteria for considering borderline cases.
- To progress between years, any failed modules **must** be resat. Only one resit opportunity is permitted.
- To qualify for a degree any modules which you have not passed must be condoned, that is you are given credit for taking them even though you have not achieved a pass mark. Failed module marks may only be condoned above a minimum aggregation score indicating a reasonable attempt has been made.
- To be awarded an honours degree, you must attain an overall pass grade and have no more than 30 credits condoned.
- The penalty for work submitted late is a reduction of one full grade for up to three days late and zero thereafter.

To see the full undergraduate assessment regulations and a student FAQ with answers to the most common questions relating to how you are assessed and how your overall degree result will be determined go to:

<http://www.lancs.ac.uk/sbs/registry/undergrads/AssessmentRegs.htm>

13. Degree Classification

At the end of the degree programme a student's overall mean will be calculated from their **module aggregation scores** taking into account the relative weightings (credit value) of the modules. That overall mean will then be rounded to one decimal place and be used to determine the class of degree to be awarded as follows:-

Overall mean aggregation score	Degree class awarded
17.5 – 24.0	First class honours
17.1 – 17.4	Borderline – either first or upper second class honours
14.5 – 17.0	Upper second class honours
14.1 – 14.4	Borderline – either upper or lower second class honours

11.5 – 14.0	Lower second class honours
11.1 – 11.4	Borderline – either lower second or third class honours
9.0 – 11.0	Third class honours
8.1 – 8.9	Borderline – either pass degree or fail
0 – 8.0	Fail

If a student’s overall mean falls into one of the **borderline ranges** defined above, the examination board will have discretion to decide which of the alternative awards to recommend based on previously approved criteria. Such criteria may include, for example, performance in exams, the final year versus earlier years, core modules, placements/study abroad, viva voce examinations, etc.

Full details of the degree classification regulations are given within the Manual of Academic Regulations and Procedures (MARP) which can be found at:

<https://gap.lancs.ac.uk/ASQ/QAE/MARP/Documents/MARP-current-version.pdf>.

In addition, detailed guidelines on undergraduate assessment is available via the Student Registry’s webpages at:

<http://www.lancaster.ac.uk/student-based-services/exams-and-assessment/regulations/>

14. Support, Representation, and Complaints

14.1 Equal Opportunities and Special Circumstances

You are admitted to the University on your academic record. The University welcomes all students and has an array of support services to ensure no student feels disadvantaged.

This department follows University Policy and strives to make itself an inclusive department. It is possible that you have already had support from the Disabilities Service as part of your admission process. Debbie Hill in the Disabilities Service will continue to provide guidance and support by working with the Department to ensure your learning support needs are met, especially with regards to exams and assessments. There is also financial help that is available

You can contact the Disabilities Service at any time in your time here if you feel you might need advice (for example you might want to be assessed for dyslexia). The person to liaise within the department with any issue concerning disability, equal opportunities or unfair treatment (including harassment) is Dr Brian Garvey.

If you have any medical concerns or mental health issues that impact on your studies that you would like the Department to take into account you should contact your Subject Convenor (see Page 5).

If using the library is an issue because of dyslexia, a disability or medical condition, get in touch with Fiona Rhodes, f.rhodes@lancaster.ac.uk, for advice and help.

Confidentiality: if it is useful for you, do talk in confidence to any of the staff named here, but please remember that you may not be able to access all the support available to you unless we can inform other staff involved in support arrangements.

You may also find it helpful to look at some of the following web pages for local and national background.

Lancaster Disabilities Service:
<http://www.lancs.ac.uk/sbs/disabilities/>

You can also easily reach the site above via the alphabetical list on the University home page.

Lancaster Equal Opportunities web pages:
<http://www.lancs.ac.uk/depts/equalopp/>

14.2 Student Support

Lancaster has adopted a student-centred approach in which access to high quality support across a range of areas is provided by different agencies in a way which best meets each student's individual circumstances and needs. This is summarised in the Student Support Policy which can be found at:

<http://www.lancaster.ac.uk/about-us/our-principles/student-support/>

14.3 Academic Tutorial System

Academic support is provided in this department by Academic Staff.

In addition, during the first year of study, you will be assigned to a named College Advisor. That person can also provide advice and support to you on accessing these services, or upon any other issues you may need help with.

The university also has an academic tutorial system where you will be allocated an academic tutor within your major department who will meet with you on a one to one basis each term. This tutor will be interested in and be knowledgeable about your progress and be in a position to provide academic advice and support.

14.4 Student feedback

The Department is committed to improving the quality of its teaching and learning provisions. A vital vehicle for doing this is by way of feedback from the student body. Accordingly:

1. You are invited to comment on each module and module lecturer/s by means of an anonymous, electronic questionnaire distributed towards the end of each course. The information gathered by this means is used to assess the course at the annual Departmental course review.
2. You can give feedback directly to the Director of Undergraduate Studies, your undergraduate representatives, or both.
3. Staff also welcome informal feedback and would be happy to discuss any of your experiences or views of their modules.

At the end of each module you will be emailed and asked to provide feedback through an online questionnaire. This feedback is then used by us in a number of ways, all of which contribute to our processes for assuring the quality of our teaching. These processes include:-

- Consideration by your module organisers and teaching staff when reviewing their courses at the end of the year and planning future developments. As Head of Department I also receive and review summaries of all module feedback.
- Discussion at the department's teaching and staff-student committees to identify module strengths and weaknesses, develop proposals for module refinement
- Analysis within the department's annual teaching report to identify examples of good practice and areas for improvement; this report is discussed at faculty and university teaching committees

The NSS is a survey of mostly final year undergraduates in England, Northern Ireland, Wales and the majority of institutions in Scotland. FE colleges with directly funded HE students (i.e. students in their final year of a course leading to undergraduate qualifications or credits) in England and Wales will also participate. The survey is part of the revised system of quality assurance for higher education, which replaces subject review by the QAA, and is designed to run alongside the QAA institutional audit to generate more detailed public information about teaching quality. The NSS is commissioned by the [Higher Education Funding Council for England \(HEFCE\)](#). [Ipsos MORI](#), an independent research company, administers the survey.

15. CAREERS

Lancaster University and the Department strive to help all students with their transition from academic life to the world of work. The Department's careers tutor is Astrid Nordin who can provide you with general advice on the types of careers available to you. You will also meet your dedicated Faculty Careers Partner (Kat Price Edwards) and the Careers Team in department specific sessions in each of your undergraduate years. We strongly advise you to

visit the Careers Team regularly so that you can use their expertise to ensure that by the start of your final year you have the necessary work experience, other extra-curricular activities and knowledge of the job market to be put together a successful application for your first graduate job. Careers can also support you with applications to Postgraduate study and any other options you may be considering.

15.1 The Lancaster Award

At Lancaster we not only value your academic accomplishments, but also recognise the importance of those activities you engage with outside your programme of study. The student experience is enhanced by engaging with extra-curricular activities and, with more graduates than ever before and increasing competition for jobs upon leaving University, these are vital to your future prospects. We want to encourage you to make the most of your University experience and to leave Lancaster as a well-rounded graduate. We have a wealth of opportunities to get involved in initiatives such as work placements, volunteering, extracurricular courses, societies and sports. The Lancaster Award aims to encourage you to complete such activities, help you to articulate the value of these activities and then be recognised for your accomplishments. We want you to stand out from the crowd - the Lancaster Award will help you to do this. For more information see:

<http://www.lancaster.ac.uk/careers/students/the-lancaster-award/>

15.2 The Careers Team

All the evidence suggests that the sooner you start thinking seriously about your future career the better – if you leave it until your third year, the chances of your getting the kind of job you really want are greatly reduced.

The Careers Team offer a range of services to support your career development whilst you are at university, and we would strongly advise that you get involved as soon as possible! You can find the Careers Team in The Base (opposite Greggs in Alex Square!). We provide the following:

- Daily Drop-in clinics between 10am-12pm and 2pm-4pm (you don't need to book an appointment, just 'drop-in')
- Guidance Appointments if you want to speak to a Careers Consultant
- Over 200 extra-curricular career and employer events every year
- Target Connect: our database of internship, placements and graduate jobs. You can also book onto events and appointments through Target Connect.
<https://lancaster.targetconnect.net/home.html>
- Local and on-campus part time jobs through the Employment and Recruitment Service
<https://temps.lancaster-university.co.uk/registration.aspx>
- The Knowledge Bank: Career resources related to your programme of study, graduate recruitment and employer insights

For details of all careers events and activities please check out the website at:

<http://www.lancaster.ac.uk/careers/>

Whether you are thinking about going into work or further study, make Careers at The Base (in Alex Square) and the Careers website <http://www.lancaster.ac.uk/careers/> your first port of call.

Jobs

You may be surprised to learn that if you want to start work at the end of your degree you actually need to start applying for many jobs from the October of your final year, and sometimes as early as August (depending on the sectors you are interested in). Many of the jobs have early closing dates, so visit the Careers Team for support with applications as soon as you can in your final year (and preferably before).

‘I don’t know what I want to do’

If you don't know what you want to do after you graduate, the Career Team can help you to make this important decision. To make a start in the process you may need to think more clearly about what might suit you as an individual, what you can do with your degree and you will also need to find out what is available.

One of the most useful ways of clarifying your career goals is to find out more about yourself. Do you have particular skills or knowledge that you would like to use in a job? What kinds of activities would you like to include in a job? What type of people would you like to work with? What would you like to achieve? Where would you like to live?

The answers to questions such as these (and many others) will help you narrow down your search.

Prospects Planner

Available on the Graduate Prospects website.

It can help you to:

- generate new job ideas and check out your existing ideas
- identify your skills and find out what motivates you in a job
- see how these match the jobs you are considering
- research your chosen jobs in more detail and decide on the right choices for you.

What it can do:

- Identify what you want out of a job
- Generate and evaluate job ideas
- Identify what you can offer to the job/employer
- Compare options and identify the right types of jobs to apply for.
- Provide useful and relevant information sources.

To try out Prospect Planner for yourself simply click on the following link:

www.prospects.ac.uk/links/pplanner.

Booking an appointment with a Careers Consultant

You may find it helps to talk over your career ideas with a Careers Consultant. You can book an appointment with a Careers Consultant via Target Connect <https://lancaster.targetconnect.net/home.html>

Opening Hours and Contact Us:

The Careers Service is open Monday 10am-5pm and Tuesday – Friday 9am-5pm. Events often run outside of these hours to fit in with your programme of study. We are open all year (outside of term time too!) with the exception of public holidays and bank holidays. You can call us on +44 (0)1524 592767

Information talks

Finding out more about the options available can also help. The Careers Service organise a full programme of careers information sessions, many of which involve outside speakers and include the following:

- The Central Workshop Programme runs during term time and includes a variety of careers related topics including 'Clueless' a workshop specially designed for those having difficulty making a career choice. For a full list of this term's topics see the Events page.
- We also offer a variety of careers talks and workshops in individual departments. Ask your Careers Tutor for further details.
- There are also a number of employer led sessions taking place centrally and in departments. For details see the Events page.

15.3 The FASS Placements and Internships Team

If you are interested in completing some relevant work experience alongside your studies in the form of a paid internship or placement year, the FASS Placements and Internships team will be able to help you.

If you want to find out more about the opportunity to complete the Lancaster University Placement Scheme, attend one of the introductory workshops that run in Michaelmas term of your first year. You can also contact the FASS team by emailing fassplacements@lancaster.ac.uk

To find out more about internship opportunities, visit the FASS Placements and Internships website: <http://wp.lancs.ac.uk/fassplacements/>

Publications

Your Degree... What Next? This AGCAS Information booklet will help you identify your skills, consider the full range of occupations open to you as a graduate and make you aware of the different employment sectors. Copies are available to takeaway in the Information Resource Centre.