



OLLSCOIL NA GAILLIMHÉ
UNIVERSITY OF GALWAY

BA History Pathways

Second Year Handbook, 2023-4

**Department of History, School of History and Philosophy,
University of Galway**

This handbook contains information available as of 1st August, 2023.

While every effort has been made to ensure that the contents are accurate, it is issued for the guidance of students only. Course content and options are evolving and students are strongly advised to verify information in the handbook with the appropriate staff and academic disciplines/schools.

Introduction and Welcome			3
Contacting Staff			4
Planning Your Pathway			5
Choosing your History Modules			5
Special Optional Module (History and the Archive)			5
History Timetable and Module Descriptions			6
Your Other Subject(s)	BA Pathway 1	Historical Studies	7
	BA Pathway 2	History and Globalisation Studies <u>(this pathway has a separate handbook)</u>	
	BA Pathway 3	History, Politics and Philosophy	9
	BA Pathway 4	History (Joint Honours)	10
Classes and Coursework			11
Plagiarism			12
Preparing for the Future: Third Year			14
What to Do If Things Start to Go Wrong			14
NUI Marking Scale and Assessment Criteria			15

Welcome back to Galway! We are delighted to welcome you to your second year of study as a BA History Pathways student.

First Year offered you a range of exciting new challenges, new subjects to study, and a wide range of new approaches to explore. In second year, you will have opportunities to develop your knowledge and skills further, with a range of new modules, themes and subjects to study. We have put together this handbook to help guide you through the requirements for the coming year and for proceeding through your degree study. But we hope that you will also take the opportunity to engage with us outside the classroom setting: by emailing and by using lecturers' office hours to chat about your areas of interest.

This handbook contains essential information about the BA History Pathways for second year. It should be your first port of call if you have any queries. It is also very important to check your NUI Galway email regularly. Although you may have another email address for personal use, we only know your official @universityofgalway.ie address and will use that for all communications and correspondence. Lecturers will also post information on individual modules on Canvas.

If you are not able to find the answer to your query through any of these avenues, staff members are also available to answer your questions – either by email or online. Staff members will announce details of how and when these consultations can be organised – email to make an appointment at another time. For any questions relating specifically to the BA History Pathways, do not hesitate to contact the Programme Director, Prof. Alison Forrestal (Room 412; alison.forrestal@universityofgalway.ie).

We hope you enjoy Second Year!

Best wishes,

Dr. Gearóid Barry (Programme Director, BA History)

Dr. Róisín Healy (Head of History)

Contacting Staff

The BA History programme is run by the Department of History. Useful contacts in History are listed below. If your query concerns a particular module, the lecturer for that module is the best person to approach.

- Dr. Gearóid Barry, Programme Director, BA History Pathways
Tower 1, Floor 2, Room 401, gearoid.barry@universityofgalway.ie
- Dr. Niall Ó Ciosáin, Head of Second Year History
Tower 1, Floor 2, Room 410, niall.ociosain@universityofgalway.ie
- Dr. Róisín Healy, Head of History
Tower 1, Floor 2, Room 415, roisin.healy@universityofgalway.ie
- Dr. Niall Ó Ciosáin, Staff-Student Liaison Officer
Tower 1, Floor 2, Room 410, ***@universityofgalway.ie
- Ms. Helena Condon, Administrator
Tower 1, Floor 2, Room 405, helena.condon@universityofgalway.ie

When to Contact Staff

You may need to contact staff for a variety of reasons:

- If you are unable to attend class, or have missed a lecture or tutorial, you should contact the relevant lecturer or teaching assistant as soon as possible.
- If you have a question relating to a specific module, regarding module content, assessments, or module structure, contact the lecturer(s) in charge of the module.
- If you have good reasons for needing an extension to the deadline for a piece of coursework, you should contact the lecturer before the deadline and explain your problems. Remember that the lecturer is likely to be less sympathetic if you leave it until five minutes before the deadline. And remember that the University's examination structure places some absolute limits on the length of extension that might be possible: for instance, you are unlikely to be able to have an extension beyond the examination period for a semester.

How to Contact Staff

If you discuss your issues with the lecturer before they become serious (e.g. before you have actually missed any deadlines), they may be able to help you work out a way to complete the module. Check the relevant module's Canvas webpages for details on virtual office hours. Academic staff will have a variety of commitments (to administration, research and teaching), and will not always be available, so it is best to use this route to get in touch.

If you are unable to do so, or if your query is a straightforward one, you are welcome to contact staff by email. Just remember to include your full name, year of study (i.e. First Year) and the relevant module title or code, and give your email a meaningful subject heading. We also advise that you structure your email like a formal letter, starting with an appropriate form of address, avoiding emojis and abbreviations (LOL!), and adopting a respectful and professional tone. Staff will endeavour to respond within a reasonable time, but because they receive lots of emails each day, they may not be able to get back to you immediately.

Planning Your Pathway

As you know, the BA History programme is split from first year into four named degree pathways. History is the core subject in each pathway, and you took it with two other subjects in First Year.

In Second Year, History remains your Major (30ECTS). You study History with EITHER two other subjects as Minors (15ECTS x2) OR one other subject as a second Major (30ECTS). Remember: Your subject choices in first year determine what pathway you can follow in second, third and final year.

- Journalism and Global Media, Sociological and Political Studies, Economics, Philosophy, French and Italian can be studied as majors or minors with History (on Pathways 1, 3 or 4)
- Globalisation Studies can only be studied as a Minor with History (on Pathway 2)
- Other subjects can be taken as Majors with History (on Pathway 4)

Choosing Your History Modules

- All students take 30ECTS of History modules in second year.
- For History, you must take modules totaling 15 ECTS each semester, making 30 ECTS for the year.
- This means that you should complete one colloquium module (10 ECTS) and four lecture modules (5 ECTS each) over the academic year.
- Lecture modules are grouped in Panels, and you must choose your modules according to the rules set out in the timetable.

Your semesters will be structured in one of the following two ways for History:

Semester 1	Semester 2
Colloquium (10ECTS)	Lecture module x 3 (5ECTS x 3) – choose two from Panel 1 and 1 from Panel 2
Lecture module (5ECTS) – choose from either Panel 1 or 2	

OR

Semester 1	Semester 2
Lecture module x 3 (5ECTS x 3) – choose one from Panel 1 and two from Panel 2	Colloquium (10ECTS)
	Lecture module (5ECTS) – choose from either Panel 1 or 2

Special Optional Lecture Module: LIB2102 'History and the Archive: Understanding Research, Preservation and Management in Archives and Special Collections'

This lecture module is only available to BA History Pathways students and is delivered in collaboration with the staff of the University Archives and Special Collections in Semester 1.

It is taught in a mix of lecture and 'hands-on' seminar style so it will offer you lots of opportunities to handle historical documents, develop independent research skills and learn new techniques and practices (including digital) for handling, organising, assessing and preserving historical sources such as manuscripts, maps, rare prints and more.

Although the module should be of interest and value to any student of History, it will be especially relevant if you intend to complete the Research Project module in third year or if you are considering a career in research, library and/or archival management, museums, heritage and so on. Numbers are capped, so you should register for the module early if you would like to take it.

Assessment: This module is assessed by coursework only, so attendance is essential, and students who miss a lot of classes will find it difficult to understand the requirements of the assessments.

Location: The classes will be held in THB-G004, Hardiman Building. As you enter the building, go right, pass the exhibition area and continue towards the Special Collections reading room. Room G004 is at the end on the left.

History Timetable and Module Descriptions

Remember to check the timetable before you register for your modules. You can find it here: <https://www.universityofgalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/history-philosophy/disciplines-centres/history/undergraduate-courses/ba-single-honours/#tab3>

You should also consult the Second Year History (subject) Handbook to find descriptions of the contents of each History module (except for the History and the Archive module which is described above). The Handbook can be found here:

https://www.universityofgalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/history-philosophy/disciplines-centres/history/undergraduate-courses/history_firststarts/#tab2

Once you have decided what modules you would like to take, you can register for your choices online through the university's system when registration opens. Begin by choosing your preferred colloquium module, and if this is full, choose another colloquium module. Then choose your lecture modules, paying attention to the instructions regarding panels.

Your Other Subject(s)

- It is important to take great care when choosing your modules for History and your other subject(s), so that you can create a workable timetable ie. You must make sure to choose modules whose lectures and/or tutorials do not clash with other modules that you are taking.

- In addition, you should ensure that your timetable is balanced, ie. that you do not take too many modules in one semester, which will mean that you have a lot more study in one semester.
- Below is a list of the modules available for subjects in different pathways, but it is up to you to check the timetables for these.
- For information on specific subjects and modules (such as the timetable, module descriptions and the subject handbook), you should see the Second Year webpages for the relevant subject.
- If you have any difficulty selecting modules, please contact Dr. Barry to discuss your options.

**BA Pathway 1
Historical Studies
Second Year**

History (Major: 30ECTS)) + two other subjects (Minors: 15ECTS x2)

Minors:

1. Journalism (Minor title: Journalism and Global Media)

You must take: AJ2102 Power without Responsibility (Semester 1) 5ECTS
AJ2100 Online and Social Media: Theory and Practice (Semester 2) 5ECTS

Choose one option: AJ2109 Understanding Media Audiences (Semester 1) 5ECTS
AJ2112 Lies, Damned Lies and Statistics (Semester 1) 5 ECTS
AJ2110 How Television Lobotomised the world (Semester 2) 5ECTS
AJ2116 Migration, Misinformation and the Media (Semester 2) 5ECTS

2. Economics (Minor title: Economics and Public Policy)

You must take: EC269 Intermediate Microeconomics (Semester 1) 5ECTS
EC268 Intermediate Macroeconomics (Semester 2) 5ECTS

Choose one option: EC207 Irish Economic History (Semester 1) 5ECTS
EC247 Introduction to Financial Economics (Semester 2) 5ECTS
EC259 Economics of Public Policy (Semester 2) 5ECTS

3. Sociological and Political Studies (Minor title: Political Science, Sociology and Policy)

There are two available routes for this subject.

Route 1

Semester 1 SPSK3101 Politics and Society 5ECTS (**you must take this module**)
AND EITHER
SP216.1 European Politics 5ECTS
OR
SP235 Social Issues and Policy Response 5ECTS

Semester 2 SP220 Methods for Social and Political Science 5ECTS
OR
SP215.II Modern Political Thought 5ECTS
OR
SP212 Classical Social Thought 5ECTS

OR

Route 2

Semester 1 SP2117 International and Global Politics 5ECTS

OR

SP2116 Sociology of Health 5ECTS

Semester 2 SPSK3102 Society and Politics 5ECTS (**you must take this module**)

AND EITHER

SP215.11 Modern Political Thought 5ECTS

OR

SP212 Classical Social Thought 5ECTS

4. Philosophy

You must take:

PI216 History of Modern Philosophy 5ECTS (Semester 1)

Choose two options:

PI210 Moral and Political Philosophy (Semester 1) 5ECTS

PI234 Topics in Practical Philosophy (Semester 1) 5ECTS

PI240 Bioethics (Semester 1) 5ECTS

PI248 Phenomenology (Semester 1) 5ECTS

PI207 Philosophy of Art (Semester 2) 5ECTS

PI2102 Formal Logic (Semester 2) 5ECTS

PI2105 Philosophical Inquiry Through P4C (Semester 2) 5ECTS

PI2101 Information Ethics (Semester 2) 5ECTS

5. German

You must take:

GR236 German Language I (Semester 1) 5ECTS

GR237 German Language II (Semester 2) 5ECTS

Choose one option:

GR238 German Studies I (Semester 1) 5ECTS

GR239 History of German Literature and Culture I (Semester 1) 5ECTS

GR240 History of German Studies II (Semester 2) 5ECTS

GR235 History of German Literature and Culture II (Semester 1) 5 ECTS

6. French Language Studies

You must take:

FR266 French Language 5ECTS (Semester 1 and 2)

Choose one option:

FR269 Lecture du français: Textes, Contextes, Idées (Semester 1) 5ECTS

FR267 La France Mise en Scène (Semester 2) 5ECTS

7. Italian Language Studies

You must take:

IT2101 Oral (Communication and Presentation Skills) 5ECTS (Semester 1 and 2)

IT235 Intermediate Language I (Semester 1) 5ECTS

IT236 Intermediate Language II (Semester 2) 5ECTS

History and Globalisation Studies Second Year

History (Major 30ECTS) + Globalisation Studies (Minor 15ECTS) and Economics and Public Policy/French language/Italian language (Minor 15ECTS)

This Pathway has a separate handbook.

BA Pathway 3 History, Politics and Philosophy Second Year

History (Major 30ECTS) + Political Science, Sociology and Policy (Minor 15ECTS) + Philosophy (Minor 15ECTS)

Minors:

1. Political and Sociological Studies (Minor title: Political Science, Sociology and Policy)

There are two available routes for this subject.

Route 1

Semester 1 SPSK3101 Politics and Society 5ECTS **(you must take this module)**

AND EITHER

SP216.1 European Politics 5ECTS

OR

SP235 Social Issues and Policy Response 5ECTS

Semester 2 SP220 Methods for Social and Political Science 5ECTS

OR

SP215.II Modern Political Thought 5ECTS

OR

SP212 Classical Social Thought 5ECTS

OR

Route 2

Semester 1 SP2117 International and Global Politics 5ECTS

OR

SP2116 Sociology of Health 5ECTS

Semester 2 SPSK3102 Society and Politics 5ECTS **(you must take this module)**

AND EITHER

SP215.11 Modern Political Thought 5ECTS

OR

SP212 Classical Social Thought 5ECTS

2. Philosophy

You must take:

Choose two options:

PI216 History of Modern Philosophy 5ECTS (Semester 1)

PI210 Moral and Political Philosophy (Semester 1) 5ECTS

PI234 Topics in Practical Philosophy (Semester 1) 5ECTS

PI240 Bioethics (Semester 1) 5ECTS

PI248 Phenomenology (Semester 1) 5ECTS

PI207 Philosophy of Art (Semester 2) 5ECTS

PI2102 Formal Logic (Semester 2) 5ECTS

**BA Pathway 4
History (Joint Honours)
Second Year**

Students on Pathway 4 continue with History (30ECTS) and one of the other subjects that they took in first year (also 30ECTS).

For information on specific subjects and modules (such as the timetable, module descriptions and the subject handbook), you should see the Second Year webpages for the relevant subject.

What does ECTS mean?

The European Credit Transfer System is a standardised method of allocating credit to modules across the EU. It helps students who spend a year abroad, and it also ensures that an NUI Galway degree is not more difficult (or easier) than one from any other European university. The system is based upon the amount of time/effort a student has to put in to complete a module. It assumes students are studying full-time (9.00-17.00, five days a week), and are taking 60 ECTS each year. A 5ECTS module should typically involve at least 100 hours of work, including attending lectures, reading, writing coursework, preparing for, and sitting, exams. That is about 7 hours a week, on average.

Note for students considering Secondary School Teaching

To comply with the rules of the Teaching Council, students entering the Professional Master of Education must ensure that they have accumulated the required number of credits in an individual subject (and/or subject area) over the course of their degree. See the Teaching Council website for details: <https://www.teachingcouncil.ie/>.

Lectures

Lectures provide an introduction and insight into selected topics and concepts in a module. As such, they should be thought of as one of a series of elements that make up any individual module – alongside tutorials and the independent reading and research that you undertake as part of your studies. You should aim to follow all lectures. The style and method of presentation will differ from discipline to discipline, module to module, and from lecturer to lecturer. And, of course, the current public health situation has created an unusual set of conditions for how they are delivered. Developing a good system for note-taking and keeping up with material from the reading list will help you to make the most of these classes.

Small Group Teaching

Tutorials and other forms of small group teaching (for example, language classes) are intended to complement the material you encounter elsewhere in the module. They are extremely valuable opportunity to discuss in-depth some of the themes covered in the lectures. Students are expected to come to these classes well-prepared – be sure to complete any assigned reading/listening/watching/activities in advance.

Gaining new skills

During your First Year, you will need to become familiar with some basic research skills. The pandemic has made this year a little different to the norm, but your tutors and lecturers will help to instruct you on how to locate readings recommended by your lecturer, as well as using the electronic catalogue and databases for independent research. You will need to learn how to use the Library's e-resources, which include electronic editions of scholarly journals and reference works, searchable databases of scholarly journal articles (e.g. JSTOR), and electronic archives and editions of primary source material. You can access this material through the Library portal, on campus and (with a login) at home. Unlike much of the content of the worldwide web, the Library's e-resources are all reliable and reputable sources that we would be happy for you to use and cite in your history essays. We strongly recommend that you take advantage of the free training sessions that the Library offers – see the Library website: <http://www.library.universityofgalway.ie/>

You will also need to develop a variety of transferable skills (e.g. written communication skills, oral presentation skills) as well as discipline-specific skills (compiling a bibliography, using references properly). In addition, the Career Development Centre runs a variety of other workshops on skills that might be relevant to your future employer (but might also help you with your degree) <http://www.universityofgalway.ie/career-development-centre/servicesforstudents/>

The Library's Academic Writing Centre provides support for student writing, through one-on-one tutorials, workshops, modules, and competitions. See <http://www.library.universityofgalway.ie/awc/> for details.

There are also various books offering advice on how to improve your essay-writing skills. You may wish to consult:

John Peck and Martin Coyle, *The Student's Guide to Writing* (London, 1999)
Brian Greetham, *How to Write Better Essays* (London, 2001)

If you want to brush up on your skills outside the class context, you should seek assistance from one of the sources mentioned above. These sources will also help you to develop new skills during your First Year.

Submitting Coursework

The rules for submitting coursework differ between disciplines and between individual modules. Be sure to check the handbook for each specific module for details. All modules require that written work is also submitted online via Canvas. It is advisable to request an electronic receipt when submitting your work in this way.

Each discipline follows its own rules for structuring an assignment, as well as for referencing, and compiling a bibliography. If in doubt, check the module handbook, or contact your lecturer or teaching assistant for help.

Feedback

Feedback is provided on marked assignments that have been returned during the semester. Lecturers will normally announce (either in class, by email, or on Canvas) time slots for you to come and discuss your assignment. You are strongly advised to take advantage of this opportunity. Feedback sessions provide an invaluable opportunity to discuss your work, to find out what you have done well and where you can improve. This is your opportunity to ask for information, clarification, or assistance with a particular topic. The students who receive the highest marks are often those who take the time to reflect on this feedback and to integrate its lessons into their subsequent work.

Exams

Some modules are marked completely by continuous assessment. For those that include some element of timed written examination, however, exams take place after the end of each semester. The Examinations Office will announce the dates for the exams over the course of each semester. It is your responsibility to familiarise yourself with your timetable and with the policies and procedures for examinations. See <https://www.universityofgalway.ie/exams/>.

Plagiarism

Plagiarism is a very serious issue. All work submitted by students for assessment purposes is accepted on the understanding that it is their own work and written in their own words, except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline. Turnitin is used to assist with the detection of plagiarism.

The University defines plagiarism as 'the act of copying, including or directly quoting from the work of another without adequate acknowledgement, in order to obtain benefit, credit or gain. Plagiarism can apply to many materials, such as words, ideas, images, information, data, approaches or methods. Sources of Plagiarism can include books, journals, reports, websites, essay mills, another student, or another person. Self-Plagiarism, or auto-Plagiarism, is where a student re-uses work previously submitted to another course within the University or in another Institution. All work submitted by students for assessment, for publication or for (public) presentation, is accepted on the understanding that it is their own work and contains their own original contribution, except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline.' (<http://www.universityofgalway.ie/plagiarism/>)

The submission of plagiarised materials for assessment purposes is fraudulent and all suspected cases will be investigated and dealt with appropriately by the University according to the 'Code of Practice for Dealing with Plagiarism'. Whilst some cases of plagiarism can arise through poor academic practice and with no deliberate intent to

cheat, this still constitutes a breach of acceptable practice and requires to be appropriately investigated and acted upon. Cases in which students knowingly permit others to copy their work are considered offences and shall also be subject to the procedures outlined in the Code of Practice.

There are two key elements to avoiding plagiarism:

1. Acknowledge your sources

Acknowledging your sources means using footnotes to indicate where you got a piece of information or an interpretation of a document, or a quotation. This is part of the scholarly convention of acknowledging the work of earlier scholars, and assisting future scholars who want to follow up the fascinating fact/quotation that you have used.

2. Use your own words as much as possible

Here are some tips on how to do that:

Avoid long quotations. Do not use too many quotations, certainly no more than one quotation from another scholar in each paragraph. Instead, paraphrase the words of scholars wherever possible. So you should change the structure of the sentence, as well as the words being used. When you paraphrase, you **MUST** also include a reference and an entry in your bibliography, just as you would for a quotation. Ideas borrowed from other people should still be acknowledged, even if expressed in your own words.

Here are some examples:

Original Quotation: 'With his treasury overflowing with American silver, the King of Spain could credibly aspire to world domination. What else was all that money for, but to enhance his glory?'

Unacceptable Paraphrase: According to Ferguson, with a treasury overflowing with American precious metals, the King of Spain could reasonably hope for world domination. Why else did he want all that money, but to give him more glory?

This is unacceptable as a paraphrase, because a) there is no footnote reference to the original source, b) it uses too many of the same words used by the original author, and c) it adopts much the same sentence structure. Using Ferguson's words and ideas in this way would amount to plagiarism.

Acceptable Paraphrase 1: According to Ferguson, the Spanish King hoped for glory and world domination, as he had grown rich on silver from the Americas.

This is an acceptable paraphrase, as when you compare it with the original you can see that it uses both different wording and a different sentence structure. It also includes a footnote reference to the original source.

Acceptable Paraphrase 2: The Spanish King had grown rich on American silver, which he saw as a means to increase his political power in Europe and overseas.

Good referencing will improve your grade. Bad referencing may lose you marks. If in doubt, insert a footnote.

Be extremely wary if using non-academic websites, including Wikipedia. They may contain information plagiarised from other sources. This might inadvertently lead you to commit an act of plagiarism yourself. In general, remember that non-academic sources, both print and on the internet, can be unreliable. Think about who put the information on the net, what their credentials are, and what their purpose was.

Preparing for the Future: Your Third Year

- In your Third Year, you will be given opportunities to undertake a work placement (Semester 2), Study Abroad (one semester or an academic year), and a Research Project module (Semester 1 or 2).
- In Semester 1 of Second Year, you will have to decide which of these (and in what sequence or combination) you would like to apply to do, and you will be supported by the Programme Director, the Placement Officer and the International Office in working out your options.
- If you intend to apply for a placement, you will need to complete a training programme which will begin in January 2023. Placements are awarded on a competitive basis so it is important that you prepare thoroughly to give yourself the best chance of winning one.
- Please be alert to information about the options for your Third Year – check your university emails regularly and respond promptly to them when necessary.

What to Do If Things Start to Go Wrong

Obviously, we hope you do not need to know this, but just in case...

Look for Help

If you feel you are going to have trouble fulfilling the requirements for a module (whether participation, coursework or examination), the best thing to do is talk to the member of staff in charge of that module (see 'Contacts' section above). If you have problems which involve more than one module, you might want to talk to the Programme Director, Prof. Forrestal). She cannot grant extensions on coursework, but she can discuss your options and help you decide what to do next.

There are two other sources of advice you might find helpful:

- **Your Academic Advisor:** you were assigned an Advisor when you arrived in First Year. You may only have been in touch with this person once, but they are there for you throughout your university career. Your Advisor will probably be from another department in the College of Arts, so will have a broader perspective.
- **Counseling:** if your problem is mostly personal rather than academic, you might want to talk about it with the student counseling service, at 5 Distillery Road. See http://www.universityofgalway.ie/student_services/counsellors/

If things get really difficult, you might want to talk to the Head of History or the Head of School. You should do this only if your module lecturer and the Programme Director have been unable to help you.

Deferral of a Module

If you need to defer one or more of your modules (for instance, if you fall ill at the time of the examination), you need to contact staff in the College of Arts. **Only the College of Arts can grant a deferral.** The College will communicate the decision to the Department and to the individual lecturers. If you do defer, you will sit the exam during the Autumn exam session (in August) and/or complete the coursework before then.

NUI Marking Scale and Assessment Criteria

Module Grade Descriptors for Undergraduate Degree Programmes

A module may have a number of different assessment elements, such as an end-of-module written examination, a mid-term in-class test, a multiple-choice type test, an essay, weekly homework, practice assessment, laboratory assessment, or an oral examination. Each of the module assessment elements contributes, in a pre-defined structured manner, towards the overall mark of the module as a whole.

The award of an overall mark to a module is a matter of academic judgement against agreed criteria (the module learning outcomes and agreed grade descriptors) and should not be simply a mathematical exercise.

In the module grade descriptor system, as described over the following pages,

- an A grade corresponds to a H1 level of performance;
- a B grade corresponds to a H2.1 level of performance;
- a C grade corresponds to a H2.2 level of performance;
- a D grade corresponds to a H3 performance in the final undergraduate or a Pass performance in the earlier years;
- an E grade corresponds to a performance that can be compensated for, if the module is one for which compensation is allowed. Otherwise a fail performance;
- F and G grades correspond to fail performances.

Grade descriptors act as guidelines for students and academic staff. The grade descriptors following are provided as general guidance.

Grade and Marks Band	Grade Criteria relevant to modules in 1st Year and in the 2nd Year of 4 year programmes	Additional criteria more relevant to modules in the later programme years
A 70 – 100	<p>Excellent A comprehensive, highly-structured, focused and concise response to the assessment tasks, consistently demonstrating some or all, as appropriate, of the following:</p> <ul style="list-style-type: none"> • an extensive and detailed knowledge of the subject matter • a highly-developed ability to apply this knowledge to the task set • evidence of extensive background reading • clear, fluent, stimulating and original expression • excellent presentation (spelling, grammar, graphical) with minimal or no presentation errors 	<p>A deep and systematic engagement with the assessment task, with consistently impressive demonstration of a comprehensive mastery of the subject matter, reflecting;</p> <ul style="list-style-type: none"> • a deep and broad knowledge and critical insight as well as extensive reading; • a critical and comprehensive appreciation of the relevant literature or theoretical, technical or professional framework • an exceptional ability to organise, analyse and present arguments fluently and lucidly with a high level of critical analysis, amply supported by evidence, citation or quotation;

<p>B 60 – 69</p>	<p>Very Good A thorough and well-organised response to the assessment tasks, demonstrating some or all, as appropriate, of the following:</p> <ul style="list-style-type: none"> • a broad knowledge of the subject matter • considerable strength in applying that knowledge to the task set • evidence of substantial background reading • clear and fluent expression • quality presentation with few presentation errors 	<p>A substantial engagement with the assessment task, demonstrating</p> <ul style="list-style-type: none"> • a thorough familiarity with the relevant literature or theoretical, technical or professional framework • well-developed capacity to analyse issues, organise material, present arguments clearly and cogently well supported by evidence, citation or quotation; • some original insights and capacity for creative and logical thinking
<p>C 50-59</p>	<p>Good An adequate and competent response to the assessment tasks, demonstrating some or all, as appropriate, of the following:</p> <ul style="list-style-type: none"> • adequate but not complete knowledge of the subject matter • omission of some important subject matter or the appearance of several minor errors • capacity to apply knowledge appropriately to the task albeit with some errors • evidence of some background reading • clear expression with few areas of confusion • writing of sufficient quality to convey meaning but some lack of fluency and command of suitable vocabulary • good presentation with some presentation errors 	<p>An intellectually competent and factually sound answer, marked by,</p> <ul style="list-style-type: none"> • evidence of a reasonable familiarity with the relevant literature or theoretical, technical or professional framework • good developed arguments, but more statements of ideas, arguments or statements adequately but not well supported by evidence, citation or quotation • some critical awareness and analytical qualities • some evidence of capacity for original and logical thinking

<p>Grade and Marks Band</p>	<p>Grade Criteria relevant to modules in 1st Year and in the 2nd Year of 4 year programmes</p>	<p>Additional criteria more relevant to modules in the later programme years</p>
<p>D+ 45 – 50</p>	<p>Satisfactory An acceptable response to the assessment tasks with</p> <ul style="list-style-type: none"> • basic grasp of subject matter, but somewhat lacking in focus and structure • main points covered but insufficient detail • some effort to apply knowledge to the task but only a basic capacity or understanding displayed • little or no evidence of background reading • several minor errors or one major error • satisfactory presentation with an acceptable level of presentation errors 	<p>An acceptable level of intellectual engagement with the assessment task showing</p> <ul style="list-style-type: none"> • some familiarity with the relevant literature or theoretical, technical or professional framework • mostly statements of ideas, with limited development of argument • limited use of evidence, citation or quotation • limited critical awareness displayed • limited evidence of capacity for original and logical thinking

<p>D 40 – 44</p>	<p>Acceptable The minimum acceptable standard of response to the assessment tasks which</p> <ul style="list-style-type: none"> • shows a basic grasp of subject matter but may be poorly focussed or badly structured or contain irrelevant material • has one major error and some minor errors • demonstrates the capacity to complete only moderately difficult tasks related to the subject material • no evidence of background reading • displays the minimum acceptable standard of presentation (spelling, grammar, graphical) 	<p>The minimum acceptable level of intellectual engagement with the assessment task with</p> <ul style="list-style-type: none"> • the minimum acceptable appreciation of the relevant literature or theoretical, technical or professional framework • ideas largely expressed as statements, with little or no developed or structured argument • minimum acceptable use of evidence, citation or quotation • little or no analysis or critical awareness displayed or is only partially successful • little or no demonstrated capacity for original and logical thinking
<p>E 35 - 39</p>	<p>Marginal A response to the assessment tasks which fails to meet the minimum acceptable standards yet</p> <ul style="list-style-type: none"> • engages with the subject matter or problem set, despite major deficiencies in structure, relevance or focus • has two major error and some minor errors • demonstrates the capacity to complete only part of, or the simpler elements of, the task • an incomplete or rushed answer e.g. the use of bullet points through part/all of answer 	<p>A factually sound answer with a partially successful, but not entirely acceptable, attempt to</p> <ul style="list-style-type: none"> • integrate factual knowledge into a broader literature or theoretical, technical or professional framework • develop arguments • support ideas or arguments with evidence, citation or quotation

Grade and Marks Band	Grade Criteria relevant to modules in 1st Year and in the 2 nd Year of 4 year programmes	Additional criteria more relevant to modules in the later programme years
F 20 – 34	<p>Unacceptable A response to the assessment tasks which is unacceptable, with</p> <ul style="list-style-type: none"> • a failure to address the subject matter resulting in a largely irrelevant answer or material of marginal relevance predominating • a display of some knowledge of material relative to the question posed, but with very serious omissions/errors and/or major inaccuracies included in answer • solutions offered to a very limited portion of the problem set • an answer unacceptably incomplete (e.g. for lack of time) • a random and undisciplined development, layout or presentation • unacceptable standards of presentation, such as grammar, 	<p>An unacceptable level of intellectual engagement with the assessment task, with</p> <ul style="list-style-type: none"> • no appreciation of the relevant literature or theoretical, technical or professional framework • no developed or structured argument • no use of evidence, citation or quotation • no analysis or critical awareness displayed or is only partially successful • no demonstrated capacity for original and logical thinking
G 0 – 19	<p>Wholly unacceptable</p> <ul style="list-style-type: none"> • complete failure to address the subject matter resulting in an entirely irrelevant answer • little or no knowledge displayed relative to the question posed • little or no solution offered for the problem set 	<p>No intellectual engagement with the assessment task</p>

Sub-Grade Marks Bands

Sub-Grade marks bands are defined according to the following table in the case of modules where the pass mark is set at 40%. Note that

- the A, B, C, F and G grade bands are sub-divided into three sub-bands each,
- the D grade band is sub-divided into two sub-bands, and
- the E-grade band has no sub-band structure.

Grade	Sub-Grade Band	Marks Range
A	A+	77 – 100
	A	73 – 76
	A-	70 – 72

B	B+	67 – 69
	B	63 - 66
	B-	60 – 62
C	C+	57 - 59
	C	53 – 56
	C-	50- 52
D	D+	45 - 49
	D	40 - 44
E	E	35 - 39
F	F+	30 – 34
	F	25 – 29
	F-	20 – 24
G	G+	14 – 19
	G	7 - 13
	G-	1 - 6
	No Grade	0

Use of Sub-Grade Marks Bands where three sub-grades exist:

The **standard** sub-grade marks band for performance within a grade is the **mid sub-grade marks band**, e.g. performance at H2.1 level in a module, which is neither a marginal H2.1 performance nor one tending towards H1, would be allocated a mark in the B range, 63 – 66.

Superior performance at a major grade - that tending towards the next higher major grade - would be allocated a mark in the upper sub-grade marks band, e.g. performance tending towards, but not reaching H1 standard, would be allocated a mark in the B+ range, 67 – 69.

Marginal performance at a major grade - that tending towards the next lower major grade - would be allocated a mark in the lower sub-grade marks band, e.g. performance better, but not significantly better, than H2.2 level would be allocated a mark in the B- range, 60 – 62.