



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY

BA History Programme (GY105) First 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.

Contents

Introduction and Welcome	3	
Contacting Staff	4	
BA History Programme Structure	5	
What Are the Degree Pathways?	5	
BA Pathway 1	Historical Studies	
BA Pathway 2	History and Globalisation Studies	
BA Pathway 3	History, Politics and Philosophy	
BA Pathway 4	History (Joint Honours)	
What Subjects and Modules Should I Choose for My Pathway?	5-12	
BA Pathway 1	Historical Studies	7-8
BA Pathway 2	History and Globalisation Studies	9-10
BA Pathway 3	History, Politics and Philosophy	11
BA Pathway 4	History (Joint Honours)	12
Classes and Coursework	13-5	
Plagiarism	15-6	
Preparing for the Future: Careers and Placements	16-7	
What to Do If Things Start to Go Wrong	17	
NUI Marking Scale and Assessment Criteria	17-22	

Introduction and Welcome

Welcome to Galway! We are delighted to welcome you to First Year. We look forward to getting to know you all over the next few years and to helping you to make the most of your studies at University of Galway.

First Year brings a range of exciting new challenges, new subjects to study, and a wide range of new approaches to explore. 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 programme, and especially about its degree pathways. 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 @nuigalway.ie address and will use that for all communications and correspondence. Lecturers and tutors 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 programme, do not hesitate to contact the Programme Director, Dr. Gearóid Barry (Room 401; gearoid.barry@universityofgalway.ie).

We hope you enjoy First 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
Tower 1, Floor 2, Room 401, gearoid.barry@universityofgalway.ie
- Dr. Laurence Marley, Head of First Year History
Tower 1, Floor 2, Room 409, laurence.marley@universityofgalway.ie
- Dr. Róisín Healy, Head of History
Tower 1, Floor 2, Room 415, sarah-anne.buckley@universityofgalway.ie
- Dr. Niall Ó Ciosáin, Staff-Student Liaison Officer
Tower 1, Floor 2, Room 410, niallociosain@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.

Programme Structure

The BA History programme is split from First Year into four named degree pathways.

History is the core subject in each pathway, and you will take it with two other subjects in First Year.

After First Year, History will remain your Major. You will also continue to study either two other subjects as Minors or one other subject as a second Major.

NB: It is important to choose your subjects carefully in First Year, as your choices at this point will determine what pathway you follow in second, third and final year.

You are strongly recommended to discuss your subject choices with the Programme Director, Dr. Barry.

What Are the Degree Pathways?

BA Pathway 1: Historical Studies

History (Major) + two other subjects (Minors)

Choose your Minor subjects from the following options: Journalism and Global Media, Sociological and Political Studies, Philosophy, Economics, French Language Studies, Italian Language Studies

BA Pathway 2: History and Globalisation Studies

History (Major) + Globalisation Studies (Minor) + one other subject (Minor)

Choose one of the following for your second Minor: Economics and Public Policy, French Language Studies or Italian Language Studies

BA Pathway 3: History, Politics and Philosophy

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

BA Pathway 4: History (Joint Honours)

History (Major) + two other subjects

Choose your other subjects from the general Arts subject groupings.

What Subjects and Modules Do I Choose for My Pathway?

Overview

- All students take History
- All students decide what degree pathway they would like to follow, choose their subjects, and register for the appropriate modules
- Students complete a total of 60ECTS in First Year

	Subject 1: History	Subject 2	Subject 3
Year 1	20 ECTS	20 ECTS	20 ECTS

- **For information on specific subjects and modules (such as the timetable or the subject handbook), you should see the First Year webpages for the relevant subject.** For example, information on First Year History can be found at:

http://www.nuigalway.ie/colleges-and-schools/arts-social-sciences-and-celtic-studies/history-philosophy/disciplines-centres/history/undergraduate-courses/history_firststarts/

In the following pages, you will find detailed information about the structure of the pathways and what you need to do to complete your study in First Year.

**BA Pathway 1
Historical Studies
First Year**

History (Major) + 2 Minors

- Students taking Pathway 1 take History and two Minor subjects from those available (see below).
- They continue with all three subjects in their Second Year (ie. History Major and two subject Minors).

History (20 ECTS)

All students on Pathway 1 should register for the following History modules in first year:

<u>Semester 1</u>	HI1103	Europe and Ireland, 1789-1918 (5ECTS)
	HISK1101	Skills for Historians (5ECTS)
<u>Semester 2</u>	HI1104	Europe, from Medieval to Modern (5ECTS)
	HISK1102	Skills for Historians (5ECTS)

Minors (20 ECTS each)

Each student should also choose **two** Minors from those below, and register for the modules required to complete both:

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

<u>Semester 1</u>	AJ1100	History of Media (5ECTS)
	AJ1104	Digital Literacy Essentials (5ECTS)
<u>Semester 2</u>	AJ1102	Introduction to Media and Communication Studies (5ECTS)
	AJ1106	Popular Culture, Media and Society (5ECTS)

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

<u>Semester 1</u>	EC135	Principles of Microeconomics (5ECTS)
	EC1108	Skills for Economics 1 (5ECTS)
<u>Semester 2</u>	EC136	Principles of Macroeconomics (5ECTS)
	EC1109	Skills for Economics 2 (5ECTS)

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

<u>Semester 1</u>	SP1125	Introduction to Politics (5ECTS)
	SP1120	Practicing Politics (5ECTS)
<u>Semester 2</u>	SP126	Introduction to Sociology (5 ECTS)
	SP1121	Practicing Sociology (5ECTS)

4. Philosophy

<u>Semester 1</u>	PI107	Introduction to the History of Philosophy (5ECTS)
	PI120	Philosophical Questions and Issues (5ECTS)
	PISK1102	Critical Thinking and Logic (5ECTS)
<u>Semester 2</u>	PI120	Philosophical Questions and Issues (contd.)
	PISK1102	Critical Thinking and Logic (contd.)
	PI108	Introduction to Practical Ethics (5ECTS)

NB: It is not possible to take Philosophy with Italian Language Studies or Political and Sociological Studies in Pathway 1. See Pathway 3 (History, Politics and Philosophy) if you would like to take Philosophy with History and Political Science, Sociology and Policy.

5. French Language Studies

<u>Semester 1</u>	FR100	Introduction to French Language and Culture (15ECTS)*
<u>Semester 2</u>	FR100	Introduction to French Language and Culture (contd.)
	FR1101	Introduction to French Literature in Context (5ECTS)

6. German Language Studies

<u>Semester 1</u>	GR1100	German Language and Culture (15ECTS)*
<u>Semester 2</u>	GR1100	German Language and Culture (contd.)
	GR1102	Skills for Studying German (5ECTS)

7. Italian Language Studies

<u>Semester 1</u>	IT1101	Italy at the Movies (5ECTS)
	IT1100	Italian Language and Culture (15ECTS)
<u>Semester 2</u>	IT1101	Italy at the Movies (contd.)
	IT1100	Italian Language and Culture (contd.)

**BA Pathway 2
History and Globalisation Studies
First Year**

History (Major) + Globalisation Studies (Minor) + Economics and Public Policy/French Language Studies/Italian Language Studies (Minor)

This pathway enables students to examine the cultural, political and economic forces that have shaped – and continue to shape - our globalised world. It has an interdisciplinary programme, in which students learn about the processes of global integration over time and space and seek to understand the issues facing societies across the globe today, such as migration, trade and race.

- Students taking Pathway 2 take History plus two Minor subjects (chosen from the following four options): Globalisation Studies OR Economics & Public Policy OR French OR Italian.
- They continue with all three chosen subjects in their Second Year (ie. History Major and two subject Minors).

History (20ECTS)

All students on Pathway 2 should register for the following History modules in first year:

<u>Semester 1</u>	HI1103	Europe and Ireland, 1789-1918 (5ECTS)
	HISK1101	Skills for Historians (5ECTS)
<u>Semester 2</u>	HI1104	Europe, from Medieval to Modern (5ECTS)
	HISK1102	Skills for Historians (5ECTS)

Minor 1: Globalisation Studies (20ECTS)

All students on Pathway 2 should also register for the following modules in Globalisation Studies:

<u>Semester 1</u>	TI150	Principles of Human Geography (5ECTS)
	SP158	Introduction to Politics and Sociology (5ECTS)
<u>Semester 2</u>	CC1102	Empire and Literature in Ancient Rome (5ECTS)
	SP159	Concepts and Practices in Politics and Sociology (5ECTS)

Minor 2: Economics and Public Policy OR French OR Italian (20 ECTS)

Each student should also choose **a second** Minor from those listed below, and register for the modules required to complete it:

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

<u>Semester 1</u>	EC135	Principles of Microeconomics (5ECTS)
	EC1108	Skills for Economics 1 (5ECTS)
<u>Semester 2</u>	EC136	Principles of Macroeconomics (5ECTS)

OR

9. French Language Studies

<u>Semester 1</u>	FR100	Introduction to French Language and Culture (15ECTS)
<u>Semester 2</u>	FR100	Introduction to French Language and Culture (contd.)
	FR1101	Introduction to French Literature in Context (5ECTS)

OR

10. Italian Language Studies

<u>Semester 1</u>	IT1101	Italy at the Movies (5ECTS)
	IT1100	Italian Language and Culture (15ECTS)
<u>Semester 2</u>	IT1101	Italy at the Movies (contd.)
	IT1100	Italian Language and Culture (contd.)

**BA Pathway 3
History, Politics and Philosophy
First Year**

History (Major) + Political Science, Sociology & Policy (Minor) + Philosophy (Minor)

This pathway enables students to gain in-depth knowledge of each subject and to understand how they intersect with and influence one another. They learn about, discuss and debate some of the most profound questions and issues relating to humanity and society throughout history and in contemporary life – for example, on the nature of historical progress, political thought and systems, ethnicity, and public ethics.

- Students taking Pathway 3 take History and two Minor subjects: Political Science, Sociology & Policy, AND Philosophy.
- They continue with all three subjects in their Second Year (ie. History Major and two subject Minors).

History (20ECTS)

All students on Pathway 3 should register for the following History modules in First Year:

<u>Semester 1</u>	HI1103	Europe and Ireland, 1789-1918 (5ECTS)
	HISK1101	Skills for Historians (5ECTS)
<u>Semester 2</u>	HI1104	Europe, from Medieval to Modern (5ECTS)
	HISK1102	Skills for Historians (5ECTS)

Minor 1: Sociological and Political Studies (Minor Title: Political Science, Sociology & Policy) (20ECTS)

All students on Pathway 3 should also register for the following modules in Political Science, Sociology and Policy:

<u>Semester 1</u>	SP1125	Introduction to Politics (5ECTS)
	SP1120	Practicing Politics (5ECTS)
<u>Semester 2</u>	SP126	Introduction to Sociology (5 ECTS)
	SP1121	Practicing Sociology (5ECTS)

Minor 2: Philosophy (20 ECTS)

All students on Pathway 3 should also register for the following modules in Philosophy:

<u>Semester 1</u>	PI107	Introduction to the History of Philosophy (5ECTS)
	PI120	Philosophical Questions and Issues (5ECTS)
	PISK1102	Critical Thinking and Logic (5ECTS)
<u>Semester 2</u>	PI120	Philosophical Questions and Issues (contd)
	PISK1102	Critical Thinking and Logic (contd.)

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

- Students on Pathway 4 take History and two other subjects from the general Arts offering in their First Year.
- They continue with History and one of their other subjects in their Second Year (double major).

All students on Pathway 4 should register for the following **History** modules in First Year:

<u>Semester 1</u>	HI1103	Europe and Ireland, 1789-1918 (5ECTS)
	HISK1101	Skills for Historians (5ECTS)
<u>Semester 2</u>	HI1104	Europe, from Medieval to Modern (5ECTS)
	HISK1102	Skills for Historians (5ECTS)

The **second and third subjects** can be chosen from the general Arts subject groupings and include:

Archaeology, French, Mathematics and Mathematical Studies, Law, Psychology, Celtic Civilisation, Classics, Geography, German, Léann na Cumarsáide, International Development, Modern Irish Culture (Music and Literature), Global Media, English, Economics, Sociological and Political Studies, Information Technology, Léann an Aistiúchain, Gaeilge, Italian, Philosophy, Performance and Screen Studies

See http://www.nuigalway.ie/courses/undergraduate-courses/arts.html#course_outline for more information, and, **remember, you must choose your subjects from different subject groupings.**

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/>.

Classes and Coursework

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.nuigalway.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.nuigalway.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.nuigalway.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 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.nuigalway.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.nuigalway.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: Careers and Placements

It is never too early to begin thinking about what you would like to do after graduation! Your pathway will include the opportunity to compete for a work placement in your third year, which can act as an important means of gaining useful work experience, applying your subject knowledge, developing your employment skills and making new contacts. **Placements are awarded on a competitive basis, so it is important to think about how you can prepare to apply for one – beginning in First Year.**

In semester 2, the Department of History and the Careers and Placement Office will hold a **workshop on placements**, which is obligatory for all BA History students. At this, you will learn about possible work placements, other options for improving your cv, and career routes open to you after you graduate.

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.nuigalway.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;
B 60 – 69	<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
C 50-59	<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

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
D+ 45 – 50	<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
D 40 – 44	<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
E 35 - 39	<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.
