



OÉ Gaillimh
NUI Galway

School of Languages, Literatures and Cultures
Roinn na Gaeilge

Celtic Civilisation

Final Year Modules

Course Outlines

2011-12

Course Co-ordinator: Dr Graham Isaac, Room 105, *Áras na Gaeilge*,
Extension 2550 (Tel. 49 2550)

Celtic Civilisation, *ROINN NA GAEILGE*
**in collaboration with Archaeology, Classics, English, History and
Old & Middle Irish**

Departmental Office

Room 215, *Roinn na Gaeilge (Áras na Gaeilge)*

Departmental SECRETARY

Fiona de Paor
fiona.depaor@nuigalway.ie

Room 215, *Áras na Gaeilge* Tel. (49)2564

LECTURERS

Key to disciplines:

AR	Archaeology
CC	Classics
EN	English
G	Gaeilge
HI	History
SG	Old & Middle Irish

Dr. Stefan Bergh stefan.bergh@nuigalway.ie	AR	Room ARC215, <i>Arts/Science Building</i> Tel. (49)2052
Dr. Jacopo Bisagni jacopo.bisagni@nuigalway.ie	CC	Room 505, <i>Tower 2</i> Tel. (49)5963
Dr. Clodagh Downey clodagh.downey@nuigalway.ie	G	Room 203, <i>Áras na Gaeilge</i> Tel. (49)2556
Prof. Steven Ellis steven.ellis@nuigalway.ie	HI	Room 411, <i>Tower 1</i> Tel. (49)2272
Dr. Elizabeth FitzPatrick elizabeth.fitzpatrick@nuigalway.ie	AR	Room ARC212, <i>Arts/Science Building</i> Tel. (49)2670
Dr. Kicki Ingridsdotter kicki.ingridsdotter@gmail.com	G	
Dr. Graham Isaac graham.isaac@nuigalway.ie	G	Room 105, <i>Áras na Gaeilge</i> Tel. (49)2550
Dr. Amanda Kelly amandakelly@nuigalway.ie	CC	Room 506, <i>Tower 2</i> Tel. (49)5230
Prof. Máirín Ní Dhonnchadha mairin.nidhonnchadha@nuigalway.ie	SG	Room 315, <i>Tower 1</i> Tel. (49)3010
Dr. Kieran O’Conor kieran.d.oconor@nuigalway.ie	AR	Room ARC213, <i>Arts/Science Building</i> Tel. (49)3820
Prof. Dáibhi Ó Cróinín daibhi.ocroinin@nuigalway.ie	HI	Room 407, <i>Tower 1</i> Tel. (49)2697
Dr. Riana O’Dwyer riana.odwyer@nuigalway.ie	EN	Room 502, <i>Tower 1</i> , Tel. (49)2568

Academic Calendar 2011-12

Second-, third- and fourth-year students

First Semester

Teaching begins	Monday, 5th September, 2011
Teaching ends	Saturday, 26th November, 2011
Study Week*	Monday, 28th November, 2011
Examinations begin	Monday, 5th December, 2011
Examinations end	Friday, 16th December, 2011
Christmas Vacation	Saturday, 17th December, 2011 – Sunday, 8th January, 2012

Second Semester

Teaching begins	Monday, 9th January, 2012
Teaching ends for Easter and teaching is finished for the Semester	Saturday, 31st March, 2012
Easter Vacation and Study Week*	Sunday, 1st April – Thursday, 19th April, 2012
Examinations begin	Friday, 20th April, 2012
Examinations end	Friday, 18th May, 2012

Easter Sunday in 2012 is on 8th April

***Alert Notice to Visiting Students**

Visiting Students should note that some Examinations may be scheduled during Study Week in either Semester 1 or in Semester 2 and therefore students should not make travel arrangements during or around these weeks.

Visiting Students registering for Semester 1 (Fall) only may not select modules that are offered across the entire year.

Celtic Civilisation Final Year Programme

3/4BA = 30 ECTS

Three modules, 15 ECTS, in Semester I.

Three modules, 15 ECTS in Semester II.

In each semester, students will take **EITHER** three modules from Group A **OR** two modules from Group A and one from Group B.

Semester I **Group A** **Med.Ir.Lang II prerequisite for Med.Ir.Lang. III**

Code	Module	ECTS	Assessment
SG311	The Invention of the Celt: Concepts and Perspectives	5	Essay
SG312	Saints & Sinners in the Celtic World	5	Essay
SG313	The Poetry of Medieval Wales c. 600-1100	5	Essay
SG221	Medieval Irish Language I	5	Exam
OR			
SG317	Medieval Irish Language III	5	Exam
WE111	Introduction to Welsh Language I	5	CA

Group B

Code	Module	ECTS	Assessment
AR239	Landscapes of Cult & Kingship	5	Essay
AR336	Europe in the Bronze Age	5	Exam
CCS307	Ireland and the Ancient World	5	Exam
CC316	Barbarians	5	Essay
CC230	Beginning Latin 1	5	CA

Semester II **Group A** **Med.Ir.Lang I prerequisite for Med.Ir.Lang. II** **Med.Ir.Lang. III prerequisite for Med.Ir.Lang. IV** **Welsh Lang. I prerequisite for Welsh Lang. II**

Code	Module	ECTS	Assessment
SG316	The Celtic Languages and their Relatives	5	Essay
SG320	Medieval Women in the Celtic-Speaking West	5	Essay
SG321	Poets & Courts: Celtic Literature c. 1100-1600	5	Essay
SG318	Research Project	5	Long Essay
SG222	Medieval Irish Language II	5	Exam
OR			
SG319	Medieval Irish Language IV	5	Exam
WE113	Introduction to Welsh Language II	5	CA

Group B

Code	Module	ECTS	Assessment
AR332	The Development of the Castle in Medieval Europe	5	Essay
AR345	Gaelic and Colonial Society 1350-1650	5	Essay
CC232	Beginning Latin 2	5	CA
CCS305	Expressions of Power in Antiquity	5	Exam
EN388	Studies in Modern Irish Literature	5	Exam
HI358	The Tudor Conquest of Ireland	5	Essay

NB: It is not possible to guarantee that no timetable clashes occur between the lectures taken from various departments. When choosing modules from Group B, please check before final registration that your timetable does not include clashes.

ROINN NA GAELIGE
FINAL YEAR CELTIC CIVILISATION, 2011-12
TIMETABLE
GROUP A MODULES

For Group B Modules, please consult with the relevant department, Archaeology, Classics, English or History.

SEMESTER 1	SEMESTER 2
Monday, 3-4pm SG312 Saints & Sinners Lecturer: Clodagh Downey Venue: AC 214 (Arts Concourse)	Monday, 9-10am SG319 Medieval Irish Language IV Lecturer: Máirín Ní Dhonnchadha Venue: AM 121 (Arts Millennium)
Monday, 4-5pm SG313 Poetry of Medieval Wales Lecturer: Graham Isaac Venue: CA 114 (Áras Cairnes)	Monday, 3-4pm SG320 Women in the Celtic-speaking West Lecturer: Clodagh Downey Venue: TB 301 (Tower Block II)
Monday, 5-6pm SG311 Invention of the Celt Lecturer: Kicki Ingridsson Venue: CA 114 (Áras Cairnes)	Monday, 4-5pm SG321 Poets & Courts Lecturer: Nollaig Ó Muraíle Venue: IT 206
Wednesday, 11-12am SG311 Invention of the Celt Lecturer: Graham Isaac Venue: TB 302 (Tower Block II)	Wednesday, 4-5pm SG316 Celtic Languages & their Relatives Lecturer: Graham Isaac Venue: TB 302 (Tower Block II)
Wednesday, 4-5pm SG317 Medieval Irish Language III Lecturer: Máirín Ní Dhonnchadha Venue: AM 105 (Arts Millennium)	Wednesday, 5-6pm SG321 Poets & Courts Lecturer: Nollaig Ó Muraíle Venue: TB 301 (Tower Block II)
Wednesday, 5-6pm SG313 Poetry of Medieval Wales Lecturer: Graham Isaac Venue: IT 206	Thursday, 11-12am SG319 Medieval Irish Language IV Lecturer: Máirín Ní Dhonnchadha Venue: TB 302 (Tower Block II)
Thursday, 2-3pm SG312 Saints & Sinners Lecturer: Clodagh Downey Venue: AC 204 (Arts Concourse)	Friday, 11-12pm SG320 Women in the Celtic-speaking West Lecturer: Clodagh Downey Venue: AM 108 (Arts Millennium)
Friday, 10-11am SG317 Medieval Irish Language III Lecturer: Máirín Ní Dhonnchadha Venue: TB 301 (Tower Block II)	Friday, 1-2pm SG316 Celtic Languages & their Relatives Lecturer: Graham Isaac Venue: TB 302 (Tower Block II)
Times: To be arranged WE111 Introduction to Welsh Language I Lecturer: Graham Isaac Venue: To be arranged	Times: To be arranged WE113 Introduction to Welsh Language II Lecturer: Graham Isaac Venue: To be arranged

Students wishing to take Welsh Language are urged to contact Graham Isaac as soon as possible.

(While every effort is made to ensure that all information is correct, issues can always arise with respect to staffing and/or size of room allocation, etc., which require later amendments to the timetable.)

Semester I & II

SG221, SG 222 Medieval Irish Language I, II

The modules will in the first instance provide an introduction to the language of the Old Irish period (*ca.* 600-900). The core text here is: E.G. Quin, *Old-Irish Workbook* (Dublin: Royal Irish Academy, 1975), supplemented with other materials which will be given out in the classes. Old Irish texts will also be read in class. Medieval Irish I in Semester 1 is a prerequisite for Medieval Irish II in Semester 2.

Learning outcomes:

- Knowledge of the foundations of Old Irish grammar.
- Ability to understand, analyse and formulate basic Old Irish sentences.
- Appreciation of the means of dealing critically with the forms and usages of a medieval language quite different from the modern reflexes of that language.

SG317, SG 319 Medieval Irish language III, IV

These modules will deepen and extend the knowledge of Old Irish that will have been gained by students who took Medieval Irish Language I and II in their second year. The modules will provide the students with the experience to deal with Old Irish language in many of the texts that have come down to us from that period.

Learning outcomes:

- Students can expect to acquire a fair competence in reading simple texts in standardised Old Irish.
- Advanced knowledge of Old Irish grammar.
- Knowledge of the use of Old Irish as a medium of communication in early medieval Irish society.

WE111, WE113 Introduction to Welsh Language I, II

Welsh is currently the most widely used of the Celtic languages, in both colloquial and formal circumstances. The course provides an introduction to the language spoken and written in Wales today, but with emphasis on the spoken language. The course is aimed at complete beginners in the language. The teaching materials will be provided in the course of the module. WE111 in Semester 1 is a prerequisite for WE113 in Semester 2

Learning outcomes:

- Basic grounding in the grammar of spoken Modern Welsh.
- The ability to conduct and follow simple conversations in Welsh.
- A background in some aspects of Welsh culture today.

For descriptions of all Group B Modules, please consult with the relevant department, Archaeology, Classics, English or History.

Semester I

SG 311 The invention of the Celt: concepts and perspectives

This module looks at the discovery of the Celtic family of languages by the early comparativists of the sixteenth, seventeenth and eighteenth centuries, focussing especially on the ground-breaking work of Edward Lhuyd in establishing a scientific foundation for the linguistic classification. Together with the work of James Macpherson, the influence of ideas about the Celts on the Romantic movement is considered, and their subsequent integration into the mature comparative linguistics of the nineteenth and twentieth centuries. The strange forms the interest in the ancient Celts took in the eighteenth and nineteenth centuries is considered, with particular emphasis on the obsession with the Druids, illustrated by the fantasies of the Welshman Iolo Morganwg. Finally various modern-day conceptions and misconceptions about the Celts, ancient and modern, are examined.

Learning outcomes:

- Understanding of the way various images and impressions of the Celts were manufactured at the beginning of the modern period.
- Understanding of the way fact and imagination were interwoven and confused in the creation of new traditions about the Celts.
- Ability to analyse critically the early modern sources on the Celts.
- Knowledge of the major historical and ideological trends in the history of the study of the Celts.

SG312 Saints and sinners in the Celtic world

This module will deal with some of the cultural consequences of the coming of Christianity to early medieval Ireland and Wales, especially in the area of reading and writing. Among the topics covered will be: the beginnings of Hiberno-Latin literature, the beginnings of hagiography in the Celtic lands, early hymns in Latin and Irish, the study of the Bible in early medieval Ireland, the early history of Christianity in Wales, writing in early medieval Wales.

Learning outcomes:

- Knowledge of religious attitudes in the medieval Celtic world.
- Knowledge of the literary sources for the religious ideas and practices in the medieval Celtic world.
- Knowledge of the early history of Christianity in the medieval Celtic world.
- Knowledge of the ways in which Christianity differed from, influenced and was influenced by, Christianity amongst neighbouring medieval cultures.
- An appreciation of the close connection between the coming of Christianity and the spread of literacy, especially in the case of Ireland which never formed part of the Roman Empire.

SG313 The poetry of medieval Wales c. 600 – 1100

In the period 600 – 1100, Wales experienced a flowering of poetic expression which formed the traditional basis for the continuation of the Welsh love of, and skill in, poetry in the subsequent centuries and down to the present day. The earliest Welsh poetry reflects significant aspects of the culture, history and thought of the time, from the politics of rule to the delicate relationship between humans beings and nature, from the ethics of war to the potential loneliness of old age. This module will explore how the earliest surviving Welsh poems represent and express the hopes and fears, the brutality and tenderness, the knowledge and the propaganda, of an early medieval society.

Learning outcomes:

- Detailed knowledge of the themes and structure of medieval Welsh Poetry.
- Appreciation of the beauty and variety of medieval Welsh poetry.
- Ability to deal critically with a medieval poetic tradition quite different from modern poetic expectations and practice.
- Understanding of the value of medieval Welsh poetry as a source of information on the mental and emotional world of the early medieval Welsh.

For descriptions of all Group B Modules, please consult with the relevant department, Archaeology, Classics, English or History.

Semester II

SG 316 The Celtic languages and their relatives

The Celtic languages form a language family that includes not only the languages of medieval and modern Ireland, Britain and Brittany, but also several ancient languages of France, Spain, Italy and even Turkey. And this family of languages is part of a wider family, Indo-European, that encompasses hundreds of languages throughout Europe and Asia and, by now, through historically recent expansions, many other parts of the world. This module will show the student how the known Celtic languages are related to each other, including looking in detail at some of our sources for the ancient Celtic languages, and will provide an introduction to the methods by which we show how languages from Galway to Calcutta, from Inverness to Tehran, are all derived from a single original language spoken around six thousand years ago.

Learning outcomes:

- Detailed knowledge of the ways the Celtic languages are related to each other as a coherent language family.
- Detailed knowledge of the place of the Celtic languages in the Indo-European language family.
- Appreciation of the information to be gained from sources for the ancient Continental Celtic languages.
- Knowledge of the methods and results of comparative-historical linguistics.

SG320 Medieval Women in the Celtic-Speaking West

This module concerns the status, roles and representation of women in medieval Irish and Welsh society. In broad strokes, the position of medieval women in the Celtic-speaking West will be introduced in relation to that of their contemporaries in Frankish, Scandinavian and Anglo-Saxon societies. The primary materials for the study of medieval women in the Celtic-speaking West are law tracts, literary texts (both prose and poetry), historical texts and didactic writings, the originals of which were written in Irish, Welsh and Latin, and a selection of the most important of these will be read in translation.

The main topics to be addressed are:

- the legal status of women in the different Celtic-speaking societies, both the relative status of different categories of women, and their status relative to that of males.
- marriage and other kinds of union, and their dissolution;
- prominent female roles in secular society and the church (including that of queens, holy women, and women believed to have supernatural powers);
- the life-cycle of women;
- factors that wrought change in the status of women in medieval Irish and Welsh society

Consideration will be given to the construction of femininities and masculinities in various genres of writing in the medieval Irish and Welsh vernaculars, and in medieval Latin.

Learning outcomes:

- Knowledge of an important historical topic.
- Familiarity with a range of medieval Irish and Welsh sources, specifically those concerning the status, roles and representations of women.
- An understanding of gender as a construct.
- Essay writing skills, including the use of a range of literary and editorial conventions.

SG 321 Poets & courts: Celtic literature c. 1100-1600

Study of the literary culture of Ireland, Scotland and Wales in the transitional period before, during and after the coming of the Normans. A key text is the most skilfully wrought long prose work in Irish from this period, namely *Agallamh na Seanórach*, (*The Colloquy of the Ancients*), a *frametale* containing some 160 stories told in prose and verse. It is perhaps the high point of Gaelic literary culture before Norman influence becomes pervasive. The twelfth century in Ireland witnessed the changeover from monastic to secular schools, a new professionalization of poetry-making, and the perfecting of syllabic metres which had been in use for some 500 years. The work of exemplary Gaelic poets such as Muireadhach Albanach Ó Dálaigh and Gofraidh Fionn Ó Dálaigh will be read (in translation). Wales produced the outstanding poet of the period 1150-1400 in Dafydd ap Gwilym, and the course will conclude with an examination of some of the best of his work and of that of his contemporaries.

Learning outcomes:

- Knowledge of some of the key works in the literary tradition of Ireland, Scotland and Wales in the period 1100-1400.
- An understanding of various cultural issues associated with their production, e.g. the literary formation of the authors, changes in education (including the gradual changeover from clerical to secular schools), forms of patronage, the professionalization of poetry, etc.
- An understanding of the political and historical forces which influenced literary production.
- A knowledge of the continental influences on literary production.
- An enhanced literary sensibility.
- An enhanced understanding of the foundations of modern literary culture.

SG318 Research project

An essay of about 5,000 words on a topic of relevance to Celtic Civilisation chosen by the student in consultation with the lecturers.

Learning outcomes:

- Ability to formulate extended arguments on a detailed analysis of some material.
- Ability to research a topic extensively over a longer time than for a usual undergraduate essay.
- Preparation for writing theses at postgraduate level.

For descriptions of all Group B Modules, please consult with the relevant department, Archaeology, Classics, English or History.

GUIDELINES ON ESSAY-WRITING

The integrity of all assessments of a student's academic performance is based on the key assumption that any work submitted by a student is his/her own work. A breach of this trust is a form of cheating and is a very serious matter.

In writing essays or assignments, students will inevitably be indebted to the work of other authors, and due acknowledgement of any and all sources used in the preparation of essays must be made in accordance with the usual conventions.

The use by students, without explicit acknowledgement through quotation marks, of sentences and/or phrases taken verbatim from the work of others, constitutes **plagiarism**. Where Examiners are satisfied that plagiarism has occurred, a student may be subject to penalty, as the Examiners may determine.

Students are expected to follow these guidelines. Failure to do so may result in loss of marks on essays.

- All essays must be **typed** or **computer-generated**
- Print out the essay **double-spaced**.
- Leave 2.5 cm (1 inch) **margins** on both right and left-hand sides of the page to facilitate correction and remarks.
- Type or write only on **one side** of the page.
- Be sure to include **page numbers**, inserting them in either the top or bottom right-hand of each page.
- **Staple** your essay (don't use a paper clip). It is **unnecessary** to go to any expense to bind your essay or enclose it in a plastic cover. Stapling is perfectly adequate.
- Always **proof-read** your essay carefully before handing it in. This means looking out for spelling mistakes, typos and awkward grammar. If you leave any of these in your essay, it creates a bad impression in the examiner's mind - which is unlikely to benefit you. Don't forget to use the *Spell-Check* facility in your word-processing programme
- Always **retain a copy** of your essay.
- Always **save your work** to floppy disk as you work, in case the computer crashes. Computers have been known to crash, viruses destroy essays, etc., so keep at least two back-up copies on computer disks, for your own peace of mind.
- Remember: a **deadline** is not an invitation to complete essays by that date - it is an **instruction** to have essays completed by that date. Other than in exceptional circumstances (e.g. illness verified by medical certificate) obligatory written assignments not submitted by the prescribed deadline shall be subject to penalty, and, in the case of extreme delinquency, shall be discounted altogether for the purposes of marking and grading. So plan your time and meet your deadline.

CODE OF PRACTICE FOR DEALING WITH PLAGIARISM

Introduction

1. Plagiarism is the act of copying, including or directly quoting from, the work of another without adequate acknowledgement. The submission of plagiarised materials for assessment purposes or for publication or for public presentation is fraudulent and all suspected cases will be investigated and dealt with appropriately by the University following the procedures outlined here and with reference to the Disciplinary Code.
2. 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.
3. Whilst some cases of plagiarism can arise through poor academic practice with no deliberate intent to cheat, this still constitutes a breach of acceptable practice and requires to be appropriately investigated and acted upon.
4. Regulations, guidelines and procedures regarding plagiarism should be made widely available and a statement included in course handbooks, websites, departmental noticeboards or appropriate handouts to students. Plagiarism can arise through ignorance and therefore it is important to ensure that students understand what is meant by the term and the seriousness of the offence.
5. Departments are recommended to consider requiring students to sign a short declaration that work submitted by them for assessment purposes is their own and that such a statement may be attached to a submitted piece of coursework, essay or dissertation (or signed at the start of each course/ academic year, acknowledging that the student has read and understood the plagiarism regulations). The purpose of this statement is to reinforce the principle of statement (2) above and to remind students of the requirements for the submission of a formally marked assessment.
6. Cases in which students knowingly permit others to copy their work shall also be subject to the procedures outlined here and considered an offence.

Procedures

7. A small number of staff should be identified in each faculty who would have responsibility for dealing with suspected and reported cases of plagiarism ¹.
1 - This is in keeping with best practice recommendations from the UK's JISC Plagiarism Advisory Service and also reflects practice in a number of institutions. Whilst it may seem like an additional burden in terms of administration, it offers a number of advantages of either leaving the responsibility to the lecturer involved or indeed, the Head of Department. In some universities each department identifies one such staff member, in others, a single staff member may span a number of subjects within a broad "cognate area." Further, having a small number of such staff clearly identified, across the university, who can readily be trained in such issues, ensures consistency of practice. It also enables "fast-tracking" of "minor" or admitted offences and responds to the outcome of Flanagan vs University College Dublin (1988, <http://www.ucc.ie/law/irlji/cases/159jr-88.htm>), as do the remainder of these guidelines.
8. These staff should be trained on the basic issues, be made aware of current best practice guidelines, techniques for minimising, detecting and responding to plagiarism, and current national and international developments across the HE sector.
9. A member of teaching staff who suspects that a submitted piece of student work may be plagiarised should notify the appropriate plagiarism adviser in their

- faculty/cognate area. A short report including a copy of the suspected example and any evidence for plagiarism should be forwarded to the adviser.
10. The plagiarism adviser shall conduct an investigation of the alleged plagiarism, firstly determining whether it represents a “minor” or “major” offence.
 11. Minor cases are those in which the suspected plagiarism is a first offence and represents poor academic practice. Such cases include:
 - apparently innocent misuse of materials;
 - inadequate citation such as poor referencing, inappropriate paraphrasing;
 - over-reliance on sources without sufficient of the candidate’s own work;
 - those in which the suspected plagiarism represents only a small proportion of the work and/or an element in a piece of work which makes a small contribution to the mark for the module
 12. The adviser will, in such cases, normally interview the candidate to discuss the suspected plagiarism.
 13. If the adviser is satisfied that there is sufficient evidence of such an offence, the student will be given a written warning and provided with advice on avoiding plagiarism and the necessity of properly acknowledging and referencing sources.
 14. Major cases are those which may include, for example:
 - copying multiple paragraphs in full without acknowledgement of the source;
 - taking essays from the Internet without revealing the source;
 - copying all or much of the work of a fellow student with, or without, his/her knowledge or consent;
 - submitting the same piece of work for assessment under multiple modules;
 - those involving a final year undergraduate or postgraduate student (taught or research);
 - a second offence where the student has been in receipt of an earlier written warning.
 15. In consideration of possible major cases, the student will be notified, in writing, of the suspected offence, provided with a copy of the marked-up piece of work and invited to attend an interview with the plagiarism adviser and an additional member of staff *For example, the Head of Department, a senior staff member in the department, or another plagiarism adviser.*
 16. The student will have the right to be accompanied and assisted, at the interview, by a “friend.”
As used in the University’s Code. This may, for example, be a parent or guardian; a fellow student or other friend; a representative from the Students’ Union; or a legal representative, if so desired.
 17. At the interview, the student will be given a clear explanation of what has been alleged, shown a copy of his/her work, given the opportunity to justify the work and be invited to admit or deny responsibility.
 18. In such major cases, where the adviser is satisfied that an offence has occurred, the adviser is required to determine between three possible courses of action, depending on the apparent severity of the offence:
 - (a) an opportunity to repeat and resubmit the work, but where the maximum mark that can be awarded is the pass mark appropriate to the module;
 - (b) the immediate imposition of an academic penalty, which would normally be the award of zero marks to the plagiarised work, with no option to resubmit the work;
 - (c) the submission of the case for consideration by the university’s Discipline Committee. In this case the offence will be considered as a “Major” offence in the terms of the University’s Code and, if after due process the allegation is upheld, an appropriate penalty will be applied, as described in articles 39 and 40 of the Code.
 19. In all cases, the student will be notified in writing of the decision of the adviser and any penalty imposed.
 20. In keeping with the University’s Code, the student shall be entitled to appeal a decision made with regard to a minor case to the Discipline Committee.

21. An appropriate record should be kept (*By the appropriate University office*) in respect of any upheld allegation, which can be consulted by the plagiarism adviser to determine whether a new case is potentially a second, or subsequent, offence.
22. Basic statistical information covering the number of cases referred to advisers, the number of written warnings and other penalties applied and their distribution across Departments and Faculties, should be collated by the University to inform subsequent modifications to these regulations and ascertain the requirement for wider training and information dissemination on this topic.