

Academic year 2024/25



Al-Maktoum College
of Higher Education

SQA Student Handbook **2024/25**

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Welcome and Introduction

Welcome to Al-Maktoum College of Higher Education, a private institution of higher education, funded primarily by the Al-Maktoum Foundation.

The College's vision for high-quality teaching and learning, enriched by a multicultural perspective makes for a rewarding educational experience. It is our aim to provide you with an active and innovative educational community whilst pursuing your studies here. The aim of this guide is to ensure that you know what is expected of you and where to find help and advice. We hope you are ready to become an active and independent learner in your programme of study.

The College aspires to grow as an independent, internationally recognised centre of Higher Education and works to educate the next generation of professionals, both nationally and internationally. Its students are achievers - thinking differently, challenging, examining, defining, and provoking positive change within societies and communities from local to global.

Since its founding in 2001, the College has seen students from over thirty different nationalities graduate from its accredited contemporary courses. Our partnerships with the University of Dundee, Abertay University and Trinity College Dublin give credibility to our courses, ensuring that our students are receiving an effective teaching and learning experience.

In addition to the friendly atmosphere, small class sizes and the supportive learning environment, studying at the College is an opportunity to mix with students from a variety of different backgrounds. We hope you will take full advantage of your time at the College and to make new and lasting friendships and to broaden your horizons.

Help in finding your way through this handbook – and through the rules, regulations, and expectations of your programme – can be sought from your Programme Coordinator or from Student Administration. If you are not sure who the Programme Coordinator is, or if you have any other questions, then you should contact Student Administration.

More information on some of the topics contained in the handbook can be found on the College's website at: www.almcollege.ac.uk

Dr A G Abubaker
Head of College

September 2024

Please note: this handbook is produced for your guidance only. Your registration with the College is governed solely by the regulations of the College and such other rules affecting students as may be made by or on behalf of the College. Nothing in this Handbook shall form part of any contract between you and the College and your registration for any unit or module taught at the College is subject to this express condition.

You will appreciate that for legal reasons this disclaimer has to appear. However, we wish to make it absolutely clear to you that every effort has been made to ensure the accuracy of this handbook at the time of publication. The information, guidance and advice is offered in good faith, and in the belief that it should help you to plan your studies effectively, to develop appropriate patterns of collaboration for learning, and to know your rights.

1. Al-Maktoum College of Higher Education

1.1 College Mission, Vision and Core Values

Our Mission

Building bridges between 'western' and Muslim worlds through academic endeavour and multicultural engagement.

Our Vision

To grow as an internationally recognised centre of inter- and multi-disciplinary study of Islam and Muslims in the 21st Century.

Our Core Values

Diversity: embracing and valuing the richness that a diverse, multicultural student and staff body from all backgrounds and religions brings to the life of the College.

Quality: striving for quality in all that we do and deliver.

Partnership: working together as a collegiate community of students, staff and partners to foster connections, promote understanding and enhance learning.

1.2 Official Opening

The College was officially opened on Monday, 6 May 2002, by His Highness Shaikh Hamdan Bin Rashid Al-Maktoum. Among the 17 senior people who accompanied His Highness Shaikh Hamdan on that day were representatives of universities in the United Arab Emirates, together with leading figures from the worlds of industry, health and economic development in Dubai.

1.3 The Quality Assurance Agency

The Quality Assurance Agency for Higher Education (QAA) is the independent body entrusted with monitoring, and advising on, standards and quality in UK higher education. They are dedicated to checking that the three million students working towards a UK qualification get the higher education experience they are entitled to expect. A team of QAA reviewers visits the college and scrutinises our academic standards, the quality of learning, and the quality of information about its learning opportunities. The QAA publishes their findings in a report which is accessible here: [Al-Maktoum College of Higher Education \(qaa.ac.uk\)](https://www.qaa.ac.uk)

A successful review means that the college can display the QAA Quality Mark, indicating to the UK and international students that it meets national requirements for standards and quality. Following the process of the Higher Education Review (HER) the college has published its Action Plan for the future development of its existing provision in order to meet the criteria set out in the QAA UK Quality Code for Higher Education: <https://www.qaa.ac.uk/quality-code>

The Quality Code is a key reference point for UK higher education, protecting the public and student interest, and championing UK higher education's world-leading reputation for quality. It enables providers to understand what is expected of them and what to expect from each other. It has been developed by QAA on behalf of the UK Standing Committee for Quality Assessment, in consultation with the higher education sector.

1.4 Partnership with SQA

The College offers Customised Awards and Advanced Certificate, HNC/HND and Diploma programmes in Business and Human Resource Management, which are SCQF-credit rated by Scottish Qualifications Authority (SQA). Upon successful completion of a programme, students will receive a joint certificate from the Al-Maktoum College of Higher Education and the SQA. The SQA is the awarding body for our programmes.

The Scottish Credit and Qualification Framework (SCQF) is Scotland's Lifelong Learning Framework. It was developed in 2001 to provide an agreed means of recognising and valuing learning. It provides a shared context for learning in Scotland. It was created by bringing together all Scottish mainstream and non-mainstream qualifications into a single unified Framework. Within the overall context of lifelong learning, the aims of the SCQF are to:

- help people of all ages and circumstances to access appropriate education and training over their lifetime to fulfil their personal, social, and economic potential; and
- enable employers, learners, and the public in general to understand the full range of Scottish qualifications, how the qualifications relate to each other and how different types of qualifications can contribute to improving the skills of the workforce.

The SCQF has 12 levels which provide an indication of the complexity of qualifications and learning programmes. SCQF levels are based on a single set of Level Descriptors that are the common reference points and definitions which provide a way of recognising learning that is outcome-based and quality-assured, irrespective of whether that learning is academic, vocational, non-formal or informal. For further detailed information on Scottish Credit and Qualifications Framework see Appendices 7 & 8.

(Information taken from <http://scqf.org.uk/>)

1.5 Programmes

The College offers the following programmes, SCQF-credit rated by SQA:

- Diploma in Moral Economy & Sustainable Development
- Executive Diploma in Ethical Finance & Entrepreneurship
- Professional Diploma in Islamic Banking & Finance
- Diploma in Pastoral Care and Muslim Chaplaincy
- Diploma in Contemporary Islamic Studies
- Diploma in Muslim Family Law
- Diploma in Arabic Language
- Certificate in Arabic Language
- Introductory Certificate in Arabic Language
- HNC and HND in Business
- HNC and HND in Human Resource Management
- Advanced Certificate and Advanced Diploma in Business
- Professional Diploma in Organisational Learning

1.6 Campus

The campus of the College is a beautifully refurbished grade B-listed building located at a very convenient location in Dundee.

- The ground floor comprises the reception area, various offices, Conference Hall, Library, seminar room, dining room and the common room. The common room contains a television, seating, activities and vending machines, and can be used by students and staff.

- The ground floor is used for administrative purposes and includes the office for Student Administration and student support.
- The second floor is the main teaching floor and holds five seminar rooms each of which can accommodate up to 20 students at any one time. There is also on this floor the IT Suite, the Academic Registrar's office, and academic staff offices.

1.7 Facilities from other providers

The College has links with other local education providers, and we are pleased that our students can take advantage of some of their services.

- Counselling Service (University of Dundee) – please see appendix 5
- Institute of Sport and Exercise (University of Dundee) – Al-Maktoum College students can access discounted prices via the *associate membership* package.
- Careers Service (University of Dundee) – see appendix 6

1.8 Student Administration

Student Administration is on the ground floor of the College building. Students are welcome to make enquiries during the *Consultation Hours* which are as follows: Monday – Friday 09.30 – 16.30. Other times are available by appointment, or enquiries can be emailed to studentadmin@almcollege.ac.uk. All enquiries related to administrative matters are to be directed to staff in the office in the first instance.

*Also note that there will be no entry to the building without the access card after 5pm, and **on no account should staff or students allow access through the doors to visitors after this time.***

If required, students will be provided with letters to enable them to open a bank account, register with a GP etc. Any additional letters for these purposes through the year will be charged at £5.00 per letter.

Student Administration will always do their best to help you but please remember that the office can be a very busy place, and you should allow plenty of time for your request. Please also ensure that you treat the staff with respect at all times.

1.9 Communication

The College notice boards are situated on the second floor (the teaching floor) near the door giving access to the seminar rooms and in the Common Room. Students should make a practice of checking the notice boards regularly since notices about courses and events will be posted there. Also send out regular newsletters

All College students will be allocated an email address (first.initial.surname@almcollege.ac.uk), and this will be used as one of the main methods of communication with students by Student Administration and members of academic staff. Students who wish to use another email account should ensure that they request to set up mail forwarding from their College account.

Students can access their email account by logging on to a computer in the IT suite. Emails can also be accessed remotely using the Webmail function on the College website (please continue past the security message that pops up). Any IT/computer faults should be logged with Reception/Student Administration. Students should maintain reasonable contact with the College for the duration of their studies and ensure Student Administration is kept aware of their up-to-date contact details.

1.10 Moodle

All students will be provided with access to Moodle, our virtual learning environment. Some units use Moodle heavily for independent learning or discussions, whereas for others it is used more as another information point.

Moodle can be used in many ways – to discuss topics with fellow students; to upload coursework; to conduct group work; to take quizzes; view video/audio clips highlighted by tutors etc. All students will also have access to Moodle support, Avoiding Plagiarism Unit, and the government-issued Protect Against Terrorism (*Prevent*) e-package.

Any student registered for the *Professional Diploma in Ethical Banking & Finance*, the *Advanced Diploma in Islamic Studies*, and the *Advanced Certificate and Advanced Diploma in Business*, *HNC/HND in Business*, and *HNC/HND in Human Resource Management* are required to complete the **Avoiding Plagiarism Unit** on Moodle (any other student may also complete it if they wish). Please see the section on Plagiarism in this handbook for more details.

1.11 Support

Students are welcome to approach staff or Student Administration to discuss any matters they feel important to them.

Academic support would normally be provided by the tutor, Unit Coordinator, or Programme Coordinator.

The Student Welfare Officers for 2024/25 are Dr Ata Rahmani and Amanda Percival. The Student Welfare Officers are available to listen to student's academic and non-academic issues and assist wherever possible. Their available hours are displayed outside their offices, and they may also be contacted by email. Whether students need specific advice or simply someone to talk things over with, the Student Welfare Officers or Mental Health First Aider will offer guidance or signpost to more qualified professionals in the area.

Students may also anonymously access the University of Dundee's Counselling Service – please see appendix 5.

If a student requires additional support or has a disability, they should consult the Equality and Diversity Policy and Special Assessment Arrangements documents, which can be found on the College website. Student Welfare Officers and Student Administration staff will be happy to help any students who bring these matters to their attention. The Equality and Diversity Officer is Michelle Young.

1.12 Student Representation and Engagement

Student representation creates a structure to ensure that students' views are heard. The College wish to build on our existing strengths in working together to enrich students' experience. We are committed to receiving and responding to students' feedback to bring about improvement in the quality of the student experience and development of learning and teaching within the College. The underlying principle is that any student from any background on any programme should be able to contribute to and enhance their experience at the College.

Due to the current small size of the student body at the College, the roles of student reps and the Student Society members are merged.

There are four Student Rep opportunities:

- **Student Rep at Teaching, Learning and Student Experience Committee (TeLSEC)** which is a sub-committee of the Academic Council and is made up of all academic staff, a student representative and other members of the College who may be invited to attend some meetings of the committee for their expertise. TeLSEC takes place once or twice a month during the semester to ensure the effective day-to-day running and development of all academic matters. It is responsible for the development of the College's Teaching and Learning Strategy, as well as on matters relating to the broader student experience. This role can also be covered by the Treasurer of the Student Society.
- **Academic Quality and Standards Committee (AQSC)** takes place four times a year and will formulate new policies and initiatives in response to national and international developments in academic quality, standards and enhancement for approval by Academic Council. The AQSC will identify, monitor and advise outputs and areas for the continuity and enhancement in the College's programmes in terms of design, delivery, assessment and information in accordance with the QAA's Quality Code and the academic requirements of the College's existing and future collaborative partners to ensure compliance with relevant requirements.
- **Student Rep at College Council and Finance & General Purposes Committee** which takes place four times a year. The College Council is an advisory platform through which the College engages and seeks input from external members in order to build on the work of the College and develop plans at a strategic level. Finance & General Purposes Committee is the sub-committee of the College Council. This role can also be covered by the President of the Student Society.
- **Student Rep at Academic Council** which takes place three or four times per year. The Academic Council is the senior academic body of the College. It is responsible for teaching and research, quality assurance and enhancement, academic standards and the broader student experience. This role can also be covered by the Secretary of the Student Society.
- **LSR (Lead Student Representative)** who is responsible for Quality Assurance Agency (QAA) related matters.

How to become a Student Representative?

You will need to nominate yourself by sending an email to Student Administration studentadmin@amcollege.ac.uk for the academic year. Student reps are eligible to re-stand and subject to being re-elected may continue in position year after year.

The Student Administration Office will announce the nominees for each of four rep opportunities and if there is more than one nominee for any place, the Student Society will carry out a voting session Elections are to ensure that there is a transparent and democratic process to decide upon who will represent students. This means that both students and staff can feel confident that student reps have been fairly chosen.

The post of student representative lasts for an academic year (September – end of June), elected reps to receive training if required.

All students are encouraged to attend the Student-Staff Consultative Group each semester where they can discuss their studies and student experience with staff.

Feedback and evaluation will be sought from students for each unit/programme.

1.13 Student Society

The Al-Maktoum College Student Society (ALMCSS) is bound by the College's policies and regulations. All current Students of the College automatically form the membership of the Society.

Aims

The aims of the Student Society are as follows:

1. To represent and protect the interests, rights, and general welfare of the students
2. To promote cultural and social exchanges with local, national and international student organisations
3. To foster a sense of community within the student body
4. To represent the College within the wider community and contribute to its positive image

These aims can be reviewed if the Society wishes, by making a Constitutional Amendment.

Elections

The first thing the student body should do is elect the officers of the Society.

1. All positions will be elected at a General Meeting, usually the AGM, and will serve until the next AGM.
2. The Society AGM will take place within 2 weeks of the start of the academic year
3. AGM elections should occur no more than 1 year after they were last held
4. If any committee member is elected at any time other than the AGM they will serve until the next AGM only
5. Only people who are directly elected by the Society may be considered officers
6. Notice of any General Meeting (including the AGM), and the election procedures, must be given to the membership at least 48 hours prior to the start of the meeting
7. A minimum of 30% of the Society's membership must vote. In the case of this not being met the meeting should be postponed and rearranged.
8. Elections will be conducted by simple majority voting via a show of hands, or a secret ballot may be used.

The officers

There are three essential roles of the Student Society – President, Secretary, and Treasurer.

- The President is the leader of the Society. They are responsible for setting goals and objectives, managing the team and overseeing all activities.
- The Treasurer is responsible for handling the society's money. They need to know the shape of the society's finances at all times so that activities can be planned and budgeted for.
- The Secretary ensures that the society runs smoothly. They organise meetings, book rooms, write minutes and communicate what's going on to the members so they stay interested and involved.

More information on the responsibilities of each of the officers can be found in the appendices of this Student Handbook.

Activities

We encourage students to become active and engaged members so that the ALMCSS may provide a range of well-run activities/resources for the benefit of all. All activities should be inclusive, safe and responsible.

- Some ideas for activities:
- provide a source of help and support to each other and new students
- organise trips for students
- hold a regular event, such as a 'cinema club'
- organise student lunches, Iftars and get-togethers
- organise a cultural food tasting, where students from different countries all prepare different foods
- conduct voluntary work
- collaborate with other societies at other universities
- hold welcome sessions for Summer School or ATP students
- essay/presentation/debate competition
- charity fundraising
- purchase resources to benefit all students
- hold a conference

Whatever the Society decides to do, the intention is to bring students together for extra-curricular activities or improve their student experience in some way.

The Student Society will also play a key role in representing students at various committees, and for promoting student involvement in Quality Assurance reviews and feedback sessions.

1.14 Policies, Documents and Forms

Some of the College policies and documents can be found in the appendices of this Student Handbook. However, most are published on the College's website, and this is where the most up-to-date versions can be found. Although these will be covered during the Induction Day, it is your responsibility as a student to make sure you are aware of these policies. Various student forms can also be found online. If you require any further help in locating a document, please contact Student Administration.

[Academic Policies & Procedures | Al-Maktoum College of Higher Education](#)

1.15 Attendance

You are expected to attend all classes and tutorials. Students will gain a great deal more from attending and participating in all classes and discussions. Unit Coordinators will maintain an attendance register on a weekly basis to keep records of all student attendance, and non-attendance/lateness will be noted and followed up.

If you are going to be absent/were absent for any reason, you should complete a [Temporary Absence Form | Al-Maktoum College of Higher Education](#) which you can complete and submit online. This must be completed within one week.

Please note that if you are student on a Student Route Visa, unauthorised absences may result in you being reported to UK Visas & Immigration. Should visa students miss 10 'points of contact' or more, the UKVI will also need to be informed. Points of contact include essay submissions, classes, seminars, exams, scheduled meetings etc.

The detailed [Student-Attendance-Progress-Policy.pdf](#) is available on the website.

1.16 Teaching and exam dates

Based on a 10-week teaching semester, the term dates for the programmes are as follows:

Semester	Start	Finish	Exam dates
1	Monday 9 September 2024	Friday 15 November 2024	18 – 22 November 2024
2	Monday 13 January 2025	Friday 21 March 2025	24 – 28 March 2025
3	Monday 14 April 2025	Friday 20 June 2025	23 – 27 June 2025

Full semester dates are available online: [Semester Dates | Al-Maktoum College of Higher Education](#)

1.17 Academic Staff

Academic staff will inform all students when they have office hours for students to see them. These office hours only operate during semester time. If staff are absent on unavoidable business, they will provide alternative times.

1.18 Induction Programme

The **Induction Days** take place at the beginning of session (see Appendix 1). In the induction programme new students are introduced to the College, the SQA, our programmes, our policies and procedures, staff and facilities, and general orientation is given on study skills and strategies for effective working over the coming year. The induction also includes formal registration.

1.19 Completion of Studies

Certificates will be posted directly to student's contact address by the SQA. Students will also be asked to complete an alumnus form online so that the College may keep in touch with them. Access to email and VLE will be deactivated approximately 4 weeks of completion of programmes. Any outstanding library books, lockers/swipe cards should also be returned before certificates can be released.

2. Staff

Name	Role	Email
Dr A G Abubaker	Head of College and Vice Chancellor	pa@almcollege.ac.uk
Professor Alaa Garad	Pro Vice-Chancellor (Academic)	a.garad@almcollege.ac.uk
Michelle Young	Academic Registrar	m.young@almcollege.ac.uk
Professor Alija Avdukic	Professor/Senior Lecturer in Islamic Economics & Finance	a.avdukic@almcollege.ac.uk
Dr Ata Rahmani	Assistant Professor/Lecturer in Islamic Commercial Law	a.rahmani@almcollege.ac.uk
Dr Sara Al Tubuly	Lecturer in Arabic Language	s.altubuly@almcollege.ac.uk
Dr Widad Metadjer	Teaching Fellow	w.metadjer@almcollege.ac.uk
Dr Ahmed Alkhan	Lecturer in Ethical Finance and Accountancy	a.alkhan@almcollege.ac.uk
Benjamin Roberts	Head of Operations	b.roberts@almcollege.ac.uk
Amanda Percival	Student Administration Officer	a.percival@almcollege.ac.uk
Alison Abubaker	Executive Assistant	alison.abubaker@almcollege.ac.uk
Robyn Gauld	Marketing and Communications Officer	r.gauld@almcollege.ac.uk
Umaima Mujahid	Administrative Assistant	umujahid@almcollege.ac.uk
Maris Benvie	Caretaker	

2.1 Academic Responsibilities

Academic year 2024/25

College Secretary, Head of College	Dr A G Abubaker
Pro Vice Chancellor and Director of Programmes	Professor Alaa Garad
SQA Programmes Coordinator	Michelle Young
Arabic Language Programmes Coordinator	Dr Sara Al Tubuly
Entrepreneurship and Islamic Finance Programmes Coordinator	Professor Alija Avdukic
Islamic Banking and Finance Programme Co-ordinator, Coordinator of Student Experience	Dr Ata Rahmani
Advanced Certificate in Business, HNC/D Business and HNC/D Human Resource Management	Michelle Young

2.2 College address

Al-Maktoum College of Higher Education
 124 Blackness Road
 Dundee
 DD1 5PE
 Scotland

+ 44 (0)1382 908070

studentadmin@almcollege.ac.uk

www.almcollege.ac.uk

3. Assessment

3.1 Planning Your Essay or exam

(1) The Essay Plan

It is important that you plan your essay. Make a list of the points which you want to discuss, make sure that you have an introduction and a conclusion. Do the sections of the essay fit neatly together? Is there a consistent theme or line of argument in your various points? Try to write a balanced essay - you will be given credit for discussing alternative views/interpretations rather than simply espousing a single perspective throughout. However, make clear what your own conclusions are based on the evidence presented throughout the essay.

(2) Relevance

It is important to read the question through several times when planning and writing your essay. Ask yourself if you are keeping to the point of the question. Is what you are saying relevant to the question? The various sections of your essay should cover the relevant issues of the topic heading.

(3) How long should my essay be?

An essay that is too long will likely drift into waffle, whilst one that is too short will inevitably skip over the surface of the issues and be too superficial in its analysis. Make sure you follow the unit outline's directions on essay and coursework word length and stay with that limit.

(4) Word Limit

The stated word limit includes all quotations forming part of the text but not footnotes. This assumes that footnotes are merely references. Where footnotes contain large amounts of text the Unit Coordinator may treat all or part of the footnotes as counting towards the limit. The bibliography is not included in the word count. Bear in mind the rules above when using a word processor's word count function.

3.2 The Format of an Essay

(1) Presentation

The title of the essay and the student's ID number and the tutor's name should be at the top of the first page; the student's number and the page number should be at the top of all subsequent pages. It is helpful if a margin of at least one inch is left down the left side of each page, and paragraphs should be double spaced. Always check grammatical errors. If necessary, read your essay aloud; does it sound like it makes for spelling mistakes and sense?

(2) Content

What is looked for in the essay is an intelligent, informed, and clearly reasoned answer to a set question. A student will be assessed for his or her ability to (a) expound concisely and accurately the views and arguments which emerge from the reading material, lectures, and seminar discussions, (b) compare, contrast and in general comment upon these views and arguments, and (c) argue for his or her own point of view on the set question. Where one's position is identical with one which is found in the reading material, one should give reasons for preferring this rather than others. Remember to always back up your views with supporting evidence and argument.

Students are not expected to advance original and comprehensive theses in their essays. Repetition or paraphrasing of the work of others will not by itself indicate either competence in argument or a grasp of the issues. Originality can be found, for example, in the selection of material for discussion, in the assessment and critical analysis of relevant issues, and in comparing and contrasting different points of view drawn from different sources. Creative flair and a willingness to approach ideas from new and different perspectives are also to be encouraged.

Please note, students may not use the same topic for both presentations and essays/reports unless specifically required to do so.

(3) Paragraphs

Careful paragraphing can make a great difference to the ease with which a reader can follow the line of thought. Paragraphing is a technique to enable the reader to discern, grasp and absorb the key points in an argument. Paragraphs should be regarded as clearly-defined stages in the development of an argument. A simple rule is that each paragraph should contain only a single point, presented, amplified, and where necessary, argued for. In planning the essay, it might be helpful to list the paragraphs under separate headings with a summary of the discussion and arguments to be presented in each. An essay constructed with many short paragraphs gives the impression of ill-digested notes, or jottings; an essay with only a few very long paragraphs appears to ramble aimlessly rather than to argue pointedly. Both will seem to their readers to be disorderly pieces whose ideas have not been thought through. In most cases, paragraphs should rarely be more than three-quarters of a page long.

Paragraphs should consequently be clearly marked off, *either* by noticeable indentation (that is, starting the line a short distance (at least 1.5 cm) to the right of the left-hand margin), *or* by leaving a line blank, *or* by both. An essay in which the paragraph divisions are not easily detected will appear rough and unfinished.

Do not indent after a long quotation unless it is intended to begin a new paragraph at that point.

(4) Punctuation

Modern punctuation serves to define the structure of a sentence by marking off its constituent parts. The neglect or misuse of marks of punctuation will obscure meaning and hence is likely to mislead the reader.

Full stops [.] are the heaviest marks of punctuation. They signal the completion of a sentence: that is, they distinguish one coherent, self-contained statement from the next discrete point to be made. Commas should *not* be used between sentences, even simple one-clause sentences.

The colon [:] distinguishes two grammatically complete clauses where the full significance of the second depends upon its relationship to the first: it is usually followed by a conclusion drawn from the preceding statement, or by an enumeration, summation or illustration of the point which has been made. One of its most common uses in essays is to introduce indented quotations.

The semi-colon [;] is a lighter stop, used between related points of equal significance, neither of which can stand by itself.

Commas [,] are used to distinguish parts of a single statement, but not to distinguish separate statements. Typical uses include: the separating off of an introductory adverb (e.g. 'However, Smith argues...'; 'Nevertheless, for Davis...'); the distinguishing of items in a list; marking out simple phrases and relative clauses which are readily detachable from the sentence.

Dashes [-] should not be used as a means to avoid choosing the appropriate punctuation mark. A dash can be used to set off an additional point, appended to a sentence as if in afterthought, often in an ironic or exclamatory way. It is better not to use dashes as if they were brackets.

A pair of brackets [()] encloses a comment within the course of another statement while keeping it syntactically distinct.

Omissions should be indicated by three dots [...]. (This is most required within quotations.) Single quotation marks ['] should be used for quotations within your own prose and double quotation marks for quotations within a quotation. Note that *indented quotations are not enclosed within quotation marks* (since it is already clear that these are quotations).

Exclamation marks [!] should be used sparingly, if at all. Their frequent use gives the impression that the writer is over-excited.

The apostrophe ['] needlessly gives much trouble. It serves two purposes: *first*, it is used as a mark of omission, in the place of letters which have been left out (shouldn't, didn't etc.); *secondly*, it is used to signify possession (i.e. belonging to someone or something, e.g. John's).

When used to signify possession, the apostrophe is placed *before* the 's' with single nouns (e.g. Aziz's,); with plural nouns, it is placed *after* the 's' (e.g. Muslims'). (Note, however, that when the plural form of the noun does not take an 's', the apostrophe is placed *before* the possessive 's': so, children's, not childrens').

'Its' and 'it's' are the most common cause of confusion in this connection. 'It's' is a shortened form of 'it is'; the apostrophe signifies omission of the 'i' in 'is'. The problem arises with 'its', which is the possessive form of the pronoun 'it', but does *not* have an apostrophe. So:

it's	=	it is
its	=	of it (possessive)
its'	=	does not exist

(5) Abbreviations

Avoid colloquial abbreviations such as 'don't', 'aren't', 'I'll'.

Avoid the use of 'etc.': it suggests that you cannot be bothered to write down what you have in mind.

Common and accepted abbreviations are: e.g. (= for example); i.e. (that is); cp. or cf. (= compare); ff. (following, after a page reference). Their use, however, should be confined to references and annotation; they should not appear within the body of your text.

(6) Quoting from texts

When you quote from a book or article that you have read it is very important that (i) you cite the source (see below and the section on plagiarism); and (ii) you show when you are using someone else's words.

There are two ways in which you can show something is a quote: either by enclosing it in (single) quote marks, or by putting it into an indented paragraph. Please note, though, when quoting do NOT use italics – *italics are used to give emphasis to a point, not to show that you are quoting*.

If the quote is fairly short (approximately up to 40 words, or three lines) then put within quotation marks and include it within the run of the paragraph. For example, Talal Asad asks the question 'how does theoretical discourse actually define religion?' (Asad 1993: 44).

If the quote is any *longer* than 40 words, then it should *not* be within quotation marks but should be separated from the body of the text by: indenting every line; single spacing; and the leaving of a line

space before and after. For example, to quote extensively from Asad:

The connection between religious theory and practice is fundamentally a matter of intervention—of constructing religion in the world (not in the mind) through definitional discourses, interpreting true meanings, excluding some utterances and practices and including others. Hence my repeated question: how does theoretical discourse actually define religion? (Asad 1993: 44)

After indented quotations, the resumed text should not be indented unless a new paragraph is intended. Note that in typed or word-processed work all indented quotations are given in single spacing.

All quotations should faithfully reproduce the form of the original. Any omissions or alterations should be clearly indicated.

Care should be taken not to break up sentences by incorporating long quotations within them. Almost invariably, the result is that the reader loses the thread. After a long quotation, begin a new sentence. Indented quoted extracts should make sense within themselves as isolated passages; run-on quotations should make sense within the sentence in which they are placed.

3.3 Language

Wherever possible/appropriate avoid sexist and gender exclusive language. For example, use ‘human’ instead of ‘man’, etc. Avoid slang terms. When using an English translation of an Arabic term, etc., mention the original in *italics* when the concept is first referred to, e.g. ‘Islam favoured another method, namely *Tadafu* or counterbalance as...’. Thereafter, the original term need only be mentioned in parentheses if attention is to be drawn to it.

3.4 References and citations

Always acknowledge your sources when writing an essay.

All quotations and citations should carry a supporting reference which gives details of their source. The point of such reference is to make available the evidence on which an argument is based. If the reader is to be able to look at this evidence, they must be able to identify both the particular book which has been used and the place in the book where the relevant passage may be found.

There are several referencing systems that can be used, but the College expects that students use what is known as the ‘Harvard Referencing Style’ (i.e. the ‘author-date’ system), details of which are as follows:

The Format of Text Citations:

(For more detailed information see [FREE Harvard Referencing Generator & Guide | Cite This For Me](#))

Text citations in the Author-Date Style consist of the author’s last name and the year of publication of the work cited. No punctuation is used between the name and the date.

Single Author

(Nairn 1997)

Multiple Authors

(Geis and Bunn 1997)

Group or Corporate Author

(Global Environment Coordination 1994)

For direct quotations the page number is also included.

(Nairn 1997, 73)

For direct quotations from sources without page numbers: use subheading, chapter, paragraph number, or other organisational division of the work.
(Yetman, under “Slave Narratives during Slavery and After”)

Citations taken from secondary sources

Is generally to be avoided as researchers are expected to examine the works they cite. If the original work is not available, the original and secondary source must be cited. The original author and date would be used in the text citation and as the beginning of the reference list entry.

i.e. the text citation would be:

(Sedwick 1844, 479)

and the reference list would be :

Sedgwick, T. 1844. *Thoughts on the proposed annexation of Texas to the United States*. New York: Fanshaw. Quoted in Rathbun, L. 2001. The debate over annexing Texas and the emergence of Manifest Destiny. *Rhetoric*

Footnotes

It is recommended that footnotes should be used sparingly. If you use the above form of citation, then you do *not* need to use footnotes to cite references.

If you do use footnotes, then they should be for one of the following reasons:

you may wish to make additional points in your essay which are relevant but detract from the flow of argument, or

you may wish to mention a difference of opinion on an issue or a relevant statistic, etc.

In such situations, it may be the case that a footnote is the best place to insert a brief discussion of your point rather than in the main body of the essay. This can be a useful way of improving the flow of argument in your essay and may allow you to include supporting evidence or additional comments which you might otherwise leave out. Be wary however of putting too much in a footnote. Generally speaking, if a note is longer than a few sentences, this suggests that the point may be important enough to be included in the main discussion, or alternatively that you are spending too long on a side issue.

Bibliography

At the end of the essay (or coursework), you should provide a bibliography of all the relevant texts used and/or referred to, giving full bibliographical details. Please note, this does not form part of the word count. If you fail to provide a bibliography or if your bibliography is incomplete or inaccurate, you may be penalised for submitting an incomplete essay. The bibliography provides two important functions: it gives a rough impression of the books that you have consulted to write the essay, and it also provides full details of the sources that you have cited.

Entries in a bibliography should enable a reader to easily identify the precise version of any text which has been used. This is important since a reader consulting a different edition from the one used may find variations in the text or (more commonly) that the page references do not apply. Details of a book’s publishing history are found on the imprint page (on the reverse of the title page).

Using the Harvard Referencing system, bibliographical references should begin with the surname of the author(s), and should be followed by forenames or initials, the date of the publication, the title of the book/article, the publisher and place of publication, and if appropriate the relevant page number(s) respectively.

The various styles for different types of publication are as follows. But remember, your bibliography should list each reference alphabetically by author’s name.

Note, that when using Arabic names of authors that begin with ‘al-’, the reference should go under the letter entry for the main part of the name. Thus al-Jabar should be included in references for J and not A.

Where several books are listed, the order should be alphabetical by authors' surnames. Where several books are listed under one author, the order should be chronological. If an author has more than one relevant publication in the same year you should distinguish between these works by adding letters of the alphabet to the year e.g. Cattan (1986a), Cattan (1986b)

Ordinarily, a bibliography need include only those works referred to in the text and notes.

The Format of Reference List

Single author

Nairn, Tom. 1997. *Faces of nationalism: Janus revisited*. London: New York: Verso.

Multiple authors

Geis, Gilbert, and Ivan Bunn. 1997. *A trial of witches: A seventeenth-century witchcraft prosecution*. London: Routledge

Edited Book

Sarat, Austin and Stuart Scheingold, eds. 1998. *Cause lawyering: Political commitments and professional responsibilities*. New York: Oxford University Press.

Group or corporate author

Global Environment Coordination. 1994. *Facing the global environment challenge: A progress report on World Bank global environmental operations*. Washington, DC: Global Environment Coordination Division, Environment Department, The World Bank

Chapter or essay in book

Roell, Craig H. 1994. The piano in the American home. In *The arts and the American home, 1890 - 1930*, ed. Jessica H. Foy and Karal Ann Marling, 193-204. Knoxville, TN: University of Tennessee Press.

Article in a journal (one author)

Bondonski, Ilya. 1989. Caring among the forgotten. *Journal of Social Activism* 14 (Fall): 112-34.

Article in a journal (multiple authors)

Liker, Andras and Tamas Szekely. 1997. Aggression among female lapwings, *Vanellus vanellus*. *Animal Behaviour*. 54 (3): 797-802.

Article in a popular magazine

Birnbaum, Jeffrey H. 1998. How to succeed at damage control. *Fortune*, March 30, 173-176.

Article in a newspaper

It is preferable to include newspaper references in running text:

Example: In their 8 May 1998 *New York Times* article "Pact on Israeli Pullback Hinges on Defining Army's role," Steven Erlanger states...

If the newspaper citation needs to be included in the reference list, follow this model:

Erlanger, Steven. 1998. Pact on Israeli pullback hinges on defining Army's role. *New York Times*, May 8, A6.

Note: Different web browsers break the text in different places of a URL. The URL should begin on the same line as the rest of the citation information, with a break inserted after a slash, if needed.

Article from a full-text database

Zellner, Wendy. 2003. An insider's tale of Enron's toxic culture. *Business Week* March 31, 16. [An Insider's Tale of Enron's Toxic Culture - Bloomberg](#)

Article from an e-journal collection

Miguel, Edward. 2004. Tribe or nation? Nation building and public goods in Kenya versus Tanzania *World Politics* 56(3):327-362. http://muse.jhu.edu/journals/world_politics/v056/56.3miguel.html.

Article from a free web e-journal

Shrum, Robert. 1996. Taxing Clinton's character. *Slate*, June 25. <http://slate.msn.com/id/>.

Web/Online

Author Surname, Author Initial. (Year Published). Title. [online] Available at: <http://Website URL> [Accessed Date Accessed].

Note: Different web browsers break the text in different places of a URL. The URL should begin on the same line as the rest of the citation information, with a break inserted after a slash, if needed.

Web page

Yetman, Norman R. "An introduction to the WPA slave narratives." *Born in slavery: slave narratives from the Federal Writers' Project, 1936-1938*. <http://memory.loc.gov/ammem/snhtml/snhome.html>.

Article from a full-text database

Zellner, Wendy. 2003. An insider's tale of Enron's toxic culture. *Business Week* March 31, 16. http://web.lexisnexis.com/universe/form/academic/s_guidednews.html.

Article from an e-journal collection

Miguel, Edward. 2004. Tribe or nation? Nation building and public goods in Kenya versus Tanzania *World Politics* 56 (3): 327-362. http://muse.jhu.edu/journals/world_politics/v056/56.3miguel.html.

Unpublished

Author(s) - Family name, Initials Year, 'Title or description of item in single quotation marks', Title of the collection, Number of collections, Number of items within collection, Full name of holding institution.
In-text: (Students Support Group 2020)

Reference List: Students Support Group 2020, 'Minutes of meeting January 11 2020', Students Support Group Collection, DD1, Box 1 Folder 1, Al-Maktoum College of Higher Education

Interview

"Unpublished interviews are best cited in text ..., though occasionally appear in ... reference lists." (CMS 17.205) Rudolph, Frederick. 2001. Interview by author. Williamstown, MA, May, 15.

The Harvard Referencing System is most widely used referencing system in social sciences and humanities.

3.5 Avoiding Plagiarism

There is a unit on Moodle called the **Avoiding Plagiarism Unit**, which you can study at your own pace, and test yourself.

Any student registered for the *HNC/D Business, Advanced Certificate and Advanced Diploma in Business, HNC/D Human Resource Management, Professional Diploma in Ethical Finance and Entrepreneurship, the Advanced Diploma in Islamic Studies, or the Advanced Diploma in Arabic Language* is required to complete the **Avoiding Plagiarism Unit** on Moodle (any other student may also complete it if they wish). This unit stresses the importance of avoiding plagiarism and also provides advice on accurate note-taking, referencing and citation.

The unit should take around 60 minutes to complete, and students can retry if they do not pass first time. Once students complete the unit and pass the final test, a certificate will be issued and Student Administration will be updated of your status. Students on the above programmes will not be able to submit any written assignments until they have passed the test successfully.

What is plagiarism?

Plagiarism is the act of using or closely imitating the thoughts and language of another author without acknowledgement and the representation of that author's work as one's own ideas or writings.

Why should I be concerned about plagiarism?

If you plagiarise, you are cheating yourself. You don't learn to write out your thoughts in your own words, and you don't get specific feedback geared to your individual needs and skills. Plagiarising a paper is like sending a friend to practice a game of football for you - you'll never score any goals for yourself!

Plagiarism is dishonest because it misrepresents the work of another as your own.

Plagiarism violates the College's academic regulations and can result in you being withdrawn from your studies.

Plagiarism devalues others' original work. Submitting a professional writer's work as yours is taking an unfair advantage over students who do their own work.

It is wrong to take or use property (an author's work) without giving the owner the value or credit due. Further, copyright violations can result in fines or damages.

They said it so much better, shouldn't I use their words?

Learning to write is learning to think. Of course, you will not have a lot of original thoughts, very few of us do. But you will have your original way of looking at things, which is a combination of everything you have done to this point in your life. As you read others' works and ponder, argue with, distil, reconcile yourself to, or reject them, you are growing intellectually, just as you would grow physically by lifting weights or playing the piano.

You thought you can use someone's words if you reference or cite the source?

You can, and this happens all the time in academia. It is necessary for building upon the works of others. The trouble comes when you start to use someone else's words all throughout your paper. Pretty soon your paper looks like nothing but a field of quotation marks with a few country roads in between (your few sentences) connecting them. This does not represent very much intellectual work on your part. You have assembled a paper rather than writing one.

What is a paraphrase, anyway?

Paraphrase is stating someone else's ideas in your own words. Citing can seem like bogging down discourse, and in some of the papers you read it seems like there are more references than the paper text itself. But yes, you do have to cite sources, even for paraphrase.

So when you are writing the paper, think about the reader and what questions he or she would ask. If you can imagine the reader saying: 'what was the source of that idea?' then you should cite it, even if you rewrote it in your own words.

My friends get stuff from the internet

So do you, so do I, so does everybody. The accessibility of virtually any text tempts to start with someone else's words in a word processor and massage them into a paper. You'll find out there are sites where you can download whole papers, and you'll be able to find articles about many topics within a moment's notice.

So how can you use material that's already in electronic form? It may be useful to print it out before you start writing and use it like you would a book. At least then cutting and pasting is not so convenient.

Always write your papers from scratch, starting with a blank screen. Don't cut and paste from various documents. If you do cut and paste a little, make sure each passage is properly cited. Do the citation work at the time of writing instead of leaving it for the end. Be realistic about what you are doing. If you are doing a lot of cutting and pasting, chances are you are not writing a very good paper.

And obviously remember, that if you don't do this, and instead you present an essay that is based largely or even partly on a downloaded internet file that has not been acknowledged and referenced properly, then this is plagiarism, and it will be dealt with seriously.

I thought that using someone else's work is a sign of respect

The simple and direct answer is the old adage 'When in Rome, do as the Romans do'. If you had teachers who told you to assemble papers without listing sources, they did you a grave disservice. If you came from a country where the definitions of plagiarism are different, then you have some catching up to do here. Knowing how and when to cite is your responsibility. However, any course tutor or lecturer will be happy to help you do it.

I really didn't do it!

Did you know that you are responsible for plagiarising even if you don't know what it is? It is your responsibility to know. Even if you didn't mean to do it, if you did, and you get caught, it doesn't matter that you didn't know.

Know what plagiarism is: ignorance will not excuse a violation. Intentional plagiarism is deliberate copying or use of another's work without credit. Unintentional plagiarism can result from not knowing citation standards (e.g., 'I thought the Internet was free!'), from sloppy research and poor notetaking, or from careless 'cutting and pasting' of electronic sources.

Both intentional AND unintentional plagiarism are serious matters.

Finally, all coursework submitted will be monitored by the Plagiarism Detection Software.

(explanations taken from <http://honorcouncil.georgetown.edu/whatisplagiarism>)

If an allegation of cheating (plagiarism) is admitted, or if the College decides that such an allegation has been proved, **the student shall be awarded zero marks** in the assessment of which he or she is judged to have cheated. Please see the Malpractice Policy for more information.

AI tools cannot be used for formative assessments

The purpose and format of these assessments makes it inappropriate or impractical for AI tools to be used.

Assessments where the use of AI is wholly inappropriate for the delivery of the specific learning activities or skills to be assessed might include, for example, demonstrating foundation level skills such as remembering, understanding, independently developing critical thinking skills, and applying knowledge or demonstrating fundamental skills that will be required throughout the programme.

Such assessments are likely to be designed to support the development of knowledge and skills that students will require to be able to study successfully and effectively, including with the use of AI tools in other contexts and in future assessments. Discussion with students will be required to explain the rationale for this category (for example, pedagogy, employability, etc).

Students believed to have ignored the categorisation will undergo the standard academic misconduct procedure.

3.6 Transliteration

Transliteration is an important academic skill that students may need to equip themselves with. This is particularly important for students who consult Arabic and Islamic sources in order to be able to represent / transliterate correctly the Arabic terms and words in the English (Roman) alphabet. For example the Arabic word قياس *qiyās* is transliterated in English as *qiyās* and then italicised. It is to enable the non-Arabic speakers to understand the representations of Arabic words and terms in English. Thus, it is indispensable for students to learn and master Arabic letters and their equivalents in the system of transliteration literally letter by letter.

Practical training in transliteration skills will be given during the year if needed. However, students should also take responsibility for learning this essential skill, and it is expected that the students who need it should be able to use the transliteration system accurately and consistently by the end of their first semester.

If you are in any doubt about transliteration speak to one of your tutors, and there will be plenty of feedback given on this through course assessment. As a general rule of thumb, you should try to ensure that all Arabic text that you use is transliterated – if you find that this involves a lot of work, then see it as an excellent opportunity to develop the essential research skill of accurate transliteration.

A font is available on all the College computers and will be distributed to students for their personal use if required.

3.7 Guide to Transliteration

SYSTEM OF TRANSLITERATION

Arabic	Transcription		
ء	'	ص	ṣ
ا	a	ض	ḍ
ب	b	ط	ṭ
ت	t	ظ	ẓ
ث	th	ع	'
ج	j	غ	Gh
ح	ḥ	ف	F
خ	kh	ق	Q
د	d	ك	K
ذ	dh	ل	L
ر	r	م	m
ز	z	ن	n
س	s	ه، هـ	h
ش	sh	و	w
		ي	y or i

Long	آ	ā
	و	ū
	ي	ī
Doubled	وُ	uww (final form ū)
	يُ	iyy (final form ī)
Diphthongs	وَ	au or aw
	يَ	ai or ay
Short	ا	a
	وُ	u
	يَ	i

3.8 Assessment Regulations

The programme is assessed according to the College's grading guidelines. See Appendix 2 and 3 and the Summative Assessment Policy which can be accessed from the website [Academic Policies & Procedures | Al-Maktoum College of Higher Education \(almcollege.ac.uk\)](https://almcollege.ac.uk)

3.9 Resit/Reassessment of Coursework

Candidates who do not complete satisfactorily a prescribed element of assessment for any unit may be re-assessed in that element only in exceptional circumstances and on the recommendation of the Unit Coordinator. Please see Appendix 2 and 3, and the Summative Assessment Policy, for more details.

3.10 Academic Appeals and Complaints Procedure

For policies and procedures relating to Academic Appeals and Student Complaints please see the College website.

3.11 Submission of coursework

All coursework must include the Assessment Coversheet which is located within the Student Resources section of the website [Student Forms & Documents | Al-Maktoum College of Higher Education \(almcollege.ac.uk\)](https://almcollege.ac.uk)

All coursework must be submitted using Turnitin via Moodle (see below).

Please ensure you submit the electronic copy by the deadline – penalties will be incurred for late submission. Please be careful to submit the *correct* copy of your work electronically. We recommend that you leave plenty of time for submission.

You must keep a copy of any essays or written assignments which have been handed in. If an essay goes missing, it is your responsibility to provide a replacement copy.

3.12 Turnitin Plagiarism Detection Software

Students will submit written assignments electronically to Turnitin (Turn-it-in has been integrated into the College's Moodle pages). The Turnitin software package will check your work against a database of essays in its system, along with a search of the internet to compare to see if your work is original. Once submitted your Unit Coordinator will receive a report on your work from Turnitin showing whether (and to what extent) the work is derived from other sources. Please see the section in this Student Handbook regarding the issue of plagiarism.

It is important to note that you must submit your work online (via Moodle) *by* the deadline of each individual piece.

Before submitting an assignment for the very first time, you may be asked to accept the terms and conditions of the software. If this doesn't happen and you are unable to submit your work, you should ensure that you do not have a pop-up blocker enabled on your computer.

Submitting a Paper

To submit your work:

1. Look on the Moodle page for the unit
2. You will see a *Turn-it-in assignments* for that unit (i.e. critical review; essay; report)
3. Click on *submit paper* in the table
4. Enter a title for your submission and upload file
5. You will be prompted to confirm it is original work and that you have completed the Avoiding Plagiarism Unit

6. You will be asked to confirm the text of your submission – it is your responsibility to ensure that the file you submit is the correct version of your coursework (once submitted it *cannot* be changed)
7. If you are sure that the file is correct, then finalise your submission

After submitting your work, you will receive a digital receipt.

If you have any problems, speak to the Student Administration Office.

Results

All results and online feedback for assignments submitted through Turnitin will also be released through Turnitin by accessing your Unit through Moodle. You will be notified of the date when results will be available.

3.13 Exams

All exams will take place after the end of the semester. There will be a re-sit a few weeks after the first examination date if needed.

Exam and assessment details can be found in the Unit Outline for each individual unit. This will be given to students in the first class.

The *final programme grade* will be determined by finding the average mark for all units in the programme. Final Programme Grades are rounded to the nearest whole number.

If you believe the grading is incorrect, you are entitled to make a formal appeal against the grading of your exam. Please see the Student Appeals Policy for more details.

3.14 Granting of extensions

Student Administration will be responsible for recording any extensions which have been approved. Students must complete the Extension Request form which is available within the Student Resources section of the website [Student Forms & Documents | Al-Maktoum College of Higher Education \(almcollege.ac.uk\)](https://almcollege.ac.uk)

The College aims to ensure fair and equal treatment in the assessment of all students and that no student is unjustly denied or unfairly granted the benefits of continuous assessment. Please consult the Summative Assessment Policy for more details. [Summative-Assessment-Policy.pdf](#)

The College is aware that its aim of securing fair and equal treatment in the assessment of all students is ultimately inextricable from disability-related issues and is, therefore, anxious to ensure that proper provision/reasonable adjustment is always made. You can help the College to achieve this aim by communicating any relevant information to Student Administration studentadmin@almcollege.ac.uk

Penalties for late submission of coursework:

The College considers the timely submission of work **essential**. Therefore, any work submitted beyond the due date (without an approved extension) **will be penalised**. Please consult the Summative Assessment Policy for further details. [Summative-Assessment-Policy.pdf](#)

3.15 Feedback

Feedback on assessments and non-assessed work is provided to students using a variety of methods. Please see Appendix 9 for further details.

4. The Library

4.1 Shaikh Hamdan Library

The Library consists of three rooms located on the ground floor of the College building, opposite the conference hall. One room houses the Arabic texts collection, while the second room contains reading materials in English. The third room houses journals, and previous students' dissertations and theses. Studying and reading facilities are also available in the Library. Library issue is made at the Library Issue Desk at the hours given below.

At registration, a library account will be opened for students which will enable you to borrow books. Students can borrow a total of 6 items at any one time. The library hosts over 23,000 volumes in Arabic and English books, as well as a few books in other languages. The classification system of the English books in the Library is according to the Library of Congress system, while the Arabic books are classified by our home style.

The Arabic books are all classified according to main subject and given a corresponding 3-letter code: For Hadith-related books, for example, the code is HAD; for Tafseer it is TAF, for History it is HIS and so on. Every book is also classified by the Author's surname, and finally every book has a numerical code, so that it is easy to find on the shelves, which is related to the Author's Surname.

Book searches may be made on the library catalogue, which can be found at the web address below. If you experience any problems with the url below please contact a member of staff in the Office.

There are three types of loan-status on our books, and all books fall in one of these categories: Normal Loan is for four weeks, Short Loan (yellow dots) are for one day only, and Reference Only books (red dots) cannot be borrowed at all and must be used only in the Library area.

We have in the library a number of magazines and journals of more or less frequent subscription, and a large number of back-issues of journals of relevance to our research. Again, please come and browse what is available (however, journals are for reference only and cannot be removed from the library).

Please come and browse the library as that is the best way to familiarise yourself with our facilities and where to find books within your field of interest. Also, please read through the library regulations below which apply to all staff and students of the Al-Maktoum College.

The Shaikh Hamdan Library catalogue may be accessed online at:

<https://almcollege.knowallmatrix.online>

4.2 Printing and photocopying

There are photocopier/printers located in the IT Suite on the second floor of the College, and the Library. Printer cards will be issued to students on request and staff can help with setting up these cards to use the printer/copiers.

Students must top up their printing accounts from reception should they require any printing.

4.3 Library Regulations

Borrowing

Students are permitted to borrow up to six items at any one time.

All items borrowed from the Library must be checked out and returned within the due date. Failure to do so will result in fines being imposed (see Overdue Items and Fines section below).

NORMAL LOAN period is four weeks. If any borrowed item is not required by another user, it can be renewed; however, no item may be renewed more than twice. Items to be renewed must be brought in for restamping with the new due date. If an item is required to be borrowed after the second renewal, a period of at least four weeks must pass between the second renewal due date and re-borrowing.

SHORT TERM LOAN items (yellow) can only be borrowed for up to one day on a weekday (over weekends, this time is extended until 09.00 on Monday morning). The same applies during other days when the College is closed, when the due time is 09.00 on the first normal-opening day). Short term loan items may be renewed only once.

If a user requires any item that is currently on loan to another user, he or she may reserve that item to be issued to him/her on its return.

REFERENCE ITEMS (red) cannot be borrowed. These must be kept in the Library and no exceptions will be made.

Overdue Items and Fines

If borrowed items are not returned (or renewed) by the due date on the item, the items will be considered to be overdue and fines will be imposed. Overdue items will be charged at 30p per day per item for normal loan items, and £1 per day per item for short term loan items. Failure to pay fines will result in borrowing privileges being withdrawn until fines are paid (i.e. no items may be borrowed until the full fine has been paid).

General Rules

The library opening hours are from 09.00 to 20.00 (may be subject to change) Monday to Friday. If you wish to check-out items, please do so at least 15 minutes before the issue desk closes.

Occasionally, the library study areas are used by staff for meetings and are unavailable for student use during these times. Please ask library staff to see if any of the rooms are being used.

Strictly no eating in the library. Liquids may be consumed, provided they are stored in a lidded or sealable container.

To show consideration to other users of the facilities, please restrict use of conversations and mobile phones to the reception/foyer area.

Music can be played in the library providing that headphones are used. Users are required to ensure that noise does not filter from headphones in a way that could disturb other users.

Library users are required to clear any waste by using the recycling and other bins provided. Any spills or other damage should be reported to a member of library staff immediately.

Writing in library resources in pencil, pen or highlighter is not permitted. Any user found to have defaced library materials in such a way may be required to meet the cost of replacing the item.

Valuable possessions should be kept safe with Library users at all times and study spaces must not be reserved for unreasonable amounts of time.

Access to Abertay University Library – HNC / HND students

Students registered on any of the HNC/D Programmes are eligible to register for free as external users of the library at Abertay University with a National Entitlement Card. These are available through Dundee City Council. Students would be entitled to borrow four items, use the library as a study space and access the free wifi on level one of the library. Further information is available at abertay.ac.uk/life/the-bernard-king-library/non-abertay-students-and-staff/.

Appendix 1 Student Induction

Academic Year 2024/25

Student Induction (*this may be subject to change*)

Thursday 5 September 2024			
Time	Venue	Session	Information
11am	Room 4	Welcome and introductions	Michelle Young Amanda Percival Robyn Gauld
11.15am	Room 4	Setting up and accessing email and VLE Introductions to Microsoft Teams and Zoom Any other IT information	Michelle Young Amanda Percival
11.45am		BREAK	
12pm – 12.30pm	Room 4	Programme Information (including teaching arrangements for Semester 2)	Michelle Young (and academic staff)
		Q&A with Student Administration	Student Admin

Appendix 2 Grading Guidelines for Customised Awards

Mark	Grade	Specific Grade Criteria	General Grade Criteria
70+	Distinction	<p>This grade is awarded for work of an exceptional quality, which meets the criteria in most areas.</p> <p>The work is well-written and shows a good understanding of the topic. It cites relevant arguments/material that is properly referenced. The work is supported by a coherent planned structure, with good grammar and presentation. Any arguments presented are well thought out, clear, and relevant to the topic.</p> <p>The work successfully answers the question(s) posed, shows a good grasp of key concepts and the ability to critically analyse these. and form a logical conclusion.</p> <p>The work is thorough and thoughtful, and does not contain irrelevant information.</p>	<p>This grade should be awarded to work that shows outstanding merit in its argument and ability to engage with the topic. Its presentation, structure, judgements, and originality are highly commendable. The work shows an excellent understanding of the topic and use of relevant materials.</p>
60-69	Merit	<p>This grade is awarded for work of a high quality which meets the criteria in many areas.</p> <p>It is a competent piece of work which shows a good understanding of the topic and key issues. It is well-written and well-organised, and the argument is generally good.</p> <p>However, the work may contain some instances of poor grammar or referencing. The argument may be weak in some areas, and it may contain some irrelevant information. The work may lack originality or may rely heavily on class notes.</p>	<p>This grade should be awarded to work that shows a good understanding of the topic and is of high quality. There are not too many errors in terms of grammar, presentation, structure and referencing.</p>
45-59 50-59*	Pass	<p>This grade is awarded for work of an adequate or good quality which meets the criteria in some areas.</p> <p>The work shows a good effort has been made, and many of the key concepts are included. However, the work does contain significant limitations. The work may show poor use of language and grammar, poor referencing, and poor structure. The argument is likely to be weak in some areas, and contain irrelevant information. Some relevant points may be lacking. The work may lack originality or may rely heavily on class notes.</p>	<p>This grade should be awarded to work that shows a reasonable level of understanding of the topic and its key concepts. The work shows sufficient effort has been made to answer the question and produce a clear argument, although this has not been achieved in all areas.</p>
		This grade is awarded for work where the	This grade should be

0-44 0-49*	Fail	<p>student has made very little effort to complete the assessment successfully and/or shows little understanding of the topic.</p> <p>The work may fall short of the required word limit or equivalent and contain little substance of value. The work may be disorganised, badly presented, or contain significant errors or material unrelated to the assignment.</p> <p>The work may show considerable misunderstanding of the topic, poor referencing, bad grammar, inconsistent arguments, poor structure, unsubstantiated assertions, and important omissions.</p> <p>Or no work may have been submitted.</p>	<p>awarded to work that shows a lack of basic knowledge of the topic and/or fails to make a significant attempt to complete the assessment successfully.</p>
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* A pass mark of 50% for each assessed component applies to the following programmes:

Diploma in Moral Economy and Sustainable Development
 Executive Diploma in Ethical Finance and Entrepreneurship
 Professional Diploma in Islamic Banking and Finance

All HN and the Advanced Certificate Programmes:

Assessments are both formative and summative, including essays, presentations and exams. The requirements to pass the units vary on these programmes and the unit lead will advise you for each individual assessment.

The final grade for the programmes is based on the Graded Unit. The marks achieved by the learner in the examination should be aggregated to arrive at an overall mark for the examination. Assessors will then assign an overall grade to the learner for this graded unit based on the following grade boundaries.

- A = 70%–100%
- B = 60%–69%
- C = 50%–59%

These grade boundaries are fixed. The final grading given will reflect the quality of the learner's evidence at the time of the completion of the graded unit. Learners will be awarded the highest grade achieved, whether through first sitting or through any re-assessment. On successful completion of each Graded Unit you will be awarded a grade of A, B or C according to the mark attained. This grading applies only to the relevant Graded Unit.

Appendix 3 Grading Guidelines – for Arabic Language units

Grade Letter	Mark Band %	Grade Descriptor
A+	95 – 100	Outstanding
A	90 – 94	Very good
A-	85 – 89	
B+	80 – 84	Good
B	75 – 79	
B-	70 – 74	
C+	65 – 69	Commendable
C	60 – 64	
C-	55 – 59	
D	50 – 54	Satisfactory
D-	45 – 49	
E	30 – 44	Fail
F	0 – 29	

Appendix 4 Teaching & Semester Dates

Week	Semester 1 begins Mon 09 Sept 2024	
09 Sept	Teaching Week 1	<i>Induction Day – Thursday 5 September and Friday 6 September Teaching begins Monday 9 September</i>
16 Sept	Teaching Week 2	
23 Sept	Teaching Week 3	
30 Sept	Teaching Week 4	
07 Oct	Teaching Week 5	
14 Oct	Teaching Week 6	
21 Oct	Teaching Week 7	
28 Oct	Teaching Week 8	
04 Nov	Teaching Week 9	
11 Nov	Teaching Week 10 Semester 1 ends	<i>Teaching ends Friday 15 November 2024</i>
18 Nov		Exam Week – Semester 1
25 Nov		
02 Dec		
09 Dec		
16 Dec		
23 Dec	<i>College closes Tuesday 24 December 2024</i>	
30 Dec	<i>College reopens Monday 6 January 2025</i>	
06 Jan		
13 Jan	Semester 2 begins Teaching Week 1	<i>Teaching begins Monday 13 January 2025</i>
20 Jan	Teaching Week 2	
27 Jan	Teaching Week 3	
03 Feb	Teaching Week 4	
10 Feb	Teaching Week 5	
17 Feb	Teaching Week 6	
24 Feb	Teaching Week 7	
03 March	Teaching Week 8	
10 March	Teaching Week 9	
17 March	Teaching Week 10	<i>Teaching ends Friday 21 March 2025</i>

	Semester 2 ends	
24 March		<i>Exam Week – Semester 2</i>
31 March		
07 April		
14 April	Semester 3 begins Teaching Week 1	
21 April	Teaching Week 2	
28 April	Teaching Week 3	
05 May	Teaching Week 4	
12 May	Teaching Week 5	
19 May	Teaching Week 6	
26 May	Teaching Week 7	
02 June	Teaching Week 8	
09 June	Teaching Week 9	
16 June	Teaching Week 10 Semester 3 ends	<i>Teaching end Friday 20 June 2025</i>
23 June		<i>Exam Week – Semester 3</i>
30 June		
07 July		
14 July		
21 July		
28 July		
04 Aug		
11 Aug		
18 Aug		
25 Aug		

Appendix 5 Counselling Service

The Dundee University Counselling Service will make available free of charge to Al-Maktoum College students and staff access to ongoing counselling and their weekday 10.30am emergency drop-in crisis service.

Al-Maktoum College Staff may also seek consultative support from the University's Counselling team.

Procedures:

1. When a student/staff member requests counselling, Dundee University will arrange a mutually convenient time for an assessment meeting. Dundee University aims to offer an appointment within five working days.
2. Dundee University counselling department will offer the student/staff member a choice of daytime or evening appointments, male or female counsellors. Dundee University will then find the closest available match for the student/staff member preferences.

Location:

The University of Dundee Counselling Services are located on the 1st floor of 1 Cross Row (Building No. 20 on the campus map www.dundee.ac.uk/general/campusmap).

Please visit <http://www.dundee.ac.uk/student-services/counselling/> for more details

Appendix 6 University of Dundee Careers Service

Current students at Al-Maktoum College are welcome to access the following Careers Services at the University of Dundee:

1. Careers Advice & Guidance:

- Meet with a Careers Adviser to discuss career ideas and options, and receive advice on CVs, applications and interviews:

Quick Queries/CV Clinic

- No appointment necessary, held weekdays during term-time from 11.00 – 15.00 (Wednesdays in the Enquiry Centre, Campus Green)

30 minute Guidance Appointments

- Bookable through Reception or careers@dundee.ac.uk
- The following pages set out what to expect from a Careers Guidance Interview

2. Events@Careers

- A range of careers workshops take place on Tuesdays during term-time from 1-2pm on topics such as CVs, interviews and career choices.
- A wide range of employers run skills and information sessions - a great way to network and find out more about the industry you may want to work in.
- Meet employers on campus at Careers Fairs taking place throughout the year
- View up-to-date details and book places at www.dundee.ac.uk/careers/events

Contact us to find out more:

- 1 Airlie Place, Dundee, DD1 4HN
- T: 01382 384017
- E: careers@dundee.ac.uk

Opening Hours

- Monday: 10.00 – 17.00 Tuesday - Friday: 09.00 – 17.00

Accessibility: The Careers Service is accessible to wheelchair users. We are happy to provide hand-outs in alternative formats. If you require assistance to access the service please contact us.

Appendix 7 The Scottish Credit and Qualifications Framework

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scof.org.uk to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9			Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8		Higher National Diploma	Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ 3
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ 2
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ 1
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

Appendix 8 Scottish Credit and Qualifications Framework



Appendix 9 Feedback notes

The practice of feedback is an integral part of teaching and learning and a crucial element for students' learning outcomes and experience. It is a two-way process involving give and take activities and can be either from students or from teachers. The former is useful in terms of better-quality teaching and Unit / Programme improvement. The latter is the process of giving constructive criticism to student so that they can improve their performance in future learning and in assignments and assessments. Feedback indicates areas for improvement and hence gives the opportunity to learn from errors.

Feedback on students' academic and intellectual work and activities, both formative and summative, is a useful mean to motivate students to pro-actively reflect upon their academic performance and enhance their learning and progress towards achieving their goals.

Feedback is a way of identifying strengths and weaknesses of student's written work, it allows students to develop critical skills, monitor their learning, and improve their future work. Feedback is an indication of how a mark has been awarded in a summative assessment (assessments which are graded), which contribute to the total final mark. It is also important for the staff to identify the next steps to be taken in students' learning experiences; this could be a modification on their teaching methods and approaches.

Feedback can be both informal and formal and can be provided individually and in groups. Unit Outlines will include assessment components & weighting for each programme/unit; assessment guidelines and criteria.

Depending on the requirements of the programmes, feedback activity at the College will include some of the following forms:

1. Class discussions about assignments or presentations
2. Reviewing assignment exemplars
3. Practice assignments
4. Review of Turnitin reports, a practice session in marking and commenting on a sample assignment
5. Practicing past exam papers
6. 'Drop-in' advice
7. Guidance given on previous assignments about what to change in future
8. Comments from staff or other students
9. Reflective writing and action planning
10. Reflections in online discussions
11. Handwritten notes in the margins of an assignment
12. Ratings on a marking grid
13. Verbal or emailed comments from staff or other students
14. Whole-class or 'generic' feedback on how an exam question had been tackled

15. Fellow-students' informal feedback
16. Writing tutorials: one-to-one session to discuss a piece of student's writing.
17. Model answers for extra exercises.
18. Final marks or awards

Principles of effective feedback

To enhance student learning and assignments, feedback needs to be:

1. **Embedded:** to be an integral part of the learning process across programmes.
2. **Timely:** Students should receive regular feedback throughout their units in good time prior to the submission date of subsequent related assessments.
3. **Transparent:** Good feedback will be directly related to the learning outcomes, assessment criteria/guidelines.
4. **Dialogic:** Good practice will promote teacher/peer discussions around learning and performance. To enhance their learning experience, students need to take the opportunities to proactively engage with feedback, reflect and act upon it.
5. **Constructive and supportive:** to identify current strengths and clearly aligned to the assignment learning outcomes and the assessment criteria; and be appropriate for the level of study. The feedback will also embrace areas for improvement.
6. **Consistent and accessible:** The use of agreed assessment criteria and rigorous, recorded moderation procedures will ensure consistent marking between staff. All feedback will be delivered in accessible formats.

Appendix 10 PRESIDENT OF THE STUDENT SOCIETY

About the role - President

Being President of Al-Maktoum College Student Society (ALMCSS) is an exciting and rewarding role, but also takes time, commitment, and dedication.

When it comes to a Student Society, you get out what you put in. By putting in the effort, you can create great opportunities for all our students and make a real difference.

Being President of the Society is also a fantastic way to develop your own skills and enhance your CV; meet new and interesting people; and have a good time.

The President is the leader of the Student Society and has the general responsibility of coordinating and overseeing all of the society's activities. They will assist in setting the goals and objectives for the coming year. The President will need to provide support, advice and guidance to the other committee members throughout the academic year.

The President should have a strong belief in the aims of the society and be proactive in achieving those aims.

They will be the officially appointed student representative at meetings of the College Council and Finance & General Purposes Committee, which takes place four times a year. The College Council is an advisory platform through which the College engages and seeks input from external members in order to build on the work of the College and develop plans at a strategic level. Finance & General Purposes Committee is the sub-committee of the College Council.

The President shall present an account of their activities to the College Council at every College Council meeting.

They will be the officially appointed Chair of the Student Staff Consultative Group, which will meet twice per semester.

Personal skills required

- Communication
- Dedication/Commitment
- People Management
- Motivating others
- Organisation
- Delegation

Key Responsibilities

- 1) Attend Student Representative Training, and other training where necessary
- 2) Attend College Council and Finance & General Purposes Committee, and disseminate any relevant information
- 3) Chair Student Staff Consultative Group meetings
- 4) Delegate tasks as necessary
- 5) Understand the broader picture, keeping the aims of the Student Society in mind at all times

- 6) Be a spokesperson/figurehead of the College and contribute to the positive image of the College and Student Society whenever you can
- 7) Be an excellent role model who promotes high standards of integrity and honesty and embodies the College's values
- 8) Plan a programme of student activities throughout the academic year
- 9) Represent and engage with all students of the College
- 10) Promote student involvement in Quality Assurance reviews and feedback sessions such as the Student-Staff Consultative Group
- 11) Maintain Society enthusiasm – if you're not passionate, no-one else will be
- 12) Lead and support your team of fellow officers
- 13) Be responsible for the financial position of the Students Society, Be the Student's Society's key contact for College staff, and liaise with them on all Society issues
- 14) Act in accordance with College policies and procedures at all times
- 15) Undertake other tasks and responsibilities commensurate with the level and nature of the role as required by the Principal.
- 16) Coordinate the Lecturer of the Year Award

Scope

The principal accountabilities relating to this role and does not describe in detail all the tasks required to carry them out. There is an expectation that the post holder will carry out other duties and responsibilities that fall within the general nature and level of responsibility of the position.

Appendix 11 SECRETARY OF THE STUDENT SOCIETY

About the role - Secretary

Being Secretary of Al-Maktoum College Student Society (ALMCSS) is an exciting and rewarding role, but also takes time, commitment, and dedication.

When it comes to a Student Society, you get out what you put in. By putting in the effort, you can create great opportunities for all our students and make a real difference.

Being Secretary of the Society is also a fantastic way to develop your own skills and enhance your CV; meet new and interesting people; and have a good time.

The Secretary ensures that the society runs smoothly. They organise meetings, book rooms, write minutes and communicate what's going on to the members so they stay interested and involved.

The Secretary should have a strong belief in the aims of the society and be proactive in achieving those aims.

They will be the officially appointed student representative at meetings of the Academic Council, which takes place three or four times per year.

The Academic Council is the senior academic body of the College. It is responsible for teaching and research, quality assurance and enhancement, academic standards and the broader student experience.

They shall preside at Student Society meetings in the absence of the President and Treasurer.

Personal skills required

- Communication
- Dedication/Commitment
- Time Management
- Organisation

Key Responsibilities

1. Attend Student Representative Training, and other training where necessary
2. Attend Academic Council, and disseminate any relevant information
3. Administer all of the Society's administration
4. Arrange meetings and book rooms or venues
5. Create meeting agendas and minutes as necessary, and distribute to members in a timely manner
6. Communicate regularly with the Society's members
7. Be aware of key dates for your society throughout the year
8. Organise AGM (Annual General Meeting)
9. Contribute to the positive image of the College and Student Society whenever you can
10. Be an excellent role model who promotes high standards of integrity and honesty and embodies the College's values
11. Represent and engage with all students of the College
12. Promote student involvement in Quality Assurance reviews and feedback sessions such as the Student-Staff Consultative Group
13. Maintain Society enthusiasm – if you're not passionate, no-one else will be
14. Assist fellow officers in all of the Society's activities
15. Act in accordance with College policies and procedures at all times

16. Undertake other tasks and responsibilities commensurate with the level and nature of the role as required by the Principal.

When creating an Agenda, items should include but are not limited to: apologies and attendance; approve last meetings' minutes; matters arising (numbered list); any other business; date of next meeting.

Taking minutes involves typing up a short summary of what was discussed in the meeting and including the action points which were decided, and who needs to carry them out. You need to email the minutes out to other Society members, preferably within a week of the committee meeting.

The AGM must be publicised to all members to give them a chance to stand with at least 2 weeks' notice. It should be booked in an accessible room; the Constitution should be reviewed in advance; ballot papers produced; and returning officers invited.

Scope

The principal accountabilities relating to this role and does not describe in detail all the tasks required to carry them out. There is an expectation that the post holder will carry out other duties and responsibilities that fall within the general nature and level of responsibility of the position.

Appendix 12 TREASURER OF THE STUDENT SOCIETY

About the role - Treasurer

Being Treasurer of Al-Maktoum College Student Society (ALMCSS) is an exciting and rewarding role, but also takes time, commitment, and dedication.

When it comes to a Student Society, you get out what you put in. By putting in the effort, you can create great opportunities for all our students and make a real difference.

Being Treasurer of the Society is also a fantastic way to develop your own skills and enhance your CV; meet new and interesting people; and have a good time.

The Treasurer is responsible for handling the Society's money. They need to know the shape of the Society's finances at all times so that activities can be planned and budgeted for.

The Treasurer should have a strong belief in the aims of the society and be proactive in achieving those aims.

They will be the officially appointed student representative at meetings of the *Teaching, Learning and Student Experience Committee* (TeLSEC) which is a sub-committee of the Academic Council and is made up of all academic staff, a student representative and other members of the College who may be invited to attend some meetings of the committee for their expertise.

TeLSEC takes place once or twice a month during the semester to ensure the effective day-to-day running and development of all academic matters. It is responsible for the development of the College's Teaching and Learning Strategy, as well as on matters relating to the broader student experience.

They shall preside at Student Society meetings in the absence of the President.

Personal skills required

- Communication
- Numerical Competence
- Trustworthy
- Organisation

Key Responsibilities

1. Attend Student Representative Training, and other training where necessary
2. Attend TeLSEC, and disseminate any relevant information
3. Keep track of all income/expenditure
4. Keep the committee and members informed of the society's financial situation
5. Countersign every expenses/requisition form
6. Liaise closely with the Director of Operations
7. Contribute to the positive image of the College and Student Society whenever you can
8. Be an excellent role model who promotes high standards of integrity and honesty and embodies the College's values
9. Represent and engage with all students of the College
10. Promote student involvement in Quality Assurance reviews and feedback sessions such as the Student-Staff Consultative Group
11. Maintain Society enthusiasm – if you're not passionate, no-one else will be
12. Assist fellow officers in all of the Society's activities
13. Act in accordance with College policies and procedures at all times

14. Undertake other tasks and responsibilities commensurate with the level and nature of the role as required by the Principal.

Scope

The principal accountabilities relating to this role and does not describe in detail all the tasks required to carry them out. There is an expectation that the post holder will carry out other duties and responsibilities that fall within the general nature and level of responsibility of the position.