

## **School of Arts, Media and Education**

# **SCHOOL HANDBOOK**

**2009-10**

*Essential information for all the School's students, available online at [www.bolton.ac.uk/ame](http://www.bolton.ac.uk/ame)*

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# 1 INTRODUCTION

Welcome to the School of Arts, Media and Education at the University of Bolton. Ours is a diverse School with many different subjects represented, but there are many things that apply equally to most or all of our students. That's the idea behind the School Handbook: to have all such things in one place.

I hope you find the Handbook useful. Do let us know how we can improve it.

I hope you find your time with us rewarding and stimulating.

Sam Johnson  
Director of School

## 1.1 About the School Handbook

This handbook collects together important information you will need as a student in our School. Please read it through. Some of the things it covers could be very important to you during your time with us, even if you don't see that right now.

Just to give you a feel for what's here, you will find coverage of things like:

- ✓ What to do if something bad like illness or accident prevents you from doing your assessment properly (page 11)
- ✓ How to get to grips with the basics of referencing and bibliography (page 26)
- ✓ How to make a formal complaint (page 16)
- ✓ How to contact any member of staff (page 8)
- ✓ Why you have to use your @bolton.ac.uk email to communicate with us and why you must check it regularly (pages 7 and 43)

Frequent reference is made throughout this Handbook to University policies, procedures, regulations and codes of practice which apply to you and parts of which are sometimes summarised here for your benefit. In all cases, however, you should read and are subject to the full University versions referred to and in the case of any conflict between the latter and any summaries presented here, it is the full University versions which will apply. This also applies to anything written in your programme handbook or in programme documentation.

## 1.2 Web links in this handbook

If you are reading an electronic copy of this handbook you will find web links (hyperlinks) that you can click. To help people who are working from a printed copy, the longer hyperlinks have been shortened using a web-based facility called [bit.ly](http://bit.ly).

So, for example this rather long web address (or URL, which stands for "Universal Resource Locator"):

<http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/StudentsOnTaughtCourses/Home.aspx>

Becomes this:

<http://bit.ly/3GbNDB>

They both bring up the same web site.

### **1.3 The University of Bolton Student Diary and Web Site**

The University of Bolton Student Diary is another useful and important source of information for you. It contains selected rules and regulations and links to fuller information.

The University web site at <http://www.bolton.ac.uk> is an essential reference source. Do take some time to explore what's there. All of the University regulations and policies mentioned in this School Handbook are based on the information at <http://www.bolton.ac.uk>

### **1.4 Handbook editions**

This School Handbook gets modified from time to time. To be sure the one you are reading is up to date, go to the one linked at [www.bolton.ac.uk/ame](http://www.bolton.ac.uk/ame) because that will be the most recent.

### **1.5 If you have difficulty accessing the handbook**

If you don't have the Internet at home or work, we can give you a copy of this School Handbook on CD Rom or on your pen drive. Visit the School Office on T4 and they will be able to help.

### **1.6 Accessibility of the online handbook**

This online handbook is presented online in Adobe Acrobat PDF format. This format has search capabilities and includes a built in zoom / magnifier and scrolling facility that may be found helpful by people with visual impairment.

The Adobe Acrobat Reader is a free plugin for your browser and can be downloaded from: <http://www.adobe.com/reader>.

### **1.7 Help the environment – read it on screen. Don't print it out**

Please don't print this handbook. There are parts that may be worth printing, but mostly you will only need to read the information once or twice and printing it all is wasteful.

### **1.8 Things you MUST keep permanently**

We know from experience that it is very important *to you* that you keep:

- your own *full* copy of *all* your written assessments;
- all your assessment results and written feedback, etc;
- any result transcripts you are provided with;
- your final award certificate (and any interim award certificates if applicable).

It is also advisable to save your copy of your course handbooks/guides in case you need to supply details of the curriculum in the future, as each year the courses change somewhat.

To illustrate why this is so important, we have had lots of requests from people who were with us a long time ago who want to emigrate to Australia. Suddenly they find they need lots of information they did have before, but don't have any more, e.g. they want to teach out there and the authorities out there need information about their teaching qualification and syllabus here. Often, we can't help them, because we can't keep papers beyond a certain amount of time.

### **1.8 Online course information – the Library and School websites**

The Library website contains a great deal of valuable and relevant information to help you study including the library catalogue, computer facilities, internet gateways and links, study skills leaflets, many thousands of e-books and access to online journals. It can be accessed directly via the web address: <http://www.bolton.ac.uk/Students/StudyResources>

This is an enormous resource and you need to spend plenty of time finding out what is available. You can access this information from a web browser anywhere – you do not need to be using University computers to access it.

### 1.9 Your computer network log-in and webmail e-mail account

When you register with the University you will receive an identity card which will show your student number. You can then visit the following webpage and obtain your University computer username. You will be shown how to obtain your username and password. These “login credentials” will give you access to many vital facilities.

**Your Account details:** visit <http://www.bolton.ac.uk/Students/MyDetails/Home.aspx>

**You must keep your login credentials secret and not give them to anybody else. Nobody must use your login other than you. This is to protect your safety and privacy, and to protect the University’s systems.**

#### Your @bolton.ac.uk email address

If your network username is	<b>ab9crs</b>
Use this username to access webmail at:	<a href="http://webmail.bolton.ac.uk">http://webmail.bolton.ac.uk</a>
Your email address will be:	<a href="mailto:ab9crs@bolton.ac.uk">ab9crs@bolton.ac.uk</a>

### IMPORTANT

**We rely on contacting you through your University webmail account - so we ask all staff and students to check their webmail email account**

**at least once per week**

**and to carry out official email communications using bolton.ac.uk email addresses ONLY. See below.**

### 1.9 You must only use your @bolton.ac.uk email to communicate with us

When you write to your tutor or other member of the University, do so from webmail (your @bolton.ac.uk) email account.

Do not write to us on University business from any another email address.

Staff should only write to you from their @bolton.ac.uk email account.

#### Why is this rule necessary?

First, it is for your **safety**. People can pretend to be you easily just by getting a hotmail account or similar and claiming to be you. They might do it for fun, or might have a more sinister and malicious reason to impersonate you.

Second, because we need to **contact** you easily, sometimes on very important matters. We can address an email to you from the University system very easily, but we can’t keep track of your other email addresses reliably. If you don’t check your University email regularly, you might just

be inconvenienced (like travelling in for a class that has had to be cancelled or relocated) or you could suffer badly as a result (for example, you might miss an important notification about your assessment).

See the full policy on page 43 for further information about this topic.

The webmail system also includes a calendar and task list that are well worth exploring. They can help you manage your work and your time.

If you cannot access your University webmail email account within 2 weeks of enrolment, contact the Help Desk at the Library or call the IT Help Desk on 01204 90 3444. If you are still unable to access your University webmail account after 4 weeks from enrolment having tried to resolve the problem with the Help Desk staff, you **MUST** speak to your Programme Leader who must take the case up for you.

## 2 CONTACT INFORMATION

### 2.1 Mail, telephone, fax and web details

University address .....	School of Arts, Media and Education The University of Bolton Deane Road Bolton BL3 5AB United Kingdom
General University telephone number.....	(01204) 900600 (UK) +44 1204 900600 (international)
School office phone line .....	(01204) 903200 (UK) +44 1204 903200 (international)
School office fax.....	(01204) 903201 (UK) +44 1204 903201 (international)
The University of Bolton website.....	<a href="http://www.bolton.ac.uk/">http://www.bolton.ac.uk/</a>
School website and Handbook .....	<a href="http://www.bolton.ac.uk/ame">http://www.bolton.ac.uk/ame</a>
The Student Centre.....	<a href="http://www.bolton.ac.uk/students">http://www.bolton.ac.uk/students</a>
The Library.....	<a href="http://www.bolton.ac.uk/students/studyresources">http://www.bolton.ac.uk/students/studyresources</a>
TurnitinUK.....	<a href="http://www.submit.ac.uk">http://www.submit.ac.uk</a>

### 2.2 Staff contacts

Staff contact details (e-mail addresses, telephone extensions and room locations) for all staff can be found on the University's website under staff search:

<http://www.bolton.ac.uk/staffsearch>

either alphabetically or by department. Precede the 4 digit telephone extension with 01204 90.... for a direct line. Some particularly useful numbers are:

School Administration Manager .....	3258
Elaine Sexton (Teacher Training Programmes Senior Administrator).....	3292
Tracy Williams (Undergraduate and Postgraduate Modular Programmes Senior Administrator) .....	3358
Gina Hunter (Subject Librarian, Art & Design and Cultural & Creative Subject Groups)...	3274
Anne Keddie (Subject Librarian, Education Subject Group).....	3281
James Gaskell (Student Liaison Officer) .....	3229

### 2.3 Emergency contacts

A black rectangular box with white text. At the top, it asks 'Emergency on University campus?'. Below that, it lists two phone numbers: '666 (any internal phone)' and '01204 903 666 (any phone)', separated by the word 'or'. At the bottom, it says 'Put this in your mobile phone now!' in italics.

**Emergency on University campus?**

**666 (any internal phone)**  
or  
**01204 903 666 (any phone)**

*Put this in your mobile phone now!*

For First Aid information, see section 7.2 on page 37.

## 3 ADMINISTRATION

### 3.1 Enrolment

Enrolment (and subsequently re-enrolment) is compulsory for each academic year (September to September). Any students who begin in January or February must also re-enrol for the following September.

### 3.2 If your course finishes but you have not yet successfully completed

If your course finishes but you have not successfully completed all assessments, and have been granted an opportunity by the Assessment Board to submit work for assessment at a later stage, you need to enrol as a “dormant” student for the year in which that particular Assessment Board sits.

**IF YOU DO NOT ENROL, NO AWARD CAN BE MADE**

Assessment Boards cannot consider the results of students who are not enrolled, and only Assessment Boards can determine awards.

### **3.3 Notifying us of a change to your address or other details**

You **must** inform the School Office (by completing a SDM2 form) of any change of name, title, address or telephone numbers or if you become aware of anything regarding your programme or personal details that is recorded incorrectly.

The name you give on the enrolment form is the one that will appear on your award certificate - you are advised to check it is correct. It is vital that you use your full name if that is what you want to appear on your certificate. Once a certificate is issued it will not be possible to reissue one in a different name.

### **3.4 Credits for previous study or experience (APL / APEL)**

Please note that no verbal or written assurance from any person represents a commitment of any kind to credit exemption unless it is backed by the necessary official form signed by your Programme Leader and the Principal Lecturer (Quality). APL approval for Teacher Training requires the signature of the Teacher Training Manager.

**You should not rely on any other indication that you might get APL or APEL credits or any other credit exemption.** The only exception to this is where the credit exemption is already recognised for the programme in question through its admissions regulations.

The determination of credit exemption should be confirmed as early as possible at the start of your programme, so you know exactly where you stand at the outset.

For further information, see the full guidance document starting on page 60.

### **3.5 ELQ: Government Funding issues where you have already undertaken an Equivalent or Lower level Qualification**

This is about funding if you want to do a course with us that is at the same level as or at a lower level than one you have done already.

With effect from 2008/9, the Government has withdrawn funding from students studying for an equivalent or lower level qualification (known as an ELQ). This means that the University will not be able to claim grant funding for students who enrol on a course which is at the same or lower level to a qualification they have already achieved. Any loss of grant would mean that we would have to increase our fees to cover our costs or discontinue the provision. As a result of guidance from the Higher Education Funding Council for England (HEFCE) about how universities must implement this policy, it has become clear that if the University makes an award of a Certificate or Diploma of Professional Development, and a student subsequently enrolls on another Certificate or Diploma course at a later date, the student will be treated as an ELQ student and the University will lose government funding.

In order to overcome these difficulties, the University has decided to discontinue the practice of issuing Certificates and Diplomas for successful completion of professional development programmes and to issue instead documentation which records students' achievement in terms of credit awarded.

### **3.6 CPD (Continuing Professional Development) Credits**

In view of the above issue, if you successfully complete a CPD course with us a record of credits achieved will be issued, headed with the University's crest. Credits at levels HE3, HE4, and HE5 will be labelled 'Professional Development', whilst those at levels HE6 and HE7 will be labelled 'Advanced Professional Development'. The name of the student, title of the programme and the number and level(s) of credits will be included, plus any endorsement of the credits by a

professional, statutory or regulatory body and, if the body recognises the credits towards their own regulated award title (e.g. by SVUK, NMC, HPC), this title will be added in parentheses.

## **4 STUDENT SUPPORT AND GUIDANCE**

### **4.1 Personal tutors**

Each student will be allocated a personal tutor who is expected to offer support and advice and to provide a stable reference point and continuity of contact.

Please note that in the academic year 2009-2010 new personal tutoring arrangements are being introduced University-wide and as a consequence the information below may be incomplete.

The personal tutor will:

- seek to establish an open and supportive relationship with his or her tutees;
- be accessible for ad hoc consultation by their tutees at reasonable times;
- organise regular meetings with their tutees to review progress, study problems, the tutee's acquisition of transferable skills and career plans. Normally, there will be personal tutorials during the induction period and at points during and towards the end of terms/semesters;
- keep records of meetings with tutees, including decisions, agreed learning contracts etc;
- arrange individual tutorials relating to progress with assessments;
- be available as a source of information, guidance and support, listening to problems, and referring tutees to relevant specialist University colleagues on issues such as personal circumstances, fees, hardship funds, registration etc.
- co-ordinate the compilation of references and testimonials for their tutees.

### **4.2 If you get into difficulties, the University may be able to help you**

Please don't just leave university if you find yourself in difficulties – give us a chance to listen and see if we can help. There are many ways in which we can help that you may not be aware of, for example:

- The assessment regulations of our courses are very “humane”. You can apply for severe personal or medical difficulties to be taken into account (“mitigating circumstances” - see 4.3) and if accepted, you can be given a new date to submit work by, *without penalty and as if for the first time*;
- If you have to leave us there are intermediate awards or transcripts that may be available to you, to recognise your completed work.

Your personal tutor can help either by advising and guiding you directly, or by indicating University services like the Student Centre (which you can approach directly) where you may get professional help such as financial counselling for example. Students considering suspending studies should read section 4.6 on page 15 regarding administrative and possible financial implications.

### **4.3 If illness or other problems affect how you do in assessments (“mitigating circumstances”)**

This section advises you about what to do if you are having problems with assessment, assignments, exams, deadlines or placements caused by personal things beyond your control like serious illness or bereavement etc. These are called “mitigating circumstances” and it may be appropriate to apply to have account taken of them.

If the problems are not about your personal circumstances, but about the operation of the course you are following is affecting you, then this procedure is not the one to use. Instead, speak to your tutors or the programme leader.

The guidance below has been found useful but is based on the way the School deals with a matter that is the subject of over-arching University regulations. The standard University documents currently in force (dated 18 June 2008) are presented in appendices starting on page 49 and if the guidance written here conflicts in any way with University regulations, the University regulations have precedence. They can also be found at [www.bolton.ac.uk](http://www.bolton.ac.uk).

#### 4.3.1 *Applying for mitigating circumstances*

You are entitled to apply to request that any special personal circumstances to be taken into account. These are called mitigating circumstances for poor performance in assessment and you need to make these known **by making an application as described below in a special orange envelope that must arrive at the AME School Office no later than 4.30pm not less than five clear working days before the published deadline for the module assessment in question**. So, for example, if the final cut-off date for a module's assessment is on a Friday, the mitigating circumstances application would have to be delivered to the AME School Office by 4.30pm the previous Thursday. If any of the days between that Thursday and the Friday due date were not working days (e.g. if any were bank holidays, other statutory holidays, or days on which the University was closed for any reason), the submission would have to be made by 4.30pm on an earlier date accordingly to leave five clear working days.

A mitigating circumstances claim is one in which the student makes a case that his/her performance in assessment has been significantly and adversely affected by serious and exceptional personal circumstances/difficulties beyond their control. Examples might be serious illness, death of an immediate family member, hospitalisation of one's young child and so on. These procedures are used when normal in-course extensions can't address the problems.

To apply, you have to obtain the special orange envelope from the AME School Office. If you are based in a partner college, they should have stocks of these. You have to put a signed and dated letter in the orange envelope along with other documentary evidence.

**DON'T CONFUSE APPLYING FOR MITIGATION WITH REQUESTING ORDINARY EXTENSIONS TO COURSEWORK**

#### 4.3.2 *The way in which mitigating circumstances are considered*

Mitigating circumstances claims are considered by a Mitigating Circumstances Panel (or by its Chair). The same panel is used for all applications throughout the School, to ensure equal treatment. It maintains confidentiality of the information supplied by you, which may be of a very private nature, by restricting the number of people who see the information. The outcome is recorded on a form and applies to **the modules you have listed on the front of the orange envelope**. You must take care to list all the modules affected by your mitigating circumstances because if you are successful in your application, this will only apply to the modules you request it to apply to.

If successful, a typical outcome would be that you would be able to submit the assessment (or sit the exam etc) at a later date, which is called "deferral". You would then be given a new date

to submit by: the deferral date. It is extremely unlikely that the outcome would be that your marks would be increased. More time is the likely outcome if your application is successful. In your final year, this will delay your graduation.

#### 4.3.3 *You must include evidence to support your claim, or it will not succeed*

We want to give help to students with genuine and serious mitigating circumstances, but in order not to give unfair advantage and in order to be fair to all students, mitigating circumstances claims need credible evidence supporting them if they are to succeed. It is up to you what evidence you place in the special orange envelope and you must understand that only the information you supply in the envelope will be used to make the decision. The following specific points of advice are offered based on experience and each one should be read very carefully, perhaps with a tutor to help you understand them. You do not need to tell your tutor about the circumstances themselves, however, unless you want to.

1. If your envelope contains nothing more than a personal statement from you, your application will certainly be rejected. You need to support your personal statement with credible supporting documentary evidence (see below).
2. You must make your claim using the procedures. Neither your tutor, nor any other person, can make your claim for you. The only exception to this is if you are completely incapacitated and it is entirely unreasonable for you to be expected to make a claim yourself.
3. All the Panel will have will be the contents of your envelope and a printout of your results so far on your course and this is all it will use to make its decision. Do not make statements like “please speak to XX who will confirm this” or “if you need further information, please contact YYY”.
4. Include a letter explaining your case and make sure it is signed and dated by you.
5. Give enough detail in the letter you write to enable the Panel to understand your circumstances, but don't write at excessive length.
6. Do not make reference to the contents of previous applications – the case must stand on its own merits based only on the contents of the envelope.
7. **Medical or mental health** evidence needs **particular care** and should be from a suitable medical / mental health professional (e.g. Doctor, Midwife, Hospital Consultant) and should be authentic (e.g. with an official stamp, on official paperwork with signature and date). It must relate to you, your condition, and how this affects you, over what period of time. Some of the difficulties the panel may have with medical evidence include the following list of evidence which are **unlikely**, by themselves, to support a claim:
  1. Evidence that can't be checked as authentic, e.g. letters on plain paper may not be accepted
  2. Evidence that shows you were being investigated for a condition, but not that you had (or have) the condition, nor how this affects you (e.g. appointment letters / cards will not be accepted)
  3. Evidence specifying treatment taking place but not confirming a condition and the impact of the condition (e.g. a prescription, or confirmation that you are taking a particular medication may not be accepted)

4. Confirmation from a medical professional that you reported you were unwell or you claimed you were unwell but which does not confirm that qualified person's diagnosis that you were unwell and the impact of this, may not be accepted
  5. Evidence that is very technical and which lacks a statement of the impact of this in terms a lay person could understand may not be accepted. For example, a photocopy of a prescription will only be of use if the panel are familiar with the items prescribed.
  6. Medical evidence that does not clearly relate to the period in question, or that relates to continuing conditions rather than flare-ups may not be accepted. For example, evidence used in a previous application is unlikely to be current for a further application.
8. You must corroborate your claim with reliable evidence as best you can, e.g. serious illness should be supported by the original doctor's notes; bereavement by an original death certificate. Although we regret having to ask for such documents of a personal nature at a difficult time, there is little the panel can do when faced with nothing other than a personal statement from the applicant with no corroboration.
  9. You may be able to support your case with evidence from other third parties, e.g. written evidence (e.g. a signed and dated letter from them confirming facts they know to be true) from (e.g.) a tutor, a social worker, a minister of religion, a University Counsellor, or a University Disability Officer. Note that your case will stronger if the corroborative evidence is from those who are independent of you.
  10. A tutor can support your claim, but not directly to the panel. You can include emails from them, or other written statement they provide. Then you decide if you want to include it in your envelope, or not.
  11. Any disability or learning difficulty likely to affect your performance as a student must be registered with and assessed by the University's Disability Service before it can be considered by the panel as valid evidence in a request for deferral. The University Disability Service exists for you to be assessed and to have your needs met in this respect. If the Service identifies support that you are supposed to be given, but you can demonstrate that this has not been provided, that could form the basis of a mitigating circumstances claim. You could, for example, submit the statement from the Disability Service of support you must be given and evidence that you have not been given this support. **If your disability statement is part of your case, you are advised to include a copy of relevant parts of it in your envelope, e.g. the part stating what support the university is supposed to provide.**
  12. The panel may not be able to consider items that are late, i.e. provided after the deadline set. It can normally only consider what is in the envelope as submitted by the deadline.

#### **4.4 Illustrative examples of (fictitious) cases and decisions that would be rejected**

The following table attempts to show how the advice above is important in ensuring you get the right consideration. Bear in mind, however, that the great majority of applications are well made with good supporting evidence and thus they succeed.

<b>Case</b>	<b>Evidence</b>	<b>Notes</b>
Student explains in detail everything that has gone wrong in a letter placed in the envelope.	The letter. Nothing else is in the envelope.	Rejected. The Panel can't accept a claim that is not supported by other reliable documentary evidence. <b>This is by far the COMMONEST REASON for rejection.</b>
Student explains that they had their assignment on a pen drive that was trodden on, destroying its contents (or similar computer failure).	The damaged pen drive and a letter from the student.	Rejected. Students are expected to maintain safe backups of their valuable data. Even if this were not so, the authenticity of the damaged pen drive couldn't be confirmed. See page 39 about protecting your data.
Student explains they have been very ill and have had to have out-patient treatment.	An appointment card and an appointment letter	Rejected. An appointment card or letter does not confirm your medical problems nor the impact they have had on you. It merely confirms you were expected to attend.
Student has been very ill and explains the symptoms in detail in a letter	Letter from student's husband / wife corroborates what the student is saying	Rejected. The husband / wife is not sufficiently independent of the student.
Student has been very ill and explains the symptoms in detail in a letter	Medical certificate stating the student must refrain from work for one week, dated in the middle of the semester.	Rejected. The timing of the certificate does not support the claim, and is for only a week which is not a long period.

#### **4.5 Appealing against a mitigating circumstances decision**

This is covered in the section on appeals against the decisions of Assessment Boards – see page 46.

#### **4.6 Temporary suspension of studies**

You must understand at the outset that temporarily suspending studies may have financial implications in relation to fees for the suspended course, and for the resumed course. Any student considering suspending studies for a reason outside his/her control is advised to read this section carefully, then contact their Programme Leader for advice and then contact the Student Centre for expert advice and guidance.

**Note also that dates for outstanding work are not suspended when you suspend study.** Thus if you have referred work to complete, for example, the dates for that remain the same.

The following, placed here for convenience, is an extract from the University regulations, but you should check with the Student Centre for the most up-to-date version of these:

- 6.1 In exceptional circumstances students may wish to temporarily withdraw from their studies, referred to as a suspension of studies. Students do not have the right to suspend their studies; suspension of studies must be approved by the student's School.
- 6.2 Students wishing to suspend their studies must make a request in writing, with reasons to support the request, (form SDM8\*) addressed to the Head of School or their designated nominee.
- 6.3 The following considerations will be applied by Schools when approving a suspension:
  - whether suspension is unavoidable due to injury, illness or other family commitments
  - the reasons cited by the student indicate that it would genuinely be in his/her best academic interests to suspend studies
  - significant syllabus changes are not likely to occur during the period of suspension, such as to make it difficult for the student to resume studies
- 6.4 The suspension of students from taught courses must normally begin from the end of a semester/term (i.e. after the final assessment attached to that period of study) so that there is a clearly identifiable point at which a return to study should be made. In exceptional circumstances a suspension may begin immediately in situations where the student's absence from the University is unavoidable or urgently required.
- 6.5 Suspension will normally be for a definite period. If students are unable to return on the agreed date, they should obtain further approval to extend their period of suspension. Students who fail to resume their studies within 2 weeks of an agreed return date, and who have not made contact with their School, will be deemed to have withdrawn from the University.

\* Such forms are available from the School Office

(Extract from the University of Bolton regulations on Temporary Suspension of Studies)

#### **4.7 Comments and complaints**

The University is keen to ensure that the courses, information, services and facilities which it provides meet the needs of students and other interested parties, e.g. employers and members of the general public. We welcome comments and suggestions about how things can be improved. We recognise that students and other people have a right to complain if they feel that something is wrong.

The University operates a procedure for formal complaints. If you decide to complain formally, please read and follow the guidelines for making a complaint that are located at:

<http://bit.ly/xuJEY>

**Formal complaints can only be made in this way.** Follow the procedure to be sure that your complaint gets investigated.

It is hoped that you will give us the chance to deal with your complaint informally first. You should discuss your complaint with your module tutor or personal tutor or programme leaders etc in the first instance. Once you have exhausted these routes then you should make formal complaint if you are still not satisfied.

#### **4.8 Complaint process and provision in partner institutions**

Our partners (for example, those in which University awards are taught under academic franchising arrangements) will have their own complaints procedures which you should be informed about as part of your induction processes with the partner.

If your complaint is about services provided by the university, you should complain to the university using its procedures. If your complaint is about services provided by the partner institution, you should complain using the partner institution's procedures.

In the event of a complaint exhausting a partner's procedures, the case file must be forwarded to the University of Bolton, addressed to the Quality Assurance and Enhancement Coordinator at the University.

The Coordinator will confirm whether the complaint has been satisfactorily investigated according to the partner's procedures, making such further enquiries and taking such action as may be necessary, before issuing a formal 'completion of procedures' letter to notify the complainant that the University's complaints procedures have been exhausted.

This letter is a requirement when, if the complaint has not been resolved to the satisfaction of the complainant, they wish to pursue it with the Office of the Independent Adjudicator for Higher Education (the OIA).

Guidance on this process is given in the University's Student Complaints Procedure, with the web link being given in the previous section.

#### **4.9 The Students' Union**

The Students' Union (<http://www.ubsu.org.uk>) exists to promote the interest of all the University's students. It has its own constitution, elects its own officers, organises most of the social, cultural and sporting activities of the University and arranges for the representation of students on various boards and committees.

#### **4.10 The Library**

The Library provides access to a wide range of information sources designed to meet the needs of all members of the University. Resources include books and journals, videos, software packages, DVDs and online information such as e-journals and e-books. Specialist subject librarians liaise with teaching staff to ensure resources reflect current requirements and help to provide users with the information they need (see page 8 for contact details).

The Library provides a range of rooms, computers and software packages for students and staff use. These include word processors, spreadsheets, databases, graphics packages, programming languages, email and access to the Internet. The library is staffed by Information Officers who will help with any general problems users have with the computers.

The Library has wireless-enabled laptop computers available for loan.

There is also a wireless network available on campus (see page 18). Internet access is free to all University students and staff. Students in Hollins and Orlando Halls of Residence can access the internet via Res-Net, however a fee is payable for this. Please ask at the Help Desk in the library for further details.

All library services are explained and supported by a number of publications, ranging from leaflets to booklets. Information on the service is also available electronically, on display monitors and on the library home page at: <http://www.bolton.ac.uk/learning>. All students and staff are given a library induction, with many receiving more extensive support in ICT, Study Skills, IT usage and Research Skills.

BISTO – Bolton Interactive Study Skills Tutorial Online – is a particularly helpful resource about information skills, study skills, basic skills and research skills and is located at:

<http://data.bolton.ac.uk/bissto/>

#### **4.11 Use of other academic libraries (UK Libraries Plus)**

There is a co-operative venture between higher education libraries, of which the University is a member.

It enables part-time, distance, research and placement students and staff to browse and borrow material from other libraries in close proximity to where [they] live or work ...

*UK Libraries Plus (2000)*

Details can be obtained from the library or at: <http://bit.ly/3FKpiu>

#### **4.12 Students with additional support requirements**

The School's staff are keen to ensure that students are supported in every way possible on their programme. If you are hindered by any physical or attitudinal barrier which prevents you from participating in a way you feel comfortable with, please make sure Student Services are informed.

#### **4.13 The University of Bolton's Student Services**

Should you experience personal difficulties of the kind which require very specialised support, Student Services (01204 903127) provide a range of services regarding counselling, accommodation, and finance. There is also a Student Support Officer (01204 903539) based within the School who can speak to students, offering support and advice.

#### **4.14 ATM Cash Machine**

A cash machine is situated just outside the Cash office in Chancellor's Mall (adjacent to Cafe Athena).

The machine is free to use and the maximum amount which may be withdrawn will be limited by your card provider. As transactions are confidential customers must contact their own bank regarding any transaction or issues such as retained cards.

The machine is monitored remotely by the Co-operative bank. Please be aware that Cash office staff do not have access to the machine and therefore are unable to solve any issues with the machine other than informing the provider.

#### **4.15 Wireless access to University network resources**

If you have a wireless-enabled device such as a laptop or PDA (Personal Digital Assistant) there are a number of wireless hotspots around the University campus that enable access to a wide range of facilities including web browsing and email etc. The connection is called "Campusroam". To use this facility, you will need to go through a one-off setup process for which you will need your University login credentials (your username and password).

There is also a completely open facility (called "Campusinfo") that gives access via an unsecured wireless network just to the University website, your University webmail account, and your M: drive personal file space. This is restricted to these facilities, but is very simple indeed to use.

Finally, there is a facility called Eduroam. When this is set up, you can use your Bolton credentials to access networks at over 100 participating universities worldwide.

Full details of all three is available at <http://wireless.bolton.ac.uk> which can be accessed over the unsecured Campusinfo wireless connection or from any computer with internet access.

#### **4.16 Remote access to you files stored on University file servers**

You can access your files stored on University servers (your “M: Drive”) over the web by making use of the MyFiles facility. Just visit:

<http://myfiles.bolton.ac.uk>

Note that files saved on the University servers should be much more secure than those on a pen drive or laptop etc (see section 7.9 on page 39 about personal data security and backups).

### **5 ASSESSMENT**

The notes here apply to most of the provision in the School. You will find some variations on some courses. Any variations should be in your Programme Handbook.

All such explanations are based on the University regulations located on the university web site, especially at:

<http://bit.ly/148HdD>

#### **5.1 Concessionary assessment arrangements**

Published procedures exist in the University’s Examination Regulations and the Code of Practice for students with disabilities and/or learning difficulties, which allow for concessionary variation in the assessment of students under appropriate circumstances. These make it clear that students must register with Student Services, produce valid evidence and seek appropriate concessions well in advance of the assessment (6 weeks). Appropriate concessions are arranged between the chair of the Assessment Board and the Head of the Quality Assurance and Enhancement Unit.

Tutors are not able to vary the assessment themselves without such authority.

#### **5.2 Assignment submission, grades and feedback**

You should submit your assignment work to the School of Arts, Media and Education School Office by using the assignment posting box in the lobby next to the lifts at entrance to the T4. There you will find essay receipt forms and programme specific forms to complete and submit with your work. The forms should be stamped with the automated receipting machine, distributed as per instructions on the forms and a copy submitted with the work into the assignment box for collection.

- **You MUST keep an exact copy of any assignment work you submit for assessment, because there is a small possibility that something may get lost.**
- **Submitting assignments by post or by email is only allowed in exceptional circumstances by written agreement from the programme leader.**
- **If you are based at a partner institution, your programme handbook will inform you where and how to submit your work.**
- **If you are authorised to submit by email, put your own email address in the “CC” field of the email so that you receive an exact copy of what you sent, where you sent it, and on what day / time, and keep this email safe in case you need to prove submission.**

- **If you are authorised to submit by post, the assignment will be deemed to have been submitted when it arrives at the AME School Office, regardless of when or how you posted it. If it does not arrive it will be deemed not to have been submitted. If it does not arrive in time, it will be deemed to have been submitted late. You are entirely responsible for ensuring any such posted material arrives, and arrives in time.**

### **5.3 “How long will I have to wait for feedback on my assignment”?**

We recognise the value of prompt feedback on work submitted. Other than in exceptional circumstances (such as might be caused by staff illness) all our students can expect their assignment work to be marked and feedback provided to them not less than **three working weeks** from the date of submission, albeit that such feedback will be provisional and unconfirmed by the Assessment Board (see section 5.11 about this issue). It is recommended that part-time students submit a self-addressed envelope with their assignment to indicate that they wish their tutor to post their feedback to them. Depending on the nature of the course, this can be a good way of ensuring feedback is obtained promptly.

### **5.4 Submitting large or bulky items of coursework for assessment**

Some courses require that you submit for assessment items which are large or in some way unsuitable to be delivered to the assignment posting box. Examples include certain photography projects, fine art creations, sculpture, posters. In such cases tutors will notify you formally and in writing of what the arrangements are. If you have not been notified formally and in writing that that a piece of coursework required for your course is not to be delivered to the assignment posting box, you must submit using the posting box as described above.

### **5.5 A guide to what’s expected in assessment**

In a set of appendices starting on page 62 there are tables at each of the academic levels HE4,5,6 (corresponding to years 1, 2, 3 of a full-time undergraduate degree) and level HE7 / M (corresponding to masters level). These are general guidelines only, for staff and students, that try to communicate what’s expected in a range of academic skills at the different levels. They may help you understand what is expected and marks you are given. However, a note of caution: because the courses within the School are so diverse, they may only be a rough guide. Also note that they relate best to written work (essays, reports etc) and not to practical work. Some programmes, such as those in Art and Design, are developing their own tables of a similar type to better capture the essence of what’s expected in their subject areas.

### **5.6 Unconfirmed marks / grades / feedback should not be relied on as finalised**

Please note that for some courses you may be given feedback and a mark / grade / feedback **before** the Assessment Board has met to officially confirm results. Such marks / grades / feedback is provisional, unconfirmed, and may change.

Any verbal or written mark / grade / feedback given before the assessment board is provisional and subject to change. You must not rely on such an indication given to you before a board as being in any way confirmed. It is not. It may change because of the normal operation of processes of internal moderation (a process involving tutors comparing each others’ marking) and external examination (independent examiners from other universities inspecting student work and comparing standards on this course with their knowledge of standards elsewhere). It is normal for these processes to cause marks / grades / feedback to change.

In particular please note that individual tutors do not have the authority to confirm your mark / grade / feedback. Only the assessment board has that authority. Tutors recommend to the assessment board, they do not decide themselves.

## 5.7 Attendance requirements

Please see section 8.3 on page 41.

## 5.8 Extension of deadlines for coursework

This section is reproduced in full from the university regulations at <http://bit.ly/148HdD> (follow the link for undergraduate or postgraduate assessment regulations as appropriate). The numbering is, however, different. **The regulations in this section are new for September 2009 and overrule any guidance given to you on this topic in other documents e.g. programme handbooks.**

1. In the case of coursework assessments, programme leaders have, in cases of proven illness or other circumstances found valid on production of evidence by the student, discretion to allow the assessments to be submitted late and for them to be marked as if submitted on time. The cases shall then be submitted to the Principal Lecturer responsible for Quality in the School/Centre who shall monitor and regulate the circumstances in which short term extensions are granted. **The maximum extension to be granted under these circumstances is 5 calendar days.** Any request for an extension to a submission deadline must normally be made by the student, and decided upon by the programme leader, before the original submission date.
2. Requests for extensions for periods longer than 5 days must be made using the Mitigating Circumstances procedures.
3. Should a student submit coursework beyond 5 days after the original submission date then in order to be accepted it will need to be accompanied by an application for mitigating circumstances. In cases where the application is successful, the normal outcome will be a "defer" decision.
4. In exercising its discretion an Assessment Board may decide to allow students to be assessed as for the first time and to vary the form of assessment to be used. A Board may also, provided that there is sufficient evidence to support its judgement, deem students to have passed and, at the award level, ascribe a mark or grade to the module(s).
5. Students, by reason of special educational need proven by acceptable evidence, may be assessed by methods other than those approved for the programme, subject to the operation of the University's published arrangements for such circumstances.

## 5.9 Penalties for the late submission of assessed work

This section is reproduced in full from the university regulations at <http://bit.ly/148HdD> (follow the link for undergraduate or postgraduate assessment regulations as appropriate). The numbering is, however, different. **The regulations in this section are new and overrule any guidance given to you on this topic in other documents e.g. programme handbooks.**

1. Students who fail to submit assessments by the prescribed date without an extension being granted or without accepted Mitigating Circumstances, shall be subject to the following penalties.
2. Students who have had a request for an extension granted by the appropriate authority who fail to submit assessments by the negotiated date shall also be subject to the following penalties.

3. Notification of these penalties should be included in the [School Handbook]. Assessment Boards will accept assessment marks which have had approved penalties applied to them.

**Up to 5 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.**

**Up to 10 calendar days late = 20 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.**

**More than 10 calendar days late = 0 marks awarded.**

4. All assessed work should be submitted as defined in the programme handbook. **Extensions may be granted by programme leaders** but only in exceptional circumstances and in accordance with 5.8.1 above. Coursework not submitted will be recorded as failed, except under the circumstances noted in 5.7.3 and 5.7.7.
5. Cases of persistent late submission should be brought to the attention of the Assessment Board, which shall exercise its discretion to determine the student's final results.
6. Where assessments are graded Pass/Fail only then they will not be accepted beyond 10 working days of the deadline. However, in cases of persistent late submission of Pass/Fail assessments as defined by the relevant programme authority, academic action may be taken as described in the programme handbook.

### **5.10 Penalties for Exceeding Specified Word Limits in Written Assignments**

This section is reproduced in full from the university regulations at <http://bit.ly/148HdD> (follow the link for undergraduate or postgraduate assessment regulations as appropriate). The numbering is, however, different. **The regulations in this section are new and overrule any guidance given to you on this topic in other documents e.g. programme handbooks.**

1. Tutors may choose to specify a **maximum word limit** for a written assignment (a penalty applies for exceeding this, see 5 below),

OR to specify an **indicative word length** for a written assignment (a penalty applies for exceeding this, see 6 below),

OR to specify a **guide to the word length** of a written assignment (no penalty applies for exceeding this),

OR not to provide any guidance on the number of words in a written assignment.

2. Where a maximum word limit or an indicative word length is specified for a written assignment, students shall be informed in the assignment brief of the requirement and of the penalty system to be applied if they exceed the specified number of words in the written assignment.
3. Where a maximum word limit or an indicative word length is specified for a written assignment, students shall include the number of words at the end of the assignment.

4. Any specified maximum word limit or indicative word length of a written assignment shall not include references cited in the text, rubric associated with tables, figures, diagrams etc, appendices and reference lists at the end of the assignment but will include any direct quotations.
5. Students who exceed a specified maximum word limit for a written assignment shall be subject to the following penalty system.

A line will be drawn across the assignment at the point of the maximum word limit and the assignment will be marked only up to that line.

6. Students who exceed a specified indicative word length for a written assignment shall be subject to the following penalty system:

**Up to 10% over the specified indicative word length = no penalty**

**10 – 20% over the specified indicative word length = 5 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.**

**More than 20% over the indicative word length = if the assignment would normally gain a pass mark, then the final mark to be the pass mark for the assignment.**

#### 5.11 Marks, grades and degree classifications for undergraduate courses

For convenience this section is quoted directly from the University's Assessment Regulations for the Undergraduate Modular Framework at:

<http://bit.ly/148HdD>

"The generic assessment criteria used by all Assessment Boards will be those which are defined in the University's Academic Regulations on the Assessment of Students and which will be adopted at School level. Where non-percentage forms of grading are in use, for example letter grades or points, they should be converted to percentages for presentation to Assessment Boards. All recommendations coming to all Assessment Boards should be formulated in accordance with these criteria and expressed in the form of a numerical mark as follows:

<b>Grade</b>	<b>Description (see 5.12 below)</b>	<b>Mark</b>	<b>Hons Degree Class*</b>
Work of Exceptional Quality	High	80+	i
	Middle	75-79	i
	Low	70-74	i
Work of Very Good Quality	High	67-69	ii.i
	Middle	64-66	ii.i
	Low	60-63	ii.i
Work of Good Quality	High	57-59	ii.ii
	Middle	54-56	ii.ii
	Low	50-53	ii.ii
Work of Satisfactory Quality	High	47-49	iii
	Middle	44-46	iii
	Low	40-43	iii
Borderline Fail		35-39	
Fail		below 35"	

\* These classes (or degree classifications) are often referred to as:

- I "First"
- ii.i "Two-One" or "Upper Second"
- ii.ii "Two-Two" or "Lower Second"
- iii "Third"

## 5.12 Assessment Regulations and Grade Descriptions

The University's Assessment Regulations for both the Undergraduate and postgraduate Modular Frameworks are located at:

<http://bit.ly/148HdD>

The Undergraduate and Postgraduate Modular Framework regulations employ a common set of grading criteria which are applied in the context of the level of the programme in question, i.e. they have the same wording for Undergraduate and Postgraduate programmes, but are applied in consideration of the module assessment criteria. There follows, for convenience, a quotation of these grading criteria as they appear in the relevant Undergraduate and Postgraduate regulations:

"The definitions of the above criteria are:

### **Work of Exceptional Quality**

Virtually all of the relevant information/skills accurately deployed. Excellent and exceptional grasp of theoretical, conceptual, analytical and practical elements. Very effective integration of theory, practice and information in relation to the objectives of the assessment. Substantial evidence of originality and creativity as appropriate to the subject.

### **Work of Very Good Quality**

Most of the relevant information/skills accurately deployed. Good grasp of theoretical, conceptual, analytical, practical elements. Effective integration of theory, practice and information in relation to the objectives of the assessment. Significant evidence of originality and creativity as appropriate to the subject.

### **Work of Good Quality**

Some of the relevant information/skills accurately deployed. Adequate grasp of theoretical, conceptual, analytical and practical elements. Fair integration of theory, practice and information in relation to the objectives of the assessment. Some evidence of originality and creativity as appropriate to the subject.

### **Work of Satisfactory Quality**

Some omissions in the deployment of information/ skills. Some grasp of theoretical, conceptual, analytical and practical elements. Limited integration of theory, practice and information in relation to the objectives of the assessment. Limited evidence of originality and creativity as appropriate to the subject.

### **Borderline**

Deficiencies or omissions in information, skills, theoretical, conceptual, practical elements. Limited integration of these in relation to the assessed work's objectives. Some relevant content and marginal evidence of skills, knowledge or creativity which could, in the light of overall performance, constitute the basis for consideration for an overall pass grade at the examiners' discretion.

### **Fail**

Little evidence of the information, skills, theoretical, conceptual, analytical, creative or practical elements relevant to the assessment. Mainly irrelevant and/or incorrect information provided. Scant evidence of understanding of the requirements of the assessment.”

## **6 THE LEARNING PROCESS AND YOU**

### **6.1 Your contribution**

Your contribution is vital to the success of the course, for you and your peers. Many of the activities you will undertake will involve you in working with other students, in pairs, subgroups or as a whole class or cohort group. These activities succeed because of the range of ideas, experiences, knowledge and motivation that students bring to them. We therefore ask for and require your fullest constructive co-operation and active participation. Some further points are:

- Engage fully in activities, even if at first sight they do not seem particularly relevant. Often the significance is not apparent at the outset, and can only emerge if the group approach the activities positively.
- Reflect upon your experiences on the course, identifying your own contribution and those of others. Keep a log book/reflective journal in which you can record your reflections, even if your course does not require you to.
- You will often be exposed to views and ideas that challenge your own. We ask that you respect the views of others and be prepared to listen to them, consider them, and analyse them objectively.
- Avoid racist, sexist or ageist remarks and other offensive language or behaviour.
- As a secular institution the University expects its students and staff to display tolerance and respect toward each other regardless of their religious beliefs including those who have no religious beliefs.

### **6.2 Study skills, communication skills and use of English**

If you have not recently undertaken academic work of the type required by your course, your study could be a particular challenge for you. Depending on your subject specialism, you might be unfamiliar with the demands of writing extended essays or discursive dissertations. You will receive study skills support throughout the course from your tutors as you develop and as you undertake activities. An Open University set book (Northedge, 2005) is very readable and helpful. The library is also available to help you.

- The library gives advice on Study Skills on basic writing skills, essay writing, report writing, presentation skills, study skills and preparing a dissertation. See page 17 regarding the library.
- BISSTO (Bolton Interactive Study Skills Tutorials Online) at <http://www.bolton.ac.uk/bisstto/> is a great resource that contains tutorials on study skills, research skills, information skills and basic skills.

### **6.3 Additional Financial Contributions – creative subjects**

The School of Arts, Media and Education invest heavily in the additional costs incurred by many of the arts and creative specialist areas. Whilst all tuition fees for our undergraduate degree courses are the same, there are some extra costs inherent in studying in the following pathways because of their nature:

Animation and Illustration  
Art & Design  
Creative Writing  
Fine Art  
Graphic Design  
Design for Interiors  
Media, Writing and Production  
Photography  
Textile Surface Design

For levels 1, 2 and 3 (HE4,5,6) students on these programmes are required to pay a £30 annual contribution towards these additional costs. This will contribute towards all externally promoted events, for example, the degree show. The annual creative degree shows are extremely valuable. They attract key industry and community contacts with a number of students being offered placements and paid freelance work during the 2009 shows.

#### 6.4 Referencing systems

Students in the School are expected to use either Harvard or the numeric referencing systems in their work, depending on which course they are doing. Most of the School's courses use the Harvard system: Education, Art and Design, Film & Media Studies, Photography and Video, Fine Art and Graphic & Surface Design. However, the numeric system is used in English, History and Philosophy. Joint students, whose programme involves conflicting systems should be able to use one system only: namely, the Harvard. You will find a basic guide to each system in this handbook, with an accompanying bibliography detailing correct punctuation and layout. All courses require a secure knowledge of how to use the adopted system properly.

Two "quickstart" guides follow, one for the Harvard referencing system and one for the numeric referencing system.

##### 6.4.1 *The Harvard Referencing System – a quickstart guide*

In this section you will be shown how to use the Harvard system as used in Education, Art and Design, Film & Media Studies, Photography and Video, Fine Art, and Graphic and Surface Design. You will be shown how to refer to books, journal articles, websites and internal University of Bolton documents e.g. handouts. An appended bibliography will then guide you through the layout and punctuation necessary to cite each.

These are the key elements and terms you need to understand:

- a. A *citation* or *reference* is made in the body of your text to the surname only of an author (or authors) and the year of publication. If you are quoting a source directly, a page number (where there is one) must also be given (see c below). A list of references (or Bibliography – see b below) is then produced at the end of your text, organised alphabetically by author (surname and initials/ forenames), showing the year, title, place of publication and publisher (but not individual page numbers) of all items explicitly referenced in the body of the text.
- b. *Bibliography* is the preferred term for the list of items/references at the end of your text. It is more inclusive than the alternative: *References*. This latter term includes only those items explicitly cited in your text, whereas the former (*Bibliography*) embraces more general works that might have informed the preparation of your assignment.
- c. A *direct quotation* involves taking the exact words of another work and inserting them in your assignment. It must be presented either between quotation marks, or indented in its own

paragraph (without quotation marks), and include an explicit *citation* alongside. An explicit reference for a direct quotation must include the page number (where there is one) of the quoted text (see the example below, directly quoted from Rudd, 2006, p. 9).

An *indirect quotation* introduces ideas from another work, but without using the exact wording. However, it is still good practice to give an *explicit reference* to the source of these ideas, to ensure proper attribution.

Remember: if you quote directly, you must specify the page number the quotation is taken from

Notice how the author's surname and the date (only) are inserted unless a particular page is being referred to

Rudd (2006), a booklet available from the Library, gives a detailed treatment of the Harvard Referencing System. Look at the corresponding bibliography entry at the end of this section, which contains the web address also. To refer to a particular page in the work, add this to the reference (Rudd, 2006, p. 3). At the *end* of your assignment you will need a similar list of references presented *alphabetically* in your bibliography by author's surname, with further details in the following form (note the exact punctuation), thus:

Surname, initials/ forenames (year of publication) *Title in Italics*.  
Place of publication: Publisher

Below is a fictitious example an item appearing in a bibliography at the end of an assignment, which will have been cited in the body of the assignment, thus in the text (Burcham and Jones, 1999, pp.12-15) and would appear in the bibliography as:

It is permissible to use first names, but be consistent in your practice

Note that the title is in *italics* (or underlined)

Burcham, F. and Jones, P. (1999) *An Interesting Book About Further Education*. London: Macmillan

Publisher

Full stop

Place of publication then a colon

Notice how there should be no references to individual page numbers here

The above reference (Rudd, 2006) in this section is presented at the end of this quickstart guide, as you would find in the bibliography at the end of a piece of work. When presenting an essay from an edited compendium in the bibliography, this must be made clear, with page numbers shown, e.g.:

Surname(s) only with year  
(or year and page)

The title, publisher and place of  
publication should not  
appear here

Rudd (2006) makes clear the distinction between ways of handling indirect quotations (as used in the sentence you are now reading) and direct quotations as below.

Note the left indentation and the *lack* of  
enclosing quotation marks

[Direct] quotations that are less than about three typed lines long (i.e. not more than one sentence) can be incorporated into the body of your text ... Longer [direct] quotations should be set apart, indented in distinct paragraphs. Line spacing is normally single-spaced for quotations. (Rudd, 2006, p.8)

You should always give a page  
reference, like this, for short and  
long direct quotations

Long direct quotes checklist:

- indented on the left
- single line spaced (so it stands out from your 1½ or double spaced text)
- normal font (no italics or bold)
- no quotation marks (unless quoting direct speech)

Notice the use of square brackets – [ ] – to indicate deliberate rewording. These are sometimes necessary to make the meaning of the quotation clear in the context within which it is being used. The ellipsis (i.e. 3 dots) ... indicates that unnecessary words have been omitted. Notice that the page number is given which is essential for a direct quotation. Also notice that indented quotations do not have quotation marks round them (unless direct speech is being quoted). These are only necessary with shorter quotations, which need to be marked out as distinct from your own words.

Section 6.4.3 will give you advice on citing articles and websites and avoiding plagiarism.

Below is an example bibliography to go with the quickstart guide above, although a bibliography would not usually be placed in this position.

- Adams, C. (2007) 'On the "informed use" of Power Point: rejoining Vallance and Towndrow,' *Journal of Curriculum Studies*, Vol. 39, no. 2, pp. 229-33.  
<http://www.informaworld.com/smpp/section?content=a776354931&fulltext=713240928> [27 June 2007]
- MacLeod, Donald (2006) 'Publish and be damned.' *Guardian Unlimited*, 13 June.  
<http://education.guardian.co.uk/elearning/story/0,,1795807,00.html> [25 June 07]
- JISC (2006) *TurnitinUK*. <http://www.submit.ac.uk> [25 June 2007]
- Latham, I. and Bishop, C. (2006) *Internet for Art, Design & Media*, JISC Intute: Arts & Humanities. <http://www.vts.intute.ac.uk/tutorial/media> [27 June 2007]
- LLUK (2005) *Standards for teaching and supporting learning in further education in England and Wales*. Online. Available: [http://www.lluk.org/standards/standards\\_index.html](http://www.lluk.org/standards/standards_index.html) [19 July 2007]
- Northedge, A (2005) *The Good Study Guide*. Milton Keynes: Open University Press
- Rudd, D. (2006) *Cite me, I'm Yours: Harvard Version*. Bolton: Learning Support and Development, University of Bolton. Also available online:

<http://www.bolton.ac.uk/learning/helpguides/studyskills/harvard.pdf> [27 June 2007]

Scott, M.G. and Hyland, T. (2001) 'Research Policy and Practice in Further Education: widening perspectives through reflective pragmatism.' *Research in Post-Compulsory Education*. Vol. 15, no. 2, pp. 117-27

Wikipedia (2007) 'Research.' *Wikipedia*. <http://en.wikipedia.org/wiki/Research> [27 June 2007]

For more detail on each system you should consult the *Cite Me, I'm Yours* booklets available from the Library.

#### 6.4.2 The Numeric Referencing System – a quickstart guide

In this section you will be shown how to use the Numeric System, which is used in English, History and Philosophy. You will be shown how to refer to books, journal articles, website and internal University documents, e.g. handouts. An appended bibliography will then guide you through the layout and punctuation necessary to cite each. These are the key elements and terms you need to understand:

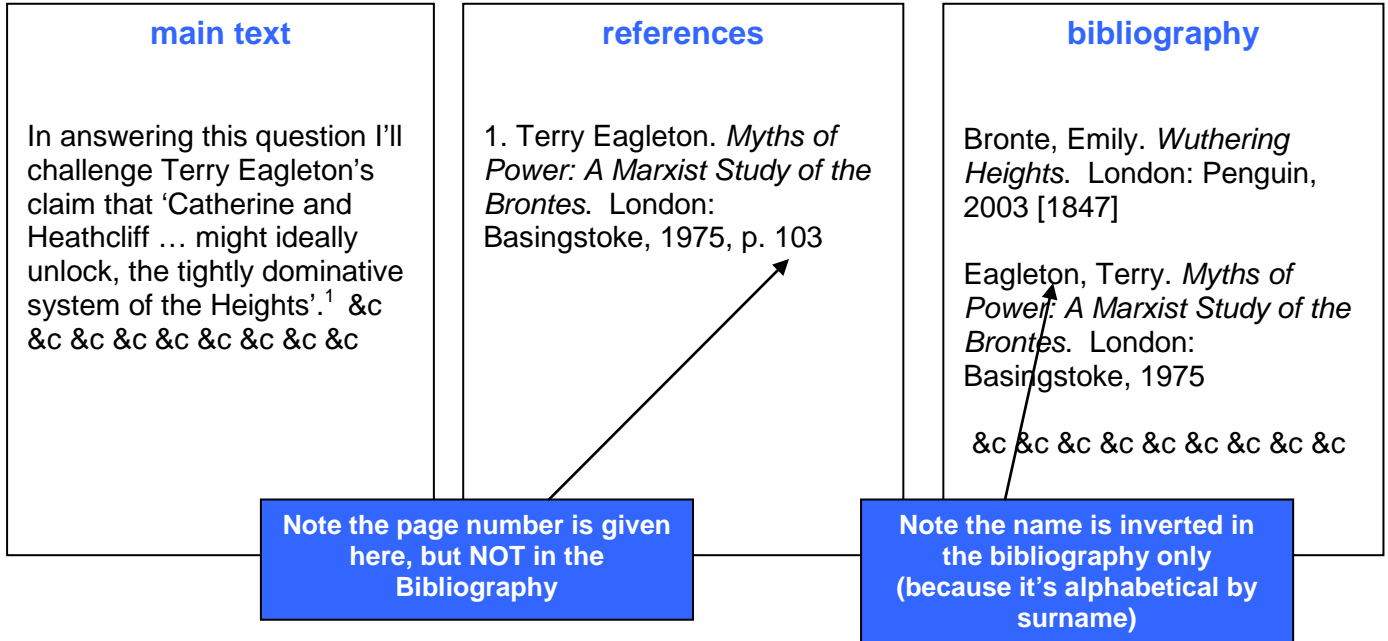
- a. A *citation* or *reference* is made in the body of your text using a running superscript number. It is sometimes useful to indicate in your main text what author or work you are talking about, but this is not always essential.
- b. The full references for these items will then appear in one of two places. *Footnotes* will appear at the foot of same page as the superscript number. (The History subject area commonly uses this form.) *Endnotes* are gathered after your main text. This section will normally be headed *References* (though some people use the term 'Notes'). Strictly speaking, *References* contain bibliographical information only, whereas *Notes* can include more extensive asides on your main text. Items are listed numerically here, giving full bibliographical information. If the work has been directly quoted, then a page number is also included (see below).
- c. Your assignment will then finish with a *Bibliography*, which repeats much of the information contained in your *References*. It is a more inclusive term, though, so it can also contain items that you have not explicitly referred to in your assignment (e.g. a general history of the subject). Your *Bibliography* is organised alphabetically by the surname of the writers. It will not contain reference to isolated pages of a work.
- d. A *direct quotation* is the inclusion in the body of your text of the exact wording of part of another work. It is presented either between quotation marks, or indented in its own paragraph without quotation marks (unless quoting direct speech), and will always end with a superscript number, linking it to a *Reference* giving details of where the quotation originated. It must include the page number (where there is one) of the quoted text.
- e. An *indirect quotation* introduces ideas from another work, but without using the exact wording. However, it is still good practice to give an *explicit reference* to the source of these ideas, to ensure proper attribution.
- f. At the *end* of your assignment you need a list of references (a *Bibliography*) alphabetically ordered by author's surname, with further details in the following form (note the exact punctuation):

In Microsoft Word, pull down View from the toolbars, then click on Footnote/Endnote

Remember: if you quote directly, you must specify the page number the quotation is taken from

Surname, Initials/ Forenames. *Title in Italics*. Place of publication: Publisher, Date.

To recap: there are three stages in the Numeric process: (i) a superscript number in your main text; (ii) a numerical list of *References/Notes* (or *Footnotes* in the main text itself); (iii) a *Bibliography*, organised alphabetically.



Rudd illustrates the difference between indirect quotations (used in the sentence you are now reading) and direct quotations (as below):

Note the left indentation and the lack of enclosing quotation marks

**Long direct quotes checklist:**

- indented on the left
- single line spaced (so it stands out from your 1½ or double spaced text)
- normal font (no italics or bold)
- no quotation marks (unless quoting direct speech)

[Direct] quotations that are less than about three typed lines long (i.e. not more than one sentence) can be incorporated into the body of your text ... Longer [direct] quotations should be set apart, indented in distinct paragraphs. Line spacing is normally single-spaced for quotations.

Notice the use of square brackets [ ] to indicate deliberate rewording. These are sometimes necessary to make the meaning of the quotation clear in the context within which it is being used. The ellipsis (i.e. 3 dots) ... indicates that unnecessary words have been omitted. Notice that the page number is given, which is essential for a direct quotation. Also notice that indented quotations do not have quotation marks round them (unless direct speech is being quoted). These are only necessary with shorter quotations, which need to be marked out as distinct from your own words.

Section 6.4.3 will give you advice on citing articles and websites and avoiding plagiarism.

Below is an example bibliography to go with the quickstart guide above, although a bibliography would not usually be placed in this position.

- Adams, C. (2007) 'On the "informed use" of Power Point: rejoining Vallance and Towndrow,' *Journal of Curriculum Studies*, Vol. 39, no. 2, pp. 229-33.  
<http://www.informaworld.com/smpp/section?content=a776354931&fulltext=713240928> [27 June 2007]
- MacLeod, Donald (2006) 'Publish and be damned.' *Guardian Unlimited*, 13 June.  
<http://education.guardian.co.uk/elearning/story/0,,1795807,00.html> [25 June 07]
- JISC (2006) *TurnitinUK*. <http://www.submit.ac.uk> [25 June 2007]
- Latham, I. and Bishop, C. (2006) *Internet for Art, Design & Media*, JISC Intute: Arts & Humanities. <http://www.vts.intute.ac.uk/tutorial/media> [27 June 2007]
- LLUK (2005) *Standards for teaching and supporting learning in further education in England and Wales*. Online. Available: [http://www.lluk.org/standards/standards\\_index.html](http://www.lluk.org/standards/standards_index.html) [1 July 2005]
- Northedge, A (2005) *The Good Study Guide*. Milton Keynes: Open University Press
- Rudd, D. (2006) *Cite me, I'm Yours: Harvard Version*. Bolton: Learning Support and Development, University of Bolton. Also available online:  
<http://www.bolton.ac.uk/learning/helpguides/studyskills/harvard.pdf> [27 June 2007]
- Scott, M.G. and Hyland, T. (2001) 'Research Policy and Practice in Further Education: widening perspectives through reflective pragmatism.' *Research in Post-Compulsory Education*. Vol. 15, no. 2, pp. 117-27
- Wikipedia (2007) 'Research.' *Wikipedia*. <http://en.wikipedia.org/wiki/Research> [27 June 2007]

For more detail on each system you should consult the *Cite Me, I'm Yours* booklets available from the Library.

#### 6.4.3 Advice about avoiding plagiarism when quoting directly from sources

##### **Citing Articles (in hard copy and online)**

You will frequently want to refer to an article in a journal (e.g. Scott and Hyland, 2001). Sometimes this will be in hard copy, but it might also be an article you have found online (e.g. Adam, 2007; MacLeod, 2006). See the bibliography at the end of this section for the correct bibliographical layout of each of these items. Note the use of square brackets [27 June 2007] and [25 June 2007] in these examples, containing the date the writer of this handbook accessed the websites. This is not the same as the publication date.

##### **Citing websites**

Apart from online journal articles and books, you might want to refer to a website. If it is to the whole website, then use italics for the title (e.g. Latham and Bishop, 2006). However, if it is to one section (or page) of a website, then put the item in quotation marks (as you would with articles in journals (e.g. Wikipedia, 2007)). Please note, Wikipedia was deliberately mentioned here as it is a very popular source with students, but is also very unreliable, as anyone can contribute to it – so beware! Try to go for more accredited sources whenever possible. Note the use of square brackets [27 June 2007] in the example, containing the date the writer of this handbook accessed the website. This is not the same as the publication date. Sometimes a webpage's publication date is not clear, in which case use n.d. (for not dated) in the citation and bibliography as the year of publication. Similarly, sometimes the author is not clearly specified. In such cases, do your best to identify the owner (person(s), or organisation) of the content. Lastly, most webpages are not numbered, so for direct quotations from such sources add 'unpaged'; for example, Wikipedia (2007, unpaged) tells us that the 'literal meaning [of research] is "to investigate thoroughly"'.

## BIBLIOGRAPHY

Please note: this is an example bibliography to go with the quickstart guide above.

- Adams, C. (2007) 'On the "informed use" of Power Point: rejoining Vallance and Towndrow,' *Journal of Curriculum Studies*, Vol. 39, no. 2, pp. 229-33.  
<http://www.informaworld.com/smpp/section?content=a776354931&fulltext=713240928> [27 June 2007]
- MacLeod, Donald (2006) 'Publish and be damned.' *Guardian Unlimited*, 13 June.  
<http://education.guardian.co.uk/elearning/story/0,,1795807,00.html> [25 June 07]
- JISC (2006) *TurnitinUK*. <http://www.submit.ac.uk> [25 June 2007]
- Latham, I. and Bishop, C. (2006) *Internet for Art, Design & Media*, JISC Intute: Arts & Humanities. <http://www.vts.intute.ac.uk/tutorial/media> [27 June 2007]
- LLUK (2005) *Standards for teaching and supporting learning in further education in England and Wales*. Online. Available: [http://www.lluk.org/standards/standards\\_index.html](http://www.lluk.org/standards/standards_index.html) [1 July 2005]
- Northedge, A (2005) *The Good Study Guide*. Milton Keynes: Open University Press
- Rudd, D. (2006) *Cite me, I'm Yours: Harvard Version*. Bolton: Learning Support and Development, University of Bolton. Also available online:  
<http://www.bolton.ac.uk/learning/helpguides/studyskills/harvard.pdf> [27 June 2007]
- Scott, M.G. and Hyland, T. (2001) 'Research Policy and Practice in Further Education: widening perspectives through reflective pragmatism.' *Research in Post-Compulsory Education*. Vol. 15, no. 2, pp. 117-27
- Wikipedia (2007) 'Research.' *Wikipedia*. <http://en.wikipedia.org/wiki/Research> [27 June 2007]

For more detail on each system you should consult the *Cite Me, I'm Yours* booklets available from the Library.

### 6.5 Avoiding plagiarism / unfair means / academic cheating

Our expectation is that our students will be proud of the original work they have done and where they draw upon the work of others (which is something all scholars have to do) they do so in a way that properly acknowledges the other scholars' work. By contrast, plagiarism (taking the work, ideas, text, pictures, drawings, artwork, diagrams, computer programs etc. of others and presenting them as one's own, e.g. by not properly attributing the author) is a form of academic cheating and *must* be avoided.

**Catching students who cheat by copying and pasting material taken from the internet, books, journals and other students' assignments into their assignment is easy thanks to powerful search engines and anti-plagiarism services available to all UK universities (e.g. <http://www.submit.ac.uk>)**

**We always investigate suspicions of plagiarism because we owe it to the majority of students, who don't cheat**

**In recent years there have been some serious cases of plagiarism which have led to students being expelled / cases resulting in module failure / having to completely re-do work with a maximum mark of a bare pass / missed graduation ceremonies – all through plagiarism**

**Those who plagiarise jeopardise their award, and could jeopardise their career**

**The University is sometimes asked to comment on the honesty or trustworthiness of students, for example the police (as a potential employer) and in such or similar cases we are obliged to answer honestly and factually**

See also the information on plagiarism and avoidance of use of “Unfair Means” in the University of Bolton website

<http://bit.ly/152luT>

Obviously, you will seek and obtain support and help from various sources and people (including your peers and tutors) as you work towards the completion of assignment tasks. If you acknowledge carefully and precisely any help you receive from anyone you will be able to avoid any misunderstandings that might otherwise arise.

You must take care to ensure that it is quite clear to those who assess your work which parts are your own original work produced by your hand, unaided, and which parts are (wholly or in part) the work or ideas of others. Where you quote directly from a source (written or otherwise), or refer to specific ideas or parts within it, or include copies of part or all of a source, then you should attribute the source exactly by using a precise and accurate reference including a page number because it is a direct quote. If you do not do this you are, in effect, claiming the work as your own. If it is not your own work, then this is plagiarism. Make sure directly quoted material is clearly and properly identified. Follow the advice above about presenting short and longer direct quotations.

For artistic works, whilst it is acceptable to use others’ art/design work as an influence in the production of your own work, unfair means also relates to copying work from existing art/design work and passing that work off as your own creation, which is not acceptable practice and is an infringement of Design Copyright Laws.

If you include any sheets in your assignment of which you are not the author, *write on the sheets* to identify and acknowledge the source fully.

Typical examples of plagiarism, all of a serious in nature, include:

- Taking text or images or diagrams from a book, journal or website and including them in your assignment (with or without minor alteration) without making it clear (through proper use of referencing and quotation techniques) that you have done this. You are thus claiming the work as your own, and (largely or completely) it is not.
- Including material as in the above example, but where the only indication in your assignment that the material is somebody else’s is by including the source as an item in your bibliography (say to a book or website) at the end. In addition to the bibliography entry at the end, there must be proper Harvard references (with page numbers for direct quotation) in the body and correct use of quotation technique in the body if you are to ensure you will not mislead the person marking your work about what is yours and what is not.
- Taking (for example) a test, exam question, acetate, handout or worksheet etc. that is not your work and presenting it in your assignment without explicitly identifying it as the work of somebody else. You may mislead the tutor about whose work the item is.
- Copying part of the assignment work of another student (past or present) and presenting it as your own.

- Submitting work as your own in cases where a part of it has been produced for you by somebody else and you have not precisely acknowledged these parts. It isn't sufficient to have an "acknowledgements" section thanking people in a general way. Your tutor needs to know precisely which parts are attributable, all or in part, to others.
- Using components of referenced artwork and passing it off as your own artwork.

## 6.6 Turnitin: Electronic submission of written assignments and the plagiarism prevention and detection system

Written assignments must be submitted according to details given in your programme handbook. Electronic submission is not normally allowed unless the programme has sought and obtained approval for this to happen. However, most programmes will expect written work to be submitted online using a web-based system called Turnitin, which is located at:

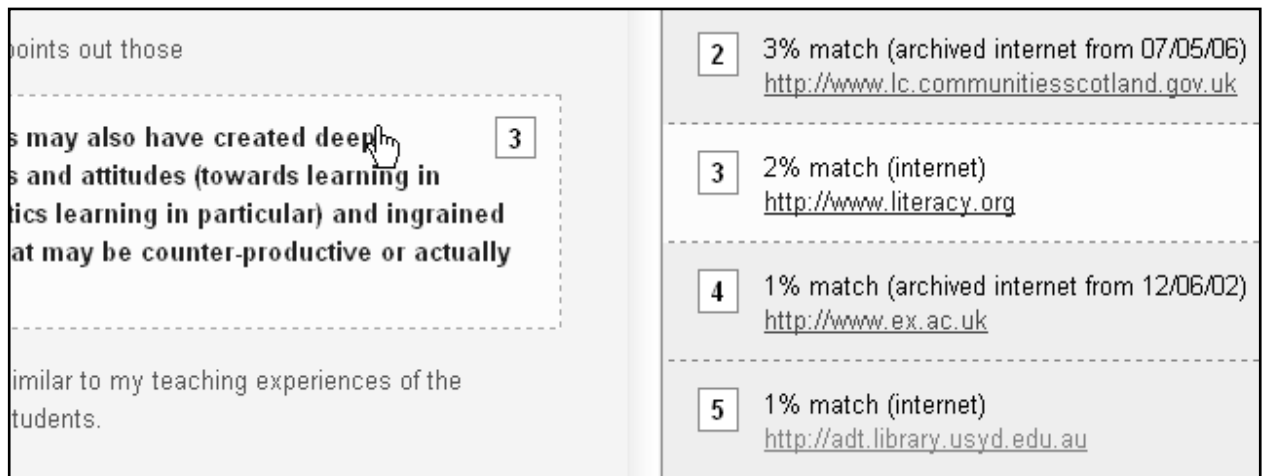
<http://www.submit.ac.uk>

Some guidance on using this system is presented below. There are also online resources on this topic on the School's website as follows:

Turnitin eGuides: <http://www.bolton.ac.uk/AME/eLearning/eResources/eGuides.aspx>

Turnitin eVideo: [http://submit.ac.uk/static/videos/instructor\\_ppm\\_choice.html](http://submit.ac.uk/static/videos/instructor_ppm_choice.html)

TurnitinUK is an online service hosted at <http://www.submit.ac.uk> that enables institutions and staff to carry out electronic comparison of students' work against electronic sources including other students' work. The service is based in the UK and accessed via standard web browsers. JISC hopes that this service will be a valuable support tool for institutions, staff and students in their efforts to prevent and detect plagiarism (JISC, 2006)



**1** Showing automatic detection of plagiarism by "TurnitinUK". On the left, a piece of text copied from a website is included, but there is no attribution (author, year, page, and a corresponding bibliography entry) so this is indeed plagiarism.

TurnitinUK is able to identify text blocks that are similar to other sources – it is not deflected by changes to a few words here and there.

University regulations on plagiarism and the use of unfair means are presented on the Student Centre website <http://www.bolton.ac.uk/studentcentre> under “Regulations - Assessment and Examination of Students”.

## **6.7 Equal opportunities**

The University has a formal policy on equal opportunities, as do the institutions with which it has partnership arrangements. Actions which are discriminatory on the grounds of race, gender, disability, religious belief (or lack thereof), sexual orientation or age may result in disciplinary procedures being applied. Information about the University of Bolton’s Equal Opportunities Policy is presented in the Student Diary.

## **6.8 Doing research ethically – the Research Ethics Framework**

See <http://data.bolton.ac.uk/aqas/ResearchEthics.htm>

All students should be aware of the University’s ‘Code of Practice for Ethical Standards in Research involving Human Participants’ <<http://bit.ly/1G0iN9>>

This stipulates that ALL RESEARCH carried out by University of Bolton students (under the supervision of University of Bolton staff) requires ethics approval should it involve intervention or interaction with living human participants, or the collection and/ or study of data or material derived from living human participants.

In other words, this involves far more than traditional ‘experimental’ interventions. It involves any coursework that requires interaction with humans – down to the gathering of information from people encountered while on placement, on work-based learning schemes, or on teaching practice; information which might then be stored or written-up as an assignment of some sort.

If this is part of a class-wide project, your tutor will normally obtain a block clearance. If you are undertaking more individual research (which a dissertation or project might involve), then you will need to complete a Research Ethics Checklist (RE1) form < <http://bit.ly/2lFuss>>.

Your tutors should alert you to this form, and to the whole area of ethical research, in related modules on research awareness and training. (If your particular area of research turns out to be more sensitive, then clearance will be required at a higher level.)

If you have any other queries, please contact the School Research Ethics Officer (Prof. David Rudd).

## **7 HEALTH AND SAFETY**

### **7.1 Emergency evacuation**

This brief summary gives the main points of the emergency evacuation procedure, but more specific information will be covered during your programme.

If you are based in a partner institution, many things will be similar, but you should follow the advice given by the institution.

At the University, the emergency evacuation alarm is a siren. In the event of the sounding of the alarm everybody should evacuate the building by the nearest escape route. These are signposted with signs showing a running person and an arrow pointing to the escape direction.

**If you discover a fire:**

- immediately activate the nearest fire alarm by depressing and breaking the plastic cover;
- Inform members of staff/students in the vicinity;
- Leave the building by nearest fire exit and go to the mustering area.

**If you hear the emergency evacuation alarm:**

- As directed by staff, when the alarm sounds close windows and switch off all machines, gas valves, equipment and electrical appliances (other than Library computer installations).
- Leave the building by the nearest designated emergency exit in accordance with the instructions given by staff, closing doors as directed.
- Assist disabled students as required. In the event that any disabled student is unable to be evacuated, you should assist the member of staff to ensure the Controller is aware of:-
  - the location of the disabled student, and
  - any other relevant information which may assist in the evacuation of that student.
- In the Eagle tower refuge areas have been identified on each floor of each stairwell and a communication system/intercom facility is in place at each refuge point to enable people to contact the University Emergency Team if necessary.

**Do not re-enter** unless advised by a member of staff **known** to you.

**Do not** use lifts unless advised by a member of the emergency team. Lifts will automatically descend to the ground floor of the Eagle tower until the whereabouts of the fire has been established. A member of the emergency team can activate the new fire-resistant lift in the Eagle tower (the one that is by itself) if they know of individuals that require it.

**Do not take** holdalls, briefcases or any other bulky items which would impede evacuation.

**Do not** go searching for personal belongings.

On evacuation report to the designated assembly point irrespective of the exit by which the building was evacuated. **Do not** congregate in any area which is not an assembly point and do not leave the assembly point unless authorised by a **recognised** member of staff. Please note, **there are no internal assembly points at the University.**

If you are concerned that another student has not been able evacuate the building advise a member of staff of that person's last known location.

## 7.2 First Aid

If you require first aid within the University, or you are seeking first aid help for somebody else tell any member of staff known to you what you need. Either they or you should request a first aider by dialling the University Emergency number:

**First Aid**  
**666 (any internal phone)**  
or  
**01204 903 666 (any phone)**

Note that Mark Scott room T4-036 and Safiya Matadar (AME School Office) are qualified first aiders and if you know they are available you can ask them for help directly.

If you think the incident is serious you should ask for an Ambulance, calling 999 directly yourself if for some reason there is no immediate reply on the University Emergency Number (666 internal / 01204 903 666 any other phone).

## 7.3 Automated External Defibrillators (AEDs / “defibs”)



The AED (defib) on T4 in the lobby next to the lifts.

If a person has collapsed and is unresponsive, they may have suffered a cardiac arrest. The University has defibs like the one shown above located in various places (listed below). **When you dial the emergency number, tell them about the collapsed, unresponsive person and ask for a First Responder. Speed is required.**

**SECONDS COUNT – DON'T DELAY!!**

**All staff and students should memorise the locations of the defib units (see below) in case they are asked to fetch one.**

**If the person is unresponsive and not breathing or not breathing normally** and you know how to do CPR, start CPR.

If you know how to use the defib **even if you don't hold a qualification**, get one sent to you (locations below) quickly while you continue CPR and use the defib when it arrives.

**Essential fact:** Research shows that if the units can be used up to 2 minutes from the onset of cardiac arrest, the person has an 80% chance of surviving, but this drops to a 20% chance after 10 minutes, so time matters.

The defibs are provided by the North West Ambulance Service for use with people who collapse with cardiac arrest and the University has around 20 staff trained to use them (called First Responders).

The units are located in prominent cabinets on walls as follows:

**1. Eagle floor T4 (School of AME), in the reception lobby area by the lifts**

Note that Mark Scott (Room T4-036) and Vee Eastham (room T4-68) are trained first responders. If you know they are available, alert them.

**2. Deane Main Reception (on the right wall as you enter).**

**3. Eagle Mall (on the wall to the right of the Multi Faith room, by the Athena Café)**

**4. In the Sports Centre Reception** (freestanding – not in a cabinet)

If you are asked to fetch a unit, go to the nearest one **as fast as you can** consistent with safety. There is no key for the cabinet - just open the door and remove the unit. Ignore the alarm this sets off. Get the unit to the First Responder. That's it.

## **7.4 Eating and drinking**

We would be grateful if you would only eat or drink in designated areas in order to comply with our health and safety regulations.

## **7.5 Accidents**

All accidents must be notified using the form available from the School Office. This requirement is partly to ensure that we can respond appropriately to any dangerous practices or situations.

## **7.6 Workshops and laboratories**

If you are to work in a workshop or laboratory, you must follow all necessary health and safety procedures applicable including:

- using appropriate safety equipment (e.g. safety goggles, lab coats, overalls)
- following all instructions and requirements regarding health and safety (e.g. in relation to COSHH regulations [Control of Substances Hazardous to Health], laboratory / workshop Safe Conduct Rules, etc.)
- Art and Design run an induction programme for workshops: students need to attend this before they can use the workshops.

## 7.7 Control of risks – risk assessment of students' activities

During your studies, your practice or text-based work may involve 'off-site' work (i.e. off-campus) or 'on-site' with potentially hazardous equipment and/or materials. Also, you may wish to invite members of the public onto university premises to take part in academic work (e.g. interviews, photographic / video sessions). Any such activities (e.g. field-work, planned visits, research trips, studio sessions etc.) must be discussed with your tutor in advance and the health and safety issues jointly assessed. If necessary, the tutor may need to complete a risk assessment form covering the details connected with the planned activity. The intention is not to prevent you from taking part in such activities, but to make sure that the correct procedures are in place. Your health and safety is of prime importance.

## 7.8 Personal property and safety

As anywhere, you are advised to take reasonable care of yourself and others whilst on campus. You are also advised to keep your personal property with you at all times. If you see anything suspicious, please report the incident to a member of staff. Security can be called upon at any time (666 internally, or 01204 903 666 from an external line).

Lockers are available to hire around campus. You must supply your own padlock and empty the locker at the end of each academic session.

## 7.9 Portable data storage devices and the importance of YOUR data security and backups

Pen drives, memory sticks, portable hard disks, mobiles phones with data storage capabilities, rewritable CDs and DVDs, even laptops and PDAs – all these are very convenient with vast amounts of storage. However, they all share a common feature – they are insecure and vulnerable to being lost or damaged. Please be very careful about what you put on such devices and keep them safe. Always imagine, for every such device you use – what would be the impact if I lost everything on this device? You need a backup plan so that your loss of data isn't too catastrophic. You can't use misfortune with such devices as an excuse for not submitting your assignment work. Here are some suggestions for a backup plan:

- Save your work to your M: drive periodically, giving it a dated file name so you keep multiple versions (e.g. "Dissertation\_version\_2pm\_9Sep09"). You can access your m: drive over the web (see page 19) to do this remotely, or do it while logged in to a workstation.
- Give copies of your files periodically to a family member for safe keeping
- Email your key files to your own @bolton.ac.uk account and / or to a family member asking them to keep the file somewhere safe for you
- Never remove a removable storage medium like a memory stick without closing down all applications that might be accessing it. In addition, always use the "Safely Remove Hardware" feature on your computer (in windows, it is on the task bar) before unplugging the device. If you don't, you can easily corrupt individual files or the whole device.
- Copy files / folders to your desktop computer or mass storage device at home periodically
- Don't put your backup copy in a machine that you think might have corrupted your working copy. It may corrupt your backup in the same way! Just in case, save files from the backup disk onto another medium (or email them as above) before using the backup.

**Always think: what's your backup plan when you lose your files, as you inevitably will some time.**

## 7.10 Security of personal data and identity fraud

Your university emails and files related to your university course are personal data that you should be very careful to protect. If anyone was able to get in to your university account, at best they might just pry, at worst they could steal or damage your information, or communicate with others while they pretend to be you. They might send malicious messages, perhaps to officials in the University, pretending to be you and seeking to do you harm. This may seem alarmist but it is a real threat and things like this have happened to students in AME.

Here are some points of advice to avoid falling victim to things like this:

- Never write down your university login password. Memorise it. If you think somebody has it, change it.
- Choose a password that will be hard to guess, e.g. the first letter of the first 8 words of your favourite song followed by your dad's year of birth.
- Never let anybody else, not even a family member, use or have your login details.
- Never let anybody use a computer you are logged in to
- Log out before you leave the computer, even for a minute.
- NEVER tell any one your password, even if they say they are from the university. Nobody who is genuinely employed by the university will ever ask for it.
- Delete emails that ask for your personal details like login password
- Follow the advice on page 7 about only using your @bolton.ac.uk account for university email communications.

## 7.11 Car parking

If you park on University property, you must:

- Be authorised to do so. See separate notices concerning this matter;
- Display your authorisation in your windscreen;
- Park in a marked bay that is not identified for use by others.

Parking in unmarked areas can cause inconvenience and is potentially extremely dangerous. Emergency fire services might have their access restricted in a call-out as a result of parking out of the bays. Enforcement of car parking regulations includes wheel clamping and clamp removal fines.

# 8 REGULATIONS

## 8.1 University and School regulations and programme documentation

The University of Bolton's regulations apply to all the University's students. The most important of these are present on the University of Bolton website. The programmes within the School have some common regulations, presented here. Some regulations are more specific to a programme (in which case, refer to individual programme handbooks).

Please see section 1.1 on page 5 about the University regulations always taking precedence over anything in your Programme documentation or this School Handbook if ever there are conflicts.

## 8.2 Conforming to regulations

Students must accept and conform to the University's regulations in force including but not confined to those regarding examination, assessment, conduct, equal opportunities and health

and safety. Breaches will be pursued according to the published policies and procedures of the University.

### 8.3 Attendance regulations

There are attendance regulations in place, because participating in the course process is important to your development and learning. Much of the essential learning derives from processes that involve co-operative and collaborative engagement with peers and tutors.

The University-wide attendance regulations are presented on page 41.

In addition, because the courses within the School all differ in type, each has its own specific requirements about attendance. You should find the information relevant to your course in your programme handbook.

This section is reproduced in full from the university regulations at:

<http://bit.ly/148HdD>

(follow the link for undergraduate or postgraduate assessment regulations as appropriate). The numbering is, however, different. **The regulations in this section are new and overrule any guidance given to you on this topic in other documents e.g. programme handbooks.**

1. In order to progress and achieve the award for which they are registered, students must attend the classes for each individual module regularly and in accordance with any compulsory attendance requirements defined for such modules. Assessment Boards will respect any such compulsory attendance requirements for individual modules in making decisions on student progression and will also have regard to the general attendance requirements of the University. The general attendance requirements of the University are specified in the University's Attendance Policy which may be found at:  
<http://bit.ly/2UsjdY>
2. Failure to abide by this requirement may result in failure in individual modules and/or failure of a stage of the programme for which they are registered.
3. It is a requirement for all students to submit and/or attend for the assessment of each component of module assessment at the dates and times prescribed. Failure to submit and/or attend without good reason, supported by written evidence, will result in the student being deemed unsatisfactory in the particular component of assessment and a mark of zero will be recorded. It is a student's responsibility to provide written evidence according to the University's procedures for the submission of Mitigating Circumstances.
4. Attendance should be recorded for all elements of a programme. Students who have attendance problems should be reported to the appropriate tutor as defined in the programme handbook for appropriate follow-up action. Students should be warned verbally at first and then if they still persist with low attendance they should be informed in writing and any sponsoring body informed. Students who do not respond to the written warning may be recommended for expulsion from their programme by an Assessment Board on academic grounds.

5. Students who fail to give formal notice in writing by the specified date of their intention to withdraw from their programme or its elements and who do not complete assessments will normally be deemed to have failed the programme or its specific elements.
6. Students must formally request permission from their Programme Leader if they wish temporarily to suspend their studies.
7. If students (by reason of absence, non-submission of work, or poor performance) do not satisfy an Assessment Board in the assessment for any modules and it is established to the satisfaction of the Board that this was due to proven illness or other circumstances found valid on production of evidence, then the Board shall use its discretion to ensure that the students are not disadvantaged or advantaged as a result.

#### **8.4 Withdrawal from modules/programmes**

A student may normally only withdraw from a module within the first two weeks, with the approval of the module tutor and pathway leader. Withdrawal without permission and/or beyond this point without good reason will be recorded as a failure in the module (including any project or dissertation module).

It is important to note that you will still be charged the cost of the modules even though you failed to attend the assessment.

All staff want to help you gain the best possible result from the programme, and will do everything we can to help you to achieve your potential. If you are finding problems that are preventing you from participating in the course, you have a number of options.

Students who wish to withdraw, transfer or suspend their studies on the programmes must contact their programme leader immediately. The programme leader will be able to advise you regarding career development and current options. If you have a personal problem, again your programme leader is your first point of contact for guidance. The Student Centre, with their specially trained counsellors, is also available. It is normally the responsibility of the programme leader to fill in and sign the relevant form to remove a student from the programme.

This should be your last resort. If you withdraw from the programme, it is assumed that you are not going to continue, and your records are closed. This can happen to students who are unsuccessful in a number of modules after three attempts. They are given the choice to change pathway and will be withdrawn from the unsuccessful course.

Please check your programme handbook for details. You can also contact the Student Centre for more information about suspending study, the implications this will have on fees and alternative decisions you can make.

If you require any assistance, no matter how trivial you feel the problem may be, please ask for help and support from one of these sources.

## 8.5 Policy on email communication between staff and students in AME

For reasons of protection of privacy and safety, Email messages containing personal / private information must be sent between students and tutors using the university's webmail email system (<http://webmail.bolton.ac.uk> and using addresses ending @bolton.ac.uk), not from third party accounts such as hotmail, yahoo, google gmail, or Internet service Provider accounts like btinternet, O2, Tiscali etc etc.

This helps prevent the risks of identity fraud and impersonation.

If you do not check your University webmail account regularly, you will miss important communications from the University, its tutors and its administrators.

Timely, secure and appropriate communication between staff and students is important for all concerned, and email is an important type of communication within this. Students and staff need to be able to contact each other by secure email and receive a timely response. Students and staff need to be confident that the emails they send and receive are from who they claim to be from. Students and staff need to be confident that the emails they send can only be accessed by the person they are intended for.

Conducting official communications through third party email accounts (i.e. other than @bolton.ac.uk accounts) carries risks of impersonation and other security risks, as well as presenting difficulty in maintaining up-to-date and accurate email address lists. Urgent and important messages might be missed. It is in everybody's interests to avoid these potential risks and problems.

Requiring all staff and students to conduct official communications with each other exclusively through the University's webmail system, with @bolton.ac.uk addresses for both sending and receiving, will help to ensure these important objectives are achieved.

1. All students and all staff must check their University webmail account at least once per week (<https://webmail.bolton.ac.uk/>).
2. All official email communications between staff and students must be sent from University webmail accounts
3. A member of staff or a student receiving an official email communication from other than the person's @bolton.ac.uk account must respond by asking that the message be re-sent from the University webmail account.

4. All students and all members of staff must keep their University login password(s) secret and must never give them to another person.
5. All staff and all students will do their best to ensure a timely response to email communications between each other, normally within three working days of the message being delivered, although all parties must understand that working commitments and illness etc may sometimes prevent this.

## 9 ASSESSMENT BOARDS

The Assessment Board for a programme is constituted and will operate according to the University of Bolton's policies and regulations in force at the time the board meets.

The relevant regulations are present in:

- The University of Bolton Student Diary (available online at <http://www.bolton.ac.uk/studentcentre>)
- The Undergraduate Modular Framework Assessment Regulations
- The Postgraduate Modular Framework Assessment Regulations

Where there are approved variations to the regulations above, these are specified in the relevant Programme Handbook.

### 9.1 Assessment for students with disabilities

The University is keen to support students who have difficulties in undertaking the normal methods of assessment. A statement to this effect is provided in the Regulations on the Assessment and Examination of Students guide published by the University. The following transcript is taken from this guide:

#### 3.4.3 The Assessment of Students with Disabilities or Affected by Special Circumstances

If a student gives prior notice that he/she cannot be assessed in the normal way because of a disability or special circumstances beyond his/her control, at the discretion of the [Director of School] or Chair of the Board of Examiners arrangements may be made to carry out the assessment in whatever way is deemed appropriate.

There are Disability Officers available in the Student Centre to give support and guidance to students with additional needs in the preparation for and during assessment times.

### 9.2 Publication of results

Notification of final awards will be published on the School Office notice boards following the relevant Assessment Boards. Results will not be given over the telephone.

Students can access their own module results once they are confirmed by the appropriate Assessment Board by going to the University's website (<http://www.bolton.ac.uk>), selecting "Current Students", then "My Details".

### 9.3 The meaning of "defer" and "refer" in assessment board decisions

Assessment Boards will often use these words to describe the outcome of a student who has not passed a module, but who is not yet being prevented from having further attempts. In outline:

- a "refer" (or "referral") means one further and final attempt will be given, to be submitted by the deadline for the next Assessment Board (or, exceptionally, by whatever other date the board specifies). The referred assessment component(s) will be capped at 40% but components that have passed will be unaffected.

- A “**defer**” (or deferral) means the student can submit by the deadline for the next Assessment Board (or by whatever date the board specifies) *without penalty, as if for the first time*. Usually this is because they have had *mitigating circumstances* accepted (see section 4.3).
- A “**re-defer**” is used to denote the extension of a defer period, usually because a student’s mitigating circumstances have been demonstrated (by evidence as necessary) to the Mitigating Circumstances Recommendation Committee’s satisfaction, to be ongoing.
- A “**re-refer**” is used to denote the extension of a refer period, usually because a student’s mitigating circumstances have been demonstrated (by **new, contemporary** evidence as necessary) to the Mitigating Circumstances Recommendation Committee’s satisfaction, to be ongoing.

#### 9.4 The meaning of “Retake” and “Repeat” in assessment board decisions

- “**Retake**” means retake all of the module’s assessment, including those parts that you have passed, by a date that will be specified. The maximum mark you can get on all these items is then 40% i.e. all the marks are “capped” at 40%. However, you do not have to re-attend the module’s classes. The retake assessment must be submitted by the deadline for the next Assessment Board (or, exceptionally, by whatever other date the board specifies).
- “**Repeat**” means retake all of the module’s assessment, including those parts that you have passed, and **attend the module again (which will involve payment)**. The maximum mark you can get on all these items is then 40% i.e. all the marks are “capped” at 40%.

#### 9.5 Appealing against the decision of an Assessment Board

All assessment results have to pass through a rigorous set of procedures to ensure that we are transparent and fair. However, if you are unhappy about any of the assessment results you have achieved, you should in the first instance speak to your module tutor. You can also speak to your personal tutor for guidance. Your module tutor will talk you through your results, and explain how you achieved the marks given. If the tutor has made a mistake this can be corrected (e.g. incorrect totalling of marks), but you can’t challenge the tutor’s academic judgement about the work – there are systems of internal and external moderation to ensure this is done correctly.

Whilst the majority of students will be happy with such an informal tutorial, there will be some students who want to take this a stage further. Students have the right to appeal against the decision of an Assessment Board (see below). However, you must ensure that you have good grounds, e.g. you believe there has been an administrative or procedural error.

If you do wish to appeal against the decision of an Assessment Board, then you need to follow the University’s procedure in the required timescale.

Visit the following web site for information about how to appeal, and a form to use for the appeal:

<http://bit.ly/10bOg9>

Note that your appeal must be sent to the name and address specified on the form, which is **not** the AME office on T4.

You make your appeal in writing by using the form available at this link, and then sending it to the Secretary to the Senate, giving the reasons and wherever possible including supporting

evidence, **within fourteen days** of the publication of examination results. The University's Student Entitlement Statement reads: “[you must] read the University's documentation on academic appeals and only lodge a request for an appeal on the approved grounds of personal mitigating circumstances, administrative error or irregularity of procedure”.

The necessary documentation can be obtained from the Student Centre or can be found under “Regulations – assessment and examination of students” on the Student Centre website at <http://www.bolton.ac.uk/studentcentre>. The relevant section of the document is 3.7.5 “Procedures for the Review of Decisions of Boards of Examiners”.

## **9.6 Appealing “mitigating circumstances” decisions, or making such circumstances known later than normally required**

Your appeal may be wholly or in part concerned with the rejection of your application for “mitigating circumstances” (a claim that your performance in assessment has been affected by severe medical circumstances, bereavement etc – see page 11 for details and guidance), or perhaps that you needed to but could not apply for mitigating circumstances by the deadline set.

Follow the appeals procedure above carefully, but note that if you include in your appeal evidence of mitigating circumstances that was not submitted using the orange envelope system by the normal deadline, you have two cases to make:

1. Firstly, about the mitigating circumstances themselves, with evidence as explained in the section starting on page 11.
2. Secondly, an explanation, with evidence, of why you were prevented from submitting these to the normal timescale.

Because the second requirement is additional to what is required to make a claim by the normal timescale, it is in your interests to make your claim by the normal timescale if you possibly can.

## **10 QUALITY ASSURANCE PROCEDURES IN AME**

The University has robust policies and procedures for Quality Assurance and Enhancement, and all of its programmes are required to work within this. The University is regularly required to account for the effectiveness of its policies and procedures to outside bodies such as QAA and OfSTED, and has a demonstrably good record from such engagements.

The University's policies and procedures for Quality Assurance and Enhancement are explained fully in the following link:

[http://data.bolton.ac.uk/aqas/PDF/AMG\\_October\\_2005.pdf](http://data.bolton.ac.uk/aqas/PDF/AMG_October_2005.pdf)

The key components of this are:

Issues and good practice are identified from a range of sources, e.g. external examiners' reports, student evaluations, achievement and retention statistics, inspection etc.

Programme Committees meet regularly to monitor the programme's operation. These include elected student representatives who are offered training for the role by the Students' Union (see section 10.2 on page 47 below).

Programme Quality Enhancement Plans (PQEPs) are maintained that are action plans identifying specific issues or good practice, with their source (as above) and a cumulative record

of the actions taken to resolve these (in the case of issues) or to maintain or further promulgate these (in the case of perceived good practice). In the School of AME these PQEPs are maintained by the programme leader using an innovative web-based database tracking system called QualTrack. PQEPs are maintained constantly, rather than annually.

Subject Annual Self-Evaluation Reports (SASERs) are prepared annually that identify quality issues for a range or related programmes against set headings.

Data Analysis Reports (DARs) are prepared annually. Their focus is retention and achievement statistics for the programme, and issues arising from this. Any actions arising from this analysis are then fed in the PQEP system.

Each School has a formal Board of Study which has a permanent sub-committee, the School Quality Committee (SQC). SQC monitors the Quality activity across the School, and receives programme committee minutes and programme quality documentation as identified above.

### **10.1 School of Arts, Media and Education Online Student Module Feedback Questionnaires**

As a student in the School your feedback is important to us. Part of obtaining feedback is through module evaluation and to do this as effectively as possible we are using an on-line feedback questionnaire form.

Each individual module you are enrolled on is listed on the School website. An additional group feedback form is also available online for those of you who choose to use it.

Access to the forms is through the AME website as follows:

- go to [www.bolton.ac.uk/ame](http://www.bolton.ac.uk/ame)
- go to **Related links** (top right-hand side)
- select '**Module Evaluation Feedback Survey**' and choose one of the following
  1. Student online feedback survey (to be completed individually)
  2. Group online feedback survey
- once you have chosen which survey you are going to do a full list of the School's modules will be available. Scroll down and select the relevant module and complete the survey online. This is very quick and your lecturers may arrange for you to do this during class time or you can complete the form in your own time.

### **10.2 Become A Student Representative!**

The Students' Union (<http://www.ubsu.org.uk>) believes that student representatives play an important role in representing students and maintaining the quality of courses in the University. As a student representative you are in an excellent position to influence the University. You have the opportunity to express not just your own views, but to act as the spokesperson for all the students on your course. This gives you an opportunity to make a real impact and change the learning experience for students on your course.

To provide a greater incentive for students to volunteer to become student representatives, the university have created a module which will give students the opportunity to gain extra credits by completing the 'Professional Development Programme in Voluntary and Community Work' module as outlined below.

### **Be Involved To Evolve! (BITE)**

*by Helen Grailey and Lesley Groom*

**Code:** [CMS2600](#) (click this link to access the module database entry)  
10 credits at level HE5

For more information email [info@ubsu.org.uk](mailto:info@ubsu.org.uk) or visit [www.ubsu.org.uk](http://www.ubsu.org.uk)

## 11 APPENDIX – UNIVERSITY MITIGATING CIRCUMSTANCES GUIDANCE NOTES

### MITIGATING CIRCUMSTANCES FOR POOR PERFORMANCE IN STUDENT ASSESSMENT

#### GUIDANCE NOTES

Approved by the Academic Quality and Standards Committee, 18 June 2008

**These Notes are for the guidance of students. Submission and consideration of mitigating circumstances is always subject to the full Regulations and Procedures published separately, as well as to these Guidance Notes.**

The University recognises that there may be times when, through no fault of your own and despite managing your learning and assessment appropriately, you find it impossible because of a serious and unforeseen event to attend an examination or other assessment activity, or to complete an assessment, or to perform to the full extent of your ability. In such instances the University's intention is to respond sympathetically and to support you in our efforts to deal with the situation and redress the assessment shortfall. We can only do this if we are aware of the situation and it is therefore **your responsibility to inform the University of such circumstances as soon as possible after they occur**. The following guidance notes summarise the main procedures for the submission and consideration of such circumstances.

#### **An Outline of the Procedure required for all Courses**

1. You keep relevant records and obtain **corroborating documentary evidence, from official and independent sources (including letters from your tutor(s) and/or other University staff)**, for any mitigating circumstances affecting your assessment performance.
2. You make a submission in the special **mitigating circumstances envelope** by the deadline published by School/Centre or Programme authorities.
3. Academic School/Centre processes your submission via a **Mitigating Circumstances Panel** in preparation for the meeting of the appropriate Assessment Board (or its sub-committee).
4. The **Assessment Board** meeting considers the findings of the Mitigating Circumstances Panel and makes an informed academic decision on your results.
5. The outcome of the Assessment Board is announced. There is no right of review if mitigating circumstances were considered or if in the judgement of the Assessment Board your submission could reasonably have been made before the deadline.

#### **Notes of Guidance to be read before making your submission**

You are entitled to ask for any special personal circumstances which you believe may have adversely affected your assessment performance to be taken into account by an Assessment Board. These are called mitigating circumstances, which you need to submit according to the Procedures and Regulations and by the deadlines published by your School/Centre or Programme authorities.

## 1. What are mitigating circumstances?

**These are exceptional and unforeseen factors outside your control that are sufficiently serious as to have demonstrably had an adverse effect on your assessment performance.** For example, one or more factors may have prevented your attendance for all or part of a formal exam or from submitting coursework. Your ability to undertake certain assessed tasks or tests may have been inhibited.

## 2. Keep your tutor/s informed

You should report to your tutor/s **at the earliest opportunity** any personal circumstances which you believe may be affecting or may have adversely affected your assessment performance, as advised in your Programme Handbook.

## 3. When and how to make a submission (see your Personal Tutor about this)

You must make your formal, written, mitigating circumstances submission by the deadline published by your School/Centre or Programme authorities. It may be just one assessment that you believe has been affected or several assessments during a particular assessment period. Do not wait until the assessment results are published - if you could reasonably have submitted your case before the deadline you cannot request a review later (see 8. below). If in doubt seek advice (see 9. below).

You must submit your request in writing in the mitigating circumstances envelope as provided. This envelope is available from your School/Centre Office, the Student Centre or Students' Union, who can advise you on how to make the submission. **It is your responsibility to obtain and include all the supporting documents**, including any letters from your tutor(s) and/or other University staff, and to complete the details on the envelope, sign the declaration and take it to your School/Centre Office. You need only make the one submission per specific assessment period (e.g. end of semester one, end of semester two, September reassessment), even though it concerns more than one module/pathway or part of the course. Make sure you make it clear on the envelope which specific module assessments you believe to have been affected by your mitigating circumstances.

(Modular students with affected assessments that come from more than one School/Centre should take their submissions to their 'home' School/Centre Office).

## 4. What should you include in the submission?

- (a) Write a straightforward description of your personal circumstances that you believe have affected your performance for the relevant assessments. It is important that you give precise dates and/or times. If it is not obvious, make sure you say why you think the situation is exceptional and unforeseen. Explain clearly how you believe that these circumstances have affected your academic performance – you should make it clear how badly you think you have been affected.
- (b) Provide any documentary evidence to support your circumstances. You must supply corroboration from an official source if this would normally be expected (e.g. Doctor's Certificate for illness). Normally only the original document is acceptable and it should have a means of verification (address, telephone number etc.). The document/s must apply to the relevant time/date period for your affected assessments and be current for that time where it is reasonable to expect this.

Enclose all original documents in the envelope with your description. Seal it and complete the details on the outside

## 5. What will happen to your submission?

**You must submit the envelope to your School/Centre Office by the deadlines published by your School/Centre or Programme authorities. You will receive a copy of the envelope cover as a receipt.**

The University may make further enquiries both inside and outside the University to obtain further information or verify facts. (Making a false submission could lead to disciplinary and academic action being taken against you).

Mitigating Circumstances Panels make their decisions about the **acceptability or otherwise of the mitigation claimed** - only in relation to the coursework assessments and/or examinations or other assessments stated by the student on the Mitigating Circumstances envelope. Minutes are not taken of the discussions of Mitigating Circumstances Panels – only the decisions are recorded. Panels communicate their decisions to the relevant Assessment Boards.

**The Assessment Board will normally not alter your module results just because you have acceptable mitigation, but after considering this it will use its academic judgement on how significant this has been.** It must be demonstrated to the satisfaction of the Assessment Board that your circumstances have resulted in **a poorer performance than would otherwise be expected relative to the level of performance you and/or your cohort have achieved in the assessment(s) allegedly affected by mitigating circumstances and/or in any previous and/or contemporaneous assessments.**

Remember that even after considering acceptable circumstances **the Assessment Board will not normally amend any marks or grades.** If your circumstances are regarded as justifying it, the decision could be to defer your result until the assessment is taken as if for the first time and without penalty. Infrequently, it a Board may use its academic judgement to arrive at a different decision. The full range of decisions open to a Board is described in section 4 of the Assessment Regulations.

## 6. Can you keep your circumstances confidential?

If you feel that the nature of your mitigating circumstances should only be disclosed to the minimum possible number of staff, you may request this on the envelope. The Chairperson and Secretary of the Mitigating Circumstances Panel **will** need to see the detailed evidence and the Chairperson and the External Examiner(s) of the Assessment Board **may** need to be aware of the general nature and severity of your circumstances. It may be helpful if you seek advice about this from the confidential counselling service in the Student Centre. Do note, however, that if the whole of the Mitigating Circumstances Panel or Assessment Board is not told the nature of your mitigating circumstances then they may find it difficult to give as much weight to them as you would wish. There would be no right to request a review of the Assessment Board decision on grounds of limited disclosure if this was your choice. Remember that your submission is made on the basis of confidentiality and information is only divulged to those staff who need to know – your tutors and others on the Mitigating Circumstances Panel and Assessment Board.

## 7. Can you submit mitigating circumstances after the Assessment Board has met?

No - you must make your submission within the deadlines published by your School or Programme authorities. You must not wait until you receive your result before making a submission – this is too late and your submission will usually be disregarded. The only possible circumstances where late submission might be admissible require you to have a valid reason, acceptable to the University, for not submitting your mitigating circumstances by the deadline. (There is no appeal against an Assessment Board decision, once made, if acceptable mitigation was known to the Assessment Board).

## 8. Can you appeal against the decision of the Assessment Board?

Only if you can satisfactorily demonstrate that the Assessment Board has made a material administrative or procedural error with respect to mitigating circumstances submitted according to the regulations and procedures do you have the right to request a review of the Assessment Board decision (please refer to procedure and seek advice). **You are not allowed to request a review just because you disagree with the academic judgement of the Assessment Board in arriving at a decision when it has demonstrably known that you had acceptable mitigation.**

Neither can you request a review when you have failed to submit mitigating circumstances which the Assessment Board judges could reasonably have been submitted by the relevant deadline. You must have valid reasons acceptable to the Board for any later submission and you must explain these in your request for a review. The information you must include in this request is the same as described above (see 4). However, this request must go to the Secretary to the Senate in the Quality Assurance and Enhancement Unit because it is a request for a review of an Assessment Board decision - please ensure this is marked on the outside of the submission you send. It must reach the Quality Assurance and Enhancement Unit within fourteen days of your published Assessment Board results.

## 9. Where can you obtain help?

- (a) Module Tutor, Personal Tutor, Stage/Level/Year/Cohort Tutor, Programme/Pathway Leader
- (b) Student Advisors in the Student Centre
- (c) University Counselling Service
- (d) University Disability Service
- (e) Student Experience Officer for your School
- (f) Students' Union
- (g) Multifaith Chaplaincy
- (h) Director of School or nominated senior member of staff
- (i) Quality Assurance and Enhancement Unit

## 12 APPENDIX – UNIVERSITY MITIGATING CIRCUMSTANCES REGULATIONS

### REGULATIONS AND PROCEDURES FOR THE SUBMISSION AND CONSIDERATION OF MITIGATING CIRCUMSTANCES EVIDENCE TO SUPPORT POOR PERFORMANCE IN ASSESSMENT

Approved by the Academic Quality and Standards Committee, 18 June 2008

#### PREAMBLE

The University recognises that there may be times when, through no fault of your own and despite managing your learning and assessment appropriately, you find it impossible because of a serious and unforeseen event to attend an examination or other assessment activity, or to complete an assessment, or to perform to the full extent of your ability. In such instances the University's intention is to respond sympathetically and to support you in our efforts to deal with the situation and redress the assessment shortfall. We can only do this if we are aware of the situation and it is therefore **your responsibility to inform the University of such circumstances as soon as possible after they occur**. The following regulations and procedures set out the framework for the submission and consideration of such circumstances.

#### INTRODUCTION

1. All students have a responsibility to manage their learning, revision and assessment activities throughout the whole duration of each semester or assessment period. It is therefore essential that you carefully plan and manage workloads throughout this time, and do not leave too much coursework, learning, revision or similar activities to be undertaken until too late in the semester or assessment period. Similarly, when examinations or other time-constrained assessment are to be taken at the end of a semester or other period, you should conduct your revision throughout the semester or period, and not limit it to the period shortly before sitting examinations or other time-constrained assessments.
2. It is also essential to recognise that lots of mild illnesses and routinely difficult or upsetting events do occur in life, and that it is a normal part of life to have to manage these and continue with work or study. Therefore you must realise that **many such difficulties are not normally accepted by the University in mitigation** for a student's non-completion or poor performance in assessment activities.
3. The term "*mitigating circumstances*" is used to describe those **unforeseen personal difficulties** which cause **exceptional interference** with academic performance, and which are **over and above the normal difficulties experienced in life**. In this University we mean circumstances such as **sudden, severe illness (confirmed by medical certificate) or other unforeseen event, close in time to assessment, preventing attendance at an examination or other time-constrained assessment, or adversely affecting performance at such, or preventing work from being submitted by the final deadline set** (including any properly granted extensions). Whilst evidence of long-standing, managed conditions or illnesses is not normally considered acceptable mitigation (see 6 below), it is however possible that such conditions or illnesses might sometimes 'flare up' despite continuous treatment, e.g. ongoing, long term, clinically

diagnosed mental ill health, and evidence of such temporary changes and their effects might then be admissible in mitigation.

4. **Circumstances which would not normally be acceptable are those where a student could reasonably have avoided the situation, or acted to limit the impact of the circumstances.** Therefore the following are examples (and not an exhaustive list) of circumstances which would **not** fall within the University definition of “mitigating circumstances”:
- proximity or number of examinations or other assessments (but see 6 below for an explanation of those situations where reasonable adjustments may be made in advance);
  - completing coursework too late and missing deadlines because of computer difficulties, or transport difficulties;
  - losing work not backed up on computer disk;
  - failure to make alternative travel plans when you knew about disruptions in advance;
  - normal work commitments on behalf of an employer;
  - misreading of assignment deadlines or examination timetables;
  - poor time management;
  - scheduling of holidays or time abroad.
5. If you have documentary evidence or any other information about your mitigating circumstances which you want the University to take into account, it is your responsibility to submit it to the University, in the format and within the timescales described in paragraphs 13-18 below. **The University will not normally consider mitigating circumstances if they are submitted outside these specified timescales** particularly if the claim and/or evidence relates, without valid reason found acceptable by the University, to events which occurred an unreasonable length of time in the past. You are also reminded that to knowingly make false or misleading claims of mitigating circumstances is an offence under both the Student Disciplinary Procedures and under the Unfair Means Regulations. The Mitigating Circumstances Procedures are for genuine, justifiable cases and you will be demeaning yourself, your fellow students and the University if you abuse your rights and responsibilities by making anything other than genuine, serious and deserving claims.

## **MEDICAL CIRCUMSTANCES AND CERTIFICATES**

6. The University does not normally consider medical certificates for long-standing, managed conditions or illness as mitigation for poor performance. This is because you would normally have had the benefit of experience, medical knowledge or help to manage the condition and would have had the opportunity to register with the University’s Disability Service to gain access to appropriate study support and to agree reasonable adjustments enabling you to be assessed without disadvantage.
7. The University recognises that, exceptionally, there may be a need for a very small number of students to submit evidence of mitigating circumstances, if experiencing a temporary and serious incapacitating medical condition that may have directly affected the ability to attend or complete an assessment or to perform to the full extent of their ability.

8. If you consider you are in the above category, then any medical certificates/letters to support your mitigating circumstances must:
- relate specifically to the dates and duration of the illness;
  - be on *bona fide* headed paper from the specialist or doctor's surgery (appointment cards are not sufficient evidence);
  - contain a clear medical diagnosis or opinion and not merely report your claim that you felt unwell and/or had reason to believe you were ill at some point in the past. It may therefore be difficult for you to obtain a medical certificate if you request one from a doctor after your illness is over and such evidence is less likely to be considered as valid.

Please note that:

- doctors are entitled to charge you for any medical certificates or notes they provide;
- doctors do not always provide certificates for *short* periods of illness;
- doctors might not provide certificates *after* illness has ended, because after you have recovered it might be impossible to know that you had been ill.

## PERSONAL/CONFIDENTIAL CIRCUMSTANCES

9. If, in the **exceptional** event you believe you have circumstances which would be acceptable in mitigation by the University but which are of such an **unusually delicate or personal nature** that you do not wish to document them **in detail**, you should make them known **in good time and as far in advance of the published deadline as possible**, so that the Mitigating Circumstances Panel which will consider your mitigating circumstances and make a decision about them has the opportunity to realise the genuineness of the case without **all** of its members necessarily knowing **all** of the details.
10. You should note however that the Chair and the Secretary of the relevant Mitigating Circumstances Panel will always need to see the evidence you submit and that the Chair(s) and External Examiner(s) of the relevant Assessment Boards may need to be informed, in confidence, of the general nature of your circumstances to be able to assess their impact and thereby help the Assessment Board to arrive at a course of action appropriate to your case. If you require further, more specific advice on this, please contact your Personal Tutor or equivalent in the first instance. **You would still need to complete the relevant parts of the Mitigating Circumstances envelope and obtain appropriate supporting evidence.**
11. Legitimate supporting evidence in such cases would normally be an original (not photocopy) document written and signed by an appropriate third party, giving details of the circumstance, their duration and, where possible, their impact. An appropriate third party would be one who knows you in a professional capacity or one who can verify the circumstance from a position of authority (e.g. police officer, solicitor, GP, University Counsellor or Disability Officer) and who is in a position to provide objective and impartial evidence. **Letters from family members, work colleagues, friends and fellow students should be submitted only if there are no alternative, independent means of corroborating your claim.** They are less likely to be considered as valid evidence and it is strongly recommended that you supply additional, independent corroboration of your claim. Your Personal Tutor may be able to provide written corroboration of factual

matters. Note that it is **your responsibility** to ensure that such evidence, **including letters from tutors**, is included in your Mitigating Circumstances envelope.

12. If you have such confidential/personal circumstances, you are strongly advised to obtain guidance or advice from School academic or administrative staff (as appropriate), the University Counselling or Disability Service, Student Services, or Multifaith Chaplaincy. The Students' Union may also be a helpful source of advice.

## HOW TO SUBMIT EVIDENCE OF MITIGATING CIRCUMSTANCES

13. Mitigating Circumstances claims and documentation are considered by Mitigating Circumstances Panels. Each School has at least one Mitigating Circumstances Panel, responsible for one or more programmes of study, which meets at least once a semester (but sometimes more frequently) to make decisions about the validity and acceptability of mitigating circumstances. Panels notify their decisions to Assessment Boards.
14. If, after considering the above guidelines, you wish a Mitigating Circumstances Panel to consider your mitigating circumstances in relation to coursework assessment, examination or other time-constrained assessments, which you believe may have adversely affected your performance, and which are **of the exceptional nature that Panels may accept**, you will need to:
  - Complete a Mitigating Circumstances envelope in as much detail as possible: it is available from your School Office, Student Services in the Student Centre and the Student Services website.
  - Include a signed and dated letter from yourself, documentary evidence, and submit the completed envelope with details to your School Office.
  - Submit the envelope and accompanying evidence as far as possible in advance but no later than the deadline date published by the School or Programme authorities.
15. **Each claim submitted in accordance with the procedures and timescales in these regulations will be considered on one occasion only by the Mitigating Circumstances Panel. Therefore a claim with supporting documentation must be completed and submitted should mitigating circumstances affect further assessments which were not listed on any previous claim.**
16. ***Mitigating Circumstances relating to coursework assessment*** - mitigating circumstances that you believe may have affected the timing for the submission of coursework should be submitted in a Mitigating Circumstances envelope, to your School Office, as far in advance as possible of the deadline date published by the School or Programme authorities. It should be noted however that the University has separate procedures for extension requests which are for minor issues which may merit limited extension. Therefore if there is time to prevent a potentially poor performance it may be more appropriate to use the extension request procedure rather than submit mitigating circumstances – this however will depend on the severity and nature of the circumstances.
17. ***Mitigating Circumstances relating to an examination*** - mitigating circumstances that you believe may have affected your performance, or account for your non-attendance at an examination or other time-constrained assessment requiring attendance at the University, should be submitted in a Mitigating Circumstances envelope to your School

Office as far in advance as possible before the deadline date published by the School or Programme authorities.

18. Note the following important points:

- Only claims made by you in writing, following the procedures, will be considered. Apart from your results profile, this is all the evidence Panels will have and presentation by tutors of anecdotal, oral evidence will not be permitted. (Only if you are incapable of making your own claim will we accept a written claim made by a third party on your behalf).
- Provide sufficient detail in your letter, on the envelope and through documentary evidence to enable the Panel to assess your claim, but keep your letter focussed and succinct – do not think that excessive length will add any weight to your claim.
- **You must include documentary evidence to support your claim. Examples include originals of medical or other certificates and letters from independent professional people. Letters from family members, work colleagues, friends and fellow students are less likely to be considered as legitimate. Your case is likely to be stronger if the evidence is official and independent, as indicated in sections 8 and 11 above.**

#### HOW THE UNIVERSITY CONSIDERS EVIDENCE OF MITIGATING CIRCUMSTANCES

19. As stated elsewhere, **the University normally disregards circumstances which students are expected to cope with as part of a properly managed workload, or if they constitute mild illnesses and routinely difficult or upsetting events which may unfortunately occur as a normal part of life.**
22. If mitigating circumstances are accepted, the University, via a Mitigating Circumstances Panel, will consider the following in assessing their effect on performance:
- the severity and timescale of circumstances and consequent link – or absence of link – to the timing of assessment claimed to have been affected;
  - any independent documentary evidence supporting the claim, e.g. medical certificate.
21. The Panel will **not** normally accept as valid:
- Circumstances which students are expected to cope with as part of a properly managed workload, or as part of the normal routine difficulties and upsetting aspects of life which may unfortunately occur (see section 4 above).
  - Circumstances which Panel members suspect might constitute mitigating circumstances but which you have not formally notified using a Mitigating Circumstances envelope, with appropriate documentary evidence supporting the claim.
  - Circumstances where the Panel would normally expect supporting documentary evidence but the student has failed to submit any evidence.
22. Mitigating Circumstances Panels make their decisions about the acceptability or otherwise of the mitigation claimed only in relation to the coursework assessments and/or examinations or other assessments stated by the student on the Mitigating Circumstances envelope. Minutes are not taken of the discussions of mitigating

circumstances panels – only the decisions are recorded. Panels communicate their decisions to the relevant Assessment Boards.

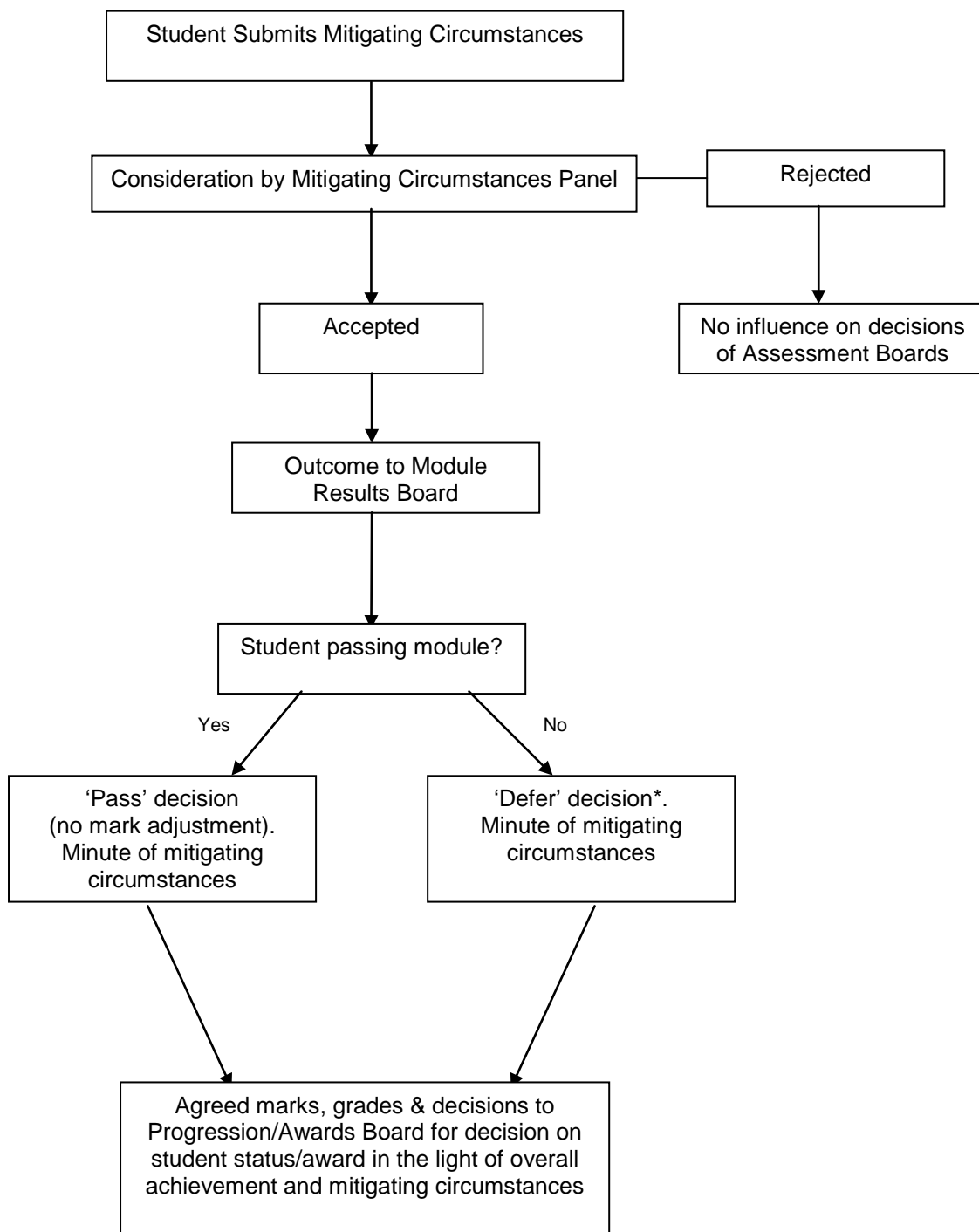
23. **When mitigation has been accepted and a student has not passed the affected module, Module Results Boards will normally record a 'defer' decision for the affected module**, meaning that a student will normally be reassessed in the affected assessment(s), as if for the first time and without any mark penalty (Referred assessments subject to acceptable mitigation will normally be “re-referred”).
24. **When mitigation has been accepted and a student has passed the affected assessments, Student Progression Boards and Final Awards Boards will use their academic judgement to take account of the possible effects of the mitigating circumstances in arriving at an appropriate progression or award decision.**
25. In all cases **a range of outcomes may be possible** arising from the exercise of academic judgement and discretion by an Assessment Board, **depending on a student's individual circumstances, their stage of programme and their overall profile of marks and grades**. Section 4 of the Assessment Regulations provides further detail of the courses of action available to Assessment Boards. The aim is always to ensure that a student is neither advantaged nor disadvantaged by the automatic application of the procedures and regulations and that all modules are assessed as far as possible on equal terms. Where there are legitimate grounds, students have the right of appeal against decisions of an Assessment Board but in such circumstances they must follow the Appeals Regulations and Procedures  
(<http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/StudentsOnTaughtCourses/Documents/AppealsProcedures.doc>).

### **Where can you obtain help?**

- (a) Module Tutor, Personal Tutor, Stage/Level/Year/Cohort Tutor, Programme/Pathway Leader
- (b) Student Advisors in the Student Centre
- (c) University Counselling Service
- (d) University Disability Service
- (e) Student Experience Officer for your School
- (f) Students' Union
- (g) Multifaith Chaplaincy
- (h) Director of School or nominated senior member of staff
- (i) Quality Assurance and Enhancement Unit

Figure 1

FLOW CHART OF MITIGATING CIRCUMSTANCES DECISIONS



\* Or other appropriate decision if the affected assessment was a reassessment.

## 13 APPENDIX – SCHOOL GUIDANCE REGARDING APL / APEL

Approved by School Board of Study on 8 June 2009

### 1. Scope

- 1.1 This document explains the School's approach to handling APL and APEL in a way that conforms to the University policies and regulations. If any part of this it conflicts with any part of the University's current Policy on APL and APEL, the latter will prevail.
- 1.2 At the time of writing the University's Guidelines and Procedures were "Assessing Prior Learning: Policy and Procedures (P01)", hereinafter referred to as "P01" and taken to mean any subsequent document in force on the same topics.
- 1.3 It is re-iterated from P01 that APL (Accreditation of Prior Learning) is concerned with awarding academic credit for certificated learning (see section 2 below), whereas APEL (Accreditation of Prior Experiential Learning) is concerned with awarding academic credit "for previous learning which has not received recognition in the form of a recognised certificate. This is learning acquired from previous work or life experience which has resulted in the acquisition of skills and knowledge equivalent to learning arising from Higher Education" (P01). See section 3 below.

### 2. APL "Student Exemption"

- 2.1 "**Student Exemption**" is APL that involves transfers from other Higher Education or from other programmes in this University where APL credit is given to (usually new) students to take account of their previous certified learning. This usually takes place at the start of a student's programme, but sometimes an exemption proposal is made part way through a student's programme. In either case a **Student Exemption Form** is completed by the Programme Leader or other Authorised Admission Tutor to which is attached the relevant evidence on which the Exemption proposal is based **countersigned** as below.
- 2.2 Relevant evidence for Student Exemption is normally an official credit transcript and, where awards are involved, photocopies of the certificates of the relevant awards where the programme leader or other Authorised Admission Tutor confirms they have seen and are satisfied with the original award certificate.
- 2.3 Programme Leaders or other Authorised Admission Tutors should sign and date photocopies of certificates attached to the proposal stating they have seen and are satisfied with the original.
- 2.4 Programme Leaders or other Authorised Admission Tutors must ensure that they provide, on the Student Exemption Form or attached to it, a concise **rationale** for the proposal.
- 2.5 An Authorised Admission Tutor is one who has been given written approval by the Director of School or His / Her Deputy to make admission proposals.
- 2.6 Programme Leaders or other Authorised Admission Tutors must not propose APL for any person where there might be a conflict of interest which might call their impartiality into question, for example in the case of friends, family members, people with whom they

have a relationship, people with whom they are conducting business or have conducted business with.

2.7 The Student Exemption form with attached documents must be signed and dated by the Programme Leader or other Authorised Admission Tutor **and also** by the PL (Quality) or Director of School.

2.8 In the case of Teacher Training Programmes the form with attached documents must be signed and dated by the Authorised Teacher Training Admission Tutor **and also** by the Teacher Training Manager or Director of School.

### 3. **APEL – Credit for learning arising from experience**

3.1 APEL decisions are more complex than those for APL because the student's learning has not been confirmed by a quality-assured assessment process in the way APL for credits / awards has.

3.2 A candidate expressing a desire to seek APEL for a specific module that forms part of the programme they are studying should first inspect the module specification, and in particular the module **learning outcomes and assessment criteria**, with an appropriate tutor e.g. their personal tutor or the Programme Leader etc.

3.3 The challenge faced by a student who wishes to achieve APEL for a particular module is to produce evidence that is their own work and which demonstrates their achievement of the validated learning outcomes of the particular module through learning acquired from previous work or life experience which has resulted in the acquisition of skills and knowledge equivalent to learning arising from Higher Education to the module's academic level (HE4, HE5, HE6, HE7 etc, as specified for the module). This evidence is then assessed by an appropriate tutor by applying the validated assessment criteria, and this assessment is then internally moderated. It is made available for external examination in the same manner as coursework for the module in question.

3.4 In summary a candidate can be awarded APEL credit for the particular module if they a) obtain the programme leader's approval to proceed b) pay the **one half of** the full unreduced module fee to the University for that module **prior to** submitting any evidence for assessment c) prepare a portfolio of evidence mapped against that particular module's learning outcomes d) are assessed by that module's tutor against the assessment criteria for the learning outcomes and in accordance with the module's academic level e) the proposal is confirmed by the module assessment board, with the external examiner having been offered an opportunity to moderate the portfolio.

3.5 Programme Leaders should exercise judgement about whether the proposal is approved to proceed based on the likely educational impact on the student's resulting programme. Permission to proceed may be refused if, for example, in the opinion of the Programme Leader, it would jeopardise the educational coherence of the student's learning programme.

3.6 Candidates who for whatever reason do not have to pay module fees for part or all of their programme must nevertheless *always pay* the fees identified above.

## 14 APPENDIX - GENERAL ASSESSMENT GUIDELINES LEVEL HE4

		Relevance	Knowledge	Argument/Analysis	Structure	Presentation	Written English	Research/Referencing
Class I (Exceptional Quality)	80%+	As for Class 1(70-79%) but exceptional work						
	70-79%	Directly relevant to title. Addresses most or all of the implications and assumptions of the title.	Demonstrates a thorough knowledge/understanding of theory and practice for this level through the identification and summary of the most important issues.	Makes creative use of appropriate arguments and/or theoretical models. Contains some distinctive or independent thinking. A comprehensive discussion of the material resulting in clear, logical conclusions.	Coherently articulated and logically structured. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP).	A very well written answer with standard spelling and grammar. Style is clear, resourceful and academic.	Sources accurately cited in the text. A range of appropriate references cited in the reference list correct style.
Class II/i (Very Good Quality)	60-69%	Directly relevant to title. Addresses some of the implications of the issues addressed by the title.	Demonstrates a good knowledge/understanding of theory and practice for this level through the identification and summary of key issues.	Uses appropriate arguments or theoretical models. Clear and valid discussion of the material. Clear, logical conclusions.	For the most part coherently articulated and logically constructed. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP.	Well written with standard spelling and grammar. Style is clear and academic.	Sources accurately cited in the text and an appropriate reference list in the correct style is provided.
Class II/ii (Good Quality)	50-59%	Generally addresses the title and its implications, but sometimes addresses irrelevant issues.	Demonstrates an adequate knowledge/understanding of theory and practice for this level through the identification and summary of some key issues.	Provides a partly coherent argument, but lacking clear focus and consistency in places. Some issues lack clarity, or theoretical models expressed in simplistic terms. Conclusions are fairly clear and logical.	Adequate attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity.	Competently written with minor lapses in spelling and grammar. Style is readable and mainly academic.	Most sources accurately cited in the text and an appropriate reference list in the correct style is provided.
Class III (Satisfactory Quality)	40-49%	Some degree of irrelevance to the title. Superficial consideration of the issues.	Demonstrates limited knowledge/understanding of theory and practice for this. An attempt is made to identify key issues.	A basic argument is evident but lacks clarity and coherence. Issues are only vaguely stated. Conclusions are not always clear or logical.	Some attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding.	Generally competent writing although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and tends not to be academic.	Some relevant sources cited. Some weaknesses in referencing technique.
Borderline Fail	35-39%	Some significant degree of irrelevance to the title is common. Only the most obvious issues are addressed at a superficial level and in unchallenging terms.	Demonstrates weaknesses in knowledge of theory and practice for this level, with poor understanding of key issues.	Limited argument, which lacks clarity in places. Conclusions are neither clear nor logical.	Poorly structured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP ignored in text or not used where clearly needed.	Deficiencies in spelling and grammar makes reading difficult. Simplistic or repetitious style impairs clarity.	Limited sources and weak referencing.
Fail	<34%	Relevance to the title is intermittent or missing. The topic is reduced to its vaguest and least challenging terms.	Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding.	Severely limited arguments. Lacks clarity. Conclusions are sparse.	Unstructured. Lack of articulation. Format deficient	For the type of assignment the presentational style &/or layout is lacking. FTP as above.	Poorly written with numerous deficiencies in grammar, spelling, expression and style.	An absence of academic sources and poor referencing technique.

## 15 APPENDIX - GENERAL ASSESSMENT GUIDELINES LEVEL HE5

		Relevance	Knowledge	Argument/Analysis	Structure	Presentation	Written English	Research/Referencing
Class I (Exceptional Quality)	80%+	As for Class 1 (70-79%) but exceptional work						
	70-79%	Directly relevant to title. Addresses most or all of the implications and assumptions of the title.	Demonstrates a wide knowledge/understanding of theory and practice for this level, through the identification and analysis of the most important issues and themes.	Makes creative use of appropriate arguments and/or theoretical models. Contains some distinctive or independent thinking. A comprehensive analysis of the material resulting in clear, logical conclusions.	Coherently articulated and logically structured. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP).	A very well written answer with standard spelling and grammar. Style is clear, resourceful and academic.	Sources accurately cited in the text. A wide range of appropriate references cited in the reference list in the correct style.
Class II/i (Very Good Quality)	60-69%	Directly relevant to title. Addresses some of the issues addressed by the title.	Demonstrates a sound knowledge/understanding of theory and practice for this level through the identification and analysis of key issues and themes.	Uses appropriate arguments or theoretical models. Intermittent analysis of the material, with some descriptive or narrative passages. Clear, logical conclusions.	For the most part coherently articulated and logically constructed. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP.	Well written with standard spelling and grammar. Style is clear and academic.	Sources accurately cited in the text and a range of appropriate references cited in reference list in the correct style.
Class II/ii (Good Quality)	50-59%	Generally addresses the title and its implications, but sometimes addresses irrelevant issues.	Demonstrates an adequate knowledge/understanding of theory and practice for this level, through the identification and analysis of the some key issues and themes.	Provides a coherent argument, but lacking clear focus and consistency in places. Some issues lack clarity, or theoretical models expressed in simplistic terms. Evidence of attempted analysis, with descriptive or narrative passages. Conclusions are fairly clear and logical.	Adequate attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity.	Competently written with minor lapses in spelling and grammar. Style is readable and mainly academic.	Most sources accurately cited in the text and an appropriate reference list in the correct style is provided.
Class III (Satisfactory Quality)	40-49%	Some degree of irrelevance to the title. Superficial consideration of the issues.	Demonstrates limited knowledge/understanding of theory and practice for this level, with intermittent analysis of some key issues and themes.	An argument is evident but lacks clarity and coherence. Issues are only vaguely stated. Largely descriptive or narrative passages lacking clear analytical purpose. Conclusions are not always clear or logical.	Some attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding.	Generally competent writing although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and tends not to be academic.	Some relevant sources cited. Some weaknesses in referencing technique.
Borderline Fail	35-39%	Some significant degree of irrelevance to the title is common. Only the most obvious issues are addressed at a superficial level and in unchallenging terms.	Demonstrates weaknesses in knowledge of theory and practice for this level. Evidence of understanding of key issues is lacking.	Limited argument, which is descriptive or narrative in style with little evidence of analysis. Conclusions are neither clear nor logical.	Poorly structured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP ignored in text or not used where clearly needed.	Deficiencies in spelling and grammar makes reading difficult. Simplistic or repetitious style impairs clarity.	Limited sources and weak referencing.
Fail	<34%	Relevance to the title is intermittent or missing. The topic is reduced to its vaguest and least challenging terms.	Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding.	Inadequate arguments and no analysis. Conclusions are sparse.	Unstructured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP as above.	Poorly written with numerous deficiencies in grammar, spelling, expression and style.	An absence of academic sources and poor referencing technique.

## 16 APPENDIX - GENERAL ASSESSMENT GUIDELINES LEVEL HE6

		Relevance	Knowledge	Argument/Analysis	Structure	Presentation	Written English	Research/Referencing
Class I (Exceptional Quality)	80%+	As for Class 1(70-79%) but exceptional work						
	70-79%	Directly relevant to title. Addresses most or all of the implications and assumptions of the title.	Demonstrates an excellent knowledge/understanding of theory and practice for this level. Demonstrates the ability to identify and critically appraise the most important issues, themes and questions.	Makes creative use of appropriate arguments and/or theoretical models. Contains some distinctive or independent thinking. A comprehensive evaluation of the material resulting in clear, logical and illuminating conclusions.	Coherently articulated and logically structured. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP).	A very well written answer with standard spelling and grammar. Style is clear, resourceful and academic.	All sources accurately cited in the text and a very extensive reference list in the correct style is provided.
Class II/i (Very Good Quality)	60-69%	Directly relevant to title. Addresses some of the implications of the issues addressed by the title.	Demonstrates a comprehensive knowledge/understanding of theory and practice for this level. Demonstrates the ability to identify and critically appraise key issues, themes and questions.	Uses appropriate arguments or theoretical models. A sound evaluation of the material resulting in clear and logical conclusions.	For the most part coherently articulated and logically constructed. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP.	Well written with standard spelling and grammar. Style is clear and academic.	All sources accurately cited in the text and a wide range of appropriate references cited in the reference list in the correct style.
Class II/ii (Good Quality)	50-59%	Generally addresses the title and its implications, but sometimes addresses irrelevant issues.	Demonstrates a good knowledge/understanding of theory and practice for this level, through the identification and critical appraisal of some key issues, themes and questions.	Provides a coherent argument, but some loss of focus and consistency. Some issues lack clarity, or theoretical models expressed in simplistic terms. Adequate critique, with some descriptive or narrative passages. Conclusions are fairly clear and logical.	Adequate attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity.	Competently written with minor lapses in spelling and grammar. Style is readable and mainly academic.	Most sources accurately cited in the text and an appropriate reference list in largely the correct style is provided.
Class III (Satisfactory Quality)	40-49%	Some degree of irrelevance to the title. Superficial consideration of the issues.	Demonstrates adequate knowledge/understanding of theory and practice, with appraisal of some basic issues, themes and questions.	An argument is evident but lacks clarity and coherence in places. Issues are only broadly stated. Some analysis with descriptive or narrative passages. Conclusions are not always clear or logical.	Some attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding.	Generally competent writing although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and tends not to be academic.	Some relevant sources cited. Some weaknesses in referencing technique.
Borderline Fail	35-39%	Some significant degree of irrelevance to the title is common. Only the most obvious issues are addressed at a superficial level and in unchallenging terms.	Demonstrates weaknesses in knowledge/understanding of theory practice for this level. Key issues not identified or appraised.	A basic argument is presented, but largely descriptive or narrative in style with contradictory analysis. Conclusions are neither clear or logical.	Poorly structured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP ignored in text or not used where clearly needed.	Deficiencies in spelling and grammar makes reading difficult. Simplistic or repetitious style impairs clarity.	Limited sources and weak referencing.
Fail	<34%	Relevance to the title is intermittent or missing. The topic is reduced to its vaguest and least challenging terms.	Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding.	Severely limited arguments. Descriptive or narrative in style with no evidence of critique. Conclusions are sparse.	Unstructured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP as above.	Poorly written with numerous deficiencies in grammar, spelling, expression and style.	An absence of academic sources and poor referencing technique.

## 17 APPENDIX - GENERAL ASSESSMENT GUIDELINES LEVEL HE7 (MASTERS)

		Relevance	Knowledge	Argument/Analysis	Structure	Presentation	Written English	Research/Referencing
DISTINCTION	70+	Directly relevant to title. Addresses all of the implications and assumptions of the title.	Demonstrates an excellent knowledge of theory and practice for this level.  Expertly interprets appropriate concepts and theoretical models.  Demonstrates originality in conceptual understanding.	Presents a comprehensive critique of key research material resulting in clear, original and illuminating conclusions.  Demonstrates distinctive and creative thinking.  Produces exceptional work that makes a contribution to the development of knowledge and understanding in the subject area.	Coherently articulated and logically structured. An appropriate format is used.	Excellent presentational style & layout, appropriate to the type of assignment. Effective inclusion of figures, tables, plates (FTP).	A very well written answer with standard spelling and grammar. Style is clear, resourceful and academic.	All sources accurately cited in the text and a extensive appropriate reference list in the correct style is provided.
	Very Good Quality	60-69%	Directly relevant to title. Addresses key implications of the issues.  Comprehensively interprets appropriate concepts and theoretical models.  Demonstrates originality in conceptual understanding	Presents a cohesive critique of key research material resulting in clear and original conclusions.  Demonstrates insightful and creative thinking.  Produces superior work that makes a contribution to the development of knowledge and understanding in the subject area	For the most part coherently articulated and logically constructed. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP.	Well written with standard spelling and grammar. Style is clear and academic.	All sources accurately cited in the text and an appropriate reference list in the correct style is provided.
	Good Quality	50-59%	Generally addresses the title and its implications.  Minor irrelevance in places.	Demonstrates an adequate knowledge of theory and practice for this level.  Competently interprets some appropriate concepts and theoretical models.  Demonstrates conceptual understanding.	Presents a critique of key research material resulting in original conclusions. Loss of focus in places.  Demonstrates creative thinking.  Produces satisfactory work that makes some contribution to the development of knowledge and understanding in the subject area.	Adequate attempt at articulation and logical structure.  An acceptable format is used.	The presentational style & layout is correct for the type of assignment.  Inclusion of FTP but lacks selectivity.	Competently written with minor lapses in spelling and grammar.  Style is readable and mainly academic.
PASS	Satisfactory Quality	40-49%	Some key implications of issues explored.  Irrelevant and/or superficial arguments in places.  Interprets some appropriate concepts and theoretical models.  Demonstrates conceptual understanding in places.	Presents some critique of key research material, although descriptive in places. Some original conclusions.	Some attempt at articulation and logical structure.  An acceptable format is used.	The presentational style & layout is largely correct for the type of assignment.  Some inappropriate use of FTP.	Generally competent writing although intermittent lapses in grammar and spelling.  Style hinders clarity in places and is not academic throughout.	Relevant sources cited. Minor weaknesses in referencing technique.
	Borderline Fail	35-39%	Some significant degree of irrelevance to the title is common.  Issues are addressed at a superficial level and in unchallenging terms.	Demonstrates weaknesses in knowledge of theory and practice for this level.  Limited understanding and application of concepts.	A basic argument is presented, but too descriptive or narrative in style. Limited originality. Conclusions are not clearly stated.	Poorly structured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking.  FTP ignored in text or not used where clearly needed.	Deficiencies in spelling and grammar makes reading difficult in places.  Simplistic or repetitious style impairs clarity.
FAIL								

Fail	<34%	<p>Relevance to the title is intermittent or missing.</p> <p>The topic is reduced to its vaguest and least challenging terms.</p>	<p>Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of conceptual understanding.</p>	<p>Severely limited arguments. Descriptive or narrative in style with no evidence of critique and originality. Conclusions are sparse.</p>	<p>Unstructured. Lack of articulation. Format deficient.</p>	<p>For the type of assignment the presentational style &amp;/or layout is lacking. FTP as above.</p>	<p>Poorly written with numerous deficiencies in grammar, spelling, expression and style.</p>	<p>An absence of academic sources and poor referencing technique.</p>
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