<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.11 Penalties for exceeding specified word limits in written assignments</td>
<td>27</td>
</tr>
<tr>
<td>5.12 Marks, grades and classifications for undergraduate courses</td>
<td>29</td>
</tr>
<tr>
<td>5.13 Postgraduate assessment regulations – the main differences</td>
<td>30</td>
</tr>
<tr>
<td>6 THE LEARNING PROCESS AND YOU</td>
<td>31</td>
</tr>
<tr>
<td>6.1 Your contribution</td>
<td>31</td>
</tr>
<tr>
<td>6.2 Study skills, communication skills and use of English</td>
<td>31</td>
</tr>
<tr>
<td>6.3 Referencing systems</td>
<td>32</td>
</tr>
<tr>
<td>6.4 Avoiding plagiarism / unfair means / academic cheating</td>
<td>32</td>
</tr>
<tr>
<td>6.5 Equal opportunities</td>
<td>33</td>
</tr>
<tr>
<td>6.6 Doing research ethically – the Research Ethics Framework</td>
<td>34</td>
</tr>
<tr>
<td>7 PROTECTING YOUR DATA AND YOUR IDENTITY</td>
<td>35</td>
</tr>
<tr>
<td>7.1 Portable data storage devices and the importance of your data security and backups</td>
<td>35</td>
</tr>
<tr>
<td>7.2 Security of personal data and identity fraud</td>
<td>35</td>
</tr>
<tr>
<td>7.3 Data Protection</td>
<td>36</td>
</tr>
<tr>
<td>8 REGULATIONS</td>
<td>37</td>
</tr>
<tr>
<td>8.1 University and Division regulations and programme documentation</td>
<td>37</td>
</tr>
<tr>
<td>8.2 The status of advice given by members of staff to students</td>
<td>37</td>
</tr>
<tr>
<td>8.3 Conforming to regulations</td>
<td>38</td>
</tr>
<tr>
<td>8.4 Attendance policy and regulations</td>
<td>38</td>
</tr>
<tr>
<td>8.5 Withdrawal from modules/programmes</td>
<td>39</td>
</tr>
<tr>
<td>8.6 Policy on email communication between staff and students</td>
<td>39</td>
</tr>
<tr>
<td>9 ASSESSMENT BOARDS</td>
<td>41</td>
</tr>
<tr>
<td>9.1 Assessment for students with disabilities</td>
<td>41</td>
</tr>
<tr>
<td>9.2 Notification of results</td>
<td>41</td>
</tr>
<tr>
<td>9.3 The meanings of Defefer, Refer, Retake and Repeat in Assessment Board decisions</td>
<td>41</td>
</tr>
<tr>
<td>9.4 Appealing against the decision of an Assessment Board</td>
<td>42</td>
</tr>
<tr>
<td>9.5 Grounds for appealing against the decision of an assessment board</td>
<td>43</td>
</tr>
<tr>
<td>9.6 Appealing mitigating circumstances decisions, or making such mitigating circumstances known after the Assessment Board</td>
<td>44</td>
</tr>
<tr>
<td>10 QUALITY ASSURANCE PROCEDURES IN THE OFF CAMPUS DIVISION</td>
<td>45</td>
</tr>
<tr>
<td>10.1 Accessing external examiners’ reports and programme committee minutes</td>
<td>45</td>
</tr>
<tr>
<td>10.2 Module and programme student satisfaction (evaluation) questionnaires</td>
<td>45</td>
</tr>
<tr>
<td>10.3 Become A Student Representative</td>
<td>46</td>
</tr>
<tr>
<td>11 FURTHER INFORMATION SPECIFICALLY RELATING TO LOCAL STUDY CENTRES</td>
<td>46</td>
</tr>
<tr>
<td>Appendix 1 – University Mitigating Circumstances Guidance Notes</td>
<td>47</td>
</tr>
<tr>
<td>Appendix 2 – University Mitigating Circumstances Regulations</td>
<td>51</td>
</tr>
<tr>
<td>APPENDIX 3 - General Assessment Guidelines Level HE4</td>
<td>58</td>
</tr>
<tr>
<td>APPENDIX 4 - General Assessment Guidelines Level HE5</td>
<td>59</td>
</tr>
<tr>
<td>APPENDIX 5 - General Assessment Guidelines Level HE6</td>
<td>60</td>
</tr>
<tr>
<td>APPENDIX 6 - General Assessment Guidelines Level HE7 (MASTERS)</td>
<td>61</td>
</tr>
</tbody>
</table>
1 INTRODUCTION

Welcome to the Off Campus Division at the University of Bolton, United Kingdom. On behalf of all the staff within division, I would like to welcome you to the new academic year.

The University of Bolton has a tradition of preparing employment-ready graduates for the professional world, with a rich history that stretches back more than 150 years. We pride ourselves on our delivery of quality programmes of study in a stimulating and professional learning environment.

We aim to provide an excellent service and to ensure that all our students reach their full potential. We ask that you attend your classes as scheduled and participate in them fully. We ask you to treat your fellow students and tutors with respect and consideration, as you would expect them to treat you. If there are areas which could be changed for the better, we would welcome your feedback.

I would like to take this opportunity to wish you every success in your programme of study.

Kondal Reddy Kandadi
Executive Dean – Off Campus Division

1.1 About this Handbook

This handbook collects together important information you will need as a student of the University of Bolton studying at a partner institution. Please read it through. Some of the areas 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 information such as:

- What to do if something bad like illness or accident prevents you from doing your assessment properly
- Where to find referencing and bibliography information
- How to contact a member of staff
- Why you must only use your @bolton.ac.uk email account to communicate with us and why you must check it regularly

This handbook will be updated from time to time. If you chose to print it out, please check the web http://www.bolton.ac.uk/Students/Home.aspx to ensure regulations in your copy are from the most recent version.

Please Note: For Postgraduate Research Students, there are separate Research Degree Regulations and Appeals Procedures and there is a separate Code of Practice. There is a separate Quality Assurance Handbook which describes the necessary procedures. For policies specific to PGR students, please go the following link: http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/ResearchStudents/Home.aspx
1.2 The University of Bolton Web Site
The University web site at http://www.bolton.ac.uk is an essential reference source. Please take some time to explore what’s there. All of the University regulations and policies mentioned in this handbook are based on the information accessible via the University web site.

1.3 Accessibility of the handbook
This online handbook is presented 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.

1.4 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.

1.5 Documents 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 programme handbooks/guides in case you need to supply details of the curriculum in the future, as each year courses may change somewhat.

Why keep documents?
It is important to keep hold of your documents even after your programme of study. Sometimes documents are needed for a new position or to live in a new country. The University may not be able to supply the documents on request as we are only required to keep information for a certain amount of time.

1.6 Online course information – the University Library website
The University 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 (online 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.
1.7 Your University computer network log-in and webmail e-mail account

Students who are eligible, are issued with their username and password in order that they can pre-enrol on-line.

This username and password is used to access all the University’s systems via the main University of Bolton website, Student Portal: www.bolton.ac.uk i.e. to login to ‘Moodle’ the University of Bolton's Virtual Learning Environment (VLE), webmail, online learning resources, student records etc.

When you register with the University you will receive a student number. You can then visit the following webpage and obtain your University computer username.
https://www.bolton.ac.uk/MyDetails/NWAccount/MyAccount.asp

You will be shown how to obtain your username and password. These “login credentials” will give you access to many vital facilities.

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 University webmail email address

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

**IMPORTANT**

We rely on contacting you through your University webmail account - so we ask all staff and students to check their University webmail email account at least once per week and to carry out official email communications using bolton.ac.uk email addresses ONLY.

**Communication by email between the University and its students**

All enrolled students will be allocated a University email account. All email communications by the University to students will be made to the University account. Similarly all official communications to the University by students, e.g. notification of absence, must be made using the University account.

See: http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/AllStudents/Documents/GeneralRegulations.pdf

**Why is this rule necessary?**

Firstly, because it is a University regulation.

Secondly, 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.

Finally, 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).

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 IT Support Desk at the University of Bolton:
http://www.bolton.ac.uk/library/MailForms/Contact-IT-Support-Desk.aspx

1.8 How soon can you expect a reply to an email you send to your tutor?
Our Off Campus Division staff will seek to respond to students’ emails within 2 working days. Please note that the working week in the UK is Monday-Friday from 9.00-17.00.

If you feel you are frequently getting responses much later than this, please raise your concern with the tutor in question. If the problem persists, raise your concern with your Course Manager or Link Tutor. However, please understand that a tutor cannot be expected to respond during weekends, public holidays, during their own holidays, when on sick leave, or away on business, or on days when the University is closed. Also, some tutors work part-time for the University and this will sometimes affect the time it takes for them to respond.

In order to make a timely response more likely, please make your email requests short and to the point. Think carefully about what exactly you are asking of your tutor, so they stand a better chance of responding promptly and helpfully. Please include your student ID number and centre and programme with all correspondence.
2 CONTACT INFORMATION

2.1 Mail, telephone, fax and web details

Off Campus Division
University of Bolton
Deane Road
Bolton
Lancashire
United Kingdom
BL3 5AB

University Switchboard: +44 (0)1204 900600
University Fax: +44 (0)1204 399074
University Web site: http://www.bolton.ac.uk
Student Portal: http://www.bolton.ac.uk/Students/Home.aspx
The Library: http://www.bolton.ac.uk/library/Home.aspx

2.2 University Staff contacts

University 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

Enter either alphabetically or by department.

Some particularly useful contact numbers are:

<table>
<thead>
<tr>
<th>Administration Support: Off Campus Division</th>
<th>All Partnerships</th>
<th><a href="mailto:OffCampusEnquiries@bolton.ac.uk">OffCampusEnquiries@bolton.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UK Partnerships</td>
<td>tel: +44 (0)1204 903292</td>
</tr>
<tr>
<td></td>
<td>EU Partnerships</td>
<td>tel: +44 (0)1204 903656</td>
</tr>
<tr>
<td></td>
<td>Other international Partnerships</td>
<td>tel: +44 (0)1204 903610/903204</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Dean-Off Campus</td>
<td>Dr Kondal Reddy</td>
<td><a href="mailto:k.r.kandadi@bolton.ac.uk">k.r.kandadi@bolton.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td>Kandadi</td>
<td>tel: +44 (0)1204 903607</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head of Academic Operations - Off Campus</td>
<td>Dr Julian Coleman</td>
<td><a href="mailto:j.l.coyleman@bolton.ac.uk">j.l.coyleman@bolton.ac.uk</a></td>
</tr>
<tr>
<td>Division</td>
<td></td>
<td>tel: +44 (0)1204 903678</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head of Quality-Off Campus Division</td>
<td>Lisa Cove-Burrell</td>
<td><a href="mailto:l.cove-burrell@bolton.ac.uk">l.cove-burrell@bolton.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>tel: +44 (0)1204 903678</td>
</tr>
<tr>
<td>Subject Librarian: Business, Accountancy, Law, Tourism and Hospitality</td>
<td>Mary Barden</td>
<td><a href="mailto:m.e.barden@bolton.ac.uk">m.e.barden@bolton.ac.uk</a> tel: +44 (0)1204 90 3547</td>
</tr>
<tr>
<td>Subject Librarian: Health, Early Years and Community studies</td>
<td>Dawn Grundy</td>
<td><a href="mailto:d.grundy@bolton.ac.uk">d.grundy@bolton.ac.uk</a> tel: +44 (0)1204 90 3597</td>
</tr>
<tr>
<td>Subject Librarian: Psychology and Sports</td>
<td>Janet Dennis</td>
<td><a href="mailto:j.dennis@bolton.ac.uk">j.dennis@bolton.ac.uk</a> tel: +44 (0)1204 903593</td>
</tr>
<tr>
<td>Subject Librarian: Education</td>
<td>Anne Keddie</td>
<td><a href="mailto:a.keddie@bolton.ac.uk">a.keddie@bolton.ac.uk</a> tel: +44 (0)1204 903281</td>
</tr>
</tbody>
</table>
3 ADMINISTRATION

3.1 Enrolment

Due to the fact that Off Campus courses run at different times it is not possible to give definitive information here regarding arrangements for, and times of, enrolment. Generally however you MUST enrol on your course of study at the start of your programme as well as in August/September. You will normally receive an email reminder to your University webmail account.

If you have any queries regarding enrolment, please see contact your local centre administration office.

3.2 What to do if your course finishes and you still have outstanding assessments

If your course has finished and you have not successfully completed all assessments, but have been granted an opportunity by the assessment board to submit work for assessment at a later stage, you MUST enrol as a “dormant” student for the year in which that work will be submitted.

If you have any queries regarding enrolment, please see your local centre administration office.

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 personal details

It is essential that you inform us of any changes in your personal details.

You change your address, telephone number and personal email address online via the student portal:
http://www.bolton.ac.uk/Students/MyDetails/Home.aspx

You must also inform your local centre of any changes/amendments to your personal details.

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. You will need to contact your local centre administration office if there are any errors.
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 Credit Exemption for Prior Learning and/or Experience (APL/APEL)

APL stands for Accreditation of Prior certificate Learning. Being granted APL means being given credit exemptions on the basis of evidence of achievements in previous studies (transcripts, certificates etc). APL is not automatic. You have to place a request APL exemptions via your local centre administration office who will forward it to the Admissions Officer and the APL/APEL Panel. The panel will decide whether to grant you credit and if so, how much and at what level.

The APL judgement will depend on the “match” between the qualifications you hold and the programme you are seeking credit exemption from. No individual tutor determines your APL so they are not in a position to promise it to you exemptions.

APEL stands for Accreditation of Prior Experiential Learning. Being granted APEL means being granted credit exemption on the basis of authentic documented experience that is judged to provide evidence that you have achieved the learning outcomes for one or more of the modules of your programme, as a result of past (un-certificated) experience. The first step to being granted requires you to put in a request to your local centre administration office who will forward it to the Admissions Officer and APL/APEL Panel.

If permission is given by the panel, you will receive tutorial support to enable you to understand the following processes and to build a portfolio of evidence matched against all of the learning outcomes of all of the modules you are claiming APEL for. Before you begin this process, a fee must be paid for each of the modules you want to claim APEL for. Your portfolio will be assessed and internally and externally moderated as other coursework on your programme.

You can rely on APL /APEL only when it is showing on your transcript.

If the credit exemption you expect is not showing on your student record at the start of your course, it is very important that you take action immediately. Contact the University Administration Support and explain your concern. Do not leave it until later on in your course because you may be denied the credit exemption you were expecting and discovering this at any time other than at the start of the course could have serious consequences for you.

Please note that that no offer, promise or assurance of credit exemption made by any individual person (tutor or administrator) can be relied upon because they do not have the authority to approve credit exemptions.

3.5 CPD (Continuing Professional Development) Credits

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, this title will be added in parentheses.
4 STUDENT SUPPORT AND GUIDANCE

4.1 Privacy – how we handle enquiries from others about you

Please read this section carefully and make sure the people close to you know about it.

All personal information about you will be withheld in accordance with the UK Data Protection Act 1998.

If someone gets in touch with us and asks for personal information about you, we will refuse to provide it unless we have written authority from you giving us permission to do so. This is so even if the person claims to be a close family member, or claims the matter is very urgent.

We will, however, contact a person you have designated as to be contacted in an emergency if such an emergency arises and we will do so without requesting your permission.

As a result, we cannot give out information of any kind about you to any other people without your permission, including:

- Whether or not you are a student at this University.
- Who your tutors are.
- What course you are on.
- Your whereabouts in the University or elsewhere (e.g. where you live).
- Your timetable.
- Your phone numbers or University email address.
- Your grades or assessment feedback.
- Your state of health.
- Anything related to a disability you may have.
- Any financial information including debt.
- etc.

UK Data Protection Act 1998 restrictions cover all forms of communication: face-to-face verbal or by telephone, email and written correspondence etc.

If you want to give us permission to communicate with another person about you and discuss personal information about you, you must put this in writing and send it to the University Administration Support.

Your letter must be from your University email account and include your student ID number. For each person you want to authorise us to discuss personal information with, you need to provide:

1. the full name
2. the address
3. the phone number
4. the date of birth
5. the relationship to you
We will do our best to respect your request. We will do our best to check the identity of any such person, for example by asking them questions based on the information you provide and asking them about things we think they should know about you (without providing them with the answers).

4.2 Personal tutoring

Your Personal Tutor is responsible for tracking your progress, helping you to identify and achieve personal learning goals, ensuring that any personal problems that may affect your ability to study are given due consideration and that you are given appropriate advice. We strongly advise that you keep your Personal Tutor informed of any problems that you may be having.

Your Personal Tutor is expected to offer support and advice and to provide a stable reference point and continuity of contact.

If you have not been told who your Personal Tutor is, contact your local administration centre office.

4.3 If you get into difficulties, the University may be able to help you

Please don’t just leave your University if you find yourself in difficulties – give us a chance to listen to you to see what we can do to 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 4.4) 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.

4.4 Mitigating Circumstances - if illness or other problems affect how you do in assessments

This section advises you about what to do if you are having problems with assessment, assignments, exams, deadlines etc. 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. These procedures are used when normal in-course extensions can’t address the problems.

A Mitigating Circumstances claim is one in which the student makes a case that their performance in assessment has been significantly and adversely affected by circumstances that are exceptional, unforeseen, outside of your control, sufficiently serious to have demonstrably had an effect on your assessment performance and that happened at a time that made them affect your assessment.
To explain this further:

<table>
<thead>
<tr>
<th>Category</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional</td>
<td>For example, routine problems we all face like pressure of work or transport problems are not exceptional.</td>
</tr>
<tr>
<td>Unforeseen</td>
<td>For example, if you have an on-going illness or disability that affects your assessment you should not use the mitigating circumstances procedure to have account of it. Instead, contact your local centre at the outset so an assessment can be made and support put in place. However, exceptional problems or events linked to the illness or disability might be appropriate grounds for a mitigating circumstances application.</td>
</tr>
<tr>
<td>Outside of your control</td>
<td>So, for example, if your laptop or memory stick failed and you hadn’t made a back-up, that would not be considered outside of your control.</td>
</tr>
<tr>
<td>Sufficiently serious to have demonstrably had an effect on your assessment performance</td>
<td>You need to establish the seriousness, and what affect there has been on your assessment performance.</td>
</tr>
<tr>
<td>Took place at a time that made them affect your assessment.</td>
<td>For example, your letter and evidence need to link the events with the times when they happened, and the relevant dates on your course.</td>
</tr>
</tbody>
</table>

It is advisable to discuss the Mitigating Circumstances processes explained here with a tutor but note that you do not have to disclose any of the personal and private matters to the tutor unless you want to. They can advise you about the process without knowing what your personal and private circumstances are. However, whatever they advise, you must understand that they are not involved in the decision and so they do not know what the outcome will be.

You must make your claim; only you can decide what you want to disclose about your personal and private information to the mitigating circumstances panel on the Mitigating Circumstances form/envelope (see below). Decide for yourself what evidence you feel you need to and want to supply. Do not rely on nor take as definitive any advice or prediction of the likelihood of success or otherwise by your tutor or any other person.

Do not, in your application, ask us to contact other people for further information or confirmation. The panel will only consider the documents you provide with the form.

The more detailed explanation of University regulations and guidance is presented in Appendices 1 and 2. However, the following should help.
4.5 Applying for Mitigating Circumstances
The administration office of your local centre should have copies of the Mitigating Circumstances form or envelope

You will need to submit a **signed and dated letter** explaining your mitigating circumstances, along with the **fully completed Mitigating Circumstances form or envelope** and **all the documentary evidence** supporting your mitigating circumstances request.

**A letter by itself will not succeed.** If all you submit is a letter explaining your difficulties, your request will always be rejected. You need evidence to support what you are saying – see below.

**Do not suggest that we contact somebody** to obtain further information about your personal circumstances or to back up what you claim – we will not do this. We will only decide based on what is on your form/envelope, your signed and dated letter and your documentary evidence.

Give the Mitigating Circumstances form/envelope, your letter of explanation and all the relevant evidence supporting your claim for Mitigating Circumstances to your local centre administration office. The information you submit will be scanned and sent to the University to be considered by a Mitigating Circumstances Panel which will respect your privacy and will keep your information confidential. Neither your tutors nor your Link tutor and Course Manager will know what you have submitted unless you tell them yourself.

On the both the Mitigating Circumstances form and envelope there is a grid on which you must identify which modules and which assessments you want your Mitigating Circumstances claim to apply to. You must take care to list all the modules affected by your Mitigating Circumstances because if you are successful in your application, this consideration will only apply to the modules / items you request it to apply to.

Your documentation should normally arrive at your local centre administration office before 16.30 seven calendar days before the published final assessment deadline for the module in question. However applications will still be considered up to a final deadline of 15 calendar days after the published final assessment deadline where there is good reason for the delay. The deadline time is 16.30. If the date falls on a day on which the office is closed, the first working day following applies (again, up to 16.30).

The dates for module assessment deadlines will be provided in your Module Guides or on separate assessment briefs.
### 4.6 Checklist for your Mitigating Circumstances application

<table>
<thead>
<tr>
<th>Checklist Item</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you read the whole of the section on mitigating circumstances in the Handbook to ensure you understand how to make an effective application? See Appendix 1 and Appendix 2.</td>
<td></td>
</tr>
<tr>
<td>Have you obtained advice from your Module Tutor/Personal Tutor/Link Tutor/Course Manager about how to make an application? (remember, you don’t need to disclose any personal information to them if you don’t want to)</td>
<td></td>
</tr>
<tr>
<td>Have you signed and dated your letter?</td>
<td></td>
</tr>
<tr>
<td>Have you included documentary evidence to support your claim? (Is there an official translation if the evidence is not in English)</td>
<td></td>
</tr>
<tr>
<td>Have you made sure you have submitted originals (not photocopies) of documents supporting your claim. The centre will then forward your Mitigating Circumstances information electronically to the University?</td>
<td></td>
</tr>
<tr>
<td>Have you avoided suggesting that other people be contacted about your claim?</td>
<td></td>
</tr>
<tr>
<td>Have you listed on the form or envelope each and every module (giving module code and title) and each and every assessment item within the modules that your application applies to?</td>
<td></td>
</tr>
</tbody>
</table>

### 4.7 How we consider Mitigating Circumstances claims

Mitigating circumstances claims are considered at the University by a Mitigating Circumstances Panel. They maintain 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.

If successful, a typical outcome would be that you would be able to submit the assessment (or sit the examination etc.) at a later date, which is called “deferral”. You would then be given a new date to submit by: the deferral date. More time is the likely outcome if your application is successful. In your final year, this will delay your graduation. The University rules will not allow an increase in marks due to Mitigating Circumstances.

### 4.8 Supporting evidence is essential

The following specific points of advice are offered based on experience and each should be read carefully, perhaps with a tutor to help you understand them. You do not need to tell your tutor about the circumstances themselves unless you want to.

Often, mitigating circumstances are of a medical nature. In such cases originals of documents like medical letters, test results etc can be valuable evidence. Prescriptions and pharmacists’ medication labels can often be helpful as they are dated and name the person they are for. Please supply official translations of any documentation not produced in English.
1. **MOST IMPORTANT:** If your form or envelope is only accompanied by a letter/statement from you, your application will be rejected. There has to be supporting evidence. Don’t forget the letter must be signed and dated.

2. You must make your own claim and choose what evidence to include. Nobody else can make a claim for you UNLESS your personal circumstances themselves make it completely impossible for you to make a claim.

3. Do not make statements like “please speak to X who will confirm this” or “if you need further information, please contact Y”. We will not do this, we only go by what you have submitted.

4. We need you to provide **originals** (and official translations if necessary) of documents to your local administration office, not photocopies. They remain your property and can be collected later.

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 documentation submitted.

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. Be aware of the following problems:

   - Evidence that can’t be checked as authentic, e.g. letters on plain paper may not be accepted
   - Appointment cards or letters etc are not acceptable because they only show you were being investigated for a condition, but not that you had (or have) the condition, nor how it affects you.
   - 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.
   - 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 may be able to support your case with written evidence from other others, e.g. written evidence from a social worker, a minister of religion, or others who are independent of you. However, remember that you have to decide what personal information you want to submit, so you must place the evidence in your claim.

9. A Module Tutor, Personal Tutor, Link Tutor and/or Course Manager can also add support to your claim by providing a written statement or letter.
4.9 Examples of 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.

<table>
<thead>
<tr>
<th>Case</th>
<th>Evidence</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student explains in detail everything that has gone wrong in a letter.</td>
<td>The letter. Nothing else is provided.</td>
<td>Rejected. The Panel can’t accept a claim that is not supported by other reliable documentary evidence. This is by far the COMMONEST REASON for rejection.</td>
</tr>
<tr>
<td>Student explains in a letter that they have been extremely busy at work and have not been able to submit some of their coursework.</td>
<td>A letter from their line manager on company headed notepaper.</td>
<td>Rejected. Pressure of work is not exceptional, unless there is unforeseen change and emergency unplanned change of duties.</td>
</tr>
<tr>
<td>Student explains that they had their assignment on a pen drive that was trodden on, destroying its contents (or similar computer failure).</td>
<td>The damaged pen drive and a letter from the student.</td>
<td>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.</td>
</tr>
<tr>
<td>Student explains they have been very ill and have had to have out-patient treatment.</td>
<td>An appointment card and an appointment letter.</td>
<td>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.</td>
</tr>
<tr>
<td>Student has been very ill and explains the symptoms in detail in a letter</td>
<td>Letter from student’s husband / wife corroborates what the student is saying</td>
<td>Rejected. The husband / wife is not sufficiently independent of the student.</td>
</tr>
<tr>
<td>Student has been very ill and explains the symptoms in detail in a letter</td>
<td>Medical certificate stating the student must refrain from work for one week, dated in the middle of the semester.</td>
<td>Rejected. The timing of the certificate does not support the claim, and is for only a week which is not a long period.</td>
</tr>
</tbody>
</table>

4.10 If your Mitigating Circumstances claim is accepted

The Mitigating Circumstances Panel’s decision to accept your claim will be communicated to the assessment board who will normally give you additional time to submit with no additional penalty. Information about the circumstances will not be transmitted to the
assessment board, so the people who attend the board will not know the circumstances making up your claim. All the board will know is that you were accepted.

4.11 If your mitigating circumstances claim is rejected
The Mitigating Circumstances Panel’s decision to reject your claim will be communicated to the assessment board and the board’s decision will not be affected by your claimed circumstances. Information about the circumstances will not be transmitted to the assessment board, so the people who attend the board will not know the circumstances making up your claim. All the board will know is that you were rejected.

4.12 Appealing against a mitigating circumstances decision
This is covered in the section on appeals against the decisions of Assessment Boards – see Section 9.

4.13 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, and then contact the local centre administration office who will advise you how to proceed with the request.

Please note that submission dates for outstanding refer, retake or defer assessments set prior to your suspension will remain. If you are unable to submit the outstanding work by the required deadline, you will need to submit Mitigating Circumstances (see Sections 4.4-4.10)
In situations like this you are strongly advised to speak to your local centre administration office.

The following, placed here for convenience, is an extract from the University regulations, but you should check with the local office 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 designated officer – identified in your Programme Handbook.

6.2 Students wishing to suspend their studies must make a request in writing, with reasons to support the request, and send this to the local centre administration office who will forward it to the relevant officer.

6.3 The following considerations will be applied 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 local centre administration office, will be deemed to have withdrawn from the University.

4.14 Formal complaints procedure
In the first instance you should follow your local institution’s complaints procedure.

The University’s procedure should only be followed if your local institution’s complaints process has been exhausted. Details regarding the University’s complaints procedure is available via the following link,
http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/AllStudents/ComplaintsProcedure.aspx

The University’s procedure requires that that formal complaints are made in writing (ideally on a Student Complaints Record Form) and directed to the University’s Standards and Enhancement Office and not directly to your Tutor/LinkTutor/Course Manager. The person responsible in the Unit 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).

4.15 The Students’ Union at the University
A Students’ Union (http://www.ubsu.org.uk), based at the University of Bolton, seeks to promote the interest of all the University’s students. It has its own constitution, elects its own officers, organises activities at the University. It also arranges for the representation of students on various boards and committees –see http://www.ubsu.org.uk/student-representation/.

4.16 The University Library
Depending on the type of partnership the University has with your organisation you may have access to learning resources in the University Library. The Library provides access to a wide range of information sources designed to meet the needs of members of the University. Resources include online books, journals, databases, videos and software packages. Specialist subject librarians liaise with teaching staff to
ensure resources reflect current requirements and help to provide users with the information they need (see section 2.2 for contact details).

As an off campus user, you can gain access to the library via the following link: http://www.bolton.ac.uk/library/CustomerGroups/Off-Campus-Users.aspx

**BISSTO – Bolton Interactive Study Skills Tutorial Online.** This is a particularly helpful resource for information skills, study skills, basic skills and research skills and is located at: http://data.bolton.ac.uk/bissto/. Please note that BISSTO is an open resource and does not require a University login.

**e-Resources Help:** The library has produced help videos which show how to access electronic books, journals and databases. These are available via the following link: http://www.bolton.ac.uk/library/Study-Skills/Video-Tutorials.aspx

### 4.17 Information Literacy
The University is committed to helping you graduate as an ‘information literate’ person. This means that you will be able to identify, locate and retrieve standard (subject) and other material in printed and electronic form, using appropriate resources. You will be able to synthesise and present retrieved materials in ways appropriate to the task in hand.

Throughout your programme, you will be given every opportunity to develop your skills in this area, through workshops, seminars, tutorials and self-directed learning.

If you need help with finding information please contact your Subject Librarian who will be able to help you with your query.

### 4.18 Use of libraries in other UK HE institutions: Sconul Access
There is a co-operative venture between UK higher education libraries, of which the University is a member. It enables students and staff to browse and borrow material from over 170 Higher Education libraries in the UK.
See: http://www.bolton.ac.uk/library/Borrowing/Access-Agreements.aspx

### 4.19 Students with additional support requirements
The Off Campus Division’s staff and your local staff are keen to ensure that you are supported in every way possible on your 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 your local staff are informed.
5 ASSESSMENT

The notes here apply to most of the provision in the Off Campus Division. You will find some variations on some courses. Any variations should be in your dedicated programme handbook.

All such explanations are based on the University regulations located on the University web site, especially at: http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/StudentsOnTaughtCourses/ExamRegulationsAndProcedures/AcRegs.aspx

5.1 Understanding the assessment requirements of your modules

There will be plenty of help available to ensure you know what you will be assessed on, how you will be assessed, and how tutors will judge your work.

Each module has a Module Specification, which is a type of self-contained syllabus. You will find links to these in your programme handbook.

The module specification has a number of useful sections, including one on Teaching, Learning and Assessment which will explain the approach used.

There is also an especially important section on Learning Outcomes. Each learning outcome identifies what knowledge/skill/ability you should be able to demonstrate.

Finally there's a table listing how many assessment items the module has, and how they are weighted. The higher the weighting, the more the item influences the overall module mark.

Other information you will typically receive is a written Assessment Brief (or similar document) which clarifies the requirements assessment as set out in the module specification.

Finally, most module deliveries will include group and or individual briefing sessions, depending on the nature of the assessment.

5.2 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. You should contact your local centre administration office at the start of your studies if concessionary arrangements are sought.

5.3 Assignment submission, grades and feedback

Different centres will have different submission requirements. As a minimum, written coursework submissions must be submitted into TurnitinUK (plagiarism prevention software), usually by the Moodle TurnitinUK facility.
Some coursework can’t be submitted through TurnitinUK (e.g. because it is not text), in which case your tutors will have received approval for submission by another means from the Off Campus Division Quality/Teaching and Learning Standing Panel and they will inform you what the submission arrangements are.

Your tutors will explain and provide training on how to submit your written work to TurnitinUK.

Please note that once you make your final submission you will not be able to submit a modified version. Depending on how your tutors set the system up, you may or may not be able to make a draft submission.

It is important that you understand that TurnitinUK will check what you submit against a vast database of sources including the Internet, books, magazines, journals and work submitted by students at this university and any other university using the system. It identifies suspected cheating (e.g. plagiarism – trying to pass off somebody else’s work as yours). See the section 6.4 on avoiding plagiarism for important advice about avoiding plagiarism.

5.4 Assignment feedback
Feedback on individual items of assessment can be formal (such as on a signed grade/comments form) or informal (such as advice from a tutor in a tutorial). So feedback is not just your grade, nor even just the comments written on your grade/comments form: it is advice you get from your tutor and sometimes your peers about how your work is progressing, how well you have done, what further things you might do. It might be spoken advice, or written on a form, or it might be in and email or a text. It’s all feedback, and it’s all vital to your development.

Prompt feedback: “How long will I have to wait for feedback on my assignment”? We recognise the value of prompt feedback on work submitted. Usually all our students can expect their assignment work to be marked and feedback provided to them not more than three working weeks from the date of receipt by the marking tutor. However, please note that such feedback will be provisional and unconfirmed by the Assessment Board and may change (see section 5.8 about this issue).

5.5 A guide to what’s expected in assessment
Appendices 3 to 6 contain tables showing assessment guidelines at academic levels HE4, HE5, and HE6 (corresponding to years 1, 2, and 3 of a full-time undergraduate degree) and level HE7 (corresponding to Master’s level). These guidelines are for use by staff and students. They 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 Off Campus Division 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.
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 before the Assessment Board has met to officially confirm results. **Please note: A mark/grade/feedback is provisional, unconfirmed until the Assessment Board and may be subject to change.**

These may change because of the normal operation of processes of internal moderation (a process involving a tutor examining another tutor’s marks and feedback) and external examination (independent examiners from other UK universities inspecting student work and comparing standards). Please see section 5.7 below for an explanation of internal and external moderation.

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 make recommendations to the Assessment Board, they do not decide themselves.

5.7 Moderation – what it is, and how it affects your assessment

Moderation is a process used to ensure that the marks awarded for coursework and examinations are as reliable and fair as possible. It involves obtaining second opinions on students’ work. Usually, a sample is chosen for this process, but sometimes (for example if a programme or a member of staff is new) all work might be moderated.

Internal moderation is where a second opinion is sought from another tutor belonging to the programme within your local centre or at the University’s Bolton campus.

External moderation is where an *External Examiner* (a person independent of the University, usually from another university, with considerable experience of the subject) inspects students’ assessed work and reports formally on standards being applied.

External moderation follows internal moderation. Either might cause a mark, a grade, or feedback to change. How this change is determined is not predictable: it does not, for example, involve any kind of average being calculated from the original grade, moderated grade and externally examined grade.

For this reason, you must understand that marks, grades and feedback given to you early (because prompt feedback is beneficial) may subsequently change (see also section 5.6).

5.8 Attendance requirements

Please see section 8.4

5.9 Extension of deadlines for coursework

This section is reproduced in full from the university regulations at: [http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/StudentsOnTaughtCourses/ExamRegulationsAndProcedures/AcReggs.aspx](http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/StudentsOnTaughtCourses/ExamRegulationsAndProcedures/AcReggs.aspx) (follow the link for undergraduate or postgraduate assessment regulations as appropriate).
In cases of proven illness or other circumstances there may be valid reasons to allow the assessments (not examinations) to be submitted up to a maximum of 7 calendar days later than the set deadline and for these to be marked as if submitted on time.

Any request for an extension to a submission deadline must normally be made by the student, and decided upon by the Link Tutor/Course Manager*, before the original submission deadline.

Should a student with valid reasons submit coursework beyond 7 calendar days after the original submission deadline then an application for mitigating circumstances must be made.

*Please see your Programme Handbook for the person responsible for granting extensions.

5.10 Penalties for the late submission of assessed work

This section is reproduced in full from the University regulations at: http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/StudentsOnTaughtCourses/ExamRegulationsAndProcedures/AcReqs.aspx. These show both undergraduate and postgraduate assessment regulations – follow the appropriate link for your programme.

- 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 penalties outlined below.

- Students who have had a request for an extension granted by the appropriate authority who fail to submit assessments by the revised date shall also be subject to the penalties outlined below.

Late submission for assessments that use pass / fail grades only

Where assessments are graded Pass/Fail only they will not be accepted beyond the deadline date for submission and will be recorded as a Fail. Students may request an extension to the original published deadline date.

Late submission for assessments that use percentage grades

Up to 7 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 = 1% mark awarded (to identify that a submission was made but failed due to lateness).

Please note that extensions can only be granted by the Link Tutor/Course Manager and only in exceptional circumstances. Coursework not submitted will be recorded as failed, except under certain circumstances.

Cases of persistent late submission will be brought to the attention of the Assessment Board, which shall exercise its discretion to determine the student's final results.

5.11 Penalties for exceeding specified word limits in written assignments

This section is reproduced in full from the University regulations at: http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/StudentsOnTaughtCourses/ExamRegulationsAndProcedures/AcRegs.aspx. These show both undergraduate and postgraduate assessment regulations – follow the appropriate link for your programme.

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.
5.12 Marks, grades and classifications for undergraduate courses

The undergraduate regulations can be found at: http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/StudentsOnTaughtCourses/ExamRegulationsAndProcedures/AcRegs.aspx.

Honours degree, Higher National Diploma and Certificate and Foundation Degree Classifications

<table>
<thead>
<tr>
<th>Grade Descriptor</th>
<th>%Mark</th>
<th>BA/BSc (Hons) Class</th>
<th>HND/HNC/FD Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work of Exceptional Quality</td>
<td>70+</td>
<td>First Class-1(^{st})</td>
<td>Distinction</td>
</tr>
<tr>
<td>Work of Very Good Quality</td>
<td>60-69</td>
<td>Upper Second Class-2i</td>
<td>Merit</td>
</tr>
<tr>
<td>Work of Good Quality</td>
<td>50-59</td>
<td>Lower Second Class–2ii</td>
<td>Pass</td>
</tr>
<tr>
<td>Work of Satisfactory Quality</td>
<td>40-49</td>
<td>Third Class–3(^{rd})</td>
<td>Pass</td>
</tr>
<tr>
<td>Borderline Fail</td>
<td>35-39</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade Descriptor Details:

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
The intended learning outcomes are achieved at the threshold standard. Basic deployment of information/skills. Some grasp of theoretical, conceptual, analytical and practical elements. Some 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 Fail**
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.

### 5.13 Postgraduate assessment regulations – the main differences

The postgraduate assessment regulations can be found at:

The key differences between undergraduate and postgraduate regulations are:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Postgraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of attempts</strong></td>
<td>Normally up to three</td>
<td>Normally restricted to two</td>
</tr>
<tr>
<td><strong>Pass mark for module</strong></td>
<td>Weighted average 40% or above with no component less than 35%, other than exceptions, which will be explicated in your Programme Handbook</td>
<td>Weighted average 40% or above with no component less than 40%</td>
</tr>
<tr>
<td><strong>Awards</strong></td>
<td>First, 2 i), 2 ii), 3rd Distinction, Merit, Pass</td>
<td>Pass - and in the case of some programmes Pass with Distinction</td>
</tr>
</tbody>
</table>
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:

- You should 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.

- You should 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. Some programmes require this, but whether yours does or not, it can be very useful and helpful to you.

- 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.

- You must 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.

On-line publications and information produced by the library gives advice on Study Skills on basic writing skills, essay writing, report writing, presentation skills, study skills and preparing a dissertation.

- BISSTO (Bolton Interactive Study Skills Tutorials Online) at:
  
  http://www.bolton.ac.uk/bissto/

  is a great resource that contains tutorials on study skills, research skills, information skills and basic skills.
6.3 Referencing systems

Students in the University are expected to use the Harvard Convention for citing and listing references, unless otherwise directed by the tutor. Failure to reference correctly is likely to lead to reduced grades and in some instances can be viewed as plagiarism (see section 6.4).

Details on the Harvard Referencing System can be found on the library web pages at: http://www.bolton.ac.uk/library/Study-Skills/Referencing/Home.aspx

6.4 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.

<table>
<thead>
<tr>
<th>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. TurnitInUK see <a href="http://www.submit.ac.uk">http://www.submit.ac.uk</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>We always investigate suspicions of plagiarism because we owe it to the majority of students, who don’t cheat</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>Those who plagiarise jeopardise their award, and could jeopardise their career</td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

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.

6.5 Equal opportunities

The University has a formal policy on equal opportunities, you should check with your
local centre regarding local policies. 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 available via:

http://www.bolton.ac.uk/Diversity/Home.aspx
6.6 Doing research ethically – the Research Ethics Framework

See: http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/AllStudents/ResearchEthics/Home.aspx

All students should be aware of the University’s ‘Code of Practice for Ethical Standards in Research involving Human Participants’

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 from the site above.

If appropriate 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.)

6.7 Fitness to Practice

The University applies its Fitness to Practice Procedure to all students following programmes of study accredited by professional, statutory or regulatory bodies which require the University to make a ‘fitness to practice’ or equivalent declaration or where a student subject to professional code of conduct is undertaking a relevant programme of continuing professional development. The procedure can be found at:

7 PROTECTING YOUR DATA AND YOUR IDENTITY

7.1 Portable data storage devices and the importance of your data security and backups

Pen drives, memory sticks, portable hard disks, mobile 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:

- Give copies of your files periodically to a family member for safe keeping.
- Email your key files to your own @bolton.ac.uk email account and / or to a family member asking them to keep the file somewhere safe for you
- Consider signing up for remote storage space on the Internet. For example, www.dropbox.com presently offer 2Gb of free remote storage that will synchronise with your laptop and desktop and can be accessed from any other machine (such as a university workstation PC or Mac) from a web browser. You could keep backups here, and achieve some protection from losing data through damage, fire, theft etc.
- 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.

7.2 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 worse 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.
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 anyone 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 section 1.7 about only using your @bolton.ac.uk account for University email communications.

- Avoid lending your electronic devices to others, who may be able to access your coursework.

7.3 Data Protection

The University has a Data Protection Policy and this can be found by clicking on the link http://www.bolton.ac.uk/AboutUs/Resources/DataProtectionAct.pdf
8 REGULATIONS

8.1 University and Division 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 website. The programmes within the Division have some common regulations, presented here. Some regulations are more specific to a programme (in which case, refer to individual programme handbooks).

8.2 The status of advice given by members of staff to students

Put simply, there are many things staff (tutors, for example) can advise you about where it won’t be them that finally decide, and you need to keep this in mind.

A Module Tutor, Course Manager, Link Tutor or any other member of the academic or administrative staff may at some time give you advice verbally or in writing to help you understand and interpret matters of a regulatory nature. For example, they might advise you about academic standards and the work you submit for assessment, or the meaning of processes such as those for appeal, or mitigating circumstances, or unfair means.

It is important for you to understand that the advice they give you about the regulations and their implications for you cannot be regarded as definitive. Staff will do what they can to predict what might happen, what decisions might be taken, what might be the best course of action, for example, but they are not in a position to know for certain.

For example:

- If a tutor advises a student that they feel the student’s mitigating circumstances are likely to be accepted, this is a prediction that may or may not be proven to be true. The decision depends on the student’s case being made to the mitigating circumstances panel, according to the advice in this handbook and cannot be predicted with certainty;

- If a tutor advises a student of their mark for a piece of work, that mark may or may not eventually stand. The Assessment Board, not individual tutors, confirms marks;

- If a tutor gives advice to a student about appealing against an assessment board decision made about them, any indication they give about the success or otherwise of that appeal may or may not prove to be correct.

Issues like these can be complex, as are many of the regulations that relate to them. Staff may unwittingly make a mistake or give incorrect advice in good faith.

Although staff do what they can to help students understand the University’s procedures and regulations, it must be understood that any such advice given by tutors cannot be definitive and should not be relied on as such.
8.3 Conforming to regulations

Students must accept and conform to the University’s regulations and those of the local Study Centre, 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.

8.4 Attendance policy and 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.

Please Note: Assessment Boards may take your attendance into account when making decisions about your progress.

This following section is reproduced in full from the university student attendance policy at:

http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/AllStudents/Documents/StudentAttendancePolicy.pdf

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.

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 contact their local centre administration office if they wish temporarily to suspend their studies.

8.5 Withdrawal from modules/programmes

A student may normally only withdraw from a module with the approval of the Course Manager/Link Tutor*. Withdrawal without permission and/or beyond a set cut off point without good reason will be recorded as a failure in the module (including any project or dissertation module).

*Please see your programme handbook for the person responsible for your module diet.

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

Students who wish to withdraw from their studies should contact their local centre administration office immediately for advice.

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 specified attempts. If appropriate, 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 your local Study Centre for more information about suspending studies, 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.

8.6 Policy on email communication between staff and students

For reasons of protection of privacy and safety, email messages containing personal / private information must be sent between students and local 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, local Study Centre, its tutors and its administrators.

The University requires 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 should check their University webmail account at least once per day (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 university (@bolton.ac.uk) email communications between each other. See section 1.8 for details of time limit expectations.
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.

This section outlined in full from the University regulations at: http://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/StudentsOnTaughtCourses/ExamRegulationsAndProcedures/AcRegs.aspx. These show both undergraduate and postgraduate assessment regulations – follow the appropriate link for your programme.

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 Division Director or Chair of the Assessment Board arrangements may be made to carry out the assessment in whatever way is deemed appropriate.

9.2 Notification of results
Notification of final awards will be published 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/Students/MyDetails/Home.aspx and logging into their student record.

Any referral/deferral work will be obtained from the results portal available via the above link and clicking results portal.

9.3 The meanings of Defer, Refer, Retake and Repeat 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:

Defer means submit the affected items by a date/time as notified by the relevant board. It involves being given extra time without further penalty because a Mitigating Circumstances application has been made and has been accepted. Sometimes longer Defer periods are granted, on an individual basis.
Refer means submit only those items that were not passed, which will be capped at 40%, by a fixed date / time as notified at the relevant board. Students do not have to resubmit items that previously passed.

Retake means retake ALL of the module’s assessment items including those that had previously been passed, all of which will be capped at 40%, by a fixed date/time as notified at the relevant Assessment Board. Students have to do everything afresh, including those items previously passed. Students do not have to undertake and attend the module again.

Repeat means attend the module again fully next time it is available, so a student with a repeat decision MUST NOT submit any work until it is due for the module when they attend it. The student has to pay the module fees, and all components of assessment must be re-attempted and are normally capped at 40%.

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 Panel’s satisfaction, to be ongoing.

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 Panel’s satisfaction, to be ongoing.

Second Refer is used where an undergraduate student who is subject to a refer does not succeed with their second attempt and the assessment board decides to give a third attempt as a refer (rather than, for example, a retake or a repeat). Postgraduate students do not have third attempts.

9.4 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 local tutor. You can also speak to your personal tutor for guidance. Your local tutor will talk you through your results, and explain how you achieved the marks given. If the marking 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 the above arrangement, 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. You may want to discuss the process with your local Study Centre, but note that although they may advise you, it is you that must decide whether to appeal or not. Your local Study Centre may have a view, but they do not decide your appeal.
Visit the following web site for information about how to appeal, and a form to use for the appeal:


Note that your appeal must be sent to the name and address specified on the form.

You make your appeal in writing by using the form available at this link, and then sending it to the Standards and Enhancement Office (either by post or via the following email address Appeals@bolton.ac.uk), 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”.

9.5 Grounds for appealing against the decision of an assessment board
These are presented in brief. Please see the full regulations for details:

https://www.bolton.ac.uk/Students/PoliciesProceduresRegulations/AllStudents/Appeals-Procedure.aspx

Valid grounds are:

1. illness or some other factor which affected performance but which a student was unwilling (for valid reasons) or unable to divulge before the Assessment Board made its decision;
2. a material administrative error; the assessments were not conducted in accordance with the University’s regulations; or some other irregularity;
3. the decision of an Assessment Board about the use of unfair means or the unreasonably severe academic action which followed.

The grounds for review do not include questioning the academic judgement of, or marks awarded by an assessment board.

Advice and guidance, prior to lodging an appeal, may be obtained from the following:

(i) Your Personal Tutor
(ii) Your local centre Course Manager or the University of Bolton Link Tutor
(iii) Your local centre administration office
(iv) The University of Bolton administration office
(v) The University of Bolton Students’ Union or local equivalent
(vi) The University of Bolton Standards and Enhancement Office
9.6 Appealing mitigating circumstances decisions, or making such mitigating circumstances known after the Assessment Board

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 Sections 4.4 - 4.10 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 mitigating circumstances system by the normal deadline, you have two cases to make:

Firstly, about the mitigating circumstances themselves, with evidence as explained in Appendices 1 and 2.

Secondly, an explanation, with evidence, of why you were prevented from submitting these to the normal timescale.
10 QUALITY ASSURANCE PROCEDURES IN THE OFF CAMPUS DIVISION

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 the Quality Assurance Agency (http://www.qaa.ac.uk), and has a demonstrably good record from such engagements.

The key components of the quality assurance procedures used are:

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

- Programme Committees meet regularly to monitor the programme’s operation. These include elected student representatives.

- 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).

- Monitoring statistics 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 to the PQEP system.

- The Off Campus Division has a formal Standards and Enhancement Board. It also has a Quality Assurance Standing Panel and receives programme committee minutes and programme quality documentation as identified above.

- The Off Campus Division prepares a Division Quality Enhancement Plan that addresses issues of division-wide significance.

10.1 Accessing external examiners’ reports and programme committee minutes

If you are logged in to a University computer you can access the external examiners’ reports from the following link:
http://www.bolton.ac.uk/Students/Home.aspx

You can access the programme committee minutes for your programme by contacting your local centre administration office.

10.2 Module and programme student satisfaction (evaluation) questionnaires

As a student in the division your feedback is important to us. One of the methods of obtaining feedback is through module and programme evaluation and to do this as effectively as possible we are using on-line feedback questionnaire forms.
Anonymity assurance: We give you an assurance that we will respect the anonymity of your evaluation data provided in this way. We will not change the way we behave to an individual student based on their evaluation data.

10.3 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 and at partner institutions. 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.

11 FURTHER INFORMATION SPECIFICALLY RELATING TO LOCAL STUDY CENTRES

Please contact your local centre administration office for details of emergency procedures, including fire, evacuation, first aid and medical assistance, accident reporting, Health and Safety relating to workshops/laboratories and other such procedures.
GUIDANCE NOTES

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 staff), for any mitigating circumstances affecting your assessment performance.

2. You make a submission on the special mitigating circumstances form by the deadline published.

3. The Administration Support 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 the 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. 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 on a mitigating circumstances form. This form is available from your local centre office, 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 form, sign the declaration and take it to your local centre administration office. You need only make the one submission per specific assessment period, even if it concerns more than one module. Make sure you make it clear on the form which specific module assessments you believe to have been affected by your mitigating circumstances.

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 with your form and letter.
5. **What will happen to your submission?**

You must submit the documentation to your local centre administration office by the deadlines published.

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 form. 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 you 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 form. 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. 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 Standards and Enhancement Office 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 Standards and Enhancement Office within fourteen days of your published Assessment Board results.
APPENDIX 2 – UNIVERSITY MITIGATING CIRCUMSTANCES REGULATIONS

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

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 form 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, doctor, counsellor etc. 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 form.

12. If you have such confidential/personal circumstances, you are strongly advised to obtain guidance or advice from academic or administrative staff (as appropriate), 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. The University has a Mitigating Circumstances Panel, which meets regularly 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 form in as much detail as possible: it is available from your local centre administration office.
- Include a signed and dated letter from yourself, documentary evidence, and submit the completed form with details to your local centre administration Office.
- Submit the form or envelope and accompanying evidence as far as possible in advance but no later than the deadline date published by the 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 form or envelope, to your local centre administration office, as far in advance as possible of the deadline date published by the 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 form or envelope to your local centre administration office as far in advance as possible before the deadline date published by the 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 form/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:
October 2013

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 form or 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 form. 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/AllStudents/App eals-Procedure.aspx).
Figure 1
FLOW CHART OF MITIGATING CIRCUMSTANCES DECISIONS

Student Submits Mitigating Circumstances

Consideration by Mitigating Circumstances Panel

Accepted

Rejected

Outcome to Module Results Board

Student passing module?

Yes

‘Pass’ decision (no mark adjustment). Minute of mitigating circumstances

No

‘Defer’ decision*. Minute of mitigating circumstances

Agreed marks, grades & decisions to Progression/Awards Board for decision on student status/award in the light of overall achievement and mitigating circumstances

* Or other appropriate decision if the affected assessment was a reassessment.
### APPENDIX 3 - GENERAL ASSESSMENT GUIDELINES LEVEL HE4

<table>
<thead>
<tr>
<th>Relevance</th>
<th>Knowledge</th>
<th>Argument/Analysis</th>
<th>Structure</th>
<th>Presentation</th>
<th>Written English</th>
<th>Research/Referencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%+</td>
<td>As for Class 1 (70-79%) but exceptional work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70-79%</td>
<td>Directly relevant to title. Addresses most or all of the implications and assumptions of the title.</td>
<td>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.</td>
<td>Coherently articulated and logically structured. An appropriate format is used.</td>
<td>The presentational style &amp; layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP).</td>
<td>A very well written answer with standard spelling and grammar. Style is clear, resourceful and academic.</td>
<td>Sources accurately cited in the text. A range of appropriate references cited in the reference list correct style.</td>
</tr>
<tr>
<td>60-69%</td>
<td>Directly relevant to title. Addresses some of the implications of the issues addressed by the title.</td>
<td>Uses appropriate arguments or theoretical models. Clear and valid discussion of the material. Clear, logical conclusions.</td>
<td>For the most part coherently articulated and logically constructed. An appropriate format is used.</td>
<td>The presentational style &amp; layout is correct for the type of assignment. Effective inclusion of FTP.</td>
<td>Well written with standard spelling and grammar. Style is clear and academic.</td>
<td>Sources accurately cited in the text and an appropriate reference list in the correct style is provided.</td>
</tr>
<tr>
<td>50-59%</td>
<td>Generally addresses the title and its implications, but sometimes addresses irrelevant issues.</td>
<td>Demonstrates an adequate knowledge/understanding of theory and practice for this level through the identification and summary of key issues.</td>
<td>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.</td>
<td>Adequate attempt at articulation and logical structure. An acceptable format is used.</td>
<td>Competently written with minor lapses in spelling and grammar. Style is readable and mainly academic.</td>
<td>Most sources accurately cited in the text and an appropriate reference list in the correct style is provided.</td>
</tr>
<tr>
<td>40-49%</td>
<td>Some degree of irrelevance to the title. Superficial consideration of the issues.</td>
<td>Demonstrates limited knowledge/understanding of theory and practice for this. An attempt is made to identify key issues.</td>
<td>A basic argument is evident but lacks clarity and coherence. Issues are only vaguely stated. Conclusions are not always clear or logical.</td>
<td>Some attempt at articulation and logical structure. An acceptable format is used.</td>
<td>Generally competent writing although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and tends not to be academic.</td>
<td>Some relevant sources cited. Some weaknesses in referencing technique.</td>
</tr>
<tr>
<td>35-39%</td>
<td>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.</td>
<td>Demonstrates weaknesses in knowledge of theory and practice for this level, with poor understanding of key issues.</td>
<td>Limited argument, which lacks clarity in places. Conclusions are neither clear nor logical.</td>
<td>The presentational style &amp; layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding.</td>
<td>Generally competent writing although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and tends not to be academic.</td>
<td>Limited sources and weak referencing.</td>
</tr>
<tr>
<td>&lt;34%</td>
<td>Rel Dent the title is challenging or practice for this level, with little evidence of understanding.</td>
<td>Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding.</td>
<td>Severely limited arguments. Lacks clarity. Conclusions are sparse.</td>
<td>For the type of assignment the presentational style &amp;/or layout is lacking. FTP ignored in text or not used where clearly needed.</td>
<td>Poorly written with numerous deficiencies in grammar, spelling, expression and style.</td>
<td>An absence of academic sources and poor referencing technique.</td>
</tr>
<tr>
<td>Class</td>
<td>Relevance</td>
<td>Knowledge</td>
<td>Argument/Analysis</td>
<td>Structure</td>
<td>Presentation</td>
<td>Written English</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>-----------</td>
<td>-------------------</td>
<td>-----------</td>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td>I (Exceptional)</td>
<td>80%+</td>
<td>Directly relevant to title. Addresses most or all of the implications and assumptions of the title.</td>
<td>Demonstrates a wide knowledge/understanding of theory and practice for this level, through the identification and analysis of the most important issues and themes.</td>
<td>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.</td>
<td>Coherently articulated and logically structured. An appropriate format is used.</td>
<td>The presentational style &amp; layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP).</td>
</tr>
<tr>
<td>II/ii (Very Good)</td>
<td>70-79%</td>
<td>Directly relevant to title. Addresses some of the implications of the issues addressed by the title.</td>
<td>Demonstrates a sound knowledge/understanding of theory and practice for this level through the identification and analysis of key issues and themes.</td>
<td>Uses appropriate arguments or theoretical models. Intermittent analysis of the material, with some descriptive or narrative passages. Clear, logical conclusions.</td>
<td>For the most part coherently articulated and logically constructed. An appropriate format is used.</td>
<td>The presentational style &amp; layout is correct for the type of assignment. Effective inclusion of FTP.</td>
</tr>
<tr>
<td>II/i (Good Quality)</td>
<td>60-69%</td>
<td>Generally addresses the title and its implications, but sometimes addresses irrelevant issues.</td>
<td>Demonstrates an adequate knowledge/understanding of theory and practice for this level, through the identification and analysis of some key issues and themes.</td>
<td>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.</td>
<td>Adequate attempt at articulation and logical structure. An acceptable format is used.</td>
<td>The presentational style &amp; layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity.</td>
</tr>
<tr>
<td>III/ii (Satisfactory)</td>
<td>50-59%</td>
<td>Some degree of irrelevance to the title. Superficial consideration of the issues.</td>
<td>Demonstrates limited knowledge/understanding of theory and practice for this level, with intermittent analysis of some key issues and themes.</td>
<td>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.</td>
<td>Some attempt at articulation and logical structure. An acceptable format is used.</td>
<td>The presentational style &amp; layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding.</td>
</tr>
<tr>
<td>III/i (Satisfactory)</td>
<td>40-49%</td>
<td>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.</td>
<td>Demonstrates weaknesses in knowledge of either theory or practice for this level. Evidence of understanding of key issues is lacking.</td>
<td>Limited argument, which is descriptive or narrative in style with little evidence of analysis. Conclusions are neither clear nor logical.</td>
<td>Limited argument. Lack of articulation. Format deficient.</td>
<td>For the type of assignment the presentational style &amp;/or layout is lacking. FTP ignored in text or not used where clearly needed.</td>
</tr>
<tr>
<td>Borderline</td>
<td>35-39%</td>
<td>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.</td>
<td>Demonstrates weaknesses in knowledge of either theory or practice for this level. Evidence of understanding of key issues is lacking.</td>
<td>Limited argument, which is descriptive or narrative in style with little evidence of analysis. Conclusions are neither clear nor logical.</td>
<td>Limited argument. Lack of articulation. Format deficient.</td>
<td>For the type of assignment the presentational style &amp;/or layout is lacking. FTP as above.</td>
</tr>
<tr>
<td>Fail</td>
<td>&lt;34%</td>
<td>Relevance to the title is intermittent or missing. The topic is reduced to its vaguest and least challenging terms.</td>
<td>Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding.</td>
<td>Inadequate arguments and no analysis. Conclusions are sparse.</td>
<td>Unstructured. Lack of articulation. Format deficient.</td>
<td>For the type of assignment the presentational style &amp;/or layout is lacking. FTP as above.</td>
</tr>
</tbody>
</table>
## APPENDIX 5 - GENERAL ASSESSMENT GUIDELINES LEVEL HE6

<table>
<thead>
<tr>
<th>Relevance</th>
<th>Knowledge</th>
<th>Argument/Analysis</th>
<th>Structure</th>
<th>Presentation</th>
<th>Written English</th>
<th>Research/Referencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%+</td>
<td>As for Class I (70-79%) but exceptional work</td>
<td>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.</td>
<td>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.</td>
<td>Coherently articulated and logically structured. An appropriate formal is used.</td>
<td>The presentational style &amp; layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP).</td>
<td>A very well written answer with standard spelling and grammar. Style is clear, resourceful and academic.</td>
</tr>
<tr>
<td>70-79%</td>
<td>Directly relevant to title. Addresses most or all of the implications and assumptions of the title.</td>
<td>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.</td>
<td>Uses appropriate arguments or theoretical models. A sound evaluation of the material resulting in clear and logical conclusions.</td>
<td>For the most part coherently articulated and logically constructed. An appropriate format is used.</td>
<td>The presentational style &amp; layout is correct for the type of assignment. Effective inclusion of FTP.</td>
<td>Well written with standard spelling and grammar. Style is clear and academic.</td>
</tr>
<tr>
<td>60-69%</td>
<td>Directly relevant to title. Addresses some of the implications of the issues addressed by the title.</td>
<td>Demonstrates a good knowledge/understanding of theory and practice for this level.</td>
<td>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.</td>
<td>Adequate attempt at articulation and logical structure. An acceptable format is used.</td>
<td>The presentational style &amp; layout is correct for the type of assignment. Inappropriate use of FTP.</td>
<td>Competently written with minor lapses in spelling and grammar. Style is readable and mainly academic.</td>
</tr>
<tr>
<td>50-59%</td>
<td>Generally addresses the title and its implications, but sometimes addresses irrelevant issues.</td>
<td>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.</td>
<td>Adequate articulation and logical structure. An acceptable format is used.</td>
<td>The presentational style &amp; layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity.</td>
<td>Well written with standard spelling and grammar. Style is clear and academic.</td>
<td>Competently written with minor lapses in spelling and grammar. Style is readable and mainly academic.</td>
</tr>
<tr>
<td>40-49%</td>
<td>Some degree of irrelevance to the title. Superficial consideration of the issues.</td>
<td>Demonstrates adequate knowledge/understanding of theory and practice, with appraisal of some basic issues, themes and questions.</td>
<td>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.</td>
<td>Some attempt at articulation and logical structure. An acceptable format is used.</td>
<td>The presentational style &amp; layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding.</td>
<td>Generally competent writing although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and tends not to be academic.</td>
</tr>
<tr>
<td>35-39%</td>
<td>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.</td>
<td>Demonstrates weaknesses in knowledge/understanding of theory and practice for this level. Key issues not identified or appraised.</td>
<td>A basic argument is presented, but largely descriptive or narrative in style with contradictory analysis. Conclusions are neither clear or logical.</td>
<td>Poorly structured. Lack of articulation. Format deficient.</td>
<td>For the type of assignment the presentational style &amp;/or layout is lacking. FTP ignored in text or not used where clearly needed.</td>
<td>Deficiencies in spelling and grammar makes reading difficult. Simplistic or repetitious style impairs clarity.</td>
</tr>
<tr>
<td>Fail</td>
<td>Relevance to the title is intermittent or missing. The topic is reduced to its vaguest and least challenging terms.</td>
<td>Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding.</td>
<td>Severely limited arguments. Descriptive or narrative in style with no evidence of critique. Conclusions are sparse.</td>
<td>Unstructured. Lack of articulation. Format deficient.</td>
<td>For the type of assignment the presentational style &amp;/or layout is lacking. FTP as above.</td>
<td>Poorly written with numerous deficiencies in grammar, spelling, expression and style.</td>
</tr>
</tbody>
</table>
# APPENDIX 6 - GENERAL ASSESSMENT GUIDELINES LEVEL HE7 (MASTERS)

<table>
<thead>
<tr>
<th></th>
<th>Relevance</th>
<th>Knowledge</th>
<th>Argument/Analysis</th>
<th>Structure</th>
<th>Presentation</th>
<th>Written English</th>
<th>Research/Referencing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISTINCTION</strong></td>
<td>70+</td>
<td></td>
<td>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 &amp; 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Very Good Quality</strong></td>
<td>60-69%</td>
<td></td>
<td>Directly relevant to title. Addresses key implications of the issues. Demonstrates a sound knowledge of theory and practice for this level. 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 &amp; 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Good Quality</strong></td>
<td>50-59%</td>
<td></td>
<td>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 &amp; 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Satisfactory Quality</strong></td>
<td>40-49%</td>
<td></td>
<td>Some key implications of issues explored. Irrelevant and/or superficial arguments in places. Demonstrates knowledge of theory and practice for this level with minor omissions. 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 &amp; 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>FAIL</td>
<td>Relevance to the title is intermittent or missing. The topic is reduced to its vaguest and least challenging terms.</td>
<td>Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of conceptual understanding.</td>
<td>Severeley limited arguments. Descriptive or narrative in style with no evidence of critique and originality. Conclusions are sparse.</td>
<td>Unstructured. Lack of articulation. Format deficient.</td>
<td>For the type of assignment the presentational style &amp;/or layout is lacking. FTP as above.</td>
<td>An absence of academic sources and poor referencing technique.</td>
<td></td>
</tr>
<tr>
<td>&lt;34%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fail</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35-39%</td>
<td>Some significant degree of irrelevance to the title is common. Issues are addressed at a superficial level and in unchallenging terms.</td>
<td>Demonstrates weaknesses in knowledge of theory and practice for this level. Limited understanding and application of concepts.</td>
<td>A basic argument is presented, but too descriptive or narrative in style. Limited originality. Conclusions are not clearly stated.</td>
<td>Poorly structured. Lack of articulation. Format deficient.</td>
<td>For the type of assignment the presentational style &amp;/or layout is lacking. FTP ignored in text or not used where clearly needed.</td>
<td>Inappropriate sources and poor referencing technique.</td>
<td></td>
</tr>
<tr>
<td>F/F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>