Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MA Student Handbook 2020-2021

Academy of Sinology

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Introduction

This handbook provides you with information about the various procedures and regulations within the Academy of Sinology. It is intended for students on taught degree programmes. The Academy has made every effort to make the information as full and as accurate as possible, but you should note that minor changes are made from time to time. We shall try to keep any such changes to a minimum, and you will receive advance warning in the event of any alteration.

The handbook makes frequent reference to a number of other important sources, including Programme of Study Handbooks, Module Directories and the University's Academic Quality Handbook (AQH), available on the University webpage: http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/.

This handbook is divided into nine chapters:

• Chapter 1 – About Your Programme of Study

• Chapter 2 – About Assessment

• Chapter 3 – About Your Dissertation

• Chapter 4 – About Unfair Practices and Plagiarism

• Chapter 5 – About Student Services

• Chapter 6 – About Learning Resources

• Chapter 7 – Academic Requirements and University Attendance Policy

• Chapter 8 – Style Guide for Sinology Programmes at UWTSD

• Chapter 9 – Copyright

The appendices also contain important information and forms that are relevant to the MA programme at the Academy of Sinology.

This handbook is intended to be helpful to you and we would welcome your feedback on how it might be improved. Please send any comments to the Administration Office of Sinology via sinologyadmin@uwtsd.ac.uk.

1 About your Programme of Study

1.1 Structure

The University year is divided into three terms or two semesters; however, the Academy year is normally divided into three semesters. All the University's degree programmes of study are modular. They consist of modules, which are units of study, each with its own level, credit rating and assessment requirements. All modules have a unique code. Programme of Study handbooks explain the valid combinations of core, compulsory and optional modules for a particular Programme of Study. Presently, there are no optional modules offered at the Academy. It is very important that you consult with your Programme Director and read the relevant Programme of Study handbook to ensure that you are following an acceptable combination of modules. Programme of Study Handbooks are available on the VLE.

The University uses the level descriptors defined in the *Credit and Qualifications Framework for Wales*. According to this framework, Level 7 is used for work at Master's level. You will need to gain 180 credits at Level 7 to qualify for a Taught Master's degree normally as follows:

• Part I: Taught Modules 120 credits
• Part II: Dissertation Module 60 credits

Where your programme consists of Part I and Part II, you may provisionally start working on Part II (the dissertation or project) before the assessment of Part I has been completed. However, the Part II dissertation or project **cannot** be assessed until Part I has been successfully completed. There are two exit points in Part I if you decide not to complete Part II, or if the Progression/Award Board decides to terminate study (see AQH Chapter 6):

On the successful completion of
• 60 credits at Part I you may be awarded a Postgraduate Certificate

On the successful completion of
• 120 credits at Part I you may be awarded a Postgraduate Diploma.

1.2 What if I want to change a module or my Programme of Study?

You can only change a module or a programme following a discussion with your Programme Director and by completing and submitting the appropriate form, available at www.uwtsd.ac.uk/registry/registry-forms/. These forms require the signed approval of the appropriate Programme Director(s). Please do not simply turn up to a different module or programme believing attendance alone will change your Programme of Study status. Changes will not be permitted after more than one quarter of the relevant teaching period (semester, term or block).

1.4 How long will it take to complete a module?

The length of time required to complete a module will be a function of your ability and your familiarity with the subject. It is not, therefore, possible to specify how much time and effort will be required in individual cases. However, programme documents will incorporate notional hours of 100 hours for a 10 credit module, 200 hours for a 20 credit module, etc.; the 'currency' being 1 credit per 10 hours of notional study. This represents the total study effort for a typical student to complete the module successfully. It includes all timetabled and non-timetabled learning activities, and contact time with tutors and lecturers, both in and away from the formal learning environment.

1.5 How will you keep me informed about my Programme of Study?

A specific member of staff is identified to take responsibility for the management of each Programme of Study. Their duties include responsibility for ensuring that you are enrolled for the correct Programme of Study and for keeping you informed of all Programme of Study details during your time at the University. Throughout this document, this member of staff is referred to as the Programme Director.

1.6 How do I access the timetable?

Your timetable will be available via our Virtual Learning Environment (VLE), Moodle. A copy will also be available from your Programme Director. Any questions or issues should be directed to your Programme Director.
In some subject areas, particularly those of a practical nature, there will inevitably be changes to the timetable over the course of the year. The Academy will do its best to ensure that you are informed of any changes to the timetable either in person or electronically via e-mail or the VLE as quickly as possible.

2 About Assessment

2.1 How do I find out about how my work is assessed?

The rules and regulations that govern the assessment of your Programme of Study are available in Chapter 6 and Chapter 7 of the AQH. You are strongly advised to read these chapters which provide a detailed explanation of the awarding of credit, progression from Part I to Part II and, ultimately, the awarding of your degree. You should also pay careful attention to the assessment details for individual modules in your Programme of Study Handbook(s), or in the module booklet that sometimes accompanies a module. Here, however, are some basic facts:

• You will be awarded credit for the modules that you complete.

• The pass mark for a module at Level 7 is 50%.

• **You cannot pass a module without attempting every assessment component associated with the module.**

• The marks are the result of assessment carried out during and/or at the end of the module and form the numerical basis for the calculation of the degree award. For the calculation formulae that are used for Master's Degrees, please refer to Chapter 6 of the AQH.

• Assessment is designed to:
(1) Establish whether the knowledge, understanding, skills and techniques that are the designated learning outcomes of the module have been acquired.
(2) Measure your success in mastering the content of the module and achieving those learning outcomes.

• Assessment may take several forms, including coursework (e.g. an essay, book review, oral presentation).

• Tutors deliberately adopt a wide range of methods of assessment. These vary according to the learning and teaching techniques appropriate for each module.

• Normally, your coursework is assessed by your module tutor and he or she will be available to discuss the result if you so wish.

• In certain circumstances your work will also be assessed by a second tutor. Work is also moderated by External Examiners (these are usually academics from other universities) to ensure consistency and fairness.

• If you fail a module or assessment component, the Examining Board may permit you to be re-assessed. The maximum number of re-assessment attempts that can be allowed for a particular module will be **one**.

• In the event that you are re-assessed in a failed module in which there is only one assessment component, the maximum mark that you can be awarded for that module is **50%**.

• In the event that you are re-assessed in a failed module in which there is more than one assessment component, the maximum mark that you can be awarded for the component(s) in which you are re-assessed is **50%**.

• Failed modules with a maximum total credit value of 20 at Part I may be condoned by the Examining Board, subject to certain conditions, details of which can be found in Chapter 6 of the AQH.

• You must complete Part I of the Programme of Study successfully before Part II can be assessed.

• If you fail to progress from Part I to Part II, or fail to obtain your degree, you have the opportunity to appeal. Full details of the procedure can be found in the *Academic Appeal Procedure* published in Chapter 13 of the AQH. This can be found on the University website.

2.2 What about submission deadlines?

All essays and other written work for assessment purposes must be submitted according to deadlines. You will be informed of these deadlines by your module tutor. Differentiated deadlines may be set for students with long-term impairments, where this is specified in the relevant Statement of Compensatory Measures (see section 5.2).

If you do not hand in your work within the stipulated deadline, you will be penalised. The maximum mark that can be awarded for work that is submitted up to 1 week late is **50%.** Work cannot be accepted more than 1 week after the submission deadline and will be recorded as **a non-submission**.

You should submit your work electronically and/or in hard copy, in accordance with the instructions given by your Programme Director and in your Programme of Study Handbook. As part of the submission process you will be asked to confirm your ownership of the work.

2.3 But what if I have extenuating circumstances?

The University recognises that, on occasion, exceptional or 'extenuating' circumstances such as illness or bereavement may affect a student's ability to meet deadlines. Arrangements are in place to ensure that, where such circumstances exist, the student is not unfairly penalised. The arrangements are designed to ensure that students across the University are treated equally, regardless of their Programme of Study.

It is essential that you familiarise yourself with the University's regulations relating to extenuating circumstances and the accompanying guidance, which are set out in Chapter 13 of the AQH and supporting documents published on the University website. You should note in particular the sorts of events that are **not** normally accepted as being extenuating circumstances,

such as minor, non-immobilising health problems with a duration of less than one week, loss of work as a result of mislaying the work, theft or computer breakdown, difficulty in gaining access to available materials, non-serious domestic or personal disruptions, and normal financial difficulties which may be experienced by students. You should take the necessary steps to protect against such circumstances affecting your assessments.

Please note that Programme Directors and module tutors are not permitted to extend deadlines for individual students – if you believe that you have extenuating circumstances, you **must** follow the procedure set out in the regulations. Further advice is available from Academic Office, Student Services and Your Students' Union.

The University does not consider disabilities or long-term impairments to be extenuating circumstances but has instead established a system of compensatory measures to support the assessment process. **If you have a disability or long-term impairment, it is essential that you refer to the information provided in sections 5.2 and 5.3 about the support available to you in relation to assessment.**

2.4 What marking criteria are used to assess my work?

It is not possible to compile a *single* set of marking criteria that can be applied to various modes of assessment at every level in every subject. As a result, subject and task-specific marking criteria will be available from your module tutors for every module that you study. If you have not received the assessment criteria for a module, you should contact your Programme Director.

Confirmed marks are those that have been agreed by the full Progression/Award Board and endorsed by the External Examiners. Unconfirmed marks are those which have yet to be presented to a Progression/Award Board. All marks remain unconfirmed until they have been agreed by External Examiners and a Progression/Award Board.

2.5 How do I get feedback?

Your tutors may provide feedback on your assessment in a variety of forms. Depending on the nature of the assessment task, these may include formative feedback while you are developing work for submission, oral feedback after your work has been marked or a debriefing session following a performance or presentation. Feedback may also be provided to all the students that completed an assessment task as a group.

You should always receive formal written feedback that includes a provisional mark, an indication of how it was determined and guidance on areas for development to help you improve your performance the next time you are assessed.

You will normally be given provisional marks and formal written feedback or its equivalent on your assessment for Part I modules within 20 working, term-time days of the final submission date. For taught master's dissertations (Part II), the marking must normally be completed and provisional feedback provided within 30 clear working days. For each module, your tutors should provide you with details of the dates on which you can expect to receive assessment

feedback. Instances sometimes occur where it is not appropriate or not possible to do so within this timescale. In such cases, the Faculty of Humanities and Performing Arts and the Academy are required to discuss and negotiate an appropriate timescale for providing you with formal feedback. In the event that you do not receive your assessment feedback by that date without an acceptable explanation, you should inform your Programme Director.

2.6 What happens if my progress is unsatisfactory?

Regulations for progression are described in Chapter 6 of the AQH. For unsatisfactory progress, please see Chapter 6 of the AQH.

You must ensure that you satisfy programme and attendance requirements and should bear in mind that it is the University's responsibility to report unsatisfactory attendance to grant awarding authorities, and where appropriate, to employers or other sponsors. **If you are an international student** who comes from outside the European Union, the University is required to report your non-attendance to the immigration authorities. See section 7.3 for more information about attendance requirements.

Please note that the relevant University Examining Board has the right to recommend that students who have made very little progress be advised or required to withdraw.

2.7 Who owns my work?

The University's policy on Intellectual Property Rights relates to the ownership of any copyright, design rights, invention, discovery or improvement produced by a student or students in the course of their studies. The policy aims to protect the interests of both the student and the University and is to be interpreted in a spirit of reasonableness. The regulations for issues relating to Intellectual Property Rights are described in the University's policy. The policy is published on the University website:
http://www.uwtsd.ac.uk/ip/

3 About Your Dissertation

3.1 General

Detailed information about the supervision and assessment of Taught Master's dissertations (or equivalent) can be found in the Guide to Postgraduate Taught Dissertations (see Appendix 7: Appendix GA29) and the Supervision Policy for Taught Master's Students (see Appendix 9: Appendix GA30), which are available on the website (http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/). These appendices include information about student and supervisor responsibilities, and about the dissertation support entitlement.

On some Programmes of Study, Part II consists of a project or portfolio rather than a traditional dissertation. Throughout this Guide, all references to the dissertation will also apply to such projects and portfolios.

The dissertation is worth 60 credits. For students who enrolled for Part II of their Programme of Study prior to September 2013, the required word length is normally 20,000 words (or equivalent). For students enrolling for Part II from September 2013 onwards, the required word length will normally be **15,000 words** (or equivalent).
Your dissertation supervisor is responsible for using a Postgraduate Taught Dissertation Supervision Record Form (see Appendix 8: Appendix GA19) to monitor your progress, reporting absences from tutorials and taking any appropriate subsequent action.

3.2 How is a dissertation topic agreed?

Students who are about to progress from Part I to Part II should begin to develop ideas for their dissertation whilst completing the second block of 60 credits, in consultation with relevant staff. Students are required to submit a provisional title and brief outline of the proposed research on the relevant dissertation proposal form.

The dissertation should be the high point of your Master's programme in that it gives you the opportunity to undertake a substantial programme of research on a topic of your own choice. Careful thought needs to be given to the selection of a topic. In particular, you should take the following into consideration:

The topic should be **specific**: You should avoid very general topics as these are likely to be too broad in scope and unmanageable within the context of a Master's dissertation. It is important to identify a problem or question to a specific topic as the focus for your dissertation in consultation with your dissertation supervisor.

Availability of data/information/resources: It is important at the outset to establish that the necessary data and resources are available or can be generated to meet the aims of the project. Logistical matters: Potential issues such as travel, subsistence, laboratory requirements, availability of contacts, etc. need to be borne in mind.

A timetable for the work needs to be established at the outset. Care must be taken to ensure that the programme of work needed to meet the aims of a particular project can be realistically completed in the time available. It is your responsibility to identify times which are convenient for both you and your supervisor. Regular contact with your supervisor is crucial to the successful completion of your dissertation.

Any dissertations that involve human participants, human material, human data or animals, or if a student is concerned that ethical issues may arise from or during the research for a dissertation, will require ethical approval from the University's Ethics Committee. Your Programme Director will be able to give you information about how approval should be obtained.

3.3 What are the submission requirements?

Information about the submission of dissertations is provided in the Guide to Postgraduate Taught Dissertations (see Appendix 7: Appendix GA29), which is available on the website: http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/

Dissertations must be submitted to the Administration office of Sinology with the appropriate submission forms. These forms are available through the VLE and can also be obtained from the Registry.
Students wishing to graduate at a July ceremony should submit their dissertation for examination **no later than 1 April** in order to allow for sufficient time for the internal and external marking of their dissertation and discussion of the result at the Examining Board. In order to graduate, all your financial obligations to the University must be met.

You must normally submit **three** printed copies of your dissertation (unless advised otherwise by your Programme Director), plus one electronic copy in an approved format through an approved channel for submission.

3.4 What happens to my dissertation after it has been assessed?

Following the completion of any typographical or minor corrections recommended by the Examining Board, you must submit at least one copy of your dissertation in permanent, hardback binding for retention by the Library, and a second copy in secure binding for retention by the School/ Faculty if the School/Faculty specifically requests this. Subject to certain conditions specified in the Guide to Postgraduate Taught Dissertations (Appendix GA29), you may also be required to submit an additional copy in permanent, hardback binding for the National Library of Wales. Your final, permanently bound volume/s should have on the spine:

- your surname and initials;
- the full (or abbreviated) title of your work;
- the name of the degree for which it was submitted;
- the year of submission;
- the volume number, if the work comprises more than one volume.

This information should be printed along the spine in such a way as to be readable when the volume is lying flat with the front cover uppermost.

3.5 What is the Dissertation Support Entitlement?

Details are provided in the Supervision Policy for Taught Master's Students (Appendix GA30), which is available on the website:
http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/

Dissertations will not be accepted for assessment unless they have undergone a process of tutorial supervision. The nature and demands of such tutorial supervision shall be made explicit in the Programme of Study Handbook.

4 About Unfair Practice and Plagiarism

4.1 What is unfair practice and plagiarism?

The University defines unfair practice as 'any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage…'. Committing unfair practice in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

Plagiarism is one type of unfair practice. Plagiarism is passing off, or attempting to pass off, another's work as your own. It includes copying the words, ideas, images or research results of another without acknowledgement, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty. Plagiarism is also submitting work for an assignment that has previously been submitted to the University in any form without acknowledging that this is the case (unless such re-use has been explicitly authorised under the regulations) – this is self-plagiarism.
The guidance that follows explains what is meant by plagiarism, describes the University's regulations for dealing with it, and provides help in avoiding it.

The normal expectation is that all students will submit an electronic copy of their work wherever possible. This is so that the work can be checked against the database of the UK Higher Education Plagiarism Detection Service, Turnitin. Your tutors have the right to do so since, in enrolling as a student at the University you have consented to the submission of your work, if necessary, to the Turnitin service.

4.2 Referencing and avoiding plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected. All scholarship builds on the work of others. However, you must acknowledge all sources of information from which you have drawn in the preparation of your work. Referencing (or citing) such sources is one of the most important skills you need to learn in your academic career. Referencing means you have acknowledged your sources for the ideas, concepts, and information that you evaluate in your assessed coursework. Usually your sources will be an article or book; however, it is important that you acknowledge other sources such as CDs, DVDs, the internet, personal communication from colleagues etc. It is essential that any information you have used is referenced correctly. Failure to reference means your work could be considered to be plagiarised.

Referencing provides the evidence that you have undertaken your own research enabling you to find the information necessary for in-depth learning. It allows you to gain a broad perspective on different issues and to consider different aspects and points of view in the subjects you study. For full guidance on correct referencing please consult Chapter 8 or Programme Referencing

Handbook. The Library and Learning Resources Centre provides a number of reference guides for students as well as support for improving your referencing skills.

The golden rule is ***'if in doubt, provide references'***. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism!

4.3 What are the penalties?

Plagiarism by students in coursework, other forms of continuous assessment, examinations, dissertations or theses will be dealt with according to the Unfair Practice Procedure and regulations. The same regulations apply to any other form of unfair practice. These regulations can be found in Chapter 13 of the AQH. The University applies a range of penalties, varying in severity, where unfair practice is confirmed.

All tutors are required to be vigilant in the detection of plagiarism and are required to take action in all cases where it is suspected.

With every piece of coursework, you present for assessment, you will be required to fill in a pro-forma stipulating that the work is your own original work. Your work may not be marked if you do not include a plagiarism statement with your assessment. It is your responsibility to make sure that the appropriate form is included with your work.

4.4 Other forms of unfair practice including cheating in exams

Plagiarism is just one form of unfair practice. Unauthorised co-operation between two or more students (termed ‘collusion’), submitting work completed by someone-else, falsifying data and cheating in exams are all examples of unfair practice and will be dealt with by the University in accordance with the procedures in Chapter 13 of the AQH.

5 About Student Services

5.1 Student Services

Student Services is there to offer advice, information, guidance, support and counselling to any student who needs assistance. It offers a range of services to students including:

• Careers Service;
• Learning Support (including screening for Specific Learning Differences (SpLD), support for disabled students – including support with Disabled Student Allowance (DSA) applications);
• Study skills support;
• Counselling Service;
• Mental Health Advisory Service;
• Support for international students.

Further information on these services is available on the Student Services webpages on the University website: http://www.uwtsd.ac.uk/student-services/.

5.2 What are compensatory measures?

'Compensatory measures' may be put in place for individual students with additional needs following a formal assessment of their potential requirements by Student Services. They are part of the normal assessment arrangements for the student, which may include as appropriate:

i) study skills support;
ii) support through assistive technology;
iii) support through a specialist mentor/specialist support lecturer;
iv) additional time for examinations;
v) provision of an amanuensis for examinations;
vi) differentiation of deadlines for assessments other than examinations;
vii) avoidance of grouping of deadlines for assessments other than examinations;
viii) rescheduling of assessment deadlines for assessments other than examinations;
ix) alternative forms of assessment.

A 'Statement of Compensatory Measures' is the document produced by the University, in consultation with the individual student, to confirm the arrangements that have been agreed. Details of the process by which compensatory measures are established are provided in Chapter 13 of the AQH.

5.3 What is a differentiated deadline?

A differentiated deadline is a type of compensatory measure. The term is used where an individual student has been given a deadline for the submission of an assignment which is different from the deadline set for the class as a whole.

6 About Learning Resources

6.1 Where can I find out about learning resources?

Information about the Library, IT and other Learning Resources services available to students is provided through the following webpages:

Information Technology & Systems: http://www.uwtsd.ac.uk/its/

IT Help and Support Pages: http://www.uwtsd.ac.uk/ithelp/

Library and Learning Resources: http://www.uwtsd.ac.uk/library/

A series of Student Guides are available to support you in utilising resources and can be accessed via dedicated tile on MyDay http://myday.uwtsd.ac.uk/.

6.2 What are the regulations governing Information Technology?

The rules for the use of IT at the University are contained in the Information Technology & Systems Acceptable Use Policy (AUP), and other policy and procedural documents. These can be found on Moodle and the University's intranet. Each user is responsible for reading and adhering to the contents of these documents. Failure to observe any part could result in disciplinary and/or legal action being taken by the University against offenders. In addition, it is the responsibility of all users to familiarise themselves with current IT legislation, and act in accordance with it.

6.3 What is Moodle?

Moodle is the University's Virtual Learning Environment (VLE). It is used to deliver some of the University's postgraduate programmes in their entirety, and all programmes use Moodle for some or all of the following:

• electronic access to lecture notes, timetables, reading materials, videocasts, podcasts and other materials;

• personal and social learning facilities, discussion forum;

• access to electronic resources;

• submission and feedback of assignments;

• access to support services;

• support for bilingual provision;

• support for students on Professional Teaching Experiences and work placements.

• online and distance learning.

Instructions on accessing Moodle will be provided when you first enrol at the University. It is your responsibility to familiarise yourself with the resources available and to check all module and programme related material regularly.

7 Academic requirements and University Attendance Policy

You are required to enrol during the official enrolment periods that are determined by the University.

You must observe the attendance and other requirements of your Programme of Study. You must notifying your Programme Director without delay of any prolonged absence through illness or other unavoidable cause, and you must provide any necessary documentary evidence to support your absence. The University reserves the right to comment upon your attendance in any reference that it provides for you. It is also the University's responsibility to report unsatisfactory attendance to grant awarding authorities, and where appropriate, to employers or other sponsors. If you are an international student who comes from outside the European Union, the University is required to report your non-attendance to the immigration authorities. Attendance registers at scheduled classes or tutorials will be maintained for all campus-based students. Non-attendance and occasional non-attendance is usually an indication of poor commitment. Irregular attendance will generate a request to meet with your Programme Director. The University reserves the right to comment upon your attendance at lectures and other timetabled activities in your final reference.

You must not attempt to secure an unfair advantage over others in assessment. The regulations for issues relating to Intellectual Property Rights are described in the University's policy. The policy is published on the University website:
http://www.uwtsd.ac.uk/ip/

If you have any question in relation to Ethics and Research please discuss with your Programme Director as to whether or not ethics approval needs to be granted before you undertake any research, and which processes need to be followed in order to gain such approval.

Monitoring your attendance, progress and conduct is, in the first instance, the responsibility of your Programme Director.

7.1 What if I have a good reason for not attending classes?

Certain procedures will come into play if you cannot attend classes at the required time.
If you have an interview, an appointment or if you are required to represent the University at a sport of some other approved official activity, you must notify the Programme Director in **writing** and in good time, so that alternative arrangements can be made for you.

If you are absent as result of illness, an accident or a major domestic problem, you must inform your Programme Director without delay.

Your Programme Director will give sympathetic consideration to all genuine requests to miss classes, but as a result of long experience, he/she is familiar with a very wide range of excuses, and is at liberty either to check the information provided or to require written confirmation of them.

7.2 What if I need an extension to a coursework submission date?

The University does not allow students to apply for extensions. Instead it has established systems for ensuring that students who have long-term impairment or experience extenuating circumstances are not advantaged or disadvantaged when being assessed. Please see the information provided in sections 2.3 and 5.2.

7.3 University Attendance Policy

All students are required to attend all scheduled classes and tutorials and Faculties will record individual academic attendance on a weekly basis.

Contact points will be specified for each programme, taking into account the structure of the programme and the scheduled timetable. Disciplinary action will be taken for any sustained periods of unauthorised absence. Students who have a legitimate reason for unexpected absences (including the instance of illness or injury) must provide evidence to their Tutor, or Faculty Office, as appropriate, immediately following their return, to ensure that it is noted as authorised leave.

Wherever possible, students should request permission through their Tutors, or Faculty Office in advance of any absence, completing the appropriate forms to explain the circumstances that require this. Although short authorised absences are not normally counted against the student, these are taken into consideration in the annual review of each student's cumulative attendance (see below). Confirmation of authorised absence will be lodged on each student's record.

If a student does not provide any reasonable justification for periods of unauthorised absence, fails to respond to initial and/or final Attendance Warning Letters, and/or the required actions agreed at meetings with academic staff, and does not improve their attendance record, the Faculty will ask the Registry to withdraw the student.

7.4 International Students with a UKVI Tier 4 Visa

In addition to the attendance requirements noted above, the following regulations will apply to international students who require a 'Tier 4' visa for their studies in the UK.

Each student's **cumulative attendance** (%) will be reviewed during and at the end of each academic Term. The required level of attendance will be defined by the Faculty/campus taking into account the level of study, structure of the programme, and scheduled timetable. Initial and Final Warning letters will be issued for low levels of attendance to advise her/him that attendance is below the level expected by the University and that, if poor attendance continues, this may lead to the individual being withdrawn from the programme. Very low levels of attendance for an academic Term will lead to immediate withdrawal.

Appeal against withdrawal due to poor attendance – Information on how to appeal against withdrawal is provided on the University's website (http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/).

It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed (http://www.uwtsd.ac.uk/academic-office/other-forms-and-policies/).

If travelling within or outside of the UK during term-time or vacation periods, students should provide contact details and/or a travel itinerary to the Faculty Office to assure immediate contact in the case of an emergency.

Students must always request permission from the University prior to their departure, for authorisation to travel away from their campus during term-time. They must also inform their Tutor or Faculty Office of the date on which they plan to leave the University at the end of each Term, once all teaching and examination requirements have been completed.

It is a requirement of UK Visas & Immigration (UKVI) and a condition of all Tier 4 visas thatmissing10 consecutive contact points without any form of authorisation will result in the student being reported to Registry. Registry will then withdraw the student from their programme and inform the UKVI that their Tier 4 visa sponsorship is withdrawn.

All international students holding a Tier 4 visa are also required to attend three compulsory, University re-registration events in each academic year. Students will receive a notification of the timing and location of each event. If an international student fails to attend a re-registration event the student will be reported to Registry. Registry will then withdraw that student from their programme and inform the UKVI that their Tier 4 visa sponsorship is withdrawn.

Students who have a legitimate reason for absence (including the instance of illness or injury while in the UK preventing attendance) must provide evidence to their Tutor or Faculty Office immediately following their return, to request that it be noted as authorised leave. If approved, the confirmation of authorised absence will be lodged on the student's record.

8 Style Guide for Sinology Programmes at UWTSD

8.1 MHRA Citation Style for Western Sources

Referencing provides the evidence that you have undertaken your own research enabling you to find the information necessary for in-depth learning. It allows you to gain a broad perspective on different issues and to consider different aspects and points of view in the subjects you study. **This cannot be achieved by simply using class notes and hand out information to complete your assignments.**

The process of referencing involves you maintaining a detailed account of every piece of information you use. It is very frustrating to find a useful article or document and then be unable to locate it again if needed because you have not kept an accurate record of its source.

For all modules at the Academy of Sinology, students are expected to follow one of the recognized sets of conventions for presenting footnotes and references. Footnotes and references indicate to the reader or examiner the source of a quotation or of an argument or of an idea or series of ideas which you have used in your essay. The ability to deploy footnotes and references is a professional skill of the discipline. It is a skill which fosters accuracy of scholarship, openness of debate and the fair acknowledgement of the intellectual property of others. Its use also testifies to a scholar's willingness to be tested by the very highest standards.

Failure to reference means your work could be considered to be plagiarised which is the equivalent of cheating and is a very serious offence which is not acceptable in the University.

There are various sets of conventions used in Britain, the US, Canada, and elsewhere. These have been established by publishers and academic associations such as the Modern Humanities Research Association. If, for example, an author were publishing a book with Cambridge University Press, the desk editor would send him or her a copy of a booklet setting out details of their house-style or conventions; these would be different from those for Oxford University Press, and American publishers have their own distinctive sets of conventions. Journals also have their conventions which are usually published and available to contributors. So, the first rule is that there is no one way of setting out footnotes and references; the second rule is that you need to use recognized conventions and to use them consistently. The **Modern Humanities Research Association** has published the ***MHRA Style Guide*** and this gives guidelines and conventions which are widely used in Britain. The most widely- used counterpart for this `style book' in the US and Canada is the *Modern Languages Association [MLA] Style Sheet*, but there are other widely- used conventions such as the Harvard System and the Chicago Style Sheet. What follows is based on the *MHRA Style Guide* (2008).

For all modules at the Academy of Sinology students are asked to use the MHRA presentation format for their work.

8.1.1 Quotation

Where appropriate you will be expected to quote from **primary and secondary** material to support your own arguments.

Quotation marks should normally be reserved for indicating direct quotations, definitions of words, or for otherwise highlighting a word or phrase. Avoid the practice of using quotation marks as an oblique excuse for a loose, slang, or imprecise (and possibly inaccurate) word or phrase. In quoted passages follow the original for layout, spelling, capitalization, italics, and punctuation. **Quotations of no more than forty words** should be enclosed in single quotation marks and run on with the main text, e.g.

Rousseau's famous claim, 'Man is born free, and everywhere is in chains', has attracted a great deal of comment.

For a quotation within a quotation, double quotation marks should be used:

Peterson asserts that 'when Rousseau claims that "Man is born free, and everywhere is in chains", he is not to be taken literally'.

If a short quotation is used at the end of a sentence, the final full point should be outside the closing quotation mark:

In this section we turn to what Groarke calls 'the legal concept of a person'. This rule applies even when a quotation ends with a full point in the original, and when a quotation forms a complete sentence in the original but, as quoted, is integrated within a sentence of introduction or comment without intervening punctuation:

Groarke tells us that 'The legal concept of the person has deep historical roots'.

For quotations which are either interrogatory or exclamatory, punctuation marks should appear both before and after the closing quotation mark:

Searle asks: 'How...can the property dualist avoid lapsing into substance dualism?'?

Why does Shakespeare give Malcolm the banal question 'Oh, by whom?'?

The final full point should precede the closing quotation mark **only** when the quotation forms a complete sentence and is separated from the preceding passage by a punctuation mark.

When a short quotation is followed by a reference in parentheses, the final punctuation should follow the closing parenthesis:

He adopts Kant's notion of the 'form of intuition' (p. 29).

There is no reason to doubt the claim that this argument is indeed 'broadly compelling' (Book 6, Chapter 52).

If a verse quotation includes a line division, this should be marked with a spaced upright stroke (/).

'I had seen birth and death/ But had thought they were different', muses Eliot's Wise Man.

Long quotations should be broken off by an increased space from the preceding and following lines of typescript, and be **single spaced**. A long quotation should never be used in the middle of a sentence of the main text: it is unreasonable to expect the reader to carry the sense of a sentence across a quotation several lines in length. Long quotations **should not** be enclosed within quotation marks. A quotation occurring within such a long quotation should be in single quotation marks; if a further quotation occurs within that, double quotation marks should be used. Prose quotations, including the first line, should not be indented; verse and quotation from dramatic works should follow the lineation and indentation of the original. Long quotations should normally end with a full point; even though the original may use other punctuation, there is no need (except for a question mark or exclamation mark) to preserve this at the end of a quotation.

Avoid interpolations that introduce square brackets into the opening lines of long quotations, e.g.:

This play [writes Dr Johnson, referring to *Cymbeline*] has many just sentiments, some natural dialogues, and some pleasing scenes, but they are obtained at the expense of much incongruity.

The need for any such formulation can be eliminated by some such rephrasing as the following:

Referring to *Cymbeline*, Dr Johnson writes:

This play has many just sentiments, some natural dialogues, and some pleasing scenes.

8.1.2 References

References are normally given in the form of `footnotes' or `endnotes'. Footnotes appear at the bottom or `foot' of the page, and `endnotes' appear at the end of an essay or chapter. Word-processing programmes are capable of setting out footnotes or endnotes automatically; you do not need to determine in advance how much space will be required for notes at the bottom of the page. A footnote (or endnote) is indicated in the main body of the text with a superscript numeral, as in the following example:

Kant delivered his *Inaugural Dissertation* in 1770, upon being appointed to a chair in Königsberg.[1]

There are basically five types of publications you will be using as a student. The first is the **primary source** or **text.** This may be an author's edition or an edited edition. The first type is the text as it is presented by the author; the author may have had quite a bit of help from an editor in the publishing house, but no acknowledgement of this appears in the publication. The author takes sole responsibility for the work. In the case of an edited edition, a publisher has engaged someone to help in the presentation of a text: the editor may compile an anthology of material or may present a text which, for some reason, is not easily accessible. For primary sources, it is important to indicate to your reader or examiner which editions you are using. A full citation needs to be given at the first mention of a text, but afterwards, references can be incorporated into the text of the essay, set off in brackets.

(I) an author's edition

David Hume, *An Enquiry concerning the Principles of Morals* (London: A. Millar, 1751).

V. S. Naipaul, *The Suffrage of Elvira* (Harmondsworth: Penguin Books, 1969).

The information required here is first, the author's name (as he or she is usually known), followed by a comma, followed by the title underlined or in italics, followed by publication details in brackets: the place of publication, then a colon, then the publisher, then the date of publication. If you need to include a page reference at the first mention of the primary source, substitute a comma for the final full stop and add the page reference:

David Hume, *An Enquiry concerning the Principles of Morals* (London: A. Millar, 1751), p. 18.

V. S. Naipaul, *The Suffrage of Elvira* (Harmondsworth: Penguin Books, 1969), p. 54.

A full citation should appear only once; later quotations from and references to the text can appear in the body of the essay set off in brackets; for example:

Hume claims that animals are capable of expressing kindness (p.18).

If you happen to be referring to more than one text by the same author, you can use an abbreviated reference: e.g. (*An Enquiry concerning the Principles of Morals*, p.18).

(II) The edited edition

For texts which have been through the hands of an editor, the edited edition, it is important that the reader or examiner know which edition you are using; editions vary greatly it terms of their accuracy and usefulness. Editions are set out as follows:

John Locke, *An Essay concerning Human Understanding*, ed. Pauline Phemister (Oxford: Oxford University Press, 2008).

William Shakespeare, *Coriolanus*, ed. by Philip Brockbank (London: Methuen, 1976).

The order of information is: the author's name, then a comma, followed by the title, then a comma, followed by the name of the editor; this is prefaced by the abbreviated phrase `ed. by' (`edited by'); then follows the publication data in brackets: the place of publication, colon, the publisher, comma, and the date of publication. This information should appear only with the first reference to the text; subsequent references can appear in the body of the essay set off in brackets.

In the case of a work which is available in many editions, it is often useful to give (for a play) the act and scene numbers or (for other types of works) book and chapter numbers; this type of reference may appear in square brackets:

There was a time, when all the body's members Rebell'd against the belly; thus accus'd it: (p.102 [I,1, 95–6])

Editions which are partial or complete collections of an author's works or are anthologies are cited with the title first:

The Shorter Leibniz Texts, ed. by Lloyd Strickland (London: Continuum, 2006).

The Complete Works of Aristotle. The Revised Oxford Translation, ed. by Jonathan Barnes, 2 vols (Princeton: Princeton University Press, 1984).

Ante-Nicene Christian Library vol. XV: The Writings of Tertullian vol. II, ed. by Alexander Roberts and James Donaldson (Edinburgh: T & T Clark, 1870).

The Writings of Medieval Women: An Anthology, ed. by Michelle Thiébaux (New York: Garland, 1994).

Since the name of the author appears in the title, there is no need to place it before the title as well. The title is followed by a comma, then `ed. by' (`edited by') and then the name of the editor.

(III) Books (secondary sources)

Another common type of work you will be using is the monograph or single- author critical study, for example:

Manser, Martin H. *Concise English – Chinese; Chinese – English Dictionary*

(Oxford: Oxford University Press, 2004).

Yi Po-Ching and Don Rimmington. *Basic Chinese: A Grammar and Workbook.*

(London: Routledge, 1998).

Zhu Yuan, Wang Liangbi, and Ren Yongchang (eds) *Pocket Chinese dictionary: English-Chinese; Chinese-English* (Oxford: Oxford University Press, 2004.)

The basic pattern is: author, followed by a comma, followed by the title, followed by the publication data in brackets: place of publication, colon, the publisher, comma, date of publication.

Full citations of monographs and critical studies should appear only in the first note (footnote or endnote). Subsequent references should appear in footnotes but an abbreviated reference can be used; usually the author's name is sufficient, followed by the page number(s), or the volume number and the page number(s): Yi, p.1. In some instances, the title or an abbreviation of the title might be more appropriate: *Basic Chinese*, pp.4–5. But where a volume number is involved the `p.' or `pp.' should be dropped:

Learning from Six Philosophers, II, 96.

Irrespective of the kind of book you are consulting, if there is a choice of editions, it is important to indicate which you have used. For example:

Will Kymlicka, *Contemporary Political Philosophy*, 2nd edn (Oxford: Oxford University Press, 2002)

Philippe Van Parijs, *Real Freedom for All: What (if Anything) Can Justify Capitalism?*, new edn (Oxford: Clarendon Press, 1997)

The abbreviations `2nd edn' and `new edn' refer to `2nd edition' and `new edition'; a new edition indicates that material has been added to the text or that corrections have been made. If the work you are using appears in more than one volume, this should be indicated just before the publication information, as in the example below: `9 vols' (i.e. 9 volumes). Your reference would need to indicate the volume:

Frederick C. Coplesto, *A History of Philosophy*, 9 vols (New York: Image, 1993), II, 91–93.

The Roman numeral `II' at the end of the citation indicates 'volume 2', and '91–93' are page references within that volume. The *MHRA Style Book* has a convention that a reference should indicate page numbers using `p.' or `pp.' except where a volume number is part of the citation, as above. But:

Oswald Hanfling, *Wittgenstein's Later Philosophy* (New York: State University of New York Press, 1989), pp.176–78.

Here 'pp.' is used to indicate that the reference is to more than one page; 'p.' is used for a single-page reference.

(IV) Articles in Journals (secondary sources)

Much critical and scholarly writing appears in the form of articles published in journals. Journal titles should be given in full. Some examples follow:

Glenn Parsons, 'The aesthetics of nature', *Philosophy Compass*, 2/3 (2007), 358–72.

Stevan Harrell, 'The Concept of Fate in Chinese Folk Ideology'. *Modern China*

13:1 (1987), 90–109.

Matthew Elton, 'The Role of the Affinity Argument in the Phaedo', *Phronesis*, 42 (1997), 313–16.

Harrell, Stevan. 'The Concept of Soul in Chinese Folk Religion'. *Journal of Asian Studies* 38:3 (1979), 519–528.

Ben Bradley, 'Two conceptions of intrinsic value', *Ethical Theory and Moral Practice*, 9 (2006), 111–30 (p.117).

(V) Articles in Books (secondary sources)

Journal articles are sometimes reprinted in books, and there are also book collections of essays commissioned for a special purpose. Some examples follow:

Donald Rutherford, 'Leibniz and the Stoics: The Consolations of Theodicy', in *The Problem of Evil in Early Modern Philosophy*, ed. by Elmor J. Kremer and Michael J. Latzer (Toronto: University of Toronto Press, 2001), pp.138–64.

G. E. Moore, 'Proof of an external world', in *Epistemology. Contemporary Readings*, ed. by Michael Huemer (London: Routledge, 2002), 602–05.

John Searle, 'Biological naturalism', in *The Blackwell Companion to Consciousness*, ed. by Max Velmans and Susan Schneider (Oxford: Blackwell, 2007), pp.325–34 (p.326).

(VI) Articles in Newspapers and Magazines (secondary sources)

For these kinds of sources, only the date of issue (day, month, and year) and the page number(s) are required; volume or part numbers should not be included:

Brian Cox, `Curriculum for Chaos', *The Guardian*, 15 September 1992, p.21.

(VII) The World Wide Web

The World Wide Web is a vital resource; however be cautious and judicious in your use of it. Some examples are as follows:

Michael Tye, 'Qualia', *Stanford Encyclopedia of Philosophy*, 31 July 2007, Stanford University <http://plato.stanford.edu/entries/qualia/>, accessed 18 November 2009.

Speak Chinese, http://www.china.org.cn/learning_chinese/node_7046023.htm, accessed 22

December 2010.

8.1.3 Repeated References in Footnotes or Endnotes

You may find that you need to give repeated references, one (or more) immediately after the other, in your footnotes or endnotes. In these instances there is no need to repeat the full reference each time, or even the abbreviated reference; you may use *ibid.*, which is the abbreviation for the Latin word *ibidem* 'in the same place', followed by the page numbers. For example, if your essay had three references in succession to Rosalind Hursthouse's book *Beginning Lives*, your footnotes or endnotes would look like this:

1) Rosalind Hursthouse, *Beginning Lives* (Oxford: Blackwell, 1987), pp.5–10.

2) *ibid.*, pp.12–15.

3) *ibid.*, pp.17–20.

8.1.4 Citations of primary or secondary sources found in secondary sources

Writers of secondary literature frequently include passages from primary or other secondary sources which are difficult to obtain; your only access to an important statement by an author may be contained in a work by a different author. For example, in his book *Aesthetics and the Environment*, Allen Carlson quotes material from Clive Bell's book *Art* (1913). You may wish to use some of this material from Bell in your essay but find that the University Library does not have a copy of his book or that it has been lost. You should indicate that you came upon this material through reading Allen Carlson's book. Most authors give full bibliographical details of the works they use (although some may not). The best practice in a case such as this is to give all the bibliographical information that is easily available. Thus, if you quoted a passage from Bell given by Carlson, your footnote or endnote would look like this:

Clive Bell, *Art* (New York: Frederick A. Stokes, 1913), p.45, cited in Allen Carlson,

Aesthetics and the Environment (London: Routledge, 2000), pp.31–32.

If you are using an anthology of texts or a collection of extracts or of essays which have been reprinted from other sources, there is no need to go back to the original source of the text, extract or essay for your reference; bibliographical details of the anthology or collection are all that are needed.

8.1.5 Bibliography

A short submission or exercise may not have a bibliography; the footnotes or endnotes will be sufficient. But for assessment essays and dissertations, you should include a bibliography in addition to footnotes and endnotes. The format is much the same as for footnotes and endnotes, but there are some important differences. First, the bibliography must be arranged alphabetically, and the author or editor's surname dictates the place of the work in the bibliography; the surname therefore appears first, and the initials or forenames follow. In the case of multiple authors, only the first one is reversed (see the first example, below). A full stop should *not* appear at the end of each entry.

Bennett, Jonathan, *Learning from Six Philosophers*, 2 vols (Oxford: Clarendon Press, 2001)

Blamires, Alcuin, ed., *Woman Defamed and Woman Defended*: *An Anthology of Medieval Texts* (Oxford: Clarendon Press, 1992)

Dawson, Raymond, *The Chinese Experience* (London: Weidenfeld and Nicholson, 1978)

Loux, Michael J., *Metaphysics*: *A Contemporary Introduction*, 2nd edn (London: Routledge, 2002)

8.2 MHRA Citation Style for Chinese Sources

This is a short guide on how to format various things in your essays or theses, such as Chinese characters, quotes, footnote references, and bibliography entries. It follows the rules of MHRA citation style.

8.2.1 General Formatting

Margins: Top, bottom and right hand side margins should all be 2.54 cm. There should be a 4 cm (1.5-inch) margin at the left hand side of the page.
Spacing: The text of your essay should be double-spaced. The footnotes (or endnotes) should however be single-spaced. Your bibliography may also be single-spaced, though it is helpful to double-space between individual entries.
Indentation: Except for the very first paragraph of your essay, the first line of every paragraph should be indented. You do not need to add extra spacing between paragraphs: the indentation alone tells the reader that you have begun a new paragraph.
Pagination: Number each page of your essay.
Word-count: Provide a full word-count for your essay, either on your title-page or coversheet.

8.2.2 Quotations

Ordinary Quotations: Use single (not double) quotation marks for ordinary quotations. Note that the final quotation mark is normally placed inside punctuation (comma, period, etc.). However, when the quotation forms a complete sentence, the quotation mark comes after the full stop. If the material you cite itself contains a quotation from source, you will indicate this quote-within-a quote by using double quotation marks. For example:

Evans argues convincingly that 'the industrial revolution was a protracted process, not a single catastrophic event'. According to Evans, 'Recent research suggests that the industrial revolution was a protracted process, not a single catastrophic event.' Chatterjee's claim that 'a group of propertied observers shouted “Hang all the convicted felons by the toes” as the procession passed by' suggests the intensity of middle-class support for public executions.

Inset or Block Quotations: When you quote four or more lines of text (or quote lines of poetry), use an inset quotation. That is, type the quotation as a separate block of single-spaced text consistently indented from the left margin (the right-hand margin of an inset quotation is not indented). Do not use quotation marks in inset quotations except to indicate a quote within the inset material: use double quotation marks to indicate this quote-within-the quote. Avoid over-using inset quotations, especially in

short essays. Be judicious about what you cite; short quotes that are pithy and to the point are more convincing than extended blocks of other writers' text. Your own voice, not those of the authors you cite, should dominate your essay.

Ellipses: Always use ellipses, that is, three dots, to indicate that you have omitted material within your quotation. For example:

Evans argues that 'the industrial revolution was...not a single catastrophic event'.

8.2.3 Numbers

Numbers up to one hundred, when they occur in normal prose and are not statistical, should

be written in words rather than numerals. When there are many figures, however, it is better to use words only for numbers up to nine. Avoid beginning a sentence with a numeral. Spell out 'per cent' rather than using the % sign in the text.

8.2.4 Dates

These should normally be given as 2 September 1939. Commas should not be used. Spell out centuries rather than using numerals, for example 'the eighteenth century' not 'the 18th century'. Use hyphenation to indicate adjectival usage of centuries, for example 'In the eighteenth century, barbers commonly performed surgery, but unfortunately for patients not all eighteenth-century barbers were adept with knife and needle.'

8.2.5 Sinology specific formatting

Always *italicize* the titles of books, films, plays, and periodicals (i.e. newspapers, magazines, journals, etc.). Chinese characters, however, are never italicized.

Put shorter works in ‘citation marks’. That is, titles of articles, chapters, short stories, poems, and speeches. Do not italicize them.

Lu Xun's ‘Diary of a Madman’ was published in May 1918 in the journal *New Youth.*
It later appeared in the short story collection *Outcry* in 1923.

8.2.6 Chinese Words and *Pinyin*

Use a consistent transcription system, either *pinyin* or Wade-Giles. *Pinyin* is recommended and assumed in this document. For some well-known proper names, such as Chiang Kai-shek, Confucius, and Jackie Chan, the usual way of referring to them in English is preferable.

When quoting from a source, do so literally. Do not change Wade-Giles to *pinyin*.

Pay attention to correct *pinyin* orthography. Only capitalize proper names, and use spacing between words, not characters. So *Zhongguo* is correct, and *Zhong guo* and *Zhong Guo* are both wrong. For Chinese names, keep the family name and the given name together as single words. So Mao Zedong is correct, whereas Mao Ze Dong and other variations are wrong.

Foreign words written in *pinyin* (but not proper names!) are usually italicized in the main text.

The *qipao* became popular in Shanghai during the late 1920s.

If you are using *pinyin* in order to identify sources or terms mentioned, put these insertions in parentheses. Italicization of *pinyin* here is optional.

Lu Xun's ‘Diary of a Madman’ (*Kuangren riji*) was published in May 1918 in the journal New Youth (*Xin qingnian*). It later appeared in the short story collection Outcry (*Nahan*) in 1923.

If you wish to prioritize the Chinese version over the English translation, that is fine too. But please be consistent about it.

Lu Xun's *Kuangren riji* (Diary of a madman) was published in May 1918 in the

Journal *Xin qingnian* (New Youth). It later appeared in the short story collection *Nahan* (Outcry) in 1923. If you prioritize *pinyin* for titles, use italics and citation marks as you would in English. It is sufficient to provide translations only the first time a term occurs.

8.2.7 Using Chinese Character

Chinese characters can be included in the main text of the essay or alphabetically in an appendix at the end.

Provide Chinese characters consistently or not at all. If you do provide Chinese characters, include them for all proper names - names, book titles, places, etc. Characters can be omitted for names of dynasties, provinces, and major cities, e.g. Beijing and Shanghai.

It is sufficient to provide Chinese characters only the first time a name is encountered.

Characters should follow the name/*pinyin* directly without inserting punctuation marks.

The *qipao* 旗袍 became popular in Shanghai during the late 1920s.

Lu Xun's 鲁迅 'Diary of a Madman' (*Kuangren riji* 狂人日記）was published in May 1918 in the journal *New Youth* (*Xin qingnian* 新青年). It later appeared in the short story collection *Outcry* (*Nahan* 吶喊）in 1923.

Or:

Lu Xun's 鲁迅 *Kuangren riji* 狂人日記 (Diary of a madman) was published in May 1918 in the journal *Xin qingnian* 新青年 (New Youth). It later appeared in the short story collection *Nahan* 吶喊 (Outcry) in 1923.

Never use Chinese characters without also providing them in *pinyin* — except for long quotes. See note below on those included in appendices or footnotes.

Use either simplified or full form characters. Here sources using one form can be converted to the other for the sake of consistency.

8.2.8 Quotes

Always provide a reference to the source when you quote or cite something!

If you have a longer quote and wish to provide the Chinese original version in the essay, put the Chinese in an appendix or in a footnote. *Pinyin* is not necessary here.

Quotes can either be inline or set off as block quotes. Generally shorter citations should be quoted inline using citation marks 'like this'.[1]

Longer quotes should be set off as block quotes: use a separate paragraph and single line spacing. Do not put citation marks around such quotes, and do not italicize them. The paragraph should be indented.

In all, Lu Xun wrote only about thirty short stories, most of which were thinly veiled attacks on various aspects of Chinese society such as the hypocrisy of Confucianism and the suffering caused by ignorance.[1]

8.2.9 Footnotes and Reference Lists

Footnotes
Provide a reference whenever you quote something, present information that is based on any kind of source, refer to someone else's ideas, or state something that is not common knowledge. When in doubt, make a footnote — rather too many than too few.

In the main text, footnote numbers follow any other punctuation.

Correct: …caused by ignorance.[1]
Wrong: …caused by ignorance[1].

Footnotes should be single spaced. You can use a smaller font if you like. Here are the basic footnote types:

Type of reference	Reference format
Book	[1] Author's name, *Title of Book* (Place: Publisher, Year), page.
Journal article	[1] Author's name, 'Title of Article', *Name of Journal*, Volume number.Number (Year), page.
Edited book	[1] Editor's name, ed. *Title of Book* (Place: Publisher, Year), page.
Chapter in an edited book	[1] Author's name, 'Title of Chapter', in *Title of Book*, ed. Editor's name (Place: Publisher, Year), page.
Website	[1] Author(s), Year when published or last updated (in Bracket), *Title* (in italics), URL address, Date of access.

For Chinese works, use *pinyin* for author, title, journal name, publisher, and any other relevant information. Use italics or citation marks as you would if it were a reference to an English work.

If you are using Chinese characters, **put *pinyin* first and the characters afterwards**. Characters are not needed for place of publication and publisher. You can optionally put a translation of the title in parentheses or brackets after the characters.

Footnote examples	Comments
1. Charles A. Laughlin, *The Literature of Leisure and Chinese Modernity* (Honolulu: University of Hawai'i Press, 2008), p.127.	A book, citing page 127. Names are not inverted in footnotes.

2. Zhu Xi 朱曦 and Chen Xingwu 陳興蕪, *Zhongguo xiandai langman zhuyi xiaoshuo moshi* 中國現代浪漫主義小說模式 [Structures of modern Chinese romantic fiction] (Chongqing: Chongqing chubanshe, 2002), p.127.	A Chinese book with two authors. Format *pinyin* as usual and provide Chinese characters after the *pinyin*. Translation in brackets or parentheses.
3. Han Shaogong, *A Dictionary of Maqiao*, trans. Julia Lovell (New York: Columbia University Press, 2003), p.127.	A translated book.
4. Leo Ou-fan Lee, 'Incomplete Modernity: Rethinking the May Fourth Intellectual Project', in *The Appropriation of Cultural Capital: China's May Fourth Project*, ed. by Milena Dolezelova-Velingerova and Oldrich Kral (Cambridge, MA: Harvard University Press, 2001), p.127.	Article in an edited book.
5. Wen-hsin Yeh, 'Shanghai Modernity: Commerce and Culture in a Republican City', *China Quarterly*, 153 (1997), 127.	An article in volume 153 of a journal. If there were both a volume and issue number for the journal, it would be '*China Quarterly*, 153.3 (1997)'
6. Yang Yi 楊義, 'Lun haipai xiaoshuo' 论海派 小 說 [On Shanghai school fiction], *Zhongguo xiandai wenxue yanjiu congkan* 中國現代文學研究叢刊 2 (1991), 127.	Chinese article. Here the year is also the volume number. If the source is a newspaper, write the full date here.
7. Zhu and Chen, *Langman zhuyi xiaoshuo*, 127.	Subsequent footnotes to items used earlier (here to no. 2) can use an abbreviated format.
8. Lee, 'Incomplete Modernity', 127–28.	Abbreviated version of footnote no. 4. Also shows page ranges.
9. *Ibid*.	If you are referencing the same source several times in a row, use Ibid.
10. *Ibid*., 128.	A different page from Leo Ou-fan Lee's article.
Traditional Chinese Works	Comments
Qunshu zhiyao 群書治要 [The Governing Principles of Ancient China] (Taibei: Taiwan shangwu yinshuguan, 1981) 4.198.	First occurrence of this book in a footnote. '4.198' refers to *juan* 4, p. 198.
Qunshu zhiyao 4.198.	Subsequent footnote reference of the same book.

Sima Qian 司馬遷(145–ca. 86 BCE), *Shiji* 史記 [Records of the Grand Historian] (Beijing: Zhonghua shuju, 1982) 3.274.	First occurrence of this book in a footnote. '3.274' refers to *juan* 3, p. 274.
Shiji 5.357.	Subsequent footnote reference of the *Shiji*.
Hongming ji 弘明集 11, T.52.72b, 13–18.	Reference for a text from the *Dazang jing*. *Hongming ji*. 11 refers to *juan*, T. 52 is the volume of the *Dazang jing*, 72b refers to page 72 lower register, 13–18 refers to lines 13–18.

In the MHRA style, page numbers for footnotes are just preceded by a space. You can optionally use 'p.' instead for single pages and 'pp.' for page ranges. E.g. 'p. 127' and 'pp. l27–128'. Note the space between the full stop and the page number(s).

Capitalize the main words in English titles, but not titles in *pinyin* or translations. Use a colon (:) between main titles and subtitles.

If there are three or more authors or editors, you can just list the first one and collapse the others into '*et al*.'

Subsequent references to previously cited sources can optionally use an abbreviated format. These just use the author's last name and an abbreviated title. Details of publication are omitted. See footnote examples 7 and 8 above.

If you are using the same source several times in a row, you should use *Ibid*. See footnote example 9 and 10.

8.2.10 Reference Lists

The bibliography or reference list at the end should contain *all* referenced works. Every entry from the footnotes must be included. Do not include works that you have not referenced (even if you have read them).

Entries should be in alphabetical order.

Generally refer to the work listed as a whole, not the pages you have used. Note that articles in edited books get their own entries. Articles should provide the full range of pages of the article.

You may divide your reference list into subcategories (e.g. books and websites), especially if you are using specialist material (e.g. archival sources; photographs; diaries etc.).

Reference lists are usually single spaced. You can use hanging indentation if you like.

Invert the name for first author or editor in the reference list, but not subsequent ones. If the author or editor is Chinese and already has the family name first, you should not

invert the name, nor insert a comma.

Here are the basic types for reference lists:

Type of reference	Reference format in Bibliography
Book	Last name, First name, *Title of Book* (Place: Publisher, Year)
Journal article	Last name, First name, 'Title of Article', *Name of Journal* Volume. Number (Year), pp. First page–last page
Edited book	Last name, First name, ed. *Title of Book* (Place: Publisher, Year)
Chapter in an edited book	Last name, First name, 'Title of Chapter', in *Title of Book*, ed. by Editor's name (Place: Publisher, Year), pp. first page-last page
Website	[1] Author(s), Year when published or last updated (in Bracket), *Title* (in italics), URL address, Date of access

Here are the entries from the footnote examples earlier:

Reference list examples	Comments
Han Shaogong, *A Dictionary of Maqiao*, translated by Julia Lovell (New York: Columbia University Press, 2003)	A translated book. Since the book already puts the author's family name first, it has not been inverted.
Laughlin, Charles A., *The Literature of Leisure and Chinese Modernity* (Honolulu: University of Hawai'i Press, 2008)	A book.
Lee, Leo Ou-fan, 'Incomplete Modernity: Rethinking the May Fourth Intellectual Project', in *The Appropriation of Cultural Capital: China's May Fourth Project*, ed. by Milena Dolezelova-Velingerova and Oldrich Krai, 31–65 (Cambridge, MA: Harvard University Press, 2001)	Article in an edited book. Provide the full page range for articles.
Yang Yi 楊義, 'Lun haipai xiaoshuo'论海派小說[On Shanghai school fiction]. *Zhongguo xiandai wenxue yanjiu congkan* 中國現代文學研究叢刊, 2 (1991), 127–129	Chinese article. The year is the volume number here. You can provide translations in square brackets or parentheses.
Yeh, Wen-hsin, 'Shanghai Modernity: Commerce and Culture in a Republican City', *China Quarterly*, 153 (1997), 375–394	An article. Provide the year in parentheses if it is not the journal number.

Zhu Xi 朱曦and Chen Xingwu 陳興蕪, *Zhongguo xiandai langman zhuyi xiaoshuo moshi* 中國現代浪漫主義小說模式 [Structures of modern Chinese romantic fiction](Chongqing: Chongqing chubanshe, 2002)	A Chinese book with two authors.
Traditional Chinese Works	Comments
Qunshu zhiyao 群書治要 (The Governing Principles of Ancient China), Comp. by Wei Zheng 魏徵 (580–643) *et al*. 5 vols (Taibei: Taiwan shangwu yinshuguan, 1981)	Standard reference for a traditional Chinese book. Note that Wei Zheng is preceded by 'comp. by' (meaning 'compiled by'), because Wei Zheng is not an author in the modern sense. Rather, his book consists of excerpts taken from a number of other books.
Shiji 史記 (Records of the Grand Historian), by Sima Qian 司馬遷 (145–ca. 86 BCE),10 vols (Beijing: Zhonghua shuju, 1982)	Because Sima Qian is not just a compiler but a truly original creator of the *Shi ji* it is perhaps appropriate to use 'by Sima Qian' rather than 'compiled by Sima Qian'. See next entry.
Jin shu 晉書 (History of the Jin), comp. by Fang Xuanling 房玄齡 (578–648) *et. al*., 10 vols (Beijing: Zhonghua shuju, 1987)	Book compiled rather than authored by a collective of writers (Fang Xuanling *et al*.).
Jinlouzi jiaojian 金樓子校箋 (Master Gold Tower, with commentary), by Xiao Yi 蕭繹 (508–555), commentary by Xu Yimin 許逸民, 2 vols (Beijing: Zhonghua shuju, 2011)	Reference for a traditional Chinese text with commentary or annotations by a modern scholar.
Xu Deping 許德平, *Jinlouzi jiao zhu* 金樓子校注 (Taibei: Jiaxin shuini gongsi wenhua jijinhui, 1969)	This form of reference for a traditional textcan be used if you are using the book mainly as a piece of modern scholarship on the *Jinlouzi*. The book is listed under the name of the modern commentator, while its traditional author/compiler (i.e. Xiao Yi) is not mentioned.
Quan Han Sanguo Jin Nanbei chao shi 全漢三國晉南北朝詩 (Complete Collection of Poems from the Han dynasty to the Period of Division in North and South), ed. by Ding Fubao 丁福保, 2 vols (Beijing: Zhonghua shuju, 1959)	

Quan Shanggu Sandai Qin Han Sanguo Liuchao wen 全上古三代秦漢三國六朝文 (Complete Collection of Prose Writings from High Antiquity to the Six Dynasties), compiled by Yan Kejun 嚴可均 (1762–1843), 4 vols (Beijing: Zhonghua shuju, 1987, reprint of the 1815 ed.)	
Shisan jing zhushu 十三經注疏 (The Thirteen Canonical Texts with Commentaries and Sub- commentaries), collated by Ruan Yuan 阮元 (1764–1849), 2 vols (Beijing: Zhonghua shuju, 1987)	
Siku quanshu 四庫全書 (Complete Library of the Four Branches of Literature), 1500 vols (Shanghai: Shanghai guji chubanshe, 1987)	
T.: *Taishô shinshû daizôkyô* 大正新修大藏經 (New Edition of the Buddhist Tripiṭaka from the Taishô Era), ed. by Takakusu Junjirô 高楠順次郎 and Watanabe Kaigyoku 渡邊海旭, Tôkyô: Taishô issaikyô kankôkai, 1924–29	Bibliographic entry of the *Dazang jing*.
Hongming ji 弘明集, comp. by Shi Sengyou 釋僧祐 (445–518), ed. T., vol. 52	Bibliography entry for a book contained in the *Dazang jing*.
Zhuzi jicheng 諸子集成 (Collection of Masters Writings), 8 vols (Beijing: Zhonghua shuju, 1986)	
Mengzi 孟子 (The Works of Mencius), Chinese Text Project ed., available at: https://ctext.org/mengzi, accessed 21 January 2019	Entry for the book *Mengzi* when you have used the Chinese Text Project online edition.

If you have multiple works by the same author, the name can be abbreviated to "__." subsequent entries by that author.

References to websites and online sources are tricky because they often contain only partial information. If you cannot find the author's name, authorship can be attributed to the organization or website as a whole, e.g. *Renmin ribao*, Microsoft Corporation, World Bank. So provide as much information as possible. Give the URL and date visited. If no personal author is visible, you can treat the organisation responsible for the web page as the author.

For example:

Zhonghua xianfeng wang 中華先鋒網 (Vanguard of the Chinese Nation Website) (2013) *Zhongguo gelei canjiren zongshu da baqian wubai wan* 中國各類殘疾人總數達 8500 万, 20 May 2013, http://www.zhxf.cn/info/1788/155357.htm , accessed 25 July 2018

China Underground (2017) *The shocking images of the "AIDS Village in Henan"*, 4 July 2017, https://china-underground.com/2017/07/04/shocking-images-aids-village-henan/, accessed 19 September 2018

8.2.11 Further Sources of Information

Wilkinson, Endymion, *Chinese History: A New Manual*, 4th ed. (Cambridge, MA: Harvard University Press, 2015).

This is an excellent and very comprehensive handbook for pre-1911 Chinese history, philology and culture. Consult if in doubt about a sinological convention.

DeFrancis, John, *ABC Chinese-English Dictionary* (Richmond: Curzon Press, 1996).

(Includes appendix on *pinyin* orthography. This dictionary is also useful for determining word breaks in *pinyin*.)

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Appendices

Appendix 1: MA Academic Calendar 2020-2021

英國威爾士三一聖大衛大學漢學院 2020 - 2021年 碩士課程教學行事曆 12/08/2020 修訂
MA Academic Calendar 2020 - 2021, Academy of Sinology, University of Wales Trinity Saint David

週次 Week	年 Year	月 Month	星期 日 Sun	一 Mo	二 Tue	三 Wed	四 Thu	五 Fri	六 Sat	教學時間安排/ Timetable	重要行事/Notes
	2020	8/9	30	31	1	2	3	4	5		
			6	7	8	9	10	11	12		
			13	14	15	16	17	18	19	9月18日 BA 新生報到 (online)	
			20	21	22	23	24	25	26	UWTSD orientation programmes 新生訓練	開學典禮(Oct.2 School Opening Ceremony)
	2020	9/10	27	28	29	30	1	2	3	Academy induction programme	
1			4	5	6	7	8	9	10	課程代碼：SICH7018 (20學分) 課程期間：week 1-8 (05/10 - 27/11) 課程名稱：Reading from the Governing Principles of Ancient China 《群書治要》 授課老師：成德法師 Venerable Chengde 授課期間：week 1-5 (05/10 - 06/11) 週三自習 Independent learning on Weds 上課時間：08:30-11:50 (10:00-10:20 課間休息 Break) 共60小時	
2			11	12	13	14	15	16	17		
3			28	19	20	21	22	23	24		
4			25	26	27	28	29	30	31		
5	2020	11	1	2	3	4	5	6	7		
6			8	9	10	11	12	13	14	自主學習 Independent learning：week 6 (09/11-13/11)	
7			15	16	17	18	19	20	21	批閱短篇論文與評估 Oral presentation & assessment: week 7-8 (16/11 - 27/11)	
8			22	23	24	25	26	27	28		
9	2020	11/12	29	30	1	2	3	4	5	課程代碼：SICH7017 (20學分) 課程期間：week 9-18 (30/11/2020 - 05/02/2021) 課程名稱：Interpretation of the Four Books 《四書》 授課老師：Prof. Chang,Ching-Chuan 張清泉教授	
10			6	7	8	9	10	11	12		
11			13	14	15	16	17	18	19		
12			20	21	22	23	24	25	26	聖誕節假期 Christmas Holiday	聖誕節(Dec.25) 節禮日(Dec.26 Boxing Day) 新年(Jan.1, 2021)
13	2020/ 2021	12/1	27	28	29	30	31	1	2		
14			3	4	5	6	7	8	9	授課期間：week 9-15 (30/11/2020 - 15/01/2021) 週三自習 Independent learning on Weds 上課時間：08:30-11:50 (10:00-10:20 課間休息 Break) 共60小時	
15			10	11	12	13	14	15	16		
16			17	18	19	20	21	22	23	自主學習 Independent learning：week 16 (18/01-22/01)	
17			24	25	26	27	28	29	30	批閱短篇論文與評估 Oral presentation & assessment: week 17-18 (25/01 - 05/02)	
18	2021	1/2	31	1	2	3	4	5	6		

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週次 Week	年 Year	月 Month	星期 日 Sun	一 Mo	二 Tue	三 Wed	四 Thu	五 Fri	六 Sat	教學時間安排/ Timetable	重要行事/Notes
19			7	8	9	10	11	12	13	春節 Spring Festival	春節（Feb.12,2021）
20			14	15	16	17	18	19	20		
21			21	22	23	24	25	26	27		
22	2021	2/3	28	1	2	3	4	5	6		威爾士聖大衛節（Mar.1 Saint David's Day)
23			7	8	9	10	11	12	13	課程代碼：SICH7001 (20學分) 課程期間：week 21-30 (22/02 - 30/04)	
24			14	15	16	17	18	19	20	課程名稱：Research Methodology for the Study of Sinology 漢學方法論（文字學）	
25			21	22	23	24	25	26	27	授課老師：Prof. Yao, Rong-Song 姚榮松教授 授課期間：week 21-28 (22/02 - 13/04) 週三自習 Independent learning on Weds	
26	2021	3/4	28	29	30	31	1	2	3	上課時間：09:15-11:15 共60小時	耶穌受難日(Apr.2, 2021Good Friday) 復活節(Apr.4,2021 Easter)
27			4	5	6	7	8	9	10		
28			11	12	13	14	15	16	17		
29			18	19	20	21	22	23	24	批閱短篇論文與評估 Oral presentation & assessment:	
30	2021	4/5	25	26	27	28	29	30	1	week 29 - 30 (19/04 - 30/04)	
31			2	3	4	5	6	7	8		
32			9	10	11	12	13	14	15		
33			16	17	18	19	20	21	22	課程代碼：SICH7004 (20學分) 課程期間：week 31-40 (03/05 - 09/07)	
34			23	24	25	26	27	28	29	課程名稱：Classical Chinese Texts in English 漢學英語	
35	2021	5/6	30	31	1	2	3	4	5	授課老師：Prof. Pan, Wenguo 潘文國教授 授課期間：week 31-38 (03/05 - 22/06) 週三自習 Independent learning on Weds	
36			6	7	8	9	10	11	12	上課時間：09:15-11:15 共60小時	
37			13	14	15	16	17	18	19		
38			20	21	22	23	24	25	26		
39	2021	6/7	27	28	29	30	1	2	3	批閱短篇論文與評估 Oral presentation & assessment:	
40			4	5	6	7	8	9	10	week 39-40 (28/06 - 09/07)	

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週次 Week	年 Year	月 Month	星期 日 Sun	一 Mo	二 Tue	三 Wed	四 Thu	五 Fri	六 Sat	教學時間安排/ Timetable	重要行事/Notes
41			11	12	13	14	15	16	17	休假 Break	
42			18	19	20	21	22	23	24		
43			25	26	27	28	29	30	31		
44	2021	8	1	2	3	4	5	6	7	課程代碼：SICH7021 (20學分) 課程期間：week 44-51 (02/08 - 24/09) 課程名稱：Confucian Classical Studies 儒學經典研究 授課老師：Prof. Wang, Wei-Yung 王偉勇教授 授課期間：week 44-48 (02/08 - 03/09) 週三自習 Independent learning on Weds 上課時間：08:50-11:50 (10:00-10:20 課間休息 Break) 共60小時	
45			8	9	10	11	12	13	14		
46			15	16	17	18	19	20	21		
47			22	23	24	25	26	27	28		
48	2021	8/9	29	30	31	1	2	3	4		
49			5	6	7	8	9	10	11	自主學習 Independent learning：week 49 (06/09-10/09)	
50			12	13	14	15	16	17	18	批閱短篇論文與評估 Oral presentation & assessment: week 50-51 (13/09 - 24/09)	
51			19	20	21	22	23	24	25		
52	2021	9/10	26	27	28	29	30	1	2	課程代碼：SICH7019 (20學分) 課程期間：week 52-59 (27/09 - 19/11) 課程名稱：Reading from the Compilation of Books & Writing on the Important Governing Principles《國學治要》 授課老師：Dr. Chen, Su-Fan 陳愫汎老師 授課期間：week 52-57 (27/09 - 05/11) 上課時間：09:15-11:15 共60小時	
53			3	4	5	6	7	8	9		
54			10	11	12	13	14	15	16		
55			17	18	19	20	21	22	23		
56			24	25	26	27	28	29	30		
57	2021	10/11	31	1	2	3	4	5	6		
58			7	8	9	10	11	12	13	批閱短篇論文與評估 Oral presentation & assessment: week 58 - 59 (08/11 - 19/11)	
59			14	15	16	17	18	19	20		
60			21	22	23	24	25	26	27	休假 Break	

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MA Academic Calendar 2020 - 2021, Academy of Sinology, University of Wales Trinity Saint David

週次 Week	年 Year	月 Month	星期 日 Sun	一 Mo	二 Tue	三 Wed	四 Thu	五 Fri	六 Sat	教學時間安排/ Timetable	重要行事/Notes
61	2021	11/12	28	29	30	1	2	3	4	課程代碼：SICH7022 (60學分)　論文撰寫期間：week 61-77 (29/11/2021- 25/03/2022) 課程名稱：Dissertation: Classical Chinese Textual Studies 碩士學位 論文 授課期間：week 61-63 (29/11 - 17/12) 上課時間：09:15-11:15 共30小時	
62			5	6	7	8	9	10	11		
63			12	13	14	15	16	17	18		
64			19	20	21	22	23	24	25	聖誕節假期 Christmas Holiday	聖誕節(Dec.25) 節禮日(Dec.26 Boxing Day)
65	2021/ 2022	12/1	26	27	28	29	30	31	1		新年(Jan.1, 2021)
66			2	3	4	5	6	7	8	自主學習 Independent learning: week 61-63 (29/11 - 17/12) 90小時 & week 66-77 (03/01/2022-25/03/2022) 480小時, 共600小時	
67			9	10	11	12	13	14	15		
68			16	17	18	19	20	21	22		
69			23	24	25	26	27	28	29		
70	2022	1/2	30	31	**1**	2	3	4	5		春節（Feb.1,20221)
71			6	7	8	9	10	11	12		
72			13	14	15	16	17	18	19		
73			20	21	22	23	24	25	26		
74	2022	2/3	27	28	1	2	3	4	5		威爾士聖大衛節（Mar.1 Saint David's Day)
75			6	7	8	9	10	11	12		
76			13	14	15	16	17	18	19		
77			20	21	22	23	24	25	26		論文 SICH7022 Dissertation deadline (Apr.1, 2022)
78	2022	3/4	27	28	29	30	31	1	2	論文批閱與評估 Oral presentation & assessment: week 78-83 (28/03/2022 - 06/05/2022)	
79			3	4	5	6	7	8	9		耶穌受難日(Apr.15, 2022 Good Friday)
80			10	11	12	13	14	15	16		復活節(Apr.17,2022 Easter)
81			17	18	19	20	21	22	23		
82	2022	4/5	24	25	26	27	28	29	30		碩士課程期限共21個半月，到6月中旬
83			1	2	3	4	5	6	7		

Appendix 2: MA Sinology Modules Assessments 2020-2021

MA Confucian Classical Studies

Level 7 modules

Module Code	Module Title	Level	Credits	Semester	Assessment Details [ENG = English medium; CHI = Chinese]
SICH7001 Prof. Yao, Rong-Song	Research Methodology for the Study of Sinology	7	20	22/02/2021 – 30/04/2021, Semester 2, 2020-2021	**Assessment Component 1 – Practical 30% (Presentation 30 minutes) ENG** Exemplar: On a particular research method to be used in the field of Sinology Studies. **Assessment Component 2 – Coursework 70% (A 3,000 words commentary) CHI** Exemplar: Produce a textual commentary on a given Classical Chinese text.
SICH7017 Prof. Chang, Ching-Chuan	Interpretation of the Four Books	7	20	30/11/2020 – 05/02/2021, Semester 1 & 2, 2020-2021	**Assessment Component 1 – Practical 30% (Presentation 30 minutes) CHI** Exemplar: Students should offer a translation into modern Chinese of a key text from *the Four Books*, with supporting critical commentary **Assessment Component 2 – Coursework 70% (3,000 words essay) CHI** Exemplar: In what ways do the Four Books present a holistic belief system appropriate for living for the modern world? (in Chinese)

Module Code	Module Title	Level	Credits	Semester	Assessment Details [ENG = English medium; CHI = Chinese]
SICH7018 Ven. Chengde	Readings of the *Governing Principles of Ancient China*	7	20	05/10/2020 – 27/11/2020, Semester 1, 2020-2021	**Assessment Component 1 – Practical 30% (Presentation 30 minutes) CHI** Exemplar: A translation into modern Chinese of a key text from the Governing Principles, with supporting critical commentary. **Assessment Component 2 – Coursework 70% (3,000 words essay) CHI** Exemplar: In what ways do the Governing Principles offer a model for politics in the 21st century?
SICH7004 Prof. Pan, Wenguo	Classical Chinese Texts in English	7	20	03/05/2021 – 09/07/2021, Semester 2, 2020-2021	**Assessment Component 1 – Practical 30% (Presentation 30 minutes) ENG** Exemplar: The translation into English of one paragraph from, for example, *Governing Principles of Ancient China* **Assessment Component 2 – Coursework 70% (Extended translation about 1,000 Classical Chinese characters) ENG** Exemplar: Students should offer an extended translation of a passage (about 1000 Classical Chinese characters) into English, from *Ten Lectures on the Governing Principles of Ancient China.*
SICH7019 Dr. Su-Fan Chen	Readings from *The Compilation of Books and Writings on the Important Governing Principles*	7	20	27/09/2021 – 19/11/2021, Semester 1, 2021-2022	**Assessment Component 1 – Practical 30% (Presentation 30 minutes) CHI** Exemplar: Students will undertake a translation and Annotations on one (short) selected text. **Assessment Component 2 – Coursework 70% (3,000 words essay) CHI**

Module Code	Module Title	Level	Credits	Semester	Assessment Details [ENG = English medium; CHI = Chinese]
					Exemplar: A 3,000-word essay on ideas arising from the selected Text Studies in this module.
SICH7021 Prof. Wang, Wei-Yung	Confucian Classics Studies	7	20	02/08/2021 – 24/09/2021, Semester 3 2020-2021 & Semester 1, 2021-2022	**Assessment Component 1 – Practical 40% (Presentation 30 minutes) ENG** Exemplar: Oral Presentation on cultural, pedagogical or social aspects of a key Confucian text and accompanying script. **Assessment Component 2 – Coursework 60% (3,000 words essay) ENG** Exemplar: A 3,000-word essay on the origin and development of Confucian doctrine and their impact.
SICH7022	Dissertation: Classical Chinese Textual Studies	7	60	29/11/2021 – 25/03/2022 for students to completed work, Semester 1 & 2, 2021-2022; 28/03/2022 – 06/05/2022 to complete assessment	**Assessment component 1 – Practical 10% CHI (Presentation 30 mins) CHI** Exemplar – An oral presentation on research proposal, methods and approaches. **Assessment Component 2 – Coursework 20% (Dissertation Review 3,000 words) ENG** **Assessment Component 3 – Coursework 70% (Dissertation 10,000 words) CHI** An extended piece of work that includes a translation of a Classical Chinese text, annotations and commentary.

Appendix 3: Postgraduate Assignment Coversheet and Feedback Form

THIS SHEET MUST BE THE FIRST PAGE OF THE ASSIGNMENT YOU ARE SUBMITTING (DO NOT SEND AS A SEPARATE FILE)

For completion by the student:		
Student Name:		
Module code: Module title:	Student ID number:	Educational support needs: Yes/No
Module tutor: Assignment due date:		
If your module has multiple submissions please indicate which piece of work this is. 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th ☐ 6th ☐		
I confirm that this is my original work and that I have adhered to the University policy on plagiarism. Signed …… **Email submission: if you are submitting this form via email, please tick this box ☐ (as a substitute for your signature) to confirm that you agree to the above declaration.**		

Assignment Mark

1st Marker's Provisional mark	
2nd Marker's/Moderator's provisional mark	
Agreed Internal Mark:	
External Examiner's mark (if relevant)	
Final Mark	

NB. All marks are provisional until confirmed by the Final Examination Board.

For completion by Marker 1 :
Comments:

Marker's signature:	Date:

For completion by Marker 2/Moderator:

Comments:

Marker's Signature:	Date:

AGREED INTERNAL MARK (where necessary):

Comment on process on arriving at agreed mark:

External Examiner's comments (if relevant)

External Examiner's Signature:	Date:

Appendix 4: Presentation Assessment Sheet (template)

Name 姓名：　　Date 日期：

Learning Outcomes 學習效果	**Level of achievement** 成績等級 *High* 高　*Moderate* 中　*Low* 低	**Tutor's remarks** 教師評價
Content　內容		
Knowledge and understanding of the main subjects, critical skills, application of different theories (including sources). 對主要學科知識的掌握與理解，辨析能力，對不同理論（包含出處）的應用能力	40-28　27-20　19-1	
Structure　結構		
Development of the argument (e.g. introduction; main body of the presentation; conclusion; avoidance of repetition; flow of the argument). 論證的開展（如：介紹；陳述的主體；結論；避免重復；論證的流程）	40-28　27-20　19-1	
Presentation and Communication 表達 與 溝通		
Interaction with audience (e.g. aurally; visually; avoid total reliance on a text), timing, and respond to questions and comments from the rest of the group.與觀眾的交流（如：聽覺上的；視覺上的；避免完全依賴文字稿），時間控制，對問題的回答和其他組員的評價。	20-14　13-10　9-1	
Other comments (if necessary) 其他評價（如有必要）		

Tutor 教師姓名　　Signature 簽名　　Date 日期

Appendix 5: Assessment Marking Criteria for Taught Awards (Levels 3–7)

Appendix GA35

Assessment Marking Criteria for Taught Awards (Levels 3-7)

Introduction

The generic assessment criteria framework detailed below describes the type of learning that UWTSD and collaborative partner students are expected to demonstrate at each of the levels of higher education (HE) learning, including preparation for HE. The criteria have been developed for each level of study in accordance with the expectations of the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and the Credit and Qualifications Framework for Wales (2009). This is in accord with the QAA Quality code indicator (revised, May 2018) that the provider uses 'assessment and classification processes that are reliable, fair and transparent'. The criteria are generic and applicable to a broad range of academic disciplines. Nevertheless, module tutors or discipline areas are encouraged to supplement the generic criteria with criteria specific to the particular assessment and subject.

The aims of the generic framework are to provide:

(i) a description of what a student needs to do to reach a particular classification category (pre-submission);

(ii) a reference point for articulating the standard of a student's work at a particular level of study (post-submission), thereby helping them to identify how they could improve their performance in the future;

(iii) an indication of the skills progression and development that students are expected to achieve throughout their programme of study;

(iv) a reliable, consistent, fair and transparent basis on which to base marking decisions.

The framework uses five skill categories of learning:

1. engagement with literature skills;
2. knowledge and understanding skills;

3. cognitive and intellectual skills;
4. practical skills; and
5. transferable skills for life and professional practice.

Each of the skills categories is mapped to the standard classification bands (e.g. 1st, 2.1, 2.2, or Pass, Merit, Distinction, etc.) to describe expected skills performance in each of the five categories for a particular classification band.

Using the Generic Criteria

Students' work should be assessed against published assessment criteria. The criteria describe key features and general characteristics of assessed work associated with a classification category for a specific level of study. When marking a student's work, tutors might find it useful to engage directly with the criteria and circle or highlight the level of achievement, as appropriate to the level, displayed within the work. So when considering referencing skills (within the *Engagement with Literature* category), tutors might circle '*Referencing may show minor inaccuracies or inconsistencies'*. When all relevant criteria are circled, this helps to identify the specific classification band.

However, generic criteria can provide only broad-based guidance for assessment. Often, students do not achieve a uniformly distinct skills performance that meets all of the expectations of a particular classification band and they may demonstrate stronger performance in relation to some assessment criteria than others. A useful principle when applying the criteria is to look for the 'best fit' classification. For example, a student assignment may display one or two of the characteristics in the 70-84% band and many characteristics within the 60-69% band, but may not quite achieve the standard of the 60-69% band in one or two areas. The best fit in that case is likely to be within the 60-69% classification.

However, it is important to recognise that tutors may 'weight' each of the skills categories differently, depending on the type of assessment. A highly practical assessment that requires students to demonstrate application of skills in practice is likely to have a relatively high proportion of marks allocated to the 'Practical Skills' category. A research-based essay that evaluates concepts is likely to have a relatively high proportion of marks allocated to the 'Cognitive and Intellectual Skills' category and possibly few, if any, marks for the 'Practical Skills' category. It is not a requirement that all categories of skill are assessed in each individual assessment.

Consider also that a single student assessment is highly unlikely to be complex enough to meet all of the stated criteria for a given level of attainment; each assessment does not need to evidence every criterion within a classification band in order for a student to gain marks in that band: the ‘best fit’ principle applies. Having achieved the full award at a given level, however, when all assessments are combined, students should have been able to demonstrate learning at the appropriate level in all of the skill categories.

Tutors should use the whole of the marking range, interpreting the criteria in the context of their discipline. The final mark for the work should always consider the published assessment criteria and will be matter of academic judgement. Where PSRB requirements or programme-specific requirements differ to the University norms, additional marking criteria should be provided to students.

Level 3 (Foundation Year)
Provision at Level 3 (often forming part of a Foundation Year course) is designed to prepare students for higher education. At the end of Level 3, students will be expected to demonstrate the acquisition of foundation level skills, knowledge and understanding necessary to embark on a higher education programme of study at Level 4. In accordance with the national Qualifications and Credit Framework for Wales (QCFW), this includes the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work

Level 3	**FAIL**	**MARGINAL FAIL**	**SATISFACTORY (Pass)**	**GOOD (Pass)**	**VERY GOOD (Merit)**	**EXCELLENT (Distinction)**	**EXCEPTIONAL (Distinction)**
Category	**0-29%**	**30-39%***	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including referencing, academic conventions and academic honesty)	Limited evidence of reading and/or there is reliance on inappropriate sources. Limited engagement with information gained through class contact. Very poor use of referencing.	Poor engagement with literature and little or no evidence of wider reading. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Evidence of reading, but largely confined to information gained through class contact. Referencing may show inaccuracies and/or inconsistencies.	Engagement with an appropriate range of reading beyond information gained through class contact. Referencing may show minor inaccuracies or inconsistencies	Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies.	Critical engagement with a wide range of relevant reading. Consistently accurate application of referencing.	Exceptional critical engagement with a very wide range of relevant reading. Consistently accurate application of referencing.
Knowledge and understanding (Introductory factual, procedural and theoretical knowledge and understanding of the basic underlying concepts and	Weak and flawed introductory knowledge and understanding of the basic underlying concepts and principles of the subject(s), for example with significant	Work shows limited but fragmentary understanding of the basic underlying concepts and principles of the subject(s). There are inaccuracies, the inclusion of	Factual approach showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being largely prepared	Good work showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being prepared for study at Level 4,	Work of solid quality showing competent and consistent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being	High quality work showing detailed understanding of the basic underlying concepts and principles of the subject(s), resulting in students being highly prepared	Exceptionally high quality work showing very detailed understanding of the basic underlying concepts and principles of the subject(s), resulting in students being

Level 3	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD (Pass)	VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-39%***	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
principles of the subject; some appreciation of the breadth of the field of study and the relevant terminology)	inaccuracies, the inclusion of a substantial amount of irrelevant material and/or absence of appropriate information / material.	irrelevant material and/or absence of appropriate information / material.	for study at Level 4. Narrow or misguided selection of some material, with elements missing or inaccurate.	but lacking depth and breadth.	well prepared for study at Level 4.	for study at Level 4.	most highly prepared for study at Level 4.
Cognitive and intellectual skills (Introductory evaluation; logic, argument and judgement within limited parameters; organisation of ideas and evidence; manage information and collect data from a range of straightforward sources; awareness of different perspectives or approaches within an area of study.)	Very weak interpretation and evaluation of information and ideas, resulting in descriptive work that is often illogical, invalid or irrelevant. No attempt to manage/link information and ideas from straightforward sources. Fails to develop an argument or judgement within limited parameters. Little awareness of the different perspectives or	Weak and at times flawed interpretation and evaluation of information and ideas. Limited attempt to manage/link information and ideas from very few straightforward sources resulting in descriptive work that develops a weak argument and/or judgement within limited parameters. Shows lack of awareness of the different	A limited but adequate interpretation and evaluation of information and ideas. Some attempt to manage/link information and ideas from a few straightforward sources. Some attempt to develop an argument and judgement within limited parameters but work is largely descriptive with an uncritical acceptance of information/data.	Good interpretation and evaluation of information and ideas. Identifies links in information and ideas from a few straightforward sources to develop a mostly logical argument and judgement within limited parameters, though underdeveloped in places. Shows awareness of the different perspectives or approaches within the	Very good interpretation and evaluation of information and ideas. Identifies links in information and ideas from a variety of straightforward sources to develop a mostly coherent and logical argument and judgement within limited parameters. Work shows sound awareness of the different perspectives or approaches	Excellent interpretation and evaluation of information and ideas. Can identify, link and collate well information and ideas from a variety of straightforward sources. Capable of developing a very coherent, logical argument and judgement within limited parameters. Work shows strong awareness of the different	Has developed a highly critical and evaluative approach to information and ideas for this level. Able to collate and categorise ideas and information with insight. Capable of developing a most coherent argument and judgement within limited parameters that is exceptional for this level of development. Work shows very strong

Level 3	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD (Pass)	VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-39%***	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	approaches within the subject.	perspectives or approaches within the subject	Shows emerging awareness of the different perspectives or approaches within the subject. Illogical arguments and judgements in places and with some inaccuracies.	subject. Minor inaccuracies	within the subject.	perspectives or approaches within the subject.	awareness of the different perspectives or approaches within the subject.
Practical skills (Identify, select and use appropriate skills, methods and procedures to a well-defined problem and show emerging recognition of the complexity of associated issues; formulation of solutions to solve well-defined problems; use appropriate investigation to inform actions; review how effectiveness of methods and actions).	No evidence of ability to relate theory to practice. Tools, methods or techniques misapplied. Very weak skills in solving well-defined problems.	Little evidence of ability to relate theory to practice. Tools, methods or techniques mainly misapplied. Weak skills in solving well-defined problems.	Demonstrates a limited understanding of the application of knowledge in practice. Responses may not be fully appropriate and/or meaningful. Uses tools, methods or techniques to a limited extent or with some misapplication. Can propose basic solutions to well-defined problems without	Reasonable attempt to apply theory in practical contexts. Responses are mostly appropriate and/or meaningful. Tools, methods or techniques used appropriately. Can propose mostly appropriate basic solutions to well-defined problems with some emergent	Is able to apply knowledge of theory to practical contexts and generate a range of responses to given situations. Tools, methods or techniques used very well. Can propose appropriate solutions to well-defined problems with emergent recognition of the complexity.	Can generate a range of appropriate responses to given problems, some of which may be quite innovative for the level; good links between theory and practice. Excellent application of tools, methods or techniques. Can propose excellent solutions to well-defined problems with	Can generate a range of effective responses to given problems, some of which may demonstrate innovation and considerable insight that are unusual at this level; exceptionally good links between theory and practice. Exceptional application of tools, methods or techniques.

Level 3	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD (Pass)	VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-39%***	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
			emergent recognition of the complexity.	recognition of the complexity.		emergent recognition of the complexity.	Can propose exceptional solutions to well-defined problems with emergent recognition of the complexity.
Transferable skills for life and professional practice (Complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate; clarity and effectiveness in presentation and organisation.)	Work is poorly structured, disorganised, inaccurate, incoherent, incomplete and/or confusingly expressed. Markedly poor use of language and/or medium of communication. Failure to work effectively as part of a group. No/few qualities and transferable skills required for employment are demonstrated.	Weak, disjointed structure. Material is incoherent or poorly expressed in places. Serious or extensive spelling and grammatical mistakes, very inappropriate style and/or weak use of the medium. Flawed approach to group work, meeting only partial obligations to others. Demonstrates limited qualities and transferable	Mostly ordered presentation and structure though it may be weak and/or inconsistent in places and lacking in sequential development. Ideas / concepts are adequately expressed but with spelling / grammatical mistake. Mostly suitable use of the communication medium, though with room for improvement. Can work as part of a group, meeting most	Mostly coherent, and organised work though structure may lack coherence in places and minor mistakes in the work may be evident. Ideas / concepts are clearly expressed using media appropriately. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates good qualities and transferable	Structure is coherent, organised and logical showing progression and flow. Ideas / concepts are very clearly expressed using media appropriately. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates well the qualities and transferable skills required for employment.	Very well-organised work which develops flow and progression in a well-structured manner. Ideas / concepts are fluently expressed, using media very appropriately. Academic style indicates an appropriate level of academic maturity. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates a	Exceptionally well-organised work which develops flow and progression in a well-structured manner. High level of fluency of expression throughout, using media well to enhance the work. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates an excellent range of qualities and

Level 3	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD (Pass)	VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-39%***	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
		skills required for employment.	obligations to others but perhaps with limited involvement in group activities. Demonstrates a few qualities and transferable skills required for employment.	skills required for employment.		broad range of qualities and transferable skills required for employment.	transferable skills required for employment.

Level 4
In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	**FAIL**	**MARGINAL FAIL**	**SATISFACTORY (3rd / Pass)**	**GOOD (2.2 / Pass)**	**VERY GOOD (2.1 / Merit)**	**EXCELLENT (1st / Distinction)**	**EXCEPTIONAL (1st / Distinction)**
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding	Major gaps in knowledge and understanding of	Gaps in knowledge of the basic	Limited knowledge and understanding of	Knowledge of the basic underlying	Competent knowledge of the basic underlying	Excellent knowledge and understanding of	Exceptional, detailed knowledge and

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
(Knowledge of the basic underlying concepts and principles of a subject.)	the basic underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	underlying concepts and principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	the basic underlying concepts and principles within the subject area. Some elements may be missing.	concepts and principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	concepts and principles. Exhibits very good understanding.	the basic underlying concepts and principles of the subject.	understanding of the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
		illogical and contradictory.					
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently	Work is coherent, very fluent and is presented professionally. Can work effectively independently	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
reliably, and with structured and coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	language and/or very inappropriate style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	coherence and/or accuracy in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

Level 5
In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and	Major gaps in knowledge with unsatisfactory,	Fragmentary knowledge, with only superficial	Limited but adequate knowledge and	Knowledge is reasonably detailed and	Knowledge is reasonably extensive.	Excellent, detailed knowledge and	Exceptionally detailed knowledge and

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement**;** the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	without use of any credible evidence.	unsubstantiated opinions. Ideas sometimes illogical and contradictory.	failure to fully recognise limits of knowledge.	assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	appropriate and valid judgements.	A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed.	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
responsibility and decision-making.)	group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

Level 6
In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and	Major gaps in knowledge and systematic	Gaps in knowledge, with only superficial	Limited knowledge and systematic	Knowledge is reasonably detailed,	Knowledge is reasonably extensive	Excellent coherent and detailed	Exceptionally coherent and detailed

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency /	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated,

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	credible evidence.	opinions. Ideas sometimes illogical and contradictory.	mis-interpretation. Asserts rather than argues a case.	support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	make mostly appropriate and valid judgements.	thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	and unpredictable contexts.	evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	appropriate links between the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	Evidence of some innovation and creativity.	excellent solutions. Innovation and creativity evident.	cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
in presentation and organisation.)	the skills required in graduate employment.	initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	required in graduate employment, with some areas of strength and some of minor weakness.	skills, with just occasional minor weakness.	conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	graduate employment skills and an appetite for further development.

Level 7
In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They will develop the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	**FAIL**	**FAIL**	**MARGINAL FAIL**	**SATISFACTORY (Pass)**	**GOOD to VERY GOOD (Merit)**	**EXCELLENT (Distinction)**	**EXCEPTIONAL (Distinction)**
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including current research, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Knowledge and understanding (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship, A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills	Wholly or almost wholly descriptive work. Little or no	Largely descriptive work, with superficial use of critical	Limited attempt at critical evaluation/ critique of	Some critical evaluation/ critique of current research	Sound critical evaluation/ critique of current research	Excellent critical evaluation/ critique of current research	Exceptional critical evaluation/ critique of

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
(Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the absence of complete data.)	evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of credible evidence.	evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound judgements based on data (that may be incomplete)	and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.
Practical skills (Originality / creativity in the application of	Limited or no use of methods, materials, tools	Rudimentary application of methods, materials, tools	An awareness and mostly appropriate application of	An appropriate application of standard methods,	A very good application of a range of methods,	An advanced application of knowledge, methods,	Exceptional application skills in complex, unpredictable,

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
							processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic approach; clarity and effectiveness in presentation and organisation.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in professional, postgraduate employment.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in professional, postgraduate employment, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate employment skills.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary professional, postgraduate employment skills and a strong appetite for further development.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
						strong appetite for further development.	

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH

Appendix 6: Module Evaluation Questionnaire (QE1)

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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

APPENDIX QE1

MODULE EVALUATION QUESTIONNAIRE

As part of our commitment to putting students at the heart of their experience we'd like you to fill in this short questionnaire about your module.

You can find out more about how you feedback on your experience at UWTSD by visiting https://www.uwtsd.ac.uk/student-experience-department/feedback-and-representation/ and by contacting your Students' Union via www.tsdsu.co.uk

This questionnaire has been designed to allow anonymity. Should you choose to include your name, any feedback obtained will be held and processed confidentially in accordance with General Data Protection Regulation (GDPR) 2016 and Data Protection Act 2018.

Module Code	
Module Name	

Please check ONE box to indicate your opinion about each statement with regard to this module. If you have any specific issues or comments please use the boxes below

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	N/A
Information and Resources						
1. I received information about the module such as timetable and resources in advance of module	☐	☐	☐	☐	☐	☐
2. Any changes in the teaching or timetable for the module have been communicated effectively	☐	☐	☐	☐	☐	☐
3. Support materials on Moodle (handouts, assessment briefs, etc.) were accessible and relevant.	☐	☐	☐	☐	☐	☐
4. The criteria used in assessment/marking have been specified clearly in advance of submission.	☐	☐	☐	☐	☐	☐
5. My reading list was clear and all items were accessible via the library (online and/or physical)	☐	☐	☐	☐	☐	☐

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	N/A
6. I have been able to access module specific resources (e.g. equipment, facilities, software) when I needed to for this module	☐	☐	☐	☐	☐	☐
Teaching and Learning						
7. The lecturer(s) has / have been good at explaining things and have made the subject interesting.	☐	☐	☐	☐	☐	☐
8. The module has challenged me to achieve my best work and is intellectually stimulating.	☐	☐	☐	☐	☐	☐
9. I made appropriate contributions to the module, e.g. in class contribution, completing reading.	☐	☐	☐	☐	☐	☐
10. I have had opportunities to work with other students as part of this module.	☐	☐	☐	☐	☐	☐
Assessment and feedback – if you are not due to receive feedback yet in this module please tick N/A						
11. I have received sufficient advice and guidance from staff in relation to the module.	☐	☐	☐	☐	☐	☐
12. Feedback on my work has been received within 20 term-time days of submission	☐	☐	☐	☐	☐	☐
13. Where I have received feedback on my work, comments have been helpful	☐	☐	☐	☐	☐	☐
14. I have used feedback (verbal or written) to improve my work	☐	☐	☐	☐	☐	☐

Were there any parts of the module that were especially good?
Are there any things you think we could do to improve and enhance the module?

Thank you for completing this feedback form.

Where does this feedback go next?

All your module feedback goes to a staff student committee, which is attended by lecturers, university staff such as library representatives and your elected students' union course reps. Your feedback and responses to the issues you've raised are discussed here.

You can see what was decided in the meetings by accessing the minutes on Moodle and by speaking to your elected students' union rep whose details you can find on www.tsdsu.co.uk

Appendix 7: Guide to Postgraduate Taught Dissertations (GA29)

1 Submission of Dissertations

(1) In the case of a student following an approved Taught Master's programme of study in the Creative and Performing Arts, the dissertation may take one or more of the following forms: artefact, score, portfolio of original works, performance or exhibition. The submission shall be accompanied by a sufficient and appropriate written commentary placing it in its academic context together with any other items which may be required (e.g. a catalogue or audio or visual recording). In all cases the submission and written commentary shall be bound, and all other items shall be appropriately labelled and enclosed in a form that can be recorded.

(2) All candidates for Master's degrees are normally required to submit two printed copies of their dissertation (unless advised otherwise by the relevant Faculty), plus one electronic copy in an approved format through an approved channel for submission (such as Turnitin) for examination before an award can be made. Printed copies of Dissertations may be submitted for examination either in permanent, hardback binding or in temporary, secure binding.

(3) Each copy of the dissertation submitted for examination shall include:

(a) a summary of the dissertation not exceeding 300 words in length;
(b) a signed declaration by the student stating to what extent the dissertation is the result of his/her independent work or investigation, and should clearly identify any portions for which he/she is indebted to other sources. Explicit references should be given, and a full bibliography shall be appended to the work;
(c) a signed declaration by the student certifying that the dissertation has not already been accepted in substance for any academic award and is not being concurrently submitted in candidature for any such award.

(4) Following the completion of any typographical or minor corrections recommended by the Examining Board, the candidate must submit at least one copy of the dissertation in permanent, hardback binding for retention by the Library, and the second copy may be submitted in secure binding for retention by the School/Faculty if the School/Faculty specifically requests this.

(5) On submission, a student shall be required to incorporate a signed statement within the work to indicate either:

(a) that the dissertation, if successful, may be made available for inter-library loan or photocopying (subject to the law of copyright), and that the title and summary may be made available to outside organisations; or
(b) that the dissertation, if successful, may be made so available after expiry of a bar.

(6) In the event of the dissertation meeting the criteria for being deposited in the National Library of Wales, the candidate will be required to provide an additional copy in permanent, hardback binding. A bound copy of the Master's dissertation will be deposited in the National Library of Wales if the dissertation:

- is deemed by the examiners to be of Distinction standard;
- is in the fields of Celtic Studies, Welsh or Welsh History;
- does not meet either of the above criteria, but is considered by the examiners to be of particular relevance to Wales.

2. Taught Master's Dissertation Archive

(1) The University will keep a record of all dissertations successfully submitted for Part II of a Taught Master's Degree. The record will include the student code, student name, the dissertation title and the mark awarded. The record will also include the title of the degree awarded and the year in which the award was conferred.

(2) The University will keep one copy of each dissertation successfully submitted for Part II of a Taught Master's Degree. Following the successful outcome of the relevant Progression/Award Examining Board, a printed copy of the dissertation will be sent to Library and Learning Resources for cataloguing and storage within the Library. Dissertations will subsequently be available for reference use only.

(3) An electronic copy of any dissertation deposited in the National Library of Wales will also be deposited in the University's digital repository.

Appendix 8: Postgraduate Taught Dissertation Supervision Record (GA19)

POSTGRADUATE TAUGHT DISSERTATION SUPERVISION RECORD

This form is to be used to record a summary of the outcomes of each formal meeting between the student and the dissertation supervisors for Part II of a Masters' Programme.

Student Name:		**Student No:**	
Programme of Study:		**Campus:**	
Faculty/School/Centre:		**Module Code:**	
Mode of study:	Full-time / Part-time	**Method of study:**	Campus based / Distance learning

Dissertation Title:	
Dissertation Supervisor:	
Programme Director:	

SUPERVISION RECORD

Date of meeting	Type of meeting	Summary of outcomes	Student	Supervisor	Duration of meeting	Running total

Date of meeting	Type of meeting	Summary of outcomes	Student	Supervisor	Duration of meeting	Running total

Notes on the Postgraduate Taught Dissertation Supervision Record

Record the date and type of meeting – e.g. face-to-face, video conference, telephone, email, letter

Note the outcomes agreed by both the student and the supervisor

Both the student and the supervisor should initial

Record the duration of the meeting

Update the running total for duration by adding the duration of the meeting to the previous running total

Appendix 9: Supervision Policy for Taught Master's Students (GA30)

1. Supervision of Taught Master's Dissertations

(1) The first task for students registering on Part II of a Master's programme, the dissertation, will be to prepare and submit a dissertation proposal for consideration by the Programme Director. The Head of School will be responsible for identifying an appropriate dissertation supervisor, in consultation with the appropriate Programme Director and, where appropriate, with the Dean of Faculty. This section outlines the responsibilities of the Dean of Faculty, the Head of School, the Programme Director, the supervisor and the student in relation to providing support and guidance for the Master's dissertation candidate.

(2) On some Programmes of Study, Part II consists of a project or portfolio rather than a traditional dissertation. Throughout this document, all references to the dissertation will also apply to such projects and portfolios.

(3) A dissertation submitted for a Taught Master's degree shall normally be openly available and subject to no security or restriction of access. A student may request that a bar on photocopying and/or access to a dissertation may be put in place for a specified period of up to 5 years. Requests for a bar on access should normally be made in writing to the relevant Head of School immediately after the approval of the dissertation proposal. The title and summary of the dissertation should remain freely available.

2. Responsibilities of the Dean of Faculty

(1) The Dean of Faculty will be responsible for ensuring that:

a) the Heads of School, Programme Directors and Supervisors carry out their responsibilities as set out below.

3. Responsibilities of the Head of School

(1) The Head of School will be responsible for ensuring that:

a) there is an appropriate overview in terms of supervisor allocation and time management;

b) ensuring that dissertations are allocated to supervisors with suitable expertise;

c) informing students if a dissertation proposal is not acceptable due to the unavailability of a suitable supervisor, and advising candidates on possible alternative proposals;

d) ensuring that all markers are assigned duties compatible with their experience and capacities;

e) a mechanism is put in place whereby a student is able to request a change of supervisor, and whereby an alternative member of staff is made available should any supervisor be absent for a prolonged period of time;

f) the number of students allocated to a supervisor is such that he/she will have the capacity to fulfil the responsibilities identified in Section 5.

4. Responsibilities of the Programme Director

(1) The Programme Director will be responsible for:

a) ensuring that candidates are provided with written guidelines with regard to attendance, frameworks for meetings and general expectations (see Section 7);

b) ensuring that the implementation of the guidelines is monitored on a regular basis;

c) attending all examination boards relating to the programme;

d) ensuring that the nature of the tutorial supervision is made explicit in the Programme of Study Handbook.

5. Responsibilities of the Supervisor

(1) The Dissertation supervisors will be responsible for:

a) encouraging the candidate to explore a range of possible research topics within the area chosen for study and indicated in the proposed title;

b) ensuring that dissertation proposals are feasible in terms of the timescale and resources available;

c) providing appropriate advice and guidance in relation to the candidate's initial dissertation proposal

d) ensuring that the student is provided with advice and guidance with the aim of facilitating the production of a dissertation of the requisite standard for a Taught Master's Degree by:

- providing support with the selection of a definitive research topic;
- assisting in the clarification of aims and objectives;
- recommending appropriate research sources and methods;

- providing guidance with the structuring and presentation of the dissertation;
- generally supporting, encouraging and motivating the student's research.

e) ensuring that appropriate ethical approval is obtained at every stage of preparing the dissertation;

f) ensuring that the student's initial dissertation proposal is refined as necessary in consultation with the candidate;

g) agreeing a timetable with the student for the submission of work and the scheduling of regular meetings (see Section 7);

h) keeping a careful record of all such formal meetings, including dates, action agreed and deadlines set;

i) recording a summary of the outcomes of each meeting on the Postgraduate Taught Dissertation Supervision Record Form (Appendix GA19), and ensuring that the form is signed by both the supervisor and the student;

j) ensuring that work is returned according to specified deadlines and accompanied by constructive comment;

k) ensuring that dissertations are not accepted for assessment unless they have undergone a process of tutorial supervision (see Section 7).

6. Responsibilities of the Student

(1) The Dissertation student will be responsible for:

a) ensuring that the dissertation produced is first and foremost his/her own work, albeit achieved with benefit of advice and guidance from the supervisor;

b) agreeing a timetable with the supervisor for the submission of work and the scheduling of regular meetings;

c) keeping a careful record of all such formal meetings, including dates, action agreed and deadlines set;

d) ensuring that a summary of the outcomes of each meeting is recorded on the Postgraduate Taught Dissertation Supervision Record Form (Appendix GA19), and signed by both the supervisor and the student;

e) making a considered case to the supervisor if requesting additional meetings;

f) ensuring that their work is appropriately edited, particularly with reference to accuracy of grammar and spelling;

g) ensuring that any relevant material resulting from his/her research, such as transcripts, are included in the dissertation or are presented as appendices;

h) completing the work within the agreed framework, with any problems relating to late or unsatisfactory submission being brought to the supervisor's attention in writing as soon as possible.

7. Dissertation Support Entitlement

(1) Dissertations shall not normally be accepted for assessment unless they have undergone a process of tutorial supervision. The nature and demands of such tutorial supervision shall be made explicit in the Programme of Study Handbook or other formal information provided for students.

(2) A dissertation contract should be prepared for each student at the start of Part II, the dissertation, in order to formally agree the terms of the dissertation supervision.

(3) The student and the supervisor are expected to form an agreement based on partnership, with both parties providing inputs and having responsibilities. This section is intended to offer guidance to students and to supervisors regarding the amount of support that a supervisor can be expected to provide during the course of a student's dissertation.

(4) Students must be provided with clear guidelines regarding the assessment criteria for the dissertation.

(5) The total amount of supervision should not normally exceed 25 hours, including any preliminary work in identifying a dissertation topic. Tutors are required to keep a record of the supervision time spent with each student, using the Postgraduate Taught Dissertation Supervision Record Form (Appendix GA19). This will include time spent on providing support by different means including phone, e-mail and letter.

(6) A proportion of the total amount of dissertation supervision as specified in paragraph (5) above may take the form of group tutorials. Such supervision should not exceed 15 hours in total.

(7) The maximum amount of individual dissertation supervision should not exceed 10 hours per student.

(8) Within the dissertation contract, it should be agreed that students are required to report to the dissertation supervisor at regular intervals, and are also required to produce draft versions of the dissertation.

(9) Supervisors should monitor student progress on a Postgraduate Taught Dissertation Supervision Record Form, reporting absences from tutorials and taking any appropriate subsequent action.

Appendix 10: Confirmation of Understanding of Student Responsibilities in Accepting a Tier 4 Visa Sponsored by the University of Wales Trinity Saint David

Confirmation of understanding of student responsibilities in accepting a Tier 4 visa sponsored by the University of Wales Trinity Saint David

I confirm that, in accepting a Confirmation of Acceptance for Study (CAS) from University of Wales Trinity Saint David (UWTSD) to obtain a UK Tier 4 study visa, that I understand my responsibilities in relation to the University's and UK Visas & Immigration (UKVI) regulations and that I will comply with them. I understand that if I do not do so, I accept that the University's sponsorship for my visa will be terminated and that I must then return to my home country.

1. University Attendance Policy: I will attend all classes / lectures / meetings and any other event that relates to my studies and I will notify the University (via Student Services Officer or Registry staff) of any absence or request for a change to this 'Schedule of Contacts'. I will read the relevant campus 'Attendance Procedure'. I confirm that I have received a copy of the Policy and acknowledge my understanding of its contents and my obligations thereto.
2. Any absence due to illness will be informed to the Student Services Officer or Registry staff at my Campus within five days of returning to classes. I will provide a medical certificate from an NHS Doctor to the Student Services Officer or Registry staff. In the absence of valid and verifiable medical evidence the request for authorised absence will not be considered by the University.
3. I understand that the University will terminate my sponsorship if I do not comply with the relevant UWTSD campus Attendance Policy and Procedures as made available to me in 1 above. I am also aware that if I miss 10 or more "contacts" as defined in the Attendance Policy or by my Faculty, my sponsorship will be withdrawn and the UKVI informed of this.
4. I recognise that it is my responsibility to ensure that the University is aware of all of my current personal details and that I will provide immediate notification of any changes in relation to these to the Student Services Officer or Registry staff: this includes (but is not exhaustive) - My name, address, telephone numbers, passport, visa, disability, criminal convictions, and any contact with the Police.
5. I will immediately provide sight of original versions of all documents as they change to the Student Services Officer or Registry staff, to permit them to be copied and signed for University records. This includes (but is not exhaustive) - English language certification / passport documents / visa information and biometric cards / and academic qualifications.
6. If at any time I am unable to provide original documents that show an ongoing right to study in the UK when requested by the University, my sponsorship will be terminated.
7. I understand that I should not interrupt my studies during term time for any reason. If I need to do so, for example (this list is not exhaustive): in an emergency; to travel to my overseas home for a short period of time; I will request permission from the Student Services Officer or Registry staff of the intended dates of outward and return travel. I will need to provide documentary evidence of the emergency and allow the university to have sight of any "exit from" or "entry to" the UK stamps in my passport.
8. I understand that I am allowed to work part time for a maximum of 20 hours per week during term time. In studying for a Taught Masters course, PhD and the research part of the DBA, I understand that the period of research and the writing of my dissertation is also considered as 'term-time' and that I can only work up to 20 hours per week during that period.
9. I am allowed to work full-time during term breaks but the work I do must not fill a full-time, permanent vacancy. I understand that I cannot be self-employed, employed as a doctor in training,

or as a professional sportsperson, coach or entertainer. I accept this list may be subject to change by UKVI, and if I am uncertain as to the status of a vacancy I shall request clarification from the Student Services Officer or Registry staff at my UWTSD campus.

10. If the University receives evidence that I have been working in breach of my visa conditions, my sponsorship will be immediately withdrawn.
11. The UKVI may decide to audit the University (either as an unannounced visit or providing up to 14 days' notice) and I confirm that I will make myself available for interview by them and/or the University if I am asked to do so.
12. CASs are issued for the full duration of each programme and I understand that any application for a Visa extension will be considered on a case-by-case basis.
13. I confirm that I will either return to my home country or transfer to another UKVI-approved sponsor prior to the date of expiry of my final visa sponsored by the University, and that I must keep the University informed of my intentions at all times.
14. I understand that I cannot switch to part-time studies in the UK under my visa conditions.
15. I understand that I will not be entitled to a refund of any fees paid if the University terminates my studies due to lack of academic progression or withdraws my sponsorship due to poor attendance.
16. If it is proven that either I and/or my representative have presented a forged document, falsified document, fraudulently obtained document or have made a false statement to the University in the course of my application or in answer to an ongoing immigration requirement or have presented any such document or made such a statement to a previous sponsor or UKVI, the University will immediately terminate my sponsorship. I understand that I will not be entitled to a refund of any fees paid in such circumstances.
17. The University reserves the right to vary the conditions above at any time and upon the giving of reasonable notice to a student at his/her UWTSD e-mail account. The University is not obliged to contact a student on a personal e-mail account.

Student ID: _____ Full Name: _____

Signature: _____ Date: _____

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Trinity Saint David

Appendix 11: Request for Authorised Absence (AP2)

Appendix AP2

REQUEST FOR AUTHORISED ABSENCE

(ONLY TO BE COMPLETED BY INTERNATIONAL STUDENTS ON A TIER 4 VISA)

Use this form to request any term-time leave from your programme of study. You do not need to apply for leave during vacation periods. Please read the guidance notes before completing the form.

Unless you have an illness, family bereavement or other significant circumstances, then leave is unlikely to be granted. Where possible this form should be submitted in advance of the requested period of absence (e.g. leave to return home or travel abroad) or as soon as possible after the absence (e.g. in the case of short illness).

PERSONAL DETAILS	
Student Name:	**Student ID Number:**
Programme of Study:	**Level of Study (e.g. 4, 5, 6 or 7):**
UWTSD Email: @student.uwtsd.ac.uk	**Personal Email:**
Mobile Tel Number:	**Other Tel No (e.g. landline):**

REQUESTED DATES FOR AUTHORISED ABSENCE:		
From:	**To:**	**TOTAL DAYS:**

REASON FOR ABSENCE: (Please check the appropriate box ☒)

- ☐ **Illness**
  Please provide a medical certificate or equivalent indicating the start and duration of the condition.
- ☐ **Bereavement** (death of relative or close friend)
  Please provide a death certificate.
- ☐ **Significant adverse personal circumstances**
  Please supply appropriate supporting independent evidence.
- ☐ **To travel abroad/home**
  Please supply appropriate supporting independent evidence.
- ☐ **Other significant factors**
  Please supply appropriate supporting independent evidence.

Use the space below to detail your request:

(this box will expand as you type or you may attach additional sheets)

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Trinity Saint David

Verifiable independent supporting documentary evidence:
List and describe the documentation which you have attached in support of your statement (Please note that the University will NOT seek evidence on your behalf – it is your responsibility to do this). It is your responsibility to provide a translation undertaken by an accredited translator for any material not in English or Welsh.
(Please do not state that "xxx is available if needed" - If you list documentary evidence to support this claim you are required to submit it or provide a date by which you will submit it).

(this box will expand as you type or you may attach additional sheets)

TRAVEL AWAY FROM YOUR CAMPUS

Does your absence involve travel away from your campus region? (Please check the appropriate box ☒)

☐ **No**
Please move to the signature section

☐ **Yes**
Please complete Appendix AP2a Travel and Contact Details Form and submit with this Appendix AP2 Request for Authorised Absence form

Declaration: I understand that my request for leave can only be granted at the discretion of the University and that if my request is not granted then I will continue to attend classes and meet all my programme obligations as normal. I also understand that if my request is not granted and I don`t attend my classes it may contravene my visa conditions and I will be liable to disciplinary action as detailed in the University's Attendance Policy. It is my responsibility to ensure that I am up-to-date with all programme learning commitments, including assessment. If my absence impacts my assessments, I recognize that any claim for extenuating circumstances must be considered through an application using Appendix GA1. I will discuss all course requirements affected by this absence with lecturer(s).

Student Signature: **Date:**

PROGRAMME DIRECTOR/TUTOR USE ONLY Request granted: ☐ Not granted: ☐

Reason why granted/ not granted:

PD/Tutor's signature: Date:
(this box will expand as you type or you may attach additional sheets)

FACULTY OFFICE USE ONLY

Student Notified by: Email: ☐ Letter: ☐ Date of notification:

Student authorisation to travel letter provided: Yes: ☐ No: ☐

Administrator`s Signature: Date:

NOTES FOR GUIDANCE IN COMPLETION OF THIS FORM

Under the UK Visa and Immigration regulations if you have a visa to study at the University of Wales Trinity Saint David, you must be present on the premises for the purpose of your studies during term time unless you apply for, and are granted, an 'authorised absence' from your studies.

The information below explains what you must do if you are unable to attend the University during term time.

Acceptable reasons for authorised absence(s)

The University has an obligation under its UKVI Sponsor Licence to monitor and keep records of academic attendance of international students. If there is a need to apply for authorised absence there must be a valid reason supported by verifiable documentary evidence. Acceptable reasons for authorised absences include:

- illness;
- having to return to your home country unexpectedly, for example as a result of a close personal bereavement or serious illness (immediate family);
- to leave the UK to carry out fieldwork;
- to attend a conference;
- to complete a dissertation/thesis in your home country.

Student visas are granted for the primary purpose of study in the UK and attendance is a critical requirement to assure the best-possible academic outcome for every student. You should therefore not ask for approval to be absent from teaching sessions during term-time for the purposes of tourist travel, religious occasions or social occasions (e.g. weddings) outside the UK. Students, who make this type of request when teaching is occurring during term time should not be offended if a request is refused where it is felt that absence may significantly damage academic progress.

Documentary evidence

All requests must be supported by verifiable independent documentary evidence, which must include the relevant dates. It is not possible to provide a definitive list of all acceptable independent documentary evidence, but the following are typical examples of what may be acceptable, depending on the exact individual circumstances:

- a signed and dated letter from a medical practitioner, registered with the General Medical Council (GMC) confirming the illness and its anticipated duration – this would normally be on headed notepaper or equivalent;
- a letter or appointment card that confirms attendance at a dentist, doctor's surgery, hospital or similar event;
- a copy of a Death Certificate;
- a signed and dated letter from a coroner, legal practitioner, police officer, court official, minister of religion or other professional – this would normally be on headed notepaper or equivalent;
- a statement from the Programme Director, research supervisor or student counsellor.

Authorisation to travel away from your campus area

If your absence during term-time involves travel away from your campus area, you must complete Appendix AP2a Travel and Contact Details Form and submit it with this Appendix AP2 Request for Authorised Absence form prior to your departure.

If you travel away from your campus area in vacation periods you should inform the University of your itinerary. Similarly, at the end of your studies it is your responsibility to inform the University of your intention to leave the UK. In either case, you should complete and submit Appendix AP2a prior to your departure but you do not need to complete this Appendix AP2 Request for Authorised Absence form.

If an authorised absence is approved which involves travel outside the UK, the University will provide you with a letter which you should carry in your hand luggage when leaving and returning to the UK. This can be shown to an Immigration Officer(s) should they ask for proof that you are studying on an academic programme and have permission to travel outside the UK.

When to apply for authorised absence

For planned absence, this form should be submitted *in advance* of the requested period of absence (e.g. leave to return home or travel abroad). For authorisation to travel away from your campus during term-time, you must request permission from the University *prior* to your departure. You must also apply in advance for an authorised absence to leave the University at the end of the Term, once all teaching and examination requirements have been completed, IF this is before the scheduled end date on your visa.

If your absence could not be foreseen, for example because of ill health or accident, you should follow the procedure specified in your Programme of Study Handbook; ideally you (or, in an emergency, a friend) should contact your Tutor or Faculty Office by telephone or email to inform them that you will be absent before the session(s) take place. You should submit the authorised absence request form and the supporting evidence on the first day that you return to classes.

Length of absence

You should use this form to seek written permission for short periods of absence in term time (usually no more than one or two weeks), for example when you are ill or to return home due to bereavement. Longer absences in term time require more detailed guidance, and in some cases may require an interruption (deferment) to your studies to the next term or semester and an amendment to your visa. In such cases it is a requirement that you make an appointment to discuss the matter with your Programme Director (or designated University Officer) in the first instance.

Pregnancy

Students should refer to Appendix SQ3 of the Academic Quality Handbook (available at http://www.uwtsd.ac.uk/academic-office/appendices-and-forms/). In particular International students with financial sponsors must contact their sponsors and agree

a plan of action (such as deferring study/ when to resume study etc.). Those international students who are not entitled to any maternity benefits in the UK may prefer to return home for the duration of their pregnancy. It should be remembered that most airlines will not carry passengers who are 7 months pregnant or more, and this should be taken into account when planning a plan of action.

Other

Being given an authorised absence does not exempt you from having to apply for extenuating circumstances relating to assessment submission, where appropriate.

PLEASE SUBMIT THIS FORM TO YOUR PROGRAMME DIRECTOR OR DESIGNATED TUTOR. CONTACT DETAILS ARE AVAILABLE IN YOUR PROGRAMME OF STUDY HANDBOOK.

Appendix 12: Request for Authorised Absence 中英文請假單

請假單

REQUEST FOR AUTHORISED ABSENCE

學生姓名 (Student Name) :　　班級名稱 (Class):

學生證號 (Student ID Number):　　(例:2019年碩士班 Example: 2019 MA)

課程名稱 (Programme of Study):　　課程級別 (Level of Study):

請假類別 （Classification）	日期 (Request Dates)		申請天數 (Total days)	請假事由
Reasons for Absence	自 from	至 to		Use the space below to detail your request:
1. 事假(personal circumstances) 2. 病假 (illness) 3. 其他 (others, please specify)	日/月/年 date/month/year	日/月/年 date/month/year		

申請人簽名:_____　　班主任簽名：_____

Student Signature:　　Personal Tutor Signature:

課程主任/教師審核意見: **PROGRAMME DIRECTOR/TUTOR USE ONLY**	申請批準：☐ Request granted: ☐	申請不批準：☐ Not granted: ☐
批準或不批準理由詳述： Reason why granted/ not granted: 課程主任/教師簽名： PD/Tutor's signature: 日期 Date:		

Appendix 13: Travel and Contact Details Form (AP2a)

Appendix AP2a

TRAVEL AND CONTACT DETAILS FORM

(ONLY TO BE COMPLETED BY INTERNATIONAL STUDENTS ON A TIER 4 VISA)

If you wish to travel away from your campus area during term-time, vacation periods, or at the end of your studies please use this form to inform the University of your itinerary PRIOR to your departure.

PERSONAL DETAILS Please provide your contact details for the University to support you during your travel in a case of emergency	
Student Name:	**Student ID Number:**
Programme of Study:	**Level of Study (e.g. 4, 5, 6 or 7):**
UWTSD Email:	**Personal Email:**
Mobile Tel Number:	**Other Tel No (e.g. landline):**

NEXT OF KIN DETAILS Please provide contact details for your next of kin for the University to contact them in case of an emergency	
Contact Name:	**Contact's relationship to you (e.g. mother, brother):**
Contact's Email:	**Personal Email:**
Mobile Tel Number:	**Other Tel No (e.g. landline):**

Intended travel destinations:	**Intended dates of travel:**
(this box will expand as you type or you may attach additional sheets)	

Student Signature:	**Date:**

FACULTY OFFICE USE ONLY		
Student authorisation to travel letter provided:	Yes: ☐	No: ☐
Administrator`s Signature:		Date:

Appendix 14: Extenuating Circumstances Form (SC01)

CONFIDENTIAL

This form is for use by students studying at Partner institutions – students studying at UWTSD should complete the online form which is available on MyTSD

EXTENUATING CIRCUMSTANCES FORM

Claim that circumstances outside of your control may have adversely affected your performance and should be taken into account by the University

This form should be completed if you want to make the University aware of any extenuating circumstances which you believe may have adversely affected your performance in an assessment or assessments. **Please read the guidance notes at the rear of this form. Do NOT submit your claim until you have completed ALL sections of the form.**

Claims **must** be submitted as soon as possible and **must** be received no more than **21 days** after the original date of assessment. Requests submitted outside this timeframe will not be considered unless there is independent evidence to show compelling reasons as to why the request was not submitted in a timely manner.

You **must** provide verifiable independent documentary evidence to support all claims.

Where work has been handed in, you **must** provide proof of the date of **actual submission** (either a submission receipt or confirmation from a member of staff of the date the work was handed in).

You will receive a response to your claim normally within 21 days. You must not assume that your claim has been received or approved except where there has been explicit confirmation of this in writing.

All communications relating to this claim during its process must be emailed to: cpcasesec@uwtsd.ac.uk

The University will acknowledge receipt of your claim and provide you with any updates and an outcome by email; therefore it is important that you check your University and personal email accounts regularly.

This form is available electronically from the Academic Office web pages:
http://www.uwtsd.ac.uk/academic-office/

1. Student details:

Student Name:			
Student Number:			
Contact Address:			
Contact Telephone Number:			
E-mail address:			
Programme of Study:			
Level of study:			
Current mode of study	☐ Full-time	☐ Part-time	☐ Distance Learning
Institute:			
Campus:			

2. Nature of circumstances:

☐ **Immobilising illness/hospitalisation**

Please provide a medical certificate or equivalent indicating the start and duration of the condition.

☐ **Bereavement** (death of relative or close friend)

Please provide a death certificate.

☐ **Significant adverse personal circumstances**

Please supply appropriate supporting independent evidence.

☐ **Other significant factors**

Please supply appropriate supporting independent evidence.

☐ **Pressures from employers (only where study is subsidiary to employment)**

Please provide a letter from your employer.

3. Assessments affected:

Enter Coursework details below: * **Give the actual date of submission or write "will not submit" if the work will not be submitted within 1 week of the assessment deadline.** * **Where work has been handed in, you must provide proof of the date of actual submission (either a submission receipt or confirmation from a member of staff of the date the work was handed in).**				
Module **Code and Name**	**Assessment Type** (e.g. essay, portfolio) **Component** (where known) **Weighting of component**	**Uncapped or Capped**	**Assessment deadline**	**Date work actually submitted ***
Enter Examination/Presentation details below: * **Indicate whether you attended the examination/presentation or not.**				
Module **Code and Name**	**Assessment Type** (e.g. presentation, examination) **Component** (where known) **Weighting of component**	**Uncapped or Capped**	**Date of examination / presentation**	**Attendance at examination / presentation***

4. Do you currently have a Statement of Compensatory Measures from the University relating to any of the assessments listed above?

☐ YES	☐ NO

5. Concisely describe the nature of the circumstances you are claiming for and how they have affected/will affect your performance (and where appropriate, explaining how these are not covered by your Statement of Compensatory Measures):

(this box will expand as you type or you may attach additional sheets)

6. Verifiable independent supporting documentary evidence: List and describe the documentation which you have attached in support of your statement (Please note that the University will **NOT** seek evidence on your behalf – **it is your responsibility to provide this as part of your claim**). It is your responsibility to provide a translation undertaken by an accredited translator for any material not in English or Welsh – untranslated documents will not be considered.

(Please do not state that "xxx is available if needed" - If you list documentary evidence to support this claim you are required to submit it or provide a date by which you will submit it).

(this box will expand as you type or you may attach additional sheets)

7. **Checklist:** Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached all the required documentation:

☐	I have read the guidance notes supplied before completing the form.
☐	I have handed in my assessment or have decided that I will not be able to hand in my assessment within 1 week of the original date of assessment or the date of my examination / presentation has passed (and I either attended or did not)
☐	I have attached relevant independent documentary evidence to support my claim.
☐	I have completed **ALL** sections of the form in full.
☐	I have submitted this no more than **21 days** after the original date of the assessment. If not, I have provided independent evidence to show compelling reasons as to why the form is not being submitted in a timely manner.
☐	I have attached proof of the date of actual submission - either an official submission receipt or confirmation from a member of staff of the date the work was handed in (not required for examinations/presentations).

THE UNIVERSITY HAS THE AUTHORITY TO RETURN TO A STUDENT ANY CLAIM THAT:

- **IS RECEIVED MORE THAN 21 DAYS AFTER THE ORIGINAL DATE OF ASSESSMENT OR AFTER NOTIFICATION OF RESULTS WHICH DOES NOT INCLUDE INDEPENDENT EVIDENCE TO EXPLAIN THE DELAY IN RECEIVING THE CLAIM;**
- **IS INCOMPLETE (TYPICALLY SECTIONS 3 OR 5 HAVE NOT BEEN COMPLETED);**
- **LACKS VERIFIABLE INDEPENDENT DOCUMENTARY EVIDENCE.**

The information which I have provided is correct and complete to the best of my knowledge. I give my consent for this information to be disclosed to the relevant Examiners and officers of the University who are responsible for considering mitigating circumstances. I also understand that this claim for mitigating circumstances will be kept on my University record. **Submitting a false claim or false documentation is a serious matter and would be regarded as an attempt to gain unfair advantage. This would be an academic offence and would be dealt with under the Academic Misconduct or Non-Academic Misconduct Procedures. The University reserves**

the right to check on the validity of any document(s) you submit or statements you make in this claim.	
Signature of Student:	**Date:**

Notes for guidance in completion of this form

You are responsible for handing assessed coursework in on time, for presenting yourself for written examinations at the appropriate time and place, and for submitting information on extenuating circumstances. Extensions to deadlines **cannot** be granted. In the event that work is handed in late, the work is marked in the normal way and then penalised in accordance with the regulations. The late submission penalty can only be lifted if a claim for extenuating circumstances has been officially approved.

An application for extenuating circumstances may be considered if evidence is provided of:

(i) an immobilising illness or period of hospitalisation that would affect your ability to meet a deadline or undertake an examination;
(ii) bereavement shortly before assessment resulting from the loss of a relative or close friend;
(iii) serious personal problems (where these relate to a third party, you must provide independent evidence of the impact on you);other problems that are beyond your control which compromise your ability to meet a deadline or undertake an examination;
(iv) pressures from employers, only where study is subsidiary to employment. For full-time students, study is only considered subsidiary to employment where the study is directly related to and dependent on the employment (where the employer specifically allows the student time-off from work to study and/or pays for the study). In all other cases, full-time students cannot claim extenuating circumstances for pressure for employers. For part-time students, study is only considered subsidiary to employment where your primary role is in work and your study is directly secondary to your work.

In each case, you must provide verifiable independent documentary evidence and, where appropriate, must provide evidence of the actual date of submission in the form of an official submission receipt or confirmation from a member of staff that the assessment has been submitted.

The following will not normally be considered as grounds for extenuating circumstances:

(i) minor, non-immobilising health problems with a duration of less than one week;
(ii) loss of work as the result of the breakdown of a computer or other electronic equipment;
(iii) loss of work as a result of theft;

(iv) loss of work as a result of mislaying an electronic storage device or hard copy;
(v) difficulties in submitting for assessment due to technical problems (not caused by a failure of the University's systems);
(vi) difficulty in gaining access to available materials such as books or videos;
(vii) non serious domestic or personal disruptions;
(viii) the normal financial difficulties which may be experienced by students, unless there has been a sudden and unforeseen change in financial circumstances;
(ix) long standing impairments or medical conditions, unless it can be demonstrated that there has been deterioration in the condition at the time of the assessment, such that the student's performance may have been adversely affected.

You should mitigate against such problems by:

(i) keeping electronic backups of work, together with hardcopies, and storing them at a separate location;
(ii) keeping copies of draft work and work in progress;
(iii) managing the time allocated for completing the assessment;
(iv) ensuring that any problems that are likely to influence your ability to meet a deadline are discussed with the Programme Manager well in advance of the published submission date.

You should report any long standing impairments and conditions to Student Services to ensure that, where appropriate, adjustments are be made to the assessment regime and support arrangements are put in place well before assessment commences.

The University reserves the right to take such steps as deemed necessary to verify the evidence submitted without prior notification and where the University is unable to authenticate the material to its satisfaction, the claim will not be accepted.

It is not possible to provide a definitive list of all acceptable independent documentary evidence, but the following are typical examples of what may be acceptable, depending on the exact individual circumstances:

- a Statement of Fitness for Work or Medical Certificate which clearly indicates the duration and impact of the illness/circumstances;
- a signed and dated letter from a medical practitioner which clearly indicates the duration and impact of the illness/circumstances;
- a University Confirmation of Extenuating Circumstances Form signed by an authorised signatory from Student Services which clearly indicates the duration and impact of the extenuating circumstances;
- a copy of a Death Certificate;
- an order of service from a funeral;
- a copy of a Birth Certificate;
- a signed a dated letter from an employer confirming that you are unavailable for study and the dates covered (only where study is subsidiary to employment);

- a signed and dated letter from a coroner, legal practitioner, police officer, court official, minister of religion or other professional.

In cases where the extenuating circumstances relate to ill-health/circumstances of a third party, independent evidence of the impact of the third party's illness/circumstances on you must be provided.

Any evidence which you present must:

- be on official headed notepaper of the individual or organisation concerned (with full contact details) and signed and dated by the author. Evidence presented by email may be acceptable if the email has been sent by the author from the official domain name of the author's organisation;
- be in English or Welsh. It is your responsibility to provide a translation undertaken by an accredited translator for any material not in English or Welsh;
- be unaltered. Documentation that has been amended for any reason will be deemed inadmissible by the University. If there is evidence that you have fraudulently presented documentation to the University the matter would be regarded as an attempt to gain unfair advantage and would be dealt with under the Academic Misconduct Procedures.

Non-diagnostic letters from medical practitioners (that is letters which state "the student informed me that he/she was ill…" or similar) and letters from non-traditional health practitioners will not be accepted as independent evidence.

Retrospective claims made for assessments undertaken in the previous Semester where the outcome of the assessment has been considered by an Examining Board and where you have subsequently engaged with studies in the current Semester will not be eligible for consideration.

EXTENUATING CIRCUMSTANCES – COURSEWORK: A QUICK GUIDE FOR STUDENTS

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete the coursework:

1. you should ensure that you are able to provide **verifiable independent documentary evidence** to support this, and
2. you should consider the following actions (noting the different outcomes depending on the formal extenuating circumstances decision):

Action	What and Why	Outcome if formal extenuating circumstances decision is:	
		APPROVED	**REJECTED**
Hand work in on time	Your work may be incomplete or not up to your normal standard, but it will not be otherwise penalised.	You would be given the choice of: i) accepting the mark awarded for your work, or ii) handing in a new piece of work at the next appropriate assessment point without penalty.	The mark awarded stands. (If this is a fail mark, the Examining Board may allow you a further attempt during the re-assessment period capped at the minimum pass mark (40% for Levels 4, 5 and 6 or 50% for Level 7).
Hand work in late First attempts only	You may take extra time (up to 1 week depending on how much time you think has been lost due to your extenuating circumstances) and hand in a complete piece of work which will be marked as normal. Initially a late penalty will be applied – the mark will be capped at	The late penalty will be lifted and the full mark given to the work before the penalty was applied will be recorded.	The late penalty stands. (If the work is given a fail mark, the Examining Board may allow you a further attempt during the re-assessment period capped at the minimum pass mark (40% for Levels 4, 5 and 6 or 50% for Level 7).

	the minimum pass mark (40% for Levels 4, 5 and 6 or 50% for Level 7)		
Hand work in late Re-assessments	You may take extra time (up to 1 week depending on how much time you think has been lost due to your extenuating circumstances) and hand in a <u>complete piece of work</u> which will be marked as normal. Initially a late penalty will be applied – the mark will be recorded as 0%	The late penalty will be lifted and the full mark given to the work before the penalty was applied will be recorded.	The late penalty (mark of 0%) stands. The Examining Board may allow you a further attempt during re-assessment period capped at the minimum pass mark (40% for Levels 4, 5 and 6 or 50% for Level 7).
Do not hand work in	You feel that your extenuating circumstances mean that you are unable to hand in your work within 1 week – so that even if you could complete the work, it would not be accepted. Initially this will be recorded as a non-submission and you will be given a mark of 0%.	You would be allowed to hand in a new piece of work at next appropriate assessment point without penalty.	The non-submission (mark of 0%) stands. The Examining Board may allow you a further attempt during re-assessment period capped at the minimum pass mark (40% for Levels 4, 5 and 6 or 50% for Level 7).

3. you should complete the Extenuating Circumstances Form (Appendix SC01) and send it along with any verifiable independent documentary evidence **AFTER** you have handed your work in or you have decided that you will not be able to hand work in within 1 week, **but** no more than **21 days** after the original submission deadline. You must provide proof of the date of actual submission.

Claims submitted outside this timeframe will not be considered unless there is independent evidence to show compelling reasons as to why the claim was not submitted in a timely manner.

COLLECT EVIDENCE – DO THE WORK AND HAND IT IN – APPLY FOR EXTENUATING CIRCUMSTANCES

EXTENUATING CIRCUMSTANCES – EXAMINATIONS AND PRESENTATIONS: A QUICK GUIDE FOR STUDENTS

If you believe that there are extenuating circumstances which may have adversely affected your ability to take an examination / give a presentation or your performance in an examination / presentation:

1. you should ensure that you are able to provide verifiable independent documentary evidence to support this, and
2. you should consider the following actions (noting the different outcomes depending on the formal extenuating circumstances decision):

Action	What and Why	Outcome if formal extenuating circumstances decision is:	
		APPROVED	**REJECTED**
Take examination / give presentation	Your performance may not be up to your normal standard, but it will not be otherwise penalised.	You would be given the choice of: i) accepting the mark gained for your examination / presentation, or ii) sitting the examination / giving the presentation at the next appropriate assessment point without penalty.	The mark awarded stands. (If this is a fail mark, the Examining Board may allow you a further attempt during re-assessment period capped at the minimum pass mark (40% for Levels 4, 5 and 6 or 50% for Level 7).
Do not take examination /do not give presentation	You feel that your extenuating circumstances mean that you are unable to take the examination / give the presentation. Initially this will be recorded as a non-attempt and you will be given a mark of 0%.	You would be allowed to sit the examination / give the presentation at the next appropriate assessment point without penalty.	The non-attempt (mark of 0%) stands. The Examining Board may allow you a further attempt during re-assessment period capped at the minimum pass mark (40% for Levels 4, 5 and 6 or 50% for Level 7).

Leave examination / presentation early	Your extenuating circumstances may mean that you have to leave the examination / presentation before it is completed. Your performance may not be up to your normal standard, but it will not be otherwise penalised.	You would be given the choice of: i) accepting the mark gained for your examination / presentation, or ii) sitting the examination / giving the presentation at the next appropriate assessment point without penalty.	The mark awarded stands. (If this is a fail mark, the Examining Board may allow you a further attempt during re-assessment period capped at the minimum pass mark (40% for Levels 4, 5 and 6 or 50% for Level 7).

3. you should complete the Extenuating Circumstances Form (Appendix SC01) and send it along with any verifiable independent documentary evidence **AFTER** the examination / presentation, **but** no more than **21 days** after the date of the examination / presentation. Claims submitted outside this timeframe will not be considered unless there is independent evidence to show compelling reasons as to why the claim was not submitted in a timely manner.

NOTE: If you know in advance that you will be unable to take the examination / give the presentation (for example you have a hospital appointment that cannot be changed on the date of the examination / presentation), then you should let the University know as soon as possible and clearly indicate that you are giving advance notice of your intended absence.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH.

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Appendix 15: Interruption of Studies (SC02)

INTERRUPTION OF STUDIES (TAUGHT PROGRAMMES) FORM

This form must be completed where a student wishes to request an interruption of studies.

An interruption of studies is defined as a formal pause in a student's study for an extended period of time during which the student is not required to engage with his/her studies.

Please remember that you do not have the automatic right to interrupt your studies.

You should complete sections 1 to 5. You should then ask your **Programme Manager** to complete sections 6 and 7. The completed form should be sent to the Academic Office for a final decision **only after all sections have been fully completed**.

Please read the notes for guidance and ensure that ALL sections of the form are completed.

The Academic Office will inform you of the final official decision on your request (normally in the form of an electronic communication). You must not assume that your request has been approved until you receive formal notification of the decision from the Academic Office.

All communications relating to this request during its process must be emailed to: aocases@uwtsd.ac.uk

The University will provide you with an outcome on your request by email; therefore it is important that you check your University and personal email accounts regularly.

This form is available electronically from the Academic Office web pages:
http://www.uwtsd.ac.uk/academic-office/

1. Student Details:

Student Name:			
Student Number:			
Contact Address:			
Contact Telephone Number:			
E-mail address:			
Programme of Study:			
Level of study:			
Current mode of study:	☐ Full-time	☐ Part-time	☐ Distance Learning
Institute:			
Campus:			
Any previous interruption of studies (previously termed "suspension of studies")	☐ Yes	☐ No	
If "Yes", please give dates and grounds for previous interruption:			

2. Grounds for request of interruption of studies:

☐ **Health/Medical**

Please provide a medical certificate or equivalent independent evidence.

☐ **Maternity, paternity or adoption leave**

Please provide a MAT B1 form or confirmation of adoption from an independent source.

☐ **Compassionate (including bereavement)**

Please provide a supporting letter from an independent source (e.g. death certificate for bereavement).

☐ **Financial**

Please provide appropriate independent evidence.

☐ **Exceptional Professional Commitments**

Please provide a letter from your employer.

☐ **Opportunities which contribute to academic development**

Please provide appropriate independent evidence.

☐ **Exceptional circumstances outside your control that seriously compromises your ability to continue with your studies**

Please provide appropriate independent evidence.

3. Concisely explain why it is necessary to request an interruption:

(this box will expand as you type or you may attach additional sheets)

4. Supporting evidence: List and describe the documentation which you have attached in support of your request. (Please note that the Academic Office will **NOT** seek evidence on your behalf – **it is your responsibility to provide this as part of your application**). It is your responsibility to provide a translation undertaken by an accredited translator for any material not in English or Welsh – untranslated documents will not be considered. The University reserves the right to check on the validity of the document(s) you submit or statements you make in this request.

(Please do not state that "xxx is available if needed" - If you list documentary evidence to support this request you are required to submit it or provide a date by which you will submit it).

(this box will expand as you type or you may attach additional sheets)

5. Proposed Dates of Interruption of Studies (all dates are provisional until verified by the Academic Office)

Planned last day of attendance:	
Proposed start date for interruption:	
Intended return date:	

Once you have completed the above sections, you should sign this form and then pass it to your Programme Manager and ask them to complete sections 6 and 7. You should NOT submit this form to the Academic Office unless sections 6 and 7 have been completed by the appropriate member of staff.

PLEASE NOTE: YOUR APPLICATION WILL NOT BE PROCESSED UNLESS ALL SECTIONS HAVE BEEN FULLY COMPLETED AND SUPPORTING EVIDENCE IS PROVIDED.

The information which I have provided is correct and complete to the best of my knowledge. I give my consent for this information to be disclosed to the relevant Examiners and officers of the University who are responsible for considering mitigating circumstances. I also understand that this claim for mitigating circumstances will be kept on my University record. **Submitting a false claim or false documentation is a serious matter and would be regarded as an attempt to gain unfair advantage. This would be an academic offence and would be dealt with under the Academic Misconduct or Non-Academic Misconduct Procedures. The University reserves the right to check on the validity of any document(s) you submit or statements you make in this claim.**	
Signature of Student:	**Date:**

6. Programme Manager consideration of request:

☐ **Supported**	☐ **Not Supported**
*The Programme Manager **MUST** provide a statement that shows that the situation has been evaluated and whether or not the request is supported.*	
Conditions for return to studies *(if appropriate)*:	

Institute:	
Name of member of staff:	
Signature:	
Date:	

7. Is proposed interruption partway through a level study?

☐ **No**
☐
If "Yes", list all modules in the level which the student will already have started at the proposed date for the interruption of studies, noting the status of each assessment component for each module. If a component has been completed, indicate whether the mark obtained will be carried forward (subject to availability of the module on return). Where a student will repeat a whole module, marks for individual components cannot be carried forward.

Module Code	**Assessment Component**	**Weighting**	**Completed**	**If complete – mark to be kept**
			Y / N	Y / N / N/A
			Y / N	Y / N / N/A
			Y / N	Y / N / N/A

			Y / N	Y / N / N/A
			Y / N	Y / N / N/A
			Y / N	Y / N / N/A
			Y / N	Y / N / N/A
			Y / N	Y / N / N/A
			Y / N	Y / N / N/A
			Y / N	Y / N / N/A

Note: If the proposed date for interruption is at the end of level of study, details of modules studied do not need to be recorded.

GUIDANCE NOTES FOR STUDENTS CONSIDERING INTERRUPTION OF STUDIES

Please note that students do not have the automatic right to interrupt their studies; a request to interrupt studies must be made to the Academic Office using this form.

If your application for interruption of studies is received prior to the start of a semester/term/block or **after no more than 20%** of the duration of the semester/term/block, the interruption would, if approved, have an effective start date of the beginning of the semester/term/block.

If your application for interruption of studies is received **after more than 20% of the duration of the semester/term/block, but after no more than 70% of the duration of the semester/term/block**, the interruption would, if approved, have an effective start date of the date the application was **received**.

You cannot apply for an interruption of studies **after more than 70% of the semester/term/block**. Any applications received after this time will be considered as an indication that you wish to apply for extenuating circumstances in that semester/term/block and you will be directed to the appropriate procedures.

For students on programmes where modules are delivered sequentially in a programme, an individual module may be considered as a "block" for the purpose of interruption of studies.

You should discuss your intention to interrupt with your Personal Tutor or Year Tutor or Programme Manager and relevant members of staff in your Institute (or Collaborative Partnership Institution). International students are strongly encouraged to consult International Registry (international.registry@uwtsd.ac.uk) before making a final decision, as this may have implications with regards to immigration status.

Sections 2 – 4: Grounds, explanation and evidence

You must make sure that the grounds for interruption are clearly marked, that you provide a brief explanation of why it is necessary to interrupt your studies and that independent evidence is provided to support your application. Incomplete applications will not be approved.

Section 5 - Dates

Normally an interruption of studies should be for a definite period and a date for return to studies should be agreed at the time the interruption is approved. Normally you will be expected to resume your studies at the beginning of the next appropriate Semester or Term or Block in order to continue your studies. Normally the maximum period of time that you may interrupt in total for any award is 12 months for full-time students and 24 months for part-time students. If you will require a period of interruption of

greater than this in total, you should normally withdraw from your studies and reapply when you are able to commit to study again.

You should indicate the planned last day of attendance, the date you wish the interruption to start and the date which you intend to return to studies in section 5. **Please note that all dates are provisional until verified by the Academic Office.**

Sections 6 and 7 – Completed by Programme Manager

You must ask your Programme Manager to complete sections 6 and 7 of this form before it is submitted to the Academic Office. Your Programme Manager must provide a statement indicating whether or not they support the request and provide details of the plans and any conditions for return to studies. The Programme Manager must clearly indicate whether any partial or full credit already gained will be carried forward or forfeited in section 7 of the form.

The completed form should be sent to the Academic Office for final approval and determination of actual dates of interruption of studies in cases where the request is approved.

If you are not satisfied with a decision regarding interruption of studies

If you are dissatisfied with the decision made on your request for an interruption of studies, you may request that the decision be reviewed by completing the **Review of Outcome Form (SC11)** and submitting this to the Academic Office, to be received not later than 21 days after the notification of the decision.

Please see section 27 of the University's Mitigating Circumstances Policy for details of the procedures for requesting a review of the decision and the grounds on which a review may be requested.

Funding Issues

You should consult your sponsor to obtain a clear understanding of the funding implications before interrupting studies; the University is not able to guarantee the resumption of any external grant or loan. If you carry forward partial credit with the approval of your Programme Manager, there may be an implication for fees charged. If you interrupt studies and then return to repeat a Semester/Term, you will be charged the appropriate tuition fee for the repeated period of study.

Benefits

Your student status may affect funding/benefits for which you can apply; similarly you may not be entitled to Council Tax exemption whilst you are on an interruption of studies.

Implications for the immigration status of overseas students

If you are an overseas student and have student leave to remain in the UK, an interruption of studies will have serious implications for your immigration status and you will not be permitted to remain in the UK for the duration of the interruption of studies.

University Facilities

Please be aware that students who have interrupted studies are **not entitled** to use the following services:

- University Computing Service / Network System
- University Library Services
- Students' Union

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH

Appendix 16: Student Requests to Withdraw Form (GA16)

STUDENT REQUEST TO WITHDRAW FORM

This form is for students who wish to withdraw from the University. You should **not** use this form if you wish to request an interruption of studies and intend to return at a later date. If you have not done so already, please take the opportunity to discuss your reasons for withdrawal with a member of staff in the Faculty or within the Student Services team to see if we can help you find a way to continue your studies.

We value your feedback and appreciate your sharing of your experiences during your time with us. The information that we receive will help us to continue to enhance our provision and support for our students*. Please know that your response is confidential.*

1. Student details

Student Name:			**Student No:**				
Programme of Study:			**Campus:**				
Faculty/School/Centre:			**Level of study:**				
Mode of study	Full-time:		Part-time:		Distance:		

2. Date of withdrawal

Please confirm that you wish to withdraw and that you do **not** wish to return to your studies at a later date. ☐
(*If you do wish to interrupt your studies temporarily, you will need an interruption of studies form*)
When did you last attend University? We need to know this in order to calculate any fees owed to the University. Please provide a specific date:

3. Reason for withdrawal

In order to help us to understand the reasons for your withdrawal, it would be useful if you could give us the main reason for your withdrawal from the course. There is more space below to provide any additional information that you feel is relevant. Please tick one:

☐	Financial reasons	☐	I have gone into employment
☐	Health reasons	☐	I did not feel that the course was suitable for my needs*
☐	Family reasons (e.g. caring for a child or relative)	☐	I did not feel satisfied with my course or the University*

☐	Other personal reasons*	☐	Other reasons *
☐	I did not feel that University was the right place for me in general*		

If you have ticked a box with an asterisk (*), please provide further details overleaf if possible.

Anything else that impacted on your experience at UWTSD (e.g. if there were additional reasons):

4. Transfer

Please indicate here whether you are intending to transfer to another institution to continue your studies.

Yes ☐

No ☐

5. Support

Did you access any support while you were at University (for example, a personal or year tutor, Faculty welfare officer, lecturer, a member of staff from Student Services, or the Students' Union)? **YES** / **NO** Please provide further details if possible:

Have you discussed your intention to withdraw with someone in the University (such as a personal or year tutor, Faculty welfare link, lecturer, or a member of staff from Student Services)? **YES / NO.** Please provide further details if possible:

Is there anything that could have helped you to complete your course?

Depending on the date of withdrawal, there may be financial implications for you, including liability for a proportion of the fees. Have you spoken to a Student Finance Officer to talk through the financial implications for you of your withdrawal? **YES / NO**

Please indicate if you would like a meeting with a Student Finance Officer. YES / NO

Student signature: ……..Date: ……

WHEN COMPLETED, PLEASE RETURN TO YOUR FACULTY OFFICE.

FOR FACULTY OFFICE USE ONLY:

Date form received:			**Date student record amended:**	
Copied to:	**Finance**		**Sponsor/LEA informed**	
	International		**UKVI report sent**	

For any questions about this form, please contact **registry@uwtsd.ac.uk.**

Appendix 17: 課程旁聽申請流程、教室公約及溫馨提示

一、 課程旁聽流程的施設目的

旁聽是漢學院師生廣學多聞、增長見識的好機會。然需考量申請者當前的工作與課業負擔、學習狀態與適應程度，及為維持有序的課堂學習環境，故參考相關資料，制定此流程。

課程旁聽申請流程

（一） 漢學院學生（本科生、碩士生、博士生、離校前畢業生）旁聽課程

1. 本科和碩士生

1）向本班班主任提出旁聽的申請，班主任綜合考量學生的課業負擔與學習狀態，必要時咨詢學生事務處主任的意見，以決定是否接受申請；

2）班主任向教務行政高級職員提交要求旁聽的學生名單和申請，課程主任和授課老師溝通同意後，根據規定進行批示。

3）教務行政高級職員將批示結果傳達該課程的助教老師，助教老師將旁聽的學生名單告知授課老師後，學生即可參與旁聽。

2. 博士生和離校前畢業生

1）向教務行政高級職員提交旁聽課程的申請，課程主任和授課老師溝通同意後，根據規定進行批示。

2） 教務行政高級職員將批示結果傳達該課程的助教老師，助教老師將旁聽的學生名單告知授課老師後，學生即可參與旁聽。

（二） 漢學院老師旁聽課程

1. 向課程主任提出旁聽課程的申請；

2. 課程主任與授課老師溝通同意後，教務行政高級職員將批示結果傳達該課程的助教老師，助教老師將旁聽的老師名單告知授課老師後，即可參與旁聽。

（三） 漢學院研究員旁聽課程

1. 向院長提出旁聽課程的申請;

2. 院長同意後，研究員向教務行政高級職員提交旁聽申請，課程主任與授課老師溝通同意後，根據規定進行批示。
3. 教務行政高級職員將批示結果傳達該課程的助教老師，助教老師將旁聽的研究員名單告知授課老師後，研究員即可參與旁聽。

二、 教室公約

（一）進出教室須步履輕盈，心存恭敬，並向孔老夫子像行鞠躬禮。
（二）几案整潔，書籍疊放有序，借閱書籍請登記並及時歸還。
（三）聽講時應端坐；若覺困倦，可移至教室兩旁立正聽講，待精神振作再回座；不支頤、交股、翹足，不踩桌椅下橫欄。
（四）離席前須將椅子歸位，物品整理整齊方可離開。每天課程結束後，個人物品請勿遺留在教室。
（五）為保持教室整潔，請勿在教室內食用食物或飲用飲料（喝水除外）。
（六）教室內言語交談不擾旁人。

三、 溫馨提示

（一）旁聽人員在課堂上不得以任何目的、方式進行錄音、錄影或拍照；
（二）旁聽人員可向助教老師申請上課資源（如教材、講義），助教老師須徵詢課程主任意見。課程主任將根據教材資源與授課老師的意願，決定能否提供。如果教材和講義數量不足，則無法提供給旁聽人員。
（三）旁聽人員如須提問，不宜佔用授課老師授課時間與答疑時間，也不宜佔用課間授課老師休息時間，可在下課後其他時間，酌情向授課老師請教。
（四）請旁聽人員盡量坐在教室後排，如需調整座位，請先徵求助教老師和授課老師的同意。
（五）旁聽人員需先徵得課程主任同意後，方可獲得課程視頻鏈接、課程相關的學習資料（如講義、課件、課堂筆記等），但僅可作為個人學習之用，不得在任何平台、以任何形式、任何目的對他人傳播或流通。

旁聽人員如有違反以上《教室公約》及溫馨提示，助教老師向課程主任匯報商議，課程主任視情況輕重，決定是否允許旁聽人員繼續參與旁聽。

Appendix 18: 英國漢學院聽課承諾書

本人為（姓名），茲因聽講英國漢學院學術課程，為保護威爾士三一聖大衛大學與淨空多元文化教育基金會之智慧財產權，保護授課教師之知識產權，以及避免產生誤會與困擾故，特立此承諾書，約定事項如下：

一、 本人知悉並同意不得將所有課程之內容（包括但不限於教材、講義（紙本與電子檔）、影片、PPT）於合理學習使用之範圍外，加以公開、複製或散布（例如將課程內容放置在公開平台上，如：Internet、FaceBook、Instagram、YouTube、Twitter、WeChat、Line、Skype、WhatsApp等。也包括將課程內容提供給其他人。）

二、如有違反，本人願負一切民事、刑事及行政責任。如威爾士三一聖大衛大學、淨空多元文化教育基金會、授課老師等相關單位或個人因此受到損害，本人願負賠償責任。

此致
威爾士三一聖大衛大學漢學院

立承諾書人：　　（簽名）

護照號碼：

聯絡電話：

通訊地址：

戶籍地址：

公元　　年　　月　　日

Appendix 19: Presentation Timing 口試時間與評分標準

時間長度	時間分配
30 分鐘	27-30 分鐘+問題 1 或 25 分鐘+問題 2
25 分鐘	23 -25 分鐘+問題 1/2
20 分鐘	18-20 分鐘+問題 1/2
15 分鐘	13-15 分鐘+問題 1/2
10 分鐘	9-10 分鐘+問題 1/2

口頭報告時間應達到口試時間的 90%-100%，末後應留出時間給老師提問題（1-2 個問題）。

口試時間不應超時，如超過：

- 10%以內，扣 1 分；
- 20%以內，扣 3 分；
- 30%以內，扣 5 分；
- 超過 30%以上，扣 10 分。

但如口試時間少於：

- 10%以內，扣 1 分；
- 20%以內，扣 3 分；
- 30%以內，扣 5 分；
- 30%以上，扣 10 分。

備註：

- 以上「口試時間與評分標準」從 2020-2021 學年開始實行。
- 為了更好地把控口試的時間，口試的點評可以放在最後，當天所有需要口試的同學都完成了報告與回答問題後，評分老師做集體點評，指出同學們共性以及個別的問題，幫助同學們提升。假如負責錄影的工作人員需要離開，可以請他們先行休息。
- 口試時的提問環節，假如同學在回答問題時思考時間過長或者所答並不切題，評分老師可以適時提醒，避免耽誤過多的時間。