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Pre-BA Student Handbook 2021-2022

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 five chapters:

- Chapter 1 – Your Programme of Study
- Chapter 2 – Your Academic Progress
- Chapter 3 – Assessment/Examinations
- Chapter 4 – Unfair Practice and Plagiarism
- Chapter 5 – Style Guides at the Academy of Sinology
- Chapter 6 – Other Academic Rules and Regulations at the Academy of Sinology

The appendices also contain important information and forms that are relevant to the Pre-BA 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 Academic Department of Sinology via sinologyadmin@uwtsd.ac.uk.

1. Your Programme of Study

1.1 What is the purpose of this handbook?

This handbook provides distance learning students with additional information, specific to distance learners about the various procedures, regulations and support systems within the University. It is intended for distance learning students on programmes at undergraduate, postgraduate taught and research levels. Distance learning students need to use the student handbook specific to their level of study (*Undergraduate Student Guide*, *Postgraduate Taught Student Guide*, or the *Code of Practice for Research Degrees*) in conjunction with this guide. Information specific to distance learning students can also be found in your Programme of Study Handbook (except for MPhil and PhD by Research students).

The University 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. We would also be grateful if you would let us know about any changes that you think might helpfully be introduced into future handbooks.

The handbook makes frequent reference to a number of other important sources of information relating to the University and to the way in which Programmes of Study (that's the name we give to your degree course) operate. These include Programme of Study Handbooks, Module Directories and the University's **Academic Quality Handbook (AQH)**.

The AQH is available on the University webpages and in the Faculty Offices:
<http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

There is a dedicated distance learning page (see link below) on the website with additional information on it as well as relevant information on web pages relating to your level and type of study (undergraduate, postgraduate taught).

<http://www.uwtsd.ac.uk/online/>

1.2 Study periods and submission deadlines

For most distance learning Programmes of Study, the University year is divided into two semesters. The first semester starts in September and lasts until late January when there is an examination period. The second semester starts in February as soon as the assessment process is complete and ends in June. Some distance learning courses may also offer the opportunity to take a module over the summer, by which the University means between April and September. Your Programme of Study Handbook will give you information about this.

Please note that taught distance learners will be given deadlines for the submission of coursework throughout the academic year. These deadlines are either communicated to you in your Programme of Study Handbook or in the module information given to you at the start of the module.

1.3 What is MyTSD?

MyTSD is a student portal, accessible from the web site, which gives students access to a range of Registry services, including student enrolment and the viewing of module results and Examining Board decisions. Students can log into MyTSD using their student number and password. MyTSD can be used to check personal data held in Registry, and to update information such as a change in address or telephone number.

2 Academic Progress

2.1 How do I know what is expected of me and what I can expect from my tutors?

When you enrol on a taught Programme of Study, an MRes, or a Professional Doctorate, you will be provided with a Programme of Study Handbook. This will explain what is required of you in terms of matters such as, for example, teaching and assessment. It is your responsibility to become familiar with this information. If a programme is offered by distance learning, then it will make clear what is expected from you as a student studying through this mode. The Programme of Study Handbook will also make clear what you can expect from your module and personal tutors in terms of contact and responses to your queries. You will be given more specific information about your module (usually via the VLE) (e.g. topics of study, bibliographies and resources, teaching sessions, assessments, assessment criteria etc.). It will also detail how you will be able to make contact with other students enrolled on that module (e.g. through an on-line forum and discussion boards). Such information is normally provided to students via the University's VLE.

Coursework in the form of essays, seminar papers, or whatever else is prescribed by your lecturers or module tutors must be presented by the deadline dates assigned. If you have not received any instructions about the coursework requirements of a module, you should contact your module tutor or Programme Manager as soon as possible. For information in relation to extenuating circumstances procedures, please consult the taught degrees student guide.

Distance learning students who have responsibilities and commitments in addition to their studies need to ensure that they do not enrol for more modules per semester than they are able to cope with.

2.2 'Attendance' for Distance Learning Students

For distance learning students, 'attendance' is, of course, defined differently. Attendance for distance learning students may take the form of the submission of formative assessment during the module, the participation in online seminars, accessing video-cast or podcast sessions, on-line forums and discussion groups, attendance at scheduled meetings with the module tutor or module group through Skype or Microsoft Teams. All module tutors will define clearly what is expected from students as part of the module information given to students at the beginning of the module. Generally, it is expected that all such contact points are compulsory elements of the course as they ensure the engagement of the student with the entire module, thus ensuring that all aims of the module and learning outcomes are met.

For distance learning students writing their dissertations or research degree theses, the same regulations will apply as for residential students.

2.3 What might happen if my progress is unsatisfactory?

In addition to the information given in the Academic Quality Handbook with regard to unsatisfactory progress, please note that the interviews for any distance learning student whose progress is regarded as unsatisfactory may, where appropriate, take place by electronic means (e.g. Skype or Microsoft Teams).

3 Assessment/Examinations

3.1 What are the examination requirements for Distance Learning Students?

Depending on your Programme of Study, you may be required to sit formal examinations at times laid down by the University.. Your Programme of Study Handbook will give you further details and your Programme Manager or module tutor will be happy to answer any questions you may have in relation to examinations.

4 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 How can I avoid 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 5 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 Style Guide at the Academy of Sinology

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).

The University library provide different referencing handbooks on their website and MHRA referencing handbook is one of them. You can access the handbook at <https://uwtsd.ac.uk/library/student-essentials/referencing-handbooks/>. In addition, you can also login to your library account and search for *Cite them right*, it provides further guidance.

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

Here are some common examples that you would experience when working on your assignments. More examples can be found on the UWTSD MHRA referencing handbook as mentioned above.

5.1 Quotations

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 (short quotation) should be enclosed in single quotation marks, run on with the main text and follow by a citation number linked to a footnote, e.g.

Rousseau's famous claim, 'Man is born free, and everywhere is in chains'¹, has attracted a great deal of comment.

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 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'.

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?'

Long quotations (more than forty words) should be broken off by an increased space from the preceding (it is set out in its own indented (2 tabs) paragraph, no italics required) 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. 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. For example,

Christopher Stanley gives particular attention to Paul's first-century audiences in order to assess their ability "to recognize and appreciate the apostle's many allusions and other unmarked references to the Jewish Scriptures". Stanley states further:

Paul routinely assumes that his audience not only accepts the authority of the Jewish Scriptures but also knows the biblical text well enough to supply the background and context for many of his allusions.²

5.2 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.³

5.2.1 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 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. 127–128'. 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.*'

5.2.2 Bibliography

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 and hanging indentation .

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.

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)

Below are some basic examples of how to reference certain types of resources.

5.2.3 Books and e-books

Footnote	Bibliography
• Author's name (first name first), • Title in <i>italics</i>, • Edition (if any). • Place of publication: publisher, date published in brackets, • Page number.	• Author's surname, followed by first name, • Title in <i>italics</i>, • Edition (if any). • Place of publication: publisher, publication year in brackets • Indent on second and subsequent lines
Example: ⁴David Hume, <i>An Enquiry Concerning the Principles of Morals</i> (London: A.Millar, 1751), p. 52.	Example: Hume, David, <i>An Enquiry Concerning the Principles of Morals</i> (London: A. Millar, 1751)

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.

5.2.4 Journal and newspaper articles

Footnote	Bibliography
• Author's name (first name first), • Article title, in single quotation marks • Journal title in <i>italics</i>, • Volume. Issue / part • Year of publication in round brackets, • Page range of the whole article • Page number in brackets.	• Author's surname, followed by first name, • Article title, in single quotation marks • Journal title in <i>italics</i>, • Volume. Issue / part • Year of publication in round brackets, • Page number range of whole article
Example: ⁵Stevan Harrell, 'The Concept of Soul in Chinese Folk Religion', <i>Journal of Asian Studies</i>, 38:3 (1979), 519–528 (p.523).	Example: Harrell, Stevan, 'The Concept of Soul in Chinese Folk Religion', <i>Journal of Asian Studies</i>, 38:3 (1979), 519–528

5.2.5 Internet

Footnote	Bibliography
• Author's name (first name first / organisation), • Website title in <i>italics</i> • Year of publication in bracket • <website URL> • [accessed date].	• Author's surname, followed by first name / organisation, • Website title in <i>italics</i> • Year of publication in bracket • <website URL> • [accessed date]
Example: ⁶Michael Tye, 'Qualia', <i>Stanford Encyclopedia of Philosophy</i> (2007) <http://plato.stanford.edu/entries/qualia/> [accessed 18 November 2009].	Example: Tye, Michael, 'Qualia', <i>Stanford Encyclopedia of Philosophy</i> (2007) <http://plato.stanford.edu/entries/qualia/> [accessed 18 November 2009]
Example of a video: ⁷Collected Talks of Ven.Master Chin Kung, <i>Ting shifu shuo yousheng shu 230 hanxue shi shenghou, shenghou shi hanxue</i> [video]. 2020 <https://www.youtube.com/watch?v=vxOaOWSuRcc> [accessed 25 January 2020].	Example of a video: Collected Talks of Ven.Master Chin Kung, <i>Ting shifu shuo yousheng shu 230 hanxue shi shenghou, shenghou shi hanxue</i> [video]. 2020 <https://www.youtube.com/watch?v=vxOaOWSuRcc> [accessed 25 January 2020]

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:

5.2.6 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, your first reference should always be in full. Subsequent references to the same material need to be abbreviated. 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) Hursthouse, *Beginning Lives*, pp.12–15.
- 3) Hursthouse, *Beginning Lives*, pp.17–20.

5.2.7 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.

5.3 General Formatting

- 1) 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.
- 2) 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.
- 3) 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.

- 4) Pagination: Number each page of your essay.
- 5) Word-count: Provide a full word-count for your essay, either on your title-page or cover-sheet.

5.3.1 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.

5.3.2 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.'

5.4 MHRA Citation Style for Chinese Sources

It is often that you will need to use Chinese sources for your essays or these in the Academy of Sinology. All citation, quotation, footnotes and bibliography entries are following the rules of MHRA referencing style. There are some examples below in order to help you to understand how to do so.

Tip number 1: Always use Latin script

For example, the title of book is 中國現代浪漫主義小說模式. In order to use Latin script of this title, you should use pinyin here, instead of translate it into English. This is because pinyin is Latin script and it is transliterated. Therefore, it should be *Zhongguo xiandai langman zhuyi xiaoshuo moshi*.

Tip number 2: Make the source clearer to markers

Using pinyin for the Chinese sources is good, but it may not provide a clear idea to the markers which sources you are referring to. Therefore, in order to make the sources clearer, provide the Chinese characters (in traditional characters) and use a square bracket for the pinyin. E.g: 中國現代浪漫主義小說模式 [*Zhongguo xiandai langman zhuyi xiaoshuo moshi*]

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, while *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.

Here is an example to summarise the above tips:

Footnote	Bibliography
⁸ 朱曦 [Zhu Xi] and 陳興蕪 [Chen Xingwu], 中國現代浪漫主義小說模式 [Zhongguo xiandai langman zhuyi xiaoshuo moshi] (Chongqing: Chongqing chubanshe, 2002), p.127.	朱曦 [Zhu Xi] and 陳興蕪 [Chen Xingwu], 中國現代浪漫主義小說模式 [Zhongguo xiandai langman zhuyi xiaoshuo moshi] (Chongqing: Chongqing chubanshe, 2002)

5.4.1 Chinese Words and Pinyin

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.

5.4.2 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 魯迅 *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.

5.4.3 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

6 Other Academic Rules and Regulations at the Academy of Sinology

6.1 Module Feedback Questionnaire

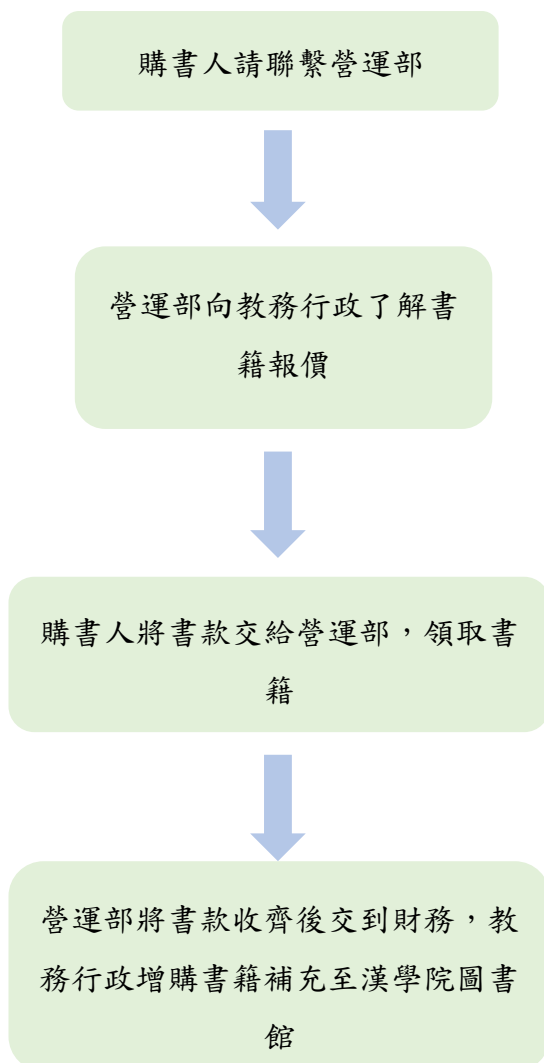
After completing each module, your tutor will ask you to complete a module feedback questionnaire via Moodle. This will provide feedback to the lecturers, the Academic Department as well as UWTSD, in order to improve the teaching quality. As a student, you have the obligation to do so.

6.2 Text books purchasing procedures

The Academic Department will do their best to acquire textbooks for you, as a student, ensure each of you having your own textbooks to accompany your study. In most cases, textbooks will be lent to you during your study and you are required to return them afterwards.

However, we understand that you may wish to purchase some textbooks and keep them to yourself, and if you wish to do so, please follow the below procedures (subject to textbooks availability).

漢學院學生請書/購書申請流程



6.3 教室公約及溫馨提示

一、 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。

二、 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。

6.4 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

6.5 Presentation Timing 口試時間與評分標準

規定口試時間	實講時間分配
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
20 分鐘	18-20 分鐘+問題
15 分鐘	13-15 分鐘+問題
10 分鐘	9-10 分鐘+問題

口頭報告時間應達到口試時間的 90%-100%（碩士口試除外，可以講 80%，即 25 分鐘），末後應留出時間給老師提問題。

口試時間不應超時，如超過：

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

但口試時間也不應太短：

- 80-90%（碩士 70-80%），扣 1 分；
- 70-80%（碩士 60-70%），扣 3 分；
- 60-70%（碩士 50-60%），扣 5 分；
- 60%以下（碩士 50%以下），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。
- **如學生未按規定在口試前三天把口試大綱提交給評分老師，評分老師有權按遲交情況對學生的口頭報告進行扣分。**

Appendices

Appendix 1: Pre-BA Academic Calendar 2021 – 2022

英國威爾士三一聖大衛大學漢學院 2021 - 2022 年 預科班教學行事曆 12/07/2021 修訂										
Pre-BA Academic Calendar 2021 - 2022, Academy of Sinology, University of Wales Trinity Saint David										
週次 Week	年 Year	月 Month	星期 Day							教學時間安排 Timetable
			日 S	一 M	二 T	三 W	四 T	五 F	六 S	
	2021	8	1	2	3	4	5	6	7	
			8	9	10	11	12	13	14	
			15	16	17	18	19	20	21	
			22	23	24	25	26	27	28	23 rd – 27 th Aug: online registration (報到日), pre-session training and induction
1	2021	8/9	29	30	31	1	2	3	4	課程代碼：SICH3001 (20 學分) 課程期間：week 1-7 (30/08 – 15/10) 課程名稱：Ancient Chinese Morality and Ethics 德行課程 授課老師：Venerable Chengde 成德法師 授課期間：week 1-5 (30/08 - 01/10) 週三自習 Independent learning on Weds 上課時間：08:30 - 10:30 (China time) 共 40 小時 學習交流：10:50-11:40 (China time) 視訊交流：每週三 video conferencing on Wednesdays
2			5	6	7	8	9	10	11	
3			12	13	14	15	16	17	18	
4			19	20	21	22	23	24	25	
5	2021	9/10	26	27	28	29	30	1	2	口試與短篇論文撰寫 Oral presentation & essay writing: week 6-7 (04/10-15/10)
6			3	4	5	6	7	8	9	
7			10	11	12	13	14	15	16	

英國威爾士三一聖大衛大學漢學院 2021 - 2022 年 預科班教學行事曆 12/07/2021 修訂
Pre-BA Academic Calendar 2021 - 2022, Academy of Sinology, University of Wales Trinity Saint David

週次 Week	年 Year	月 Month	星期 Day							教學時間安排 Timetable	重要行事 Notes
			日 S	一 M	二 T	三 W	四 T	五 F	六 S		
											15 th Oct: essay submission (by 3pm UK time)
8			17	18	19	20	21	22	23	課程代碼：SICH3003 (30 學分) 課程期間：week 8-14 (18/10 – 03/12) 課程名稱：Introduction to the Four Books《四書》簡介 授課老師：Dr. Zhang, Chaoyu 張朝玉老師 授課期間：week 8-12 (18/10 – 19/11) 週三自習 Independent learning on Weds 上課時間：08:30 - 11:50 (China time) (10:00-10:20 課間休息 Break) 共 60 小時 學習交流：14:00 - 14:50 (China time) 視訊交流：每週三 video conferencing on Wednesdays	
9			24	25	26	27	28	29	30		
10	2021	10/11	31	1	2	3	4	5	6		
11			7	8	9	10	11	12	13		
12			14	15	16	17	18	19	20		25 th Nov: oral presentation 26 th Nov: oral presentation submission (by 3pm UK time)
13			21	22	23	24	25	26	27	口試與短篇論文撰寫 Oral presentation & essay writing: week 13-14 (22/11-03/12)	3 rd Dec: essay submission (by 3pm UK time)
14	2021	11/12	28	29	30	1	2	3	4		
15			5	6	7	8	9	10	11	課程代碼：SICH3002 (20 學分) 課程期間：week 15-21 (06/12/2021 – 21/01/2022) 課程名稱：Classical Chinese 古漢語文言文 授課老師：Prof. Kang, Sei-Tong 康世統教授 授課期間：week 15 - 19 (06/12 – 07/01) 週三自習 Independent learning on Weds 上課時間：08:30 - 10:30 (China time) 共 40 小時 學習交流：10:50-11:40 (China time) 視訊交流：每週三 video conferencing on Wednesdays	
16			12	13	14	15	16	17	18		
17			19	20	21	22	23	24	25		24 th Dec: Christmas Eve 25 th Dec: Christmas Day 26 th Dec: Boxing Day 1 st Jan: New Year's Day
18			26	27	28	29	30	31	1		
19	2021/ 2022	12/1	2	3	4	5	6	7	8		13 th Jan: oral presentation

英國威爾士三一聖大衛大學漢學院 2021 - 2022 年 預科班教學行事曆 12/07/2021 修訂
Pre-BA Academic Calendar 2021 - 2022, Academy of Sinology, University of Wales Trinity Saint David

週次 Week	年 Year	月 Month	星期 Day							教學時間安排 Timetable	重要行事 Notes
			日 S	一 M	二 T	三 W	四 T	五 F	六 S		
20			9	10	11	12	13	14	15	口試與短篇論文撰寫 Oral presentation & essay writing: week 20-21 (10/01-21/01)	14 th Jan: oral presentation submission (by 3pm UK time)
21			16	17	18	19	20	21	22		21 st Jan: : essay submission (by 3pm UK time)
22			23	24	25	26	27	28	29	課程代碼: SICH3004 (30 學分) 課程期間: week 22-30 (24/01 – 25/03) 課程名稱: An introduction to the Governing Principles of Ancient China 360 《群書治要 360》簡介	
23	2022	1/2	30	31	1	2	3	4	5	Chinese New Year Holiday 春節假期	1 st Feb: Chinese New Year
24			6	7	8	9	10	11	12		
25			13	14	15	16	17	18	19	授課老師: Venerable Chengde 成德法師 授課期間: week 22-28 (24/01 – 11/03) 週三自習 Independent learning on Weds 上課時間: 08:30 - 11:50 (China time) (10:00-10:20 課間休息 Break) 共 60 小時 學習交流: 14:00 - 14:50 (China time) 視訊交流: 每週三 video conferencing on Wednesdays	
26			20	21	22	23	24	25	26		
27	2022	2/3	27	28	1	2	3	4	5	口試與短篇論文撰寫 Oral presentation & essay writing: week 29-30 (14/03-25/03)	1 st Mar: St. David's Day
28			6	7	8	9	10	11	12		17 th Mar: oral presentation 18 th Mar: oral presentation submission (by 3pm UK time)
29			13	14	15	16	17	18	19	課程代碼: SICH3005 (20 學分)	25 th Mar: essay submission (by 3pm UK time)
30			20	21	22	23	24	25	26		
31	2022	3/4	27	28	29	30	31	1	2		

英國威爾士三一聖大衛大學漢學院 2021 - 2022 年 預科班教學行事曆 12/07/2021 修訂
Pre-BA Academic Calendar 2021 - 2022, Academy of Sinology, University of Wales Trinity Saint David

週次 Week	年 Year	月 Month	星期 Day							教學時間安排 Timetable	重要行事 Notes
			日 S	一 M	二 T	三 W	四 T	五 F	六 S		
32			3	4	5	6	7	8	9	課程期間：week 31-37 (28/03-13/05) 課程名稱：An introduction to Classical Chinese Literature 《國學治要》簡介 授課老師：Dr. Chen, Su-Fan 陳愷汎老師 授課期間：Week 31-35 (28/03-29/04) 週三自習 Independent learning on Weds 上課時間：08:30 - 10:30 (China time) 共 40 小時 學習交流：10:50 - 11:40 (China time) 視訊交流：每週三 video conferencing on Wednesdays	
33			10	11	12	13	14	15	16		
34			17	18	19	20	21	22	23		
35			24	25	26	27	28	29	30		5 th May: oral presentation 6 th May: oral presentation submission (by 3pm UK time) 13 th May: essay submission (by 3pm UK time)
36	2022	5	1	2	3	4	5	6	7	口試與短篇論文撰寫 Oral presentation & essay writing: week 36-37 (02/05-13/05)	
37			8	9	10	11	12	13	14		
38			15	16	17	18	19	20	21	End of course	
39			22	23	24	25	26	27	28		
40	2022	5/6	29	30	31	1	2	3	4		

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UNIVERSITY OF WALES
Trinity Saint David

(to be completed by marker)

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Appendix 3: Presentation Assessment Sheet (template)

Name 姓名：

Date 日期：

Learning Outcomes 學習效果	Level of achievement 成績等級 <i>High</i> <i>Moderate</i> <i>Low</i> 高 中 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；避免重複；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

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 principles of the subject; some appreciation of	Weak and flawed introductory knowledge and understanding of the basic underlying concepts and principles of the subject(s), for example with significant inaccuracies, the inclusion of a	Work shows limited but fragmentary understanding of the basic underlying concepts and principles of the subject(s). There are inaccuracies, the inclusion of irrelevant material and/or	Factual approach showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being largely prepared for study at Level 4. Narrow	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, but lacking depth and breadth.	Work of solid quality showing competent and consistent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being well prepared for study at Level 4.	High quality work showing detailed understanding of the basic underlying concepts and principles of the subject(s), resulting in students being highly prepared for study at Level 4.	Exceptionally high quality work showing very detailed understanding of the basic underlying concepts and principles of the subject(s), resulting in students being most highly

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%
the breadth of the field of study and the relevant terminology)	substantial amount of irrelevant material and/or absence of appropriate information / material.	absence of appropriate information / material.	or misguided selection of some material, with elements missing or inaccurate.				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 approaches within the subject.	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 perspectives or approaches within the subject	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. Shows emerging awareness of the different perspectives or approaches	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 subject. Minor inaccuracies	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 within the subject.	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 perspectives or approaches within the subject.	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 awareness of the different perspectives or approaches

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%
			within the subject. Illogical arguments and judgements in places and with some inaccuracies.				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 emergent recognition of the complexity.	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 recognition of the complexity.	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 emergent recognition of the complexity.	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. Can propose exceptional solutions to well-defined problems with emergent recognition of the complexity.

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%
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 skills required for employment.	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 obligations to others but perhaps with limited involvement in group activities. Demonstrates a few qualities and transferable skills required for employment.	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 skills required for employment.	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 broad range of qualities and transferable skills required for employment.	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 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 (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / 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 (Knowledge of the	Major gaps in knowledge and understanding of the basic	Gaps in knowledge of the basic	Limited knowledge and understanding of the basic	Knowledge of the basic underlying concepts and	Competent knowledge of the basic underlying concepts and	Excellent knowledge and understanding of the basic	Exceptional, detailed knowledge and understanding of

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
basic underlying concepts and principles of a subject.)	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.	underlying concepts and principles within the subject area. Some elements may be missing.	principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	principles. Exhibits very good understanding.	underlying concepts and principles of the subject.	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 illogical and contradictory.	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 (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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 reliably, and with structured and coherent arguments; the	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively	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	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can work as part of a group, meeting	Mostly coherent, organised and accurate 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	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities.	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities.	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an exceptional contribution to

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	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.	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.	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.	Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	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 (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / 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 understanding (Sound knowledge and	Major gaps in knowledge with unsatisfactory, uncritical understanding of	Fragmentary knowledge, with only superficial critical understanding.	Limited but adequate knowledge and critical understanding of	Knowledge is reasonably detailed and accurate. A good critical	Knowledge is reasonably extensive. Exhibits very competent	Excellent, detailed knowledge and highly critical understanding of	Exceptionally detailed knowledge and outstanding critical

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	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.	understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	the well-established concepts and principles of the subject and the main methods of enquiry.	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 without use of any credible evidence.	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 unsubstantiated opinions. Ideas sometimes	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 failure to fully recognise limits of knowledge.	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 assert/state opinion rather than argue on the basis of	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 appropriate and valid judgements.	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. A capacity for independent thought and ability to 'see	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 ability to 'see beyond the question', suggesting a

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		illogical and contradictory.		reason and evidence. Mostly valid arguments and logical judgements.		beyond the question', suggesting some grasp of the broader field and wider concepts.	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 appropriate links between the two. Very weak problem-solving skills outside the context in which	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 the application of theory to practice, with only occasional evidence of making appropriate links	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 applied in practice, but not always making logical links between the two. Can identify problems and	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 theory to practice, making appropriate links between the two. Can identify problems and propose mostly	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 application of theory to practice, making appropriate links between the two. Can identify problems and	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 practice, making well-developed links between the two. Can identify problems and propose excellent,	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 links between the two. Can identify routine and non-routine problems and propose quite sophisticated,

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	they were first studied.	between the two. Weak problem-solving skills outside the context in which they were first studied.	propose basic solutions outside the context in which they were first studied.	appropriate solutions outside the context in which they were first studied.	propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	creative solutions outside the context in which they were first studied.	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 responsibility and decision-making.)	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 group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	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. Flawed approach to group work, meeting only partial obligations to others. Limited	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 work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills	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 a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal	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 contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-	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 professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment	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 team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	responsibility and decision-making, with some areas of strength and some of minor weakness.	making, with just occasional minor weakness.	requiring the exercise of personal responsibility and decision-making and an appetite for further development.	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 (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / 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 understanding (Coherent and detailed)	Major gaps in knowledge and systematic understanding of the subject	Gaps in knowledge, with only superficial systematic understanding.	Limited knowledge and systematic understanding of the relevant	Knowledge is reasonably detailed, accurate with a good systematic	Knowledge is reasonably extensive coherent and detailed.	Excellent coherent and detailed knowledge and systematic	Exceptionally coherent and detailed knowledge and systematic

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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.)	matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	understanding of the field of study and to some extent, current research and scholarship.	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.	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.	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 credible evidence.	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 opinions. Ideas sometimes illogical and contradictory.	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 / mis-interpretation.	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 support the argument. Mostly valid arguments and	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 make mostly appropriate and valid judgements.	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 thought and ability to 'see beyond the question',	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, nuanced, judgements. Evidence of independent

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
			Asserts rather than argues a case.	logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.		suggesting a grasp of the broader field and wider concepts.	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 and unpredictable contexts.	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 evidence of making appropriate links between the two. Weak problem-solving skills in complex and	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 logical links between the two. Can identify problems and propose basic solutions in complex and	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 appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and	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. Evidence of some innovation and creativity.	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 excellent solutions. Innovation and creativity evident.	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 cutting edge processes and techniques.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		unpredictable contexts.	unpredictable contexts without fully appreciating the complexity.	unpredictable contexts.			
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 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 graduate 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 graduate 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 the basic skills required in graduate 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 graduate 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 very good contribution to group activities. Demonstrates very good graduate employment skills, with just occasional minor weakness.	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 graduate employment skills and an appetite for	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 graduate employment skills and an appetite for further development.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
						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.
Knowledge and	Major gaps in knowledge and	Gaps in knowledge, with	Limited knowledge and	Knowledge is accurate and	Knowledge has a well-defined	Excellent mastery of a	Exceptional mastery of a

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%
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)	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.	only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	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.	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.	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.	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.	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 (Critical evaluation of current research and methodologies and develop	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak	Limited attempt at critical evaluation/ critique of current research and methodologies,	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses,	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative	Exceptional critical evaluation/ critique of current research and methodologies, Proposes

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%
critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the absence of complete data.)	systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of credible evidence.	development of hypotheses and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	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.	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.	where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound judgements based on data (that may be incomplete)	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.	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 knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence.	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify

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%
professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	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.	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.	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.	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.	the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	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.	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 processes and techniques.
Transferable skills for life and professional practice	Communication medium is inappropriate or misapplied. Work is poorly structured,	Communication medium is poorly designed and/or not suitable for the audience.	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format.	Can communicate professionally confidently and consistently in a suitable format.	Can communicate with an exceptionally high level of professionalism.

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%
(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.)	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.	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.	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.	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.	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.	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 strong appetite for further development.	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.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH

Appendix 5: 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)	日/月/年 date/month/year	日/月/年 date/month/year		
2. 病假 (illness)				
3. 其他 (others, please specify)				

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:

申請批准: ☐

申請不批准: ☐

PROGRAMME DIRECTOR/TUTOR USE ONLY

Request granted: ☐

Not granted: ☐

批准或不批准理由詳述:

Reason why granted/ not granted:

課程主任/教師簽名:

PD/Tutor's signature:

日期 Date:

Appendix 6: Extenuating Circumstance Form

Students studying at UWTSD should complete the online form which is available on MyTSD.

Appendix 7: Interruption of Studies (SC02)

The form is available at <https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>

Appendix 8: Student Request to Withdraw Form (GA16)

The form is available at <https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>