

GHANA TELECOM UNIVERSITY
COLLEGE

GRADUATE SCHOOL HANDBOOK

COLLABORATIVE
GRADUATE PROGRAMS WITH
COVENTRY UNIVERSITY
UNITED KINGDOM.

GHANA TELECOM UNIVERSITY COLLEGE GRADUATE SCHOOL

CONTENTS

| | | |
|------------|---|-----------|
| 1.0 | <i>The Graduate School</i> | 4 |
| | Welcome to the Graduate School of Ghana Telecom University College | 4 |
| 1.1 | Administrative Staff Closely Associated with the Graduate School | 5 |
| 1.2 | Communication between Staff and Student | 6 |
| 1.3 | Stationery/Photocopying | 6 |
| 1.4 | The Library | 6 |
| 1.5 | The International Relations Office | 7 |
| 2.0 | <i>STRUCTURE OF POSTGRADUATE PROGRAMMES</i> | 7 |
| 2.1 | The Full-Time Postgraduate Programmes | 7 |
| 3.0 | MANAGEMENT OF POSTGRADUATE PROGRAMMES | 9 |
| 3.1 | Organisation of Postgraduate Programmes | 9 |
| 3.2 | Role of the Module Leader | 9 |
| 3.3 | Graduate Office (Administration) | 10 |
| 3.4 | Graduate School Committees | 10 |
| 3.5 | Department Programmes Board of Study | 11 |
| 4.0 | <i>Student Experience</i> | 11 |
| 4.1 | Teaching, Learning and Assessment Strategy | 11 |
| 4.2 | General Assessment Strategy | 13 |
| 4.3 | Preparation and Assessment of Taught Modules | 13 |
| 4.4 | Module Structure for Students | 15 |
| 5.0 | <i>Attendance</i> | 17 |
| 5.1 | Deadlines for Submission of Assessed Work | 17 |
| 6.0 | <i>Guidelines for Assessed Work</i> | 18 |
| 6.1 | Post Module Assignments | 18 |
| 6.2 | Assessment Categories | 19 |
| 6.3 | Key Tips for Essay Writing | 20 |
| 7.0 | <i>Project Guidelines</i> | 21 |
| 7.1 | Project Structure | 21 |
| 7.2 | Individual Project students | 22 |
| 7.3 | Industrial emphasis of the Postgraduate Programmes | 23 |
| 7.4 | Individual Student MSc/MBA Project Guidelines | 23 |
| 7.5 | MSc/MBA Project Brief Guide | 24 |
| 7.6 | MSc/MBA Project Submission Guidelines | 25 |

| | | |
|-----|---|----|
| 7.7 | Project Presentation and Layout Guidelines | 25 |
| 8.0 | <i>Essential Information for All Students</i> | 30 |
| 8.1 | References and Bibliographies: Plagiarism and how to avoid it | 30 |
| 8.2 | Assessment Boards and Reassessment | 36 |
| 8.3 | Academic Disciplinary Actions Overview for Graduate Students | 37 |
| 8.4 | Special Circumstances | 39 |
| 8.5 | HEALTH AND SAFETY – IMPORTANT INFORMATION | 41 |

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1.0 The Graduate School

Welcome to the Graduate School of Ghana Telecom University College

Pursuing graduate education is a great adventure into discovery and higher learning which leads to the enhancement of life for yourself, others and society as a whole. The role of the Graduate School is to help make this experience an exciting and rewarding one as well as to prepare you for a long productive career and an enriched life.

At GTUC Graduate School, we offer an innovative approach to higher education. We are focused on meeting the needs of traditional and non-traditional students who need to be provided educational opportunities that are not only convenient and accessible, but also up-to-date and applicable to the real world.

Our Graduate education is committed to transforming the landscape of higher education in many ways. Flexible scheduling, continuous enrolment, a student centred & WI-FI environment, practitioner staff, online classes, and an electronic library, are the hallmark of our graduate education.

The Graduate School is here to help you in your pursuit of graduate education and ultimately prepare you for life in a rapidly changing world.

In spite of its short existence, our university has emerged as a national leader in engineering and science graduate education. One of the most important factors in the effectiveness of GTUC's graduate programmes is the quality of the School. We are proud of our nationally and internationally recognized faculty of scholars and academic leaders, who are also effective teachers and research collaborators.

Graduate education at GTUC places special emphasis on the relevance of science and technology to the complex problems of society. Such problems frequently require an interdisciplinary approach involving expertise in several different departments.

Location

The Graduate School is located on the first floor of the main classroom building on the main campus. The School houses the Dean of the Graduate School, administrative offices and lecture halls.

Office of the Dean for Graduate Education

The Graduate School is responsible for graduate education at GTUC. The Dean of the Graduate School coordinates graduate education with all the key offices of the university (such as the President, the Registrar, etc.) and the Committee on Graduate Programmes, a standing committee of the School.

Each department exercises a large measure of autonomy for its graduate programmes, under general guidelines established for the School as a whole.

1.1 Administrative Staff Closely Associated with the Graduate School

| | | |
|---------------------------|---|---|
| Dr. Osei Darkwa | - | Chair of the Committee on Graduate Education |
| Dr. Robert Awuah-Baffour | - | Head, Academic Affairs |
| Dr. Franklin Asamoah Baah | - | Programme Leader |
| TBA | - | Dean of the Graduate School |
| Abraham Kofi Asante | | Graduate School Administrator |
| TBA | - | Graduate School Assistant Librarian |
| Kwame Owusu Asiedu | - | Assistant Registrar Responsible for Rules and Regulations |
| Vera Graham (Mrs.) | - | Graduate School Admissions |
| Florence Onny (Mrs) | | International Admissions |
| TBA | - | Finance Officer |
| TBA | - | IT Support Staff |
| TBA | - | Administrative Support |
| TBA | - | Finance Officer |
| TBA | - | Clerical Assistant |

1.2 Communication between Staff and Student

The postgraduate notice boards are located in the Graduate School and designated Student Areas. Communication between staff and students will normally be via your GTUC email. Please ensure you check it each day.

The administrative and support staff are easy to contact as their offices are in the Graduate School. If not available, you should leave messages in the Graduate Office.

Staff can be contacted in their rooms or by leaving messages in their rooms, by internal telephones, through internal mail or email or where appropriate, by means of a note placed on or under their door.

A further mechanism of communication is the Course Consultative Committee. It has been created to facilitate communication between staff and students. There are student representatives from each master's programme. Students interested in becoming a member should inform the graduate office about their interest. This committee has been created to help students. It can work only if there is enough interest. You are encouraged to be the representative on this committee.

1.3 Stationery/Photocopying

Students are given a set of notes for each module. Students are expected to purchase their own stationery, including pens, pencils, paper and compact discs, etc.

1.4 The Library

All registered students will have access to the Coventry University Library. You will be registered as a reference only user at Coventry University Lanchester e-Library. This enables you to visit the Library at any time but does not allow you to borrow books. In addition, a Graduate School Library has been established as a major resource for graduate students. The university has put together a number of wiki books and journals to supplement the reading lists. Also, copies of all required books have been ordered and will be placed at the reference section at the Graduate School Library.

How to join the Coventry University Lanchester e-Library

As a **postgraduate** student at GTUC undertaking a course validated by Coventry University there are some additional e-resources which you can access to support your studies.

To access these resources you will need a Coventry University **computer username and password**.

To register for a computing account you will need a Coventry University Student Identity Number (SID) or a Lib No (beginning 28001). Please ask the Graduate Office for this.

For licensing reasons please remember you will only be able to access the subscription resources shown on the collaborating institutions page. If you are within a resource and use the Find it @CU button, you will only be able to access the full-text of the item if it is provided by one of the resources on that page. Your username and password will not allow you to login to the full Coventry University e-Library.

1.5 The International Relations Office

The International Relations Office is responsible for the promotion of GTUC overseas, advising prospective international students about suitable academic programmes and the standard of overseas qualifications. The office is located at the main campus, near the main campus Library.

The University aims to treat all students equally and fairly, but there are always particular problems when you are studying and living in a foreign country. The International Relations Office aims to provide help and support to every international student, undergraduate and postgraduate, whether you are here for the full time course or on placement. It provides information and advice on immigration, visa extensions and tuition fees, health, housing, employment, work permits, financial and personal matters. It makes arrangements for visits by immigration officers, and for police registration to take place on campus. The International Relations Office will liaise as necessary on academic issues and arranges a programme of visits and social events for students who do not return home for the short vacations.

There is also a full-time Welfare Officer who is experienced in helping, advising and counseling international students and whose office is situated within the International Relations Office.

2.0 STRUCTURE OF POSTGRADUATE PROGRAMMES

| | | | | |
|----------|---|--------------------|---|-----------------------------------|
| MSc/MBA/ | = | 180 Credits | = | 8 Modules plus Individual Project |
| PgD | = | 120 Credits | = | 8 Modules |
| PgC | = | 60 Credits | = | 4 Modules |
| | | Each module | = | 15 Credits |
| | | Individual Project | = | 60 Credits |

2.1 The Full-Time Postgraduate Programmes

The full-time Postgraduate Programmes operate over a period of 52 weeks (3 semesters/one year).

2.1.1 Structure of the Courses

At the start of the course, all students attend induction sessions which provide an introduction to the GTUC and the Graduate School, the course, team building and study skills and research methods, necessary for satisfactory completion of the programme.

A student then studies 8 core modules of 15 credits each (120 credits) to obtain a Postgraduate Diploma. Upon successful completion of the Diploma, the student will be eligible to progress to the MSc/MBA.

Students who progress to the MSc/MBA stage will complete their programme by attending and studying a Study Skills and Research Methods programme to prepare them for an individual project of 60 credits. On successful completion, a participant will accumulate 180 credits and be eligible for the award of a MSc/MBA.

A participant who completes 4 modules (60 credits) will be eligible for the award of a Postgraduate Certificate (PgC).

The Programme Assessment Board (PAB) (Examinations Board) will consider the award of PgC/PgD or MSc/MBA.

Coventry University's policy is that, only the highest award will be made.

The overall structure of the full-time and part-time programmes is as shown:

Programme Structure

| | | |
|----------------|---------------------------|---|
| PgC | Induction | <i>Additional activities:</i> Team Building Study Skills & Research Methods Prestigious Lectures Library sessions |
| | Module 1 | |
| | Module 2 | |
| | Module 3 | |
| | Module 4 | |
| PgD | Module 5 | |
| | Module 6 | |
| | Module 7 | |
| MSc/MBA | Module 8 | |
| | Individual Project | |

Preparations for the Individual Projects for full time students will normally start during Semester 2 and then carried out through the 3rd Semester. Preparations for the Individual Projects for part-time students will normally start during the 4th Semester and then carried out through their 5th and 6th Semesters.

To summarise, the overall structure of the Programme will be as follows:

| | |
|--|---|
| Attend 8 modules, Pass 8 modules = 120 credits | Complete the Individual Project of 60 credits to accumulate 180 credits |
| PgD | MSc |

Projects for full-time students may be proposed by academic staff or in collaboration with sponsoring companies and the students themselves. The full-time students select their project during the second semester (or the fourth semester for part-time students) of registration and then work on them for the remainder of the year.

There are induction activities during the Induction Week and Study Skills and Research Methods. These aim to ensure the quality of the programmes and raise the necessary skills of a student to be successful in studies. Students with little or no IT knowledge are strongly recommended to attend classes on Basic Computing, which ensures that they acquire a basic level of computer literacy. There is also an introductory session, which covers the basic topics necessary for the successful understanding of the scheme, its operation, the expectations, its regulations and the study skills required. Prestigious lectures from professional engineers are arranged throughout the year and students must attend these sessions.

Each stream comprises a set of eight modules. Students studying on the MSc Engineering and Management (E&M) stream are allowed to choose their whole programme of study in accordance with the set timetable. However, all programmes of study must be approved by the Programme Leader to ensure that a coherent programme of study has been designed.

No change to the modules attempted may be made without the approval of the Programme Leader. For the purposes of the regulations, the eight modules studied are considered as being equivalent to the core modules of the other streams. E&M students should complete and submit a “Module Change Form” at least 4 weeks before the module start date. This form **MUST** be submitted to the Programme Leader to obtain approval. This form must be signed by the Programme Leader and registered with the Graduate Office.

A list of the modules available for each of the streams is shown in the remainder of this section.

3.0 MANAGEMENT OF POSTGRADUATE PROGRAMMES

3.1 Organisation of Postgraduate Programmes

The central organisation and co-ordination of Postgraduate Programmes will be undertaken by the Graduate School, actively supported by the Programme Leader, Course Leaders and the Graduate Office. Their role is:

- (i) To cater for the day-to-day operation of the individual courses;
- (ii) To liaise with the Module Leaders over the operation, quality standards and timetabling of the modules;
- (iii) To look after the welfare of the students and assist with their day-to-day queries and problems;
- (iv) To be responsible for marketing, admissions, co-ordination of the modules, monitoring of assessments and ensuring the efficient operation of the courses.

There will be a Module Leader for each module. The Module Leader is responsible for organising the content of the module in conjunction with the associated Department, and for its operation and assessment.

The Course Leader will act as a focal point for the stream. The Course Leader will be responsible for the operation of a stream and its students. The Course Leaders will liaise with the Programme Leader.

The welfare of the students will be looked after by the Graduate Office. On allocation of a project, the project supervisor will take over this role.

An External Examiner will normally be appointed by Coventry University for each course.

3.2 Role of the Module Leader

Module Leaders are of key importance to the efficiency of operation and quality of the modules. They are responsible for the following major activities:

- (i) Curriculum development and validation through the relevant department;
- (ii) Module organisation;

(iii) Assessment of post module work.

Curriculum development and validation involves reviewing the content of the module with the relevant Department. The module leader is responsible for the design and development of the objectives, contents, timetable, teaching methods, assignment, assessment and quality of the module. To carry out this task efficiently, the Module Leader will liaise closely with the Programme Leader, Course Leaders and other Module Leaders of the Postgraduate Programmes, to avoid duplication or lack of coverage and ensure coherence across topic areas.

All modules have an associated manual of course notes and it is the responsibility of the Module Leader to develop these notes and to ensure that an updated master copy of the notes is of a high standard and stored in the Graduate Office. The notes must be in the Graduate Office at least three months before the start date to ensure sufficient time for the Graduate Office to obtain copies. The notes will be distributed by the Module Leader followed by a lecture to provide guidance on study.

Module organisation involves ensuring that all lectures are timetabled for the module and making any necessary changes and ensuring that the master of the module manual, which is kept in the Graduate Office, is kept up-to-date. When external lecturers are involved, the Module Leader will be the contact person for these lecturers.

Before the module commences, the Module Leader will check with the Graduate Office that adequate sets of notes have been printed. The Module Leader will also organise and be present at the end of the module for the student feedback session.

The Module Leader will be responsible for ensuring that the preparation and marking of the assessment is carried out within two to three weeks of the assessment's completion date. The Module Leader will collect the assignments from the Graduate Office and distribute them for marking. After marking, the Module Leader will submit the marked work and comment sheets to the Graduate Office for distribution to students.

3.3 Graduate Office (Administration)

The Graduate Office is responsible for maintaining all students' academic and personal details and ensuring accurate marks recording, point of contact in terms of resits, queries regarding module marks awarded, etc.

3.4 Graduate School Committees

There are four committees responsible for the operation and successful delivery of the Postgraduate Programmes.

- (i) There will be a Postgraduate **Course Consultative Committee** comprising nominally equal representation from students and members of academic staff who are involved with Postgraduate Programmes. Each stream will be represented by at least one student and the academic staff members will include the Programme Leader, Course Leaders and Module Leaders. It will be the purpose of this committee to identify, where possible, solutions to problems encountered with subject matter and the running of Postgraduate Programmes.
- (ii) There will be several **Subject/Programme Assessment Board** for the Postgraduate Programmes as a whole. They will normally be held at end or beginning of every semester (total of 3 per year). At these boards, progression to next semester and/or the awards of PgC, PgD and MSc/MBADegree will be made. The membership of the boards will be as detailed in GTUC's and Coventry University's Regulations.

The Subject/Programme Assessment Boards are responsible for determining all assessments that contribute to the granting of an award. No other body has the authority to recommend to Coventry University the conferment of an academic award for a taught course. Similarly, no other body shall have the right to amend the decision of a properly constituted Board acting within its approved terms of reference and in accordance with GTUC's and Coventry University's General Regulations and the Regulations for the particular course.

At these joint meetings, the duties of Subject Assessment Boards will be performed first. The Subject Assessment Board is responsible for determining the assessment results for each module within its remit. It operates with authority vested in it by Coventry University's Academic Board and will have due regard to the relevant regulations. The second part of the joint meetings will carry out the duties of Programme Assessment Boards, considering the results of each course. The meetings of these boards will take place either at the end of a semester or at the beginning of a semester.

3.5 Department Programmes Board of Study

Members of the course team are invited to attend the relevant Department Programmes Board of Study constituted according to GTUC and Coventry University regulations. The Board of Study formally manages each course and its development. The Board of Study meets three times a year. Selected student representatives from each course are invited to attend. The committee is chaired by the Dean of the Graduate School.

4.0 Student Experience

4.1 Teaching, Learning and Assessment Strategy

The aim of this strategy is to ensure that participants receive the highest quality educational experience, reflecting GTUC's vision of 'a strong vocational orientation with a commitment to enhancing personal and life skills'.

It is our experience that postgraduate students learn best by active participation in their studies under a well managed and controlled educational environment. All postgraduate students are mature and they arrive with transferable skills and a strong willingness to further develop their knowledge and understanding in a defined and well-researched area of study. Consequently, they can be coached into developing their desired skills and knowledge through active learning, self supported study and suitable assessment methods. Whilst some taught Postgraduate courses deal with theoretical discoveries or basic research, these courses have been designed to impart knowledge and skills at level M within a commercial and industrial context. A strong principle of the courses offered within Postgraduate Programmes is that they are all primarily concerned with bridging the gap between Academia and Industry and hence are concerned with the practical applications of knowledge and skills to today's issues and future developments. Theory is taught in an intensive manner to provide participants with the required background to face and tackle the industrial challenges. Intensive delivery of quality material, course notes, attendance registers, team teaching, feed-back sessions, time management, Industrial lectures, industrial visits, industrial projects, industrial case studies and industrial module champions are some prominent fundamentals on which the Postgraduate Programmes have been built.

All Postgraduate Programmes students have an induction and a study skills and research methods period followed by eight modules and the project. During induction, students are introduced to the GTUC, the

Graduate School and the Postgraduate Programmes. The rules and regulations are made clear to them, those requiring basic computing knowledge are time-tabled to attend these sessions, team building exercises are carried out and techniques are explained to the participants to ensure that they follow the path of success at this earlier stage of the programme.

Eight modules are time-tabled and offered in a block serial mode, i.e. one module is delivered at a time and is completed over a period of four weeks for full-time students or 8 weeks for Part-time Day students. Study Skills and Research Methods are taught at the beginning of each semester. The Study Skills and Research Methods programme is not formally assessed but every assignment submitted for each module contains elements of Study Skills and Research Methods particularly the individual project. Every module is of 15 credit units with 35 hours for teaching, 55 hours for reading and 60 hours for the assignment, giving a total participant effort of 150 hours per module. Teaching is normally spread over the first two weeks and devoted to lectures and workshop activities. During this period students are also encouraged to read around the subject area. The last two weeks are devoted to planning, researching and writing the assignment and ant scheduled closed book examinations.

The modules are designed to be delivered at an intensive pace, each module has a set of course notes which have been prepared in a house style, 80% attendance is mandatory and attendance is monitored during the teaching part of the modules. Students will be expected to complete the module questionnaire at the end of each module.

Assignments are used to measure the ability to apply knowledge and will assess the skills and personal qualities defined in course and module learning outcomes.

All assessments will be associated with course and module learning outcomes. They are defined for each module in the syllabus book. Enterprise skills are an integral part of each module.

Those teaching the modules will normally be members of staff from the Graduate School. However, academics from other Schools within GTUC, from professional institutions, specialists from industry, research associations or consultants will be invited to teach and provide an up-to-date perspective on the module topics. It is this broad spread of teaching support which helps to ensure that the courses are relevant and kept abreast of the latest advances in technology. The external input has been shown to motivate students and enhance the level of the module.

Each student completes a significant individual project. The project aims to enable students to demonstrate deep learning through analysis, synthesis and evaluation. Students are required to present a well structured and academically sound thesis. The project is usually industrial based to further build on the industrial nature of the course.

In Postgraduate Programmes, students are encouraged to be partners in their own learning. As much as possible they are invited to comment on the courses and modules. This is achieved through the staff/student consultative meetings and Department Programmes Board of Study meetings.

4.2 General Assessment Strategy

The assessment of each module is normally by an assignment, but in some modules in-class tests and formal examinations are also used. The applications oriented nature of the module assignments requires detailed use of the taught concepts and information devices in a way, which is often not encountered in a traditional examination. External Examiners, collaborative partners and students are extremely pleased with this approach to assessment. Part assessment by an assignment has become a norm for engineering postgraduate education across the UK.

Assignments are used to measure the ability to apply knowledge and will assess the skills and personal qualities defined in course and module learning outcomes. All assessments will be associated with course and module learning outcomes.

4.3 Preparation and Assessment of Taught Modules

Each student will be given a set of notes at the start of the module. The preparation, organisation and updating of the master set of notes will be the responsibility of the Module Leader. The Module Leader will organise the Master set three months before the start of a module. The course notes will be prepared in a house style containing lecture material, background information, copies of overhead slides, etc. It is the responsibility of the Module Leader to ensure that all the notes conform to GTUC's regulations on copyright.

Each module will be managed and taught by a small team of staff. Thus staff illness can be managed by the module team and cover can be provided. If a student is ill during the assignment period, the deadline can be extended to give the student extra time to complete the assignment. An extension can be negotiated using the relevant online forms. Further information is obtainable from the Graduate Office. These measures will require extra effort by the student and staff but this has been shown to be feasible. If a student falls ill during the taught period then this may be recovered at another time during the year. In exceptional circumstances, and with the permission of the Dean, a student may be allowed to attend any module that the Postgraduate Programmes offers as a replacement due to illness. All modules must be attended and passed to be awarded a credit.

All modules, except where in-class tests and examinations are obligatory, are assessed by a single assignment. Each Module Leader is responsible for the setting of the assignment and the quality of the questions. The assignment should involve at least 60 hours of student effort. In any course the student will be exposed to a variety of assignment methods. These may include:

- Literature based work
- Design projects
- Software and computing work
- Analytical work
- Business case studies

A tutorial session may be arranged during the last two weeks of the module. The assignment will be given and explained to the students early in the teaching session of the module giving them ample time to discuss matters of concern with the lecturers. The assignment will aim to ensure that the participant has assimilated the taught material and can apply this knowledge. Expected attainments will be made clear to ensure participants are aware of what is expected from them.

The pass mark for an assignment will be 40%.

The assignment must be submitted at the end of the four-week module structure. **The assignment must be submitted to the Graduate Office on the date and time as prescribed on the Timetable.** These will be logged, date stamped and forwarded to the Module Leader, with a sheet, for assessment. The work will be marked within two to four and the feedback form, together with the original assessed documents, returned to the administration team. The Graduate Office will be responsible for sending a sample of assignments to Coventry University for moderation by a subject expert and the Coventry University appointed External Examiner. The mark obtained is provisional until it has been confirmed at the Subject Assessment Board meeting.

The feedback form will contain a mark for the work and written advice on the quality of the work and suggested areas for improvement. The marking system used is shown below.

| Mark Range | Marking Scheme |
|------------|---|
| 75 – 100% | Thorough and penetrating analysis of the problem, with evidence of logical deduction and background research |
| 70 – 74% | Display of independence of mind and creativity, ability to generate new ideas and original approaches |
| 65 – 69% | The presentation is clear and concise, fluent and well demonstrated. Assignment is well constructed and well presented. |
| 60 – 64% | Thorough analysis of the problem, with alternative solutions considered |
| 55 – 59% | The presentation is clear, concise, fluent, well structured with alternative solution considered |
| 50 – 54% | An adequate assignment covering all details with some alternative solutions proposed |
| 45 – 49% | An adequate analysis of the problem, with little evidence of the consideration of alternative solutions |
| 40 – 44% | Most elements just at the required standards. |
| 39 - 0% | Fail, must complete a new assignment. Guidance will be provided. Maximum marks after re-assessment will be 40%. Not applicable for Project module |

There will be a penalty for late submission of work and will be applied as shown below:

- Work submitted up to 5 working days after the agreed date will lose 10% of the mark (after internal moderation). Work submitted after this but up to 10 working days late will lose a further 10% of the mark (i.e. 20% overall).
- Work submitted more than 10 working days after the agreed date will be treated as “not submitted” and a Fail (F) recorded.
- Non-submission: For the student to progress to an award, a new assignment must be re-submitted.

NOTE: Resit coursework tendered for submission after the deadline will not be accepted.

| Extension | Penalty for late submission | | |
|-------------|--|--|---|
| | Up to one week after expiry of extension | One to two weeks after expiry of extension | More than two weeks after expiry of extension |
| One week | 10% | 20% | Fail |
| Two weeks | 10% | Fail | |
| Three weeks | Fail | | |

NB: the term week should be taken to mean 5 working days (i.e. Monday to Friday excluding days of official GTUC closure (e.g. public holidays)).

To encourage the writing of concise reports there will be a maximum limit of **5000 words**.

Any mark awarded prior to the joint Subject/Programme Assessment Board meeting is subject to revision and confirmation at the Programme Assessment Board.

4.4 Module Structure for Students

Each module will have one of the structures presented below:

| Full-Time | Week 1 | Week 2 | Week 3 | Week 4 | |
|------------------|----------------------|----------------------|------------|----------------------------|------------|
| | Teaching/ Reading | Teaching/ Reading | Assignment | Assignment/ Examination | |
| Part-Time | Week 1 | Week 2 | Week 3 | Week 4 | Weeks 5-8 |
| | Teaching/ Reading | Teaching/ Reading | Assignment | Assignment/ Examination | Assignment |

Regardless of the format of the module the basic operation is the same as described in the remainder of this section.

During the taught period, attendance at lectures will be mandatory; a student with less than 50% attendance will normally be not allowed to submit an assignment nor sit an examination. The total teaching time of a module will be 35 hours. Teaching comprises lectures, industrial case studies and workshops. Industrial visits are mainly arranged during an assignment week.

At the end of every module there will be a module review to obtain student feedback and discuss the module contents and the quality of delivery. This session will be organised by the Programme Leader and is chaired by a member of the postgraduate executive. The review will be of a critical nature. A summary report will be written which is distributed to the module team, Departmental Heads, Dean and the students via a notice board.

The assessment of each module is normally by a single assignment and/or examination. The assignment and examination will be changed every time a module is taught.

A student will concentrate on a single module at a time. The learning processes and the opportunity to cover the depth and breadth of the subject are greatly enhanced through this approach. After completing the taught element of the module, the student will work on the assessments. Consequently, each module contains substantial taught and private study elements and it is expected that the student study effort for a module will be 150 hours.

Operation of Modules

Syllabi for each module are contained in a separate document and are also available at the Graduate Office and provided with the lecture notes. The syllabi contain detailed information on the learning outcomes and contents of each module. In addition there is a proposed timetable for each module, which shows in depth the teaching method and the breakdown between traditional lectures, workshops and case studies. Each module has been approved according to Coventry University's regulations.

Moderation of Assessments

Assignment and Examination marks will be moderated both internally and externally. The internal moderation will be carried out by the Programme Leader, Course Leader and the Module Leader. Students who have failed or who are close to a borderline for pass, merit, or distinction will be included within the sample of scripts sent to Coventry University and then to the External Examiner for comments.

Students who, after this process, have failed will be asked to see the Programme Leader and informed of the reassessment process .

Reassessment Process

Where a student has failed a module s/he will complete a reassessment form. If a student's original mark in the assignment or examination is 39% or less then the student must resit the failed component or both. If a student fails the Individual Project, the Programme Assessment Board may exceptionally offer him/her the opportunity to resit the Project.

The work is marked and the provisional grade is given to the participant after the normal period of marking. The maximum mark that can be recorded is 40%. The maximum time in which to complete the reassessment will be four weeks. Submissions later than this will not be accepted and be recorded as a failure and the original mark recorded.

If a participant fails the re-assessment then s/he will be considered to have failed the module and the original mark recorded.

Submission Dates and Extensions

The submission date is predetermined by virtue of timetabled modular framework. Deviation from established submission date must be confirmed and agreed with the Module Leader and Course Leader for whatever reason. All students should be informed.

Individual Extensions

Individual students may request extensions well in advance of the submission date and must be supported with a valid medical letter from a local doctor or a hospital consultant otherwise non-local and/or medical certificates/letters from overseas are not admissible. Extension requests for up to three weeks should be approved by the Programme Leader. Medical certificates received after the third week will not normally be accepted as mitigating evidence and no further extension will be granted. Medical certificates received after the seventh week to cover any part of the preceding three weeks will not be accepted as mitigating evidence.

5.0 Attendance

Coursework consists of attendance on modules and formal assessment of performance on those modules. As students will only be scheduled to attend 8 modules, it is essential that they attend ALL these scheduled modules.

During the taught period, attendance at lectures will be mandatory; a student with less than 80% attendance will face the following penalties:

- 70 - 80% attendance – 10% penalty
- 60 - 70% attendance – 20% penalty
- 50 - 60% attendance – mark would be capped at 40%
- Less than 50% attendance - fails and re-takes the complete module at the next available opportunity. The student will have to pay the appropriate module fee.

The total teaching time of a module will be 35 hours. Teaching comprises lectures, industrial case studies and workshops.

Any student who misses any proportion of a module should submit the reason for their absence to both the Programme Leader and the Graduate Office in writing. Depending on the reason for the absence the student may be required to make up the tuition time missed or be penalised in some other way.

Any student who is prevented for medical (or other major) reasons from attending a module (or part thereof) should submit via the Programme Leader, a written statement of the reason for the absence, with a medical letter, if possible. Without such a statement, the student will lose the attendance credit for the module, and hence the opportunity to satisfy the examiners in the attendance criteria for the degree.

Session presenters may refuse to allow admission to students arriving late for their session. This will then be counted as an absence from a session and handled as explained above in the Regulations. Students must attend all sessions during the day.

Any student who fails to attend prescribed classes or to submit prescribed coursework may be required to withdraw from his/her course of study.

Attendance for a credit-bearing module will only be credited on the submission of a piece of post module work or an examination.

Students must seek the written permission of the Dean to leave Ghana for 2 week or more, except for Christmas and Easter vacations.

5.1 Deadlines for Submission of Assessed Work

The assignments for assessment should be submitted to the Graduate Office on the first Monday of each new module. The work collected is date-stamped. Students should not submit to anyone else other than the Graduate Office.

Students should keep a copy of their submitted work, as the submitted copy will not be returned to them until after moderation. Such a practice also helps in cases where the submitted work is accidentally lost.

Students should note that there are severe penalties for late submission, plagiarism and cheating in all its forms.

6.0 Guidelines for Assessed Work

6.1 Post Module Assignments

The post-module assignment is designed as an education extension to a particular module that you attended. During the module the targets are concerned with the familiarisation and the understanding of a coherent body of knowledge and the techniques of its application pertaining to some facet of industry; the post-module assignment is to enable the student to build-up confidence in the techniques of application of this knowledge and to indicate to the tutors whether the module targets have been achieved.

A second function of the post-module assignment is its use for the continuous assessment of the course work which is credited towards the fulfillment of the requirements for the MSc/PgD/PgC or MBA/PgD/PgC.

The following are recommendations to help you in the submission of satisfactory quality post-module work:

The post-module work should demonstrate to the module leader that:

- You have correctly interpreted the assignment;
- You can reasonably communicate this application;
- You can critically assess the constraints and limitations of the application of this body of knowledge and discuss them in a coherent manner.

The work submitted should be in a neat and presentable form.

- The post-module work must be written, printed or typed on one side of A4 paper;
- The pages must be numbered and there should be an index at the beginning of the report.
- Each assignment submitted should have a title page as a house style.

It is suggested that to satisfactorily complete the assignment the effort put into the post-module assignment should be equivalent to that required for a final year written examination. However, remember that it is primarily the quality of the work that is the important feature.

To get a good mark you are expected to show your own analysis and thoughts. Re-writing standard explanations from books is unlikely to attract a high mark and may even result in you plagiarising text.

Post-module assignments are expected to be received by the Graduate Office within the specified submission date and time. Post-module work that is late will be penalised. Extensions will only be granted under very exceptional circumstances such as illness (in which case proof must be provided in the form of a Doctor's

medical letter, etc) or similar serious circumstances. Attendance on other modules, holiday periods etc are not considered valid causes for extension.

It is suggested that you keep a copy, particularly if you send your submission via the mail. Within a reasonable time after submission, you will receive a feedback assessment form that provides your provisional mark and also the module tutor's comments.

6.2 Assessment Categories

Module Leaders will provide guidance as to their expectations regarding completed assignments. In general, though, the assignments will be generally marked to the following categories:

(a) Comprehension

This section normally carries 60% of the overall marks, although this may vary from assignment to assignment. The relative importance between factual content and critical analysis will also vary, depending on the nature of the subject being covered:

It is expected that there will be an introduction which shows a good grasp of the question and provides a clear outline of the scope of the report. You are not expected to launch straight in with no attempt to introduce and define the topic. The question set is the one to which the Module Leader will expect an answer, not the one that you think it should have been. All the material included should be relevant to the report. You should not include irrelevant or repetitive materials or that which is tangential to the subject matter. You should provide evidence of your own insight, imagination and innovative thought. Whilst we expect you to use various sources, you should not place too much dependence on material paraphrased from books. Indeed material which is copied directly from books or other sources will be severely penalized. The Post module assignment is expected to be a piece of work which is well argued with all the main issues explored and evaluated and the conclusions justified.

(b) Effort

This section carries 20% of the overall marks.

Post module assignments are expected to incorporate good, relevant use of (own or other) company/industrial examples to illustrate any theoretical points. You should provide an evidence of a critical and wide-ranging use of relevant literature. A good discussion is considered essential.

The length of the assignment should be appropriate; that is neither too long so that irrelevant material is included nor too brief so as to be unable to cover the necessary material. Remember that the marks are for the quality of the contents not quantity of the contents.

(c) Presentation

This section carries 20% of the overall marks.

Logical structure; the structure of each answer should be such that it enables you to develop a logical argument and marshal your ideas clearly. You should not fail to adopt a clear theme or line of argument. Any references should be properly cited and listed and you should appreciate the difference between

references and bibliography. You should use acceptable standards of grammar and syntax. Spelling should be correct, this is

especially so where a word processor is used - as most have a spell-check capability. If there are a large number of spelling mistakes this would indicate a serious problem.

It is not a requirement that all assignments be typed or word-processed. They should, however, be legible. Each assignment should contain a contents sheet which includes all the sub-sections of all questions, with relevant page numbers.

6.3 Key Tips for Essay Writing

Preparation

- Read and UNDERSTAND the question, picking out the key points
- Compare your understanding with that of friends
- Read around the subject, covering core texts and taking notes. But know when to stop reading and start writing!

Planning

- Never start to write an essay without having first drawn-up a plan
- Make the plan detailed, showing the content of the introduction, main body and conclusion
- Read through the plan. Does it flow logically? Are the main points covered?
- Modify the plan until you are happy with it

Structure

- In the introduction show an understanding of the question, the main issues involved, and indicate your approach to the essay
- Each paragraph or sub-section should centre around a main issue
- In the conclusion, summarise the main points. State the present position on the subject and suggest areas where further knowledge is required

Content

- Support statements with evidence and references
- Provide a balanced view, quoting contributions from both sides of an argument
- Try to include some 'special' points to raise your answer above others

Style

- Be succinct – NO WAFFLE!
- Focus on answering the questions – DO NOT simply list everything you know about the subject
- Use the impersonal style, eg “It is thought” instead of “I think”
- Expressing your own opinion is acceptable but ALWAYS support it with evidence

Length

- Only make the essay as long as it needs to be, take note of the Module Leaders instructions – simply cover what is required by the question, remember the maximum number of words is 6000 beyond which you will be penalised

Checking

- Read through the essay before submission
- Check spelling and grammar
- Has the question been answered?

7.0 Project Guidelines

7.1 Project Structure

A third of the Masters degree is a 60 credit individual project. The Study Skills and Research Methods programme will also complement the project. Project titles proposed by staff and students will be selected having due regard to the aims of the course and will give students detailed experience in some aspect related to their course. Wherever possible, Projects will be linked to industry or a Research Group activity. The student effort for the project will be 600 hours.

The Programme Leader, together with Course Leaders, Project Coordinators will liaise with academic staff to produce a list of suitable projects titles. Students will be encouraged to propose their own project titles. These may be based on their industrial experience or areas of specific interest relevant to the degree. Each student will be allocated a project supervisor who will also act as Personal Tutor. The project supervisor will be responsible for project proposals, providing guidance for students and coordinating the assessment process.

MSc/MBA project will require a student to:

- Maintain a Project Diary
- Submit a Project Proposal on the appropriate form
- Submit an approved project brief.
- Carry out a critical review of the literature on the subject

- Carry out experimental work/market survey etc. as appropriate
- Generate results and analyse them
- Provide a detailed critical discussion of the results
- Draw conclusions
- Recommend scope for future work.

7.2 Individual Project students

The student will be allocated an academic supervisor for the duration of the project who will guide the student through this stage of the course. A dissertation will be presented and the student will attend a viva voce examination in the presence of the supervisor and a second examiner. All projects are double marked and later moderated.

Each student will prepare a project brief within a defined time period. This brief will outline the work to be undertaken, the facilities required and include a chronological plan. For the student to begin the project this brief must have been submitted to the Programme Leader by the due date. Late submission will result in a zero mark for this section, this section will be a part of the performance component which will have a weighting of 30%. A Project Diary should be maintained at all times and signed by the supervisor after each meeting.

A written progress report will be requested from the project supervisor midway through the project. This report will reflect on the progress, which has been made during the project, and outline anticipated problems to be overcome.

The student must submit two softbound copies of the dissertation, an electronic copy and submit also a suitable plagiarism report, which should accompany the project. Late submission of the project will result in a penalty of up to 10 marks per week and could mean a delay of up to one year before a Programme Assessment Board can consider the work.

There will be a *viva voce* examination for the project where the student will discuss the contents of the dissertation. The examiners present will be the student's supervisor and an independent academic member of staff from the Graduate School, who has knowledge in the area of the project. Industrial partners will be invited to attend and give advice on the student's performance during the project.

The marking of a project will have three components as shown in the Table below. The student must achieve a minimum of 40% overall.

| COMPONENT | WEIGHTING |
|--------------|-----------|
| Performance | 30% |
| Dissertation | 45% |
| Viva voce | 25% |
| Total | 100% |

If a thesis is unsatisfactory on its presentation or format then the student will be told at the *viva voce* examination and be given two weeks to re-submit a corrected version. This must be completed before the mark is considered by the PAB. Failure to do this will result in a participant's mark being downgraded to 40%. If the student has failed the project, no rework opportunity is given. This is only to ensure that participants who have passed the project present their work to the required professional standard.

7.3 Industrial emphasis of the Postgraduate Programmes

One of the main aims of the Postgraduate Programmes is to prepare the student to be of immediate value to industry. This is achieved by careful selection of the material they are taught. It is enhanced by involving industry, as much as possible in the course. A variety of mechanisms are used to achieve this.

In each module industrialists are normally expected to deliver up to 10% of the teaching. These industrial speakers are usually senior managers and engineers in their companies. This requirement allows important relevant and up-to-date experiences to be included in the modules.

The Graduate School also arranges a series of prestigious lecturers. Senior academics and industrialists deliver these lectures which aim to discuss current practice in industry.

Industrial case studies are usually incorporated into the modules and the assignments are also usually based on industrial data or analysis of industrial problems.

In addition, during the course students are able to go on a variety of visits to companies to see first-hand industrial practices. Industrial visits are regularly offered throughout the year during the assignment week.

7.4 Individual Student MSc/MBA Project Guidelines

The project is of 60 credits and students are expected to work on the project for around 600 hours. An MSc/MBA Project will require a student to:

- (i) Carry out a critical review of the literature on the subject;
- (ii) Carry out experimental work/market survey etc as appropriate;
- (iii) Generate results and analyse them;
- (iv) Provide a detailed critical discussion of the results;
- (v) Draw conclusions.

Maximum number of words is 30,000. The student will be allocated an academic **supervisor** (plus an industrial supervisor where appropriate) for the duration of the project who will guide the student through this stage of the course. A dissertation will be presented and the student will attend a *viva voce* examination in the presence of the supervisor and a second examiner. The academic supervisor will be responsible to the Programme Leader for the assessment of the project and the dissertation.

Each student will prepare a **Project Brief** within the first month of the project. This brief will outline the work to be undertaken, the facilities required and give a timing diagram (Gantt Chart). It will be signed by the Student and Supervisor and submitted to the Graduate School. For the student to begin the project, this brief

must have been submitted by the due date. Late submission of the brief may result in failure and jeopardise the whole project. This penalty will not apply to students who would fail as a consequence of this penalty.

A written **Progress Report** on the student's progress will be requested by the Graduate School from the project supervisor one third way through the semester. This report will reflect on the progress which has been made during the project and outline anticipated problems to be overcome.

The student must submit two copies of the **Dissertation** to the Graduate Office by the agreed date. Late submission of the project will result in a penalty and could mean a delay of up to one year before the work can be considered by a Programme Assessment Board. The maximum number of words for the project would normally not exceed 30,000. A penalty may be applied if it exceeds this limit.

There will be an **Oral Examination (Vice Voce)** for the project where the student will discuss the contents of the dissertation. For the full time students, the examiners at the oral will be the student's supervisor, the Programme Leader (optional) and an independent member of staff from the Graduate School who has knowledge in the area of the project.

The **marking of a project** will have three components. The marking matrix will be in the ratio of 4:4:2 for Student Performance: Dissertation: Oral Examination respectively. The student must pass each component of the assessment with a minimum of 40% and achieve a minimum of 40% overall.

7.5 MSc/MBA Project Brief Guide

IT IS VITAL THAT YOUR PROJECT BRIEF DESCRIBES THE AIMS AND OBJECTIVES OF THE PROJECT AND INCLUDES A TIMING DIAGRAM. THE BRIEF SHOULD BE APPROXIMATELY OF FIVE PAGES AND SHOULD INCLUDE THE FOLLOWING SECTIONS:-

(i) Introduction

Explain how the project fits into the Engineering/Industrial environment. How historical developments have led to the current position. Where the future may lead and what problems need to be solved before getting there.

Explain how the project fits into the Engineering/Industrial environment. How historical developments have led to the current position. Where the future may lead and what problems need to be solved before getting there.

(ii) Reason for project

The knowledge gained in doing this project must be of some use to Industry/Engineering/ Research, e.g. you may be answering specific questions or giving guidance to future areas of interest etc.

(iii) Extent of subject area

It is almost certainly the case that the subject area chosen is vast. You need to demonstrate that you know just how far ranging, both in terms of diversity of the subject and also in consideration of details, it is. Some key references to the work in the field should be quoted.

Scope of project - Having indicated how large the field of exploration is, you need to bring the scope of the project within manageable bounds. You should explain what areas you intend to explore within the project, i.e., what you intend to achieve.

(iv) Research element

All projects must contain some element of original work. You will NOT be awarded an MSc/MBA for repeating work. Since most of the work you intend to do has been done before you will need to state quite clearly how what you intend to do is different from what has been done before and how this new approach is going to be beneficial. You need to be quite specific about how you are going to solve this problem, the reasoning procedures and the steps involved in realising the scope.

(vi) Resources and Gantt Chart

You need to ensure that there are sufficient resources to make the problem viable.

- 1 Time, money, equipment, supervision - Identify all equipment needed and its availability; the amount of expenditure likely to be incurred in purchasing bought out items, services, etc. You should also be clear how much time the project will need for completion. Can the University provide appropriate supervision?
- 2 Work programme - Using a bar chart or similar method, identify the major components to the project, their duration and sequence in order that the project plan may be clearly understood. This is the Timing Diagram or Gantt Chart. Use Microsoft Project Software.

It should be stressed that the marking of your individual project will be based on three parameters.

- * Progress of the project.
- * Quality of the dissertation.
- * Performance at the oral examination.

You are advised to keep regular contact with your supervisor and to keep him/her informed of your progress and to seek their guidance and advice.

You will also be asked to present a short mid-project report to your supervisor for comment.

7.6 MSc/MBA Project Submission Guidelines

All projects should be submitted by the agreed deadline in the Graduate Office 1500 hours. You are required to submit two bound copies of the project, together with an electronic copy (on a CD) and a plagiarism report. It will be your responsibility to ensure that you receive a receipt of your projects as proof of submission.

7.7 Project Presentation and Layout Guidelines

All projects should be soft bound. A Presentation Design layout has been installed onto all computers in the Graduate School.

You will be required to print the front cover, inserting your name as the author, course, date project title and the name of the project supervisor on the front cover provided.

DO NOT ATTEMPT TO CHANGE THE LAYOUT PROVIDED AS PROJECTS WITH NON-STANDARD FORMATS WILL NOT BE ACCEPTABLE.

All work must be typed on A4 using a common, standard type face (Times New Roman and a font size of 12pt). The text must be double-spaced and on single-sided paper. A margin of 25mm on each side of the text, and 20mm on the top and bottom with page numbers, is an essential requirement.

The maximum number of words for a Project should be 30,000, but typically between 20,000-25,000.

*Please note, late submission of the project will result in a penalty – as stated in the Staff/Student Handbook.

Project Content Layout

There is a “house-style” for the project. The essential format will be:

- Title Page*
- Declaration*
- Abstract
- Acknowledgements
- Contents Page
- Chapters 1
- Chapter 2, etc
- Discussion and Conclusions
- Recommendations for future work
- References
- Bibliography
- Appendices
- The Title Page will be standard as provided Form 9 in Handbook. An example of a standard Declaration is available in the Student Handbook, Form 6 in Handbook.

The Projects should be soft bound or otherwise.

Projects not submitted by the deadline will be subject to a penalty and you will be responsible for your own binding.

Individual Project

Declaration

This dissertation is submitted as part fulfillment for the award of an MSc/MBA degree in

The work is the result of my own investigations. All sections of the text and results which have been obtained from other workers/sources are fully referenced. I understand that cheating and plagiarism constitute a breach of Ghana Telecom University regulations and will be dealt with accordingly.

Signed:

Date:

PROJECT ASSESSMENT FOR POSTGRADUATE STUDENTS

GHANA TELECOM UNIVERSITY COLLEGE GRADUATE SCHOOL

Confidential

From:

To: Project Supervisors

Date:

Ref: MSc/MBA Project Assessment

Assessing of MSc/MBA Project

The following table should assist assessors in grading a typical project report.

| | | Project Supervisor | 2nd Assessor Supervisor |
|-----------|--|---------------------------|--------------------------------|
| 1) | Performance Appreciation and comprehension of the task in hand, reading around the subject and getting in a position to discuss it sensibly and to become self motivated. Coming to terms with new apparatus/experimental techniques/mathematical methods/computer routines (as appropriate) Diligence and competence in performing the task without excessive help, evidence of sustained activity and single mindedness of purpose throughout the period. Evidence of planned programme to a timetabled conclusion. | 30 | |
| 2) | Oral Presentation Demonstration of grasp of problem and subject matter at oral presentation. | 10 | 15 |
| 3) | Project Report Thoroughness and penetration of review of past work and use of relevant literature Care of presentation, including that of diagrams. Clarity of prose. Organisation of report into logical sequence of facts and opinions. Choice of variable and manner of presentation as shown by clarity of trends of displayed results. Intellectual quality of analysis, discussion of results, conclusions and suggestion for further work. | 30 | 15 |
| | | 70 | 30 |

Graduate School
Postgraduate Programmes
Project Diary

| | |
|--|-----|
| Purpose of the Meeting/Expected Outcome | No. |
| <div style="border-top: 1px dotted black; margin-top: 10px;">Outline Agenda</div> | |

| Decisions Made/Tasks | RESP | DATE |
|----------------------|------|------|
| | | |

| |
|---------------------|
| NEXT MEETING |
| Date: |
| Time: |
| Venue: |

| | |
|---|---|
| Supervisors Signature | Students Signature |
| <div style="border-top: 1px dotted black;"></div> | <div style="border-top: 1px dotted black;"></div> |
| Date: | Date: |
| | |

8.0 Essential Information for All Students

8.1 References and Bibliographies: Plagiarism and how to avoid it

Information-gathering from a variety of sources forms an essential part of most academic writing, and it is important how you reference this material.

All statements, opinions, conclusions, images, etc. which you have taken from someone else's work; books, journals, lectures, videos, TV programmes, newspapers, internet pages, etc. should be acknowledged, whether the work is mentioned, described, reproduced, summarised, paraphrased or directly quoted.

Why reference?

- Referencing identifies the scope and range of the resources you have consulted.
- It allows readers to locate and consult the sources you have used.
- It helps you avoid the charge of plagiarism, and makes clear to readers the distinction between your work and the work of others. Plagiarism is the act of using other people's work as if it were your own. If you plagiarise other people's work, it is regarded as stealing and is a serious offence which will be penalised.

The preferred method at Coventry University and GTUC is called the **Harvard**, or name and date method. It should be followed unless you have been told to do it a different way **for a particular reason**, i.e. for a professional external body (such as the Law Society).

N.B. The University does not encourage the use of the British Standard method, which employs numbers and footnotes, the MLA (Modern Language Association) format, nor the APA (American Psychological Association) format.

Language explained

QUOTING means using the exact words from the text.

CITING means formally recognising, within your text, the resources from which you have obtained information.

REFERENCE is the detailed description of the item from which you have obtained your information.

BIBLIOGRAPHY is the list of sources you have used.

Quotes: Direct use of someone else's words

Quotes of more than twenty or so words should be presented as if they were a separate paragraph, **indented** and **single line spaced**. There is no need to put quotation marks round an indented quote. The author's last name, publication date and page number should be in brackets directly following the

quote: e.g. (Smith 1999 p13) or (Smith 1999:13). Full information about the work you have referred to then needs to go in the References or Bibliography section. See later for how to do this.

Twenty words or less can be incorporated in the body of your text, in which case they need quotation marks “ ” round them. Again you need name, date and page number in brackets after the words you have quoted.

Quotes should be short and easy to read. If you want to leave bits out, put three full stops ... to show that you have. If you need to add a word or two to give it more sense, then put them in **square** brackets []. If there is a mistake, such as a spelling error or a wrong date, do not correct it, but put [sic] in square brackets straight after the error. If there are italics, leave them in and say in the name and date bracket that the italics were in the original, e.g. (Atkinson 1987:13, italics in original). If you want to emphasise any words, italicise them and say that this was **your** emphasis, e.g. (Atkinson 1987:13, my italics).

Your quote should be there to **support or strengthen a point** you have made in your own writing, not just be there for its own sake. It must join neatly with what comes before and after, and make logical and grammatical sense.

Citations: Indirect use of someone else's work: work you have referred to, but not quoted from directly.

You may say something like “Carpenter (1998) talks about the need for a new policy on “or “In a recent study (Shipley 1995), claims are made that chimpanzees can be taught to paint.”

This shows that you know the material, but are paraphrasing rather than using the exact words.

How to do the Reference section

References are those materials which you have **directly referred to or quoted from** in your writing. They should always be listed at the end of your assignment, in alphabetical order of author's last name.

a) Written material

Books

Author's last name, initial(s) or first name(s), date of publication, edition if more than one, title of book, place of publication, name of publisher. If there is no date, put n.d. in the date brackets.

e.g. Barrass, R. (1982) Students Must Write London: Methuen.

The date should be in brackets, and the title of the **book** should be underlined or italicised. The **date** is the date of first publication, or of the latest edition, **not** the latest reprinting date. Look carefully.

A number of books which all say the same thing can be referred to collectively:

e.g. You might say “As many writers (Smith 1995; Jones 1996; Matthews 1999) (in date order) have said, the opposite is sometimes the case.”

This shows that you have read the material, but aren't wasting vital words quoting from them all. These books all then need separate referencing.

For an author who has written more than one book in the same year, use a lower case letter to distinguish them (Jarvis 1995a) or (Jarvis 1995b).

Articles

Author's last name, initial(s) or first name(s), date of publication, title of article, title of journal, details of journal, volume, month, part, pages, etc.

e.g. Barrass, R. (1993) Students Must Write, Adults Learning vol 6, September, pp45-78.

The titles of the **journal** should be italicised or underlined.

More than one author

In the Reference section cite them all.

e.g. .Coe, N. Ryecroft, R. and Ernest, P.

When you refer to the work in the text, if there are many authors, you can cite the first two (or three, depending on your subject group's preference) and then put 'et al' (which means 'and others').

e.g. (Coe, Ryecroft et al 2001:36)

Edited books

Some books are collections of writings put together by an editor. It is the Editor's name which goes in the Reference section with (ed) or (eds) if more than one, after it.

e.g. Pavlidis, G.T. and Fisher, D.F. (eds) (1986) Dyslexia: Its Neuropsychology and Treatment Chichester: Wiley

A chapter from an edited collection of writings

You may want to refer to one piece of writing from a collection. You must reference the chapter **and** the whole book.

e.g. Mueller, J.H. (1979) Test anxiety and the encoding and retrieval of information. In Sarason, I.G. (ed) Test Anxiety: Theory, Research and Application Hillsdale: Lawrence Erlbaum Associates

The title of the **whole book**, not the chapter, is underlined or italicised. In your text you should put (Mueller, in (or cited in) Sarason 1979:68).

The ideas of one author which you have found in the work of another

References should be taken from primary or original sources. If this is not possible then the following method should be used. This is called Citing. Your text reference **should mention the two names, as above**, but the Reference section may need only contain the main work.

Some tutors will want both texts in the reference section:

e.g. Balloo, S. (1994) An evaluation of learning interpersonal skills in a basic nurse education programme. Cited in Cormack, D. F. S. (2000) (4th ed) The research process in nursing Oxford: Blackwell Science

But some may only want the main text:

e.g. Cormack, D. F. S. (2000) (4th ed) The research process in nursing Oxford: Blackwell Science

Reference books e.g. dictionary/encyclopaedia/manual

It is often a team of editors which has put these works together. Their names are usually to be found on the title page.

e.g. Pearsall, J. and Trumble, B. (eds) (1995) The Oxford English Reference Dictionary Oxford: Oxford University Press

Unpublished material, e.g. an internal report, a leaflet, private correspondence, a student thesis, a piece awaiting publication

Make it clear what the status of the work is when you add it to your References section.

e.g. Balloo, S. (1994) An evaluation of learning interpersonal skills in a basic nurse education programme Unpublished PhD thesis, Coventry University

Conference Proceedings

Often an edited publication containing a number of papers, workshop reports, etc.

e.g. Kharmi, G. (1991) Health and the movement of labour after 1992: proceedings of a joint conference held by North west Thames Regional Health Authority and the King's Fund Centre for Health services Development 15th September 1989. London: King's Fund Centre

Reports

e.g. North East Thames Regional Health Authority and South East Thames Regional Health Authority (1994) The report into the inquiry into the care of Christopher Clunis London: HMSO

UK Government reports

e.g. Great Britain. Parliament. House of Lords. Select Committee on Science and Technology (2000) Complementary and alternative medicine / 6th report of the Select Committee on Science and Technology, session 1999-2000 London: Stationery Office (HL paper; 123; session 1999-2000)

Government Bills

e.g. Great Britain. Parliament. House of Commons (2000) Children (Leaving care) : a bill to make provision about children and young persons who are being, or have been looked after by a local authority; to replace section 24 of the Children Act 1989; and for connected purposes London: Stationery Office (Bill: Great Britain. Parliament. House of Commons; 134)

b) Sound and Visual media

Videos, films and broadcasts

These are often the co-operative work of many individuals. The title is often therefore cited first, or if there is one individual who has clear overall responsibility (such as the director) then their name should come first.

e.g. Environmental History: Castles of Northumberland (1993) [Video recording] London: English Heritage

Sound recordings (commercial)

e.g. Gibbons, S. (1989) Cold Comfort Farm [Audiocassette] London: BBC

Sound recordings (off air)

e.g. Delivery of health care: looks at unusual ways of delivering health care (1999) [Sound recording] Case notes, BBC Radio 4, 14th December 1999

c) Electronic sources

There is as yet no one clear convention on how to acknowledge web-based material. You should give any information you have as to authorship, date, place, etc, just as with paper-based information, in alphabetical order of the author's surname as far as possible, with the medium, web address and the date you visited it.

From an online journal you would put the following in your References section, with your access date [i.e. when you visited it] in square brackets:

e.g. Hartman, Brian. (1996, July 9) Lamm to Seek Reform Party Nomination Now Politics [Online] Available: <http://www.politicsnow.com/news/July96/09/pn07091amn/index.htm> [July 1996]

From an online lecture you would put the author's surname, first name or initial, second initial, date, title of work, collection, type of medium, web address and [your access date]:

e.g. Hawking, Stephen. (1998) Inflation: an open and shut case Physics Colloquiums [Online] Available: <http://www.hawking.org.uk/lectures/lindex.html> [June 2002]

From a film or photo collection you would put the photographer or film-maker's name, date, title, collection, medium, availability, and [your access date]:

e.g. Armitage, Frederick. S. (1905) Bargain day, 14th Street, New York. In The Life of a City: Early Films of New York, 1898-1906 [Online] Available: <http://lcweb2.loc.gov/ammam/papr/nychrome.html>: [March 19th 2002]

Electronic mail

e.g. Sykes, S (s.sykes@coventry.ac.uk) (17th April 2003) References and Bibliographies Personal email to S. Williams (sarah.williams@coventry.ac.uk)

- d) **Anonymous sources:** Anonymous works may be shown by Anon. in place of the author or maker's name.

Bibliography

The Bibliography is the list of material you may have looked at **for** your piece of work, but may not have referred to by name **in** your work. Some tutors are happy for you to list these in with the References; some want them separately; some don't want them at all. If in doubt, ask. Again, list works in alphabetical order of author's last name.

If you have used a great many sources, for a major piece of work such as an MA thesis for instance, you may wish to subdivide your sources into Books, Journals, Electronic sources, etc, with subheadings. It would be worth asking your tutor/supervisor if this is an acceptable practice.

Don't ever leave the References/Bibliography out

All marking schemes include phrases such as 'accurate and effective use of appropriate sources'. They are what distinguish work at University level. They give it academic credibility. Even assignments on practical issues; IT, performance, training, fine arts, engineering, etc. should be supported by evidence of further reading. You are often asked to relate theory to practice. You **cannot** do this without reading, quoting, and referencing.

What you say may be perfectly OK, factual, clever, etc., but if you haven't cited any other sources it won't carry any weight. It will come over as an '**I think**' piece of writing and will not be considered as being at the appropriate level.

Make sure that every text reference appears in your Reference section, and that every item in your Reference section is mentioned at least once in your assignment. Make sure that dates, names, spellings, underlining, italicising and punctuation are consistent.

Academic Dishonesty

Academic dishonesty covers any attempt by a student to gain unfair advantage (e.g. extra marks) for her/himself, or for another student, by unauthorised means. Examples of such dishonesty include plagiarism, collusion, falsification, deceit, and cheating in examinations.

Collusion includes the conscious collaboration, without official approval, between two or more students, or between a student(s) and another person, in the preparation and production of work which is then submitted as individual work. In cases where one (or more) student has copied from another, both (all) students involved may be penalised. The boundary between legitimate co-operation and unacceptable collusion varies according to the type of work involved. Staff setting the assessment exercise will issue clear guidance on how much co-operation is acceptable.

Falsification includes the presentation of fictitious or deliberately distorted data in, for example, laboratory work, surveys or projects. This also includes citing references that do not exist.

Deceit includes misrepresentation or non-disclosure of relevant information, including the failure to disclose any cases of work being submitted for assessment which has been or will be used for other academic purposes.

Plagiarism is the act of using other people's words, images etc. as if they were your own. In order to make clear to readers the distinction between your words, images etc. and the work of others, it is essential that you reference your work accurately, as explained above, thereby avoiding a charge of plagiarism. It is always obvious when a student has copied words from a text without referencing, as there is a change of writing style each time. If you do not reference your work correctly, it will come across as if you had 'stolen' words or ideas from other sources.

It is in the best interests of all students for the University to maintain the good reputation of its awards. Your co-operation is expected in actively protecting the integrity of the assessment process. It is the duty of all students to observe high personal standards of academic honesty in their studies and to report any instances of malpractice of which they become aware.

8.2 Assessment Boards and Reassessment

After each examination period your results will be considered and your position reviewed. This is done at two levels; at a Subject Assessment Board (SAB) and at a Programme Assessment Board (PAB).

The results for each module are considered at a SAB that determines whether the components of the module assessment reach the required standard. A SAB has the power to raise or lower marks for all students taking the module if it considers it to be appropriate. The final mark recorded for your coursework, for example, may differ from the total of the marks that you have received during the year.

A PAB considers the results of each individual student on a particular course and makes decisions on progression and awards.

External Examiners (subject experts external to Coventry University and GTUC) are associated with each SAB and PAB. This is part of a national system that ensures that standards are comparable across all UK Universities and is a QAA requirement. You may be required to see the External Examiner after each period of assessment and therefore need to ensure you are available at this time.

If you do not pass all of your modules you may be reassessed by either re-sitting the assessment without re-enrolment on the module, or by re-taking the whole of the module with a new enrolment (which may be essential if it involves group, laboratory or studio work). You will be informed of the times of any reassessment periods for your modules. Please note that you are permitted only one reassessment of a failed module.

If you fail your Masters project, the PAB may allow you an opportunity to resubmit, providing that the Board is satisfied that you are likely to complete the programme of study successfully.

Awards

Awards of Postgraduate Diploma and Postgraduate Certificate may be made with Distinction or with Merit. Thresholds for merit and distinction are normally 59.5% and 69.5% respectively.

If you have passed enough modules to be awarded a postgraduate certificate or postgraduate diploma, but intend to proceed to the next stage of your programme, you are normally not entitled to receive a certificate, or attend an awards ceremony, at that time. An award is only made when you have completed your programme of studies and you have informed GTUC of your decision.

Reviews and appeals

If you wish to request a review, or make an appeal against a Programme Assessment Board decision, you must put your case in writing and provide full supporting documentation. You should then send your request to the Academic Registrar within 10 working days of the receipt of the official notification of your results.

The full details of how to request a review or appeal following the publication of your results is available in the Academic Regulations and in the General Regulations (see Graduate Office). Both sets of regulations are available on GTUC's web site at the Academic Registry home page.

Data Protection and consent to process Information

GTUC and Coventry University collects information about all its students for various administrative, academic, and health and safety reasons. In signing your enrolment form, you consent to the GTUC and Coventry University processing information contained in your enrolment form or any other data which GTUC and Coventry University may obtain from yourself or other people, whilst you are a student, an applicant, or a former student. That data may be processed for any purposes connected with your studies or your health and safety whilst on GTUC and Coventry University premises or for any other legitimate reason.

Your personal information may be released to authorised bodies such as sponsors, government agencies, and present/potential employers, but not to relatives or friends. Your results may be released to your former school/college, and your name may be displayed on pass lists. The only data held on you which constitutes "sensitive data" comprises your ethnic group, relevant health records, and the disability classification which you supply to GTUC and Coventry University.

When you register for the use of IT facilities you will be issued with an email address. Your email address may be published on GTUC and Coventry University web site. This means that the address will be available worldwide, including in countries where rights of data subjects are not protected by law. Further information about data protection is available on GTUC and Coventry University's web site.

8.3 Academic Disciplinary Actions Overview for Graduate Students

"Academic Disciplinary Actions" refers to penalties or sanctions imposed for violation of academic regulations against academic dishonesty as defined in this guidebook, or other behaviour judged as inappropriate academic conduct.

Statute of Limitations

There shall be no "statute of limitations" that precludes faculty from acting on the discovery of alleged violations, either during the semester or term when the incident occurs or after that semester or term, and including after a student has graduated.

Confidentiality

Cases involving violation of academic regulations against academic dishonesty shall be regarded as "confidential" in the manner outlined below:

1. No discussion or disclosure of the specifics of any case with any individual within or outside of the university community will occur unless such discussion or disclosure is deemed necessary in the determination of guilt or appropriate sanction by parties reviewing the case at the initial or second level of review or unless such an action is specifically imposed as part of the penalty for a violation.
2. The existence of a case, the general nature of a case and the sanctions imposed, if any, may be discussed and available to the university community provided that such availability is unlikely to lead to the clear identification of the student(s) or faculty involved.
3. If the student is exonerated, all relevant records under the control of the university will be destroyed (unless the student specifically requests that a record of exoneration be maintained).

Procedures

Incidents of suspected academic disciplinary violations shall be handled initially at the level at which the incident occurs, usually within a given department.

Initial Review, Decision and Action(s)

Initial review, decision and action(s) shall remain local, to involve the instructor(s) or academic supervisor(s) and, if desired, consultation with a third party from the faculty, the head of department, or the faculty dean. Instructors are free to discuss alleged violations informally with the student(s) thought to be involved, but should avoid revealing the identity of other students involved, if at all possible. Suspected violations that would result in a penalty should be handled by the instructor(s), in direct communication with the student(s) involved, within one week of the discovery of the suspected infraction and before the imposition of a penalty.

After discussion with the student(s) involved and their response, the instructor(s) shall conclude, within a reasonable period of time and based on available evidence, whether the suspected violation(s) occurred. The case is referred to the University Disciplinary Committee for further deliberation who will conduct a disciplinary hearing. The constitution of this Committee is available from the Graduate School Office.

If found guilty, penalty can range from failure in the course or dismissal from the school, although the committee may recommend other types of punishment. Elements to consider include prior incidents of academic disciplinary action in a student's record, available from the registry.

The student shall be notified immediately, and in writing, of this decision, the basis for this decision and (when applicable) the penalty imposed. This notification will come from the chair of the disciplinary committee. Students should also be informed at this time of their right (and attendant procedures) for appeal.

Reporting of Initial Action(s)

A copy of the letter outlining the initial decision and action to the student(s) involved in cases of academic disciplinary violations should also be directed to the following parties:

- Student's home
- Head of Department and Programme Leader
- Dean's office of the student's department
- The head of student affairs
- Examination and records
-

The Dean of student affairs will maintain the central record of academic disciplinary violations and actions. If the Dean of student affairs is aware of information on prior incidents of academic disciplinary actions in the student's record, he or she should communicate that information to the department head and programme leader and give the department head and programme leader the opportunity to impose an appropriate sanction.

Second-level Review and Action(s)

Normally, a second-level review of an initial decision and action follows from at least one of two sources: (1) appeal by the student(s) involved because the student deems the penalty inappropriate and/or believes that improper procedure has been followed, (2) recommendation by the instructor, home department/programme that the student be permanently expelled from the university.

Where an appeal is made or a second-level action appears warranted, the Chair of the Disciplinary Committee will determine what action should be taken. The Chair may decide to deny the appeal or waive the opportunity for a second-level action, to remand the case to the department/program head for additional consideration, to order a new or different penalty or to convene a Review Committee for additional investigation of facts and/or determination of appropriate sanctions.

Student Appeals

In general, students who want to appeal an academic disciplinary action must state in writing to the Chair of the Disciplinary Committee their intention to do so within one week of the penalty date in question, and then must present their appeal to the Chair no later than two weeks after said penalty date. Appeals must be in writing, with appropriate documentation.

If the Chair determines that a second-level review is warranted and that a Review Board should be convened, the Chair or his/her designee shall immediately form and convene a Review Board and designate a chair. The constitution of the Review Board is available from the Graduate school Office. The board will include academic staff from the department of the student involved, a graduate student from the college, the dean of student affairs and others deemed appropriate by the Chair. If a student appeal and a review of a recommendation for second-level action occur at the same time, both shall be considered by this Review Board simultaneously. Where appropriate, it is expected that the instructor(s) from the course/project involved (or appropriate representatives designated by the department) will be available for participation or at least for consultation. The chair of the board shall inform the student(s) involved, in writing, of this step. Copies of this letter should go to:

- The instructor(s) in the course in question
- The department head and programme leader of the course involved
- Dean's office of the student's school

The Review Board shall (a) review the facts of incidents involved and (b) make a recommendation about second-level action to the provost or his/her designee. The Chair shall then render a decision subject only to appeal to the president of the university.

8.4 Special Circumstances

Principles

Definitions

What are my options?

How do I make a request for an extension to a coursework deadline?

How do I make a request for deferral of assessment?

How much information do I need to provide?

What evidence do I need to provide?

What circumstances are not taken into account?

How does the Panel judge extenuating circumstances?

What actions can the Panel Take?

Data Protection Act

Disability Discrimination act

1. Principles

If extenuating circumstances have a significant effect on your ability to complete an assessment task, you may be provided with an additional opportunity to complete the task, without penalty, provided that you follow the procedures below.

Handing in a piece of coursework, or completing an examination attendance slip acts as a declaration that you consider yourself to be fit to make a valid attempt at the assessment. No claim of extenuating circumstances will subsequently be accepted.

If you hand in a piece of coursework, or attempt an examination, after submitting a request for an extension or deferral, the request will be disregarded, and your work will be marked in the usual way.

2. Definitions

Extenuating circumstances are genuine circumstances beyond your control or ability to foresee, and which **seriously** impair your assessed work.

Extenuating circumstances do not excuse you from completing formal assessments. You still have to demonstrate that you have achieved the required learning outcomes to pass each module, and hence meet the course requirements for progression or award, at a point in time when the extenuating circumstances no longer affect your performance.

Separate procedures apply to cases where an examination or coursework assignment is affected by exceptional circumstances for all students, such as disruption in an examination room. Such events are reported to the Subject Assessment Boards through, for example, invigilators' reports.

An **extension** is defined as permission to hand in a piece of assessed work after the published hand-in date, without incurring a penalty.

- If you are granted an extension, this will normally be for a period of up to three weeks. If your circumstances are such that an extension of up to three weeks would not be sufficient or if you feel that, despite being granted an extension, your performance in a piece of coursework will be seriously impaired, you may formally apply for a deferral of the coursework assessment (please see below).
- Extensions may not be possible for certain types of coursework (e.g. contribution to a group presentation).

A **deferral** is defined as permission to delay an attempt at a particular assessment until after the relevant assessment boards have met. A deferral normally involves a new, but equivalent, assessment task. In the case of an unseen written examination, the deferred attempt will normally take place in the next scheduled examination period.

The term **coursework** refers to all assessments managed locally within the Graduate School e.g. written assignments, production of artifacts, presentations, phase tests, practical/skills assessment, projects, dissertations, orals.

The term **examination** refers to all invigilated written examinations scheduled and managed centrally by Academic Registry.

The term **week** should be taken to mean 5 working days (i.e. Monday to Friday excluding days of official University closure (e.g. public holidays)).

3. What are my options?

If, due to extenuating circumstances, you consider yourself to be unable to attempt an assessment, or to meet an assessment deadline, you may submit a request for

- **an extension to a coursework deadline, or**
- **a deferred attempt at the assessment, to take place at an appropriate time after the meeting of the programme assessment board (i.e. after the end of the normal teaching and examination period).**

You should consult your Course Leader/Programme Leader as soon as the extenuating circumstances become apparent. They will be able to advise you on the most appropriate course of action.

If you request a deferral of assessment, and that deferral is granted, you will be required to retake the assessment at 'the next opportunity'. You should be aware that you may be required to take a break from your studies – for example the next opportunity to retake September assessments (coursework or examinations) will normally be the following May/June. The financial and other consequences of such a decision should be fully explored prior to your request for a deferral.

If you have a long-standing condition or disability, which affects your capacity to perform to your full potential in certain circumstances, you should discuss this in the first instance with your Course Leader/Programme Leader. You will still have to demonstrate achievement of the required learning outcomes to pass each module, and hence meet the requirements for progression or award. If the University is formally notified of your condition, either when you enroll or as soon as the problem is officially diagnosed, and supporting documentary evidence is provided, it may be possible to make special, discretionary arrangements for assessments. Alternatively you may be advised to interrupt your studies or follow a reduced programme of study.

If you are still unsure what to do, or need help with your application you should contact the Students' Advice Centre in the Graduate School either in person or by phone.

4. How do I make a request for an extension to a coursework deadline?

If you are unable to submit coursework by the specified date because of extenuating circumstances, you should contact your Course Leader/Programme Leader **before** the deadline date to request an extension.

All applications for an extension to the coursework deadline must be submitted in writing using the **Coursework Extension Application Form**. These are available from your Graduate Office. Supporting third-party evidence must be shown at the time of application (please see section 7 below). Requests submitted orally are not valid, and requests submitted after the due date will not normally be accepted, unless you can show that circumstances beyond your control prevented you from contacting the University before the deadline date.

On the coursework extension application form you are asked to indicate how long an extension you think you will need. Your Course Leader/Programme Leader is not bound to accept your estimate of the extra time needed.

You must lodge the application form, together with supporting third-party evidence, with the designated office/person in the Graduate School, and not with individual tutors. Upon receipt the form will be date stamped and a receipt issued.

The application will be considered by both the Module Leader (to ensure equity for all students on the module, and compatibility with feedback dates), and the Course Leader/Programme Leader (to ensure equity for you on all your modules, if your circumstances affect more than one module).

After consideration the form will be returned to you. If the request is approved, you will be given a new submission date (normally no more than three weeks after the original submission date). Providing you hand in your coursework on or before the extension submission date, you will not incur any penalty reduction in marks (See document on unauthorised late submission or coursework: penalties for late submission).

Work tendered for submission after the extension hand-in date will not be accepted.

5. How do I make a request for deferral of assessment?

If extenuating circumstances prevent you from attending a formal examination, or you feel that your performance would be so seriously impaired that you decide not to attend, you may submit a request for deferral of assessment for the affected examination(s). You may also request a deferral of a coursework assessment if you feel that an extension of the deadline by up to three weeks would be insufficient.

If you want to request deferral of examination or coursework assessments you should discuss the matter, at the time, with your Course Leader/Programme Leader, so that the extenuating circumstances and consequences of deferral can be fully considered.

All applications for deferral of assessment must be made in writing, normally **before** the due date of the assessed activity, using the Examination/Coursework Deferral Application form. These are available from the Graduate Office.

Requests for deferral should always be made as close as possible to the time of the circumstances describe. If it is not possible to submit your application before the due date of the assessed activity, it must be submitted no later than 1 week (5 working days) after the submission/examination date. Applications made after this period will not be accepted, except where you can show that circumstances beyond your control prevented you from contacting the University in this period. Where more than one assessment is affected, the submission must be made within 1 week (5 working days) of the last assessment.

Your request must clearly state the dates when your circumstances occurred and which assessments are affected. The form asks you to describe the extenuating circumstances and how they have or would impair your performance in the examination/assessment. You must include all relevant facts at the time of application. (Please see section 6 below).

Supporting third party evidence must be attached to the form. (Please see section 7 below). If your extenuating circumstances are of an exceptionally sensitive or personal nature, you may request that only the Chair of the Panel that will consider your request for deferral sees this. In such cases you must place your evidence in a sealed envelope marked 'Confidential: from [your name]', addressed to the Chair of the Graduate School Assessment Deferral Panel/Central Examinations Deferral Panel, and attach it to the form.

If you are requesting deferral in coursework assessments, your deferral application form, together with supporting third party evidence, should be submitted to the Graduate Office.

If you are requesting deferral in both coursework and examination, your deferral application form and supporting evidence should be submitted to the Graduate Office. The office will forward your deferral form to the Graduate School Deferral Panel on your behalf.

If your request for deferral is for examinations only, the deferral application form and supporting third-part evidence should be submitted to the Graduate Office.

An Assessment Deferral Panel in the Graduate School in which you are enrolled will consider requests for deferral in coursework and examination assessments.

If the Panel decides that your request is valid you will be offered another opportunity for assessment, normally after the relevant Programme Assessment Board has met. If the Panel decides that the request is not valid, an absence for that particular assessment will be recorded, and this will count as an attempt. The decision of the Panel will be communicated to you through your email account.

If your extenuating circumstances affect a further assessment opportunity (e.g. at the special resit time), you should make another submission for the period concerned. This could simply confirm that your earlier circumstances have continued, but it must be accompanied by third party evidence covering the new period.

6. How much information do I need to provide?

You should include all relevant facts. Your application for deferral may be rejected if you fail to complete the simple details concerning identification of the module(s) and assessed component(s) for which you are requesting deferral.

You must ensure that you provide the specific submission date/date of examination, identify the assessment or examination. You must identify the date from which the extenuating circumstances affected your work, and the date that you were able to resume your normal pattern of study. These dates should correspond with any information provided in your third-party evidence. You must also make sure that you explain the impact that these circumstances have had on your performance. It is NOT the role of the Panel to try to work this out or to seek additional information on your behalf. Try to make your submission clear, but concise.

7. What evidence do I need to provide?

Requests for extensions or deferral **must** be accompanied by supporting evidence, normally from an independent third party. You are advised to keep a copy of any evidence you submit. We realise that in some cases it may be difficult to do this, however lack of third-party evidence may weaken your claim.

If you miss an examination due to illness, or are affected by illness during your examination, you must seek medical attention on the day, and you must submit documentary evidence. The evidence must relate specifically to the time of the illness, and must make it clear that you were medically unfit to take the examination. Retrospective medical letters and doctor's notes stating that you claim to have been unwell will not be accepted.

Please note that some doctors will charge a fee for providing you with medical letters. GTUC is not liable to pay this fee on your behalf. Self-certification of illness or minor ailments is never acceptable as evidence of extenuating circumstances.

Examples of other third party evidence that might be acceptable in support of non-medical circumstances may include:

- A letter from family concerning bereavement, accompanied by a copy of the death certificate, if possible.
- A letter from a counselor who you have been seeing
- A letter from your course tutors if s/he knows your circumstances well, and you are unable to obtain any other third party evidence.

If you knowingly submit false or forged evidence, you will render yourself liable to disciplinary proceedings.

8. What circumstances are not taken into account?

Circumstances arising from your own negligence or inability to organise your time will not be taken into account. You are expected to plan ahead and give yourself adequate time to complete your work. Extensions without penalty will only be granted for external factors beyond your control; extensions will not be granted merely because the work is incomplete. You are advised to plan for last-minute problems by completing and handing-in coursework **before** the stated deadline.

If you have days of religious observance, which coincide with your preparation for assessments, you must plan your work to take account of these.

Getting the date of an examination or coursework submission wrong will not be taken into account, neither will being unable to get to an examination at the right time, where this is not beyond your control.

‘Examination stresses’ or stress in a practice placement will not, by itself, be considered as an extenuating circumstance. It is expected that individuals in higher education will develop the ability to deal with this and produce satisfactory work whilst meeting deadlines. Coursework deadline congestion and closely-timetabled examinations are not considered to be extenuating circumstances.

Other domestic or personal disruptions that are not normally considered to be acceptable include social activities, moving house, holidays, weddings etc where normally you either have some control over the date, or may choose not to participate.

Loss or theft of assignment material is also not normally regarded as an acceptable reason; it is your responsibility to make appropriate backup copies. A police “theft report” is not proof of actual theft.

9. How does the Panel judge extenuating circumstances?

In considering your case, the Panel will determine whether the extenuating circumstances cited by you are genuine circumstances beyond your control or ability to foresee and which have likely to seriously impair your assessed work. Account will be taken of

- The severity of the problem
- The length of time it lasted
- The closeness in time of the circumstances to the assessment(s)
- The supporting evidence
- Whether all assessments might be equally affected

10. What action can the Panel take?

Extenuating circumstances cannot be used as a reason to raise marks, waive pass requirements of individual modules, reduce the requirements for progression, or raise a classification mark.

If the Panel decides that your request is valid, you will be permitted to take the assessment ‘at the next opportunity’. This may be at the beginning or end of each semester or the next occasion when the examination is scheduled. The deferred assessment will be marked/graded as a first attempt if the claim relates to the first attempt – in which case the assessment will be awarded a mark/grade reflecting its full worth; or a resit if the claim relates to a resit – in which case the maximum mark/grade awarded for the assessment will be 40%.

If your request is turned down, an absence will be recorded for the assessment(s) concerned. This will count as a failed attempt, and may result in you failing the module overall. You may be eligible to resit the failed

assessment(s) at the special resit time, subject to GTUC's regulations on reassessment. The maximum mark that can be awarded for resit work is 40%.

The Panel has the right to reject requests based on circumstances that do not relate in time to the assessment concerned, or are not supported by adequate third-party evidence.

11. Data Protection Act 1998 (UK)

In submitting a request for an extension or deferral on the grounds of extenuating circumstances you are agreeing to Coventry University holding this personal data for the purpose of processing your request.

12. Disabilities Discrimination Act, Part (iv) (UK)

If you are providing information about your disability to support a request for an extension or deferral, please note that this does not count as disclosure to the University as these forms are intended for use only by staff to determine whether your request should be granted. You are strongly urged to disclose any disability, persistent medical condition or learning difficulty to the Graduate Office.

Annex 1

| Acceptable/Not Acceptable Extenuating Circumstances | |
|---|---|
| Normally acceptable | Notes |
| 1. Recent (< 1 month) death of a close relative | "Close" means parents (& guardians), children and siblings, and a spouse/partner. It may include in-laws, grandparents and grandchildren if it can be shown that the relationship was very close, but not normally aunts, uncles, cousins etc. |
| 2. Illness or serious accident of the student | Illness or accident occurring at the time of an assessment, or the period immediately leading up to the formal assessment. It should be an incapacitating illness or an unexpected deterioration in an ongoing illness or medical condition. It also includes breaks and serious sprains of the normal writing hand/arm. Medical certification must be obtained; self-certification is never acceptable as evidence of extenuating circumstances. |
| 3. Serious illness of a close relative | see notes above about the definition of "close". |
| 4. Serious personal disruption | Divorce, fire, burglary, serious court cases, etc. Supporting third-party evidence must be provided. Unforeseen transport problems beyond your control or ability to foresee, severe weather conditions which make it impossible to attend. |
| 5. Pressure of work or change of employment circumstances | Unforeseen changes in patterns of employment for part-time, block release or distance learning students (letter from employer must be provided). NB: THIS DOES NOT COUNT AS VALID EXTENUATING CIRCUMSTANCES FOR FULL TIME STUDENTS. |
| 6. Special needs that have been declared to GTUC and the Graduate School Student Support Office but have not been provided for in the delivery or assessment of the module. | |
| Possibly acceptable | Notes |
| 1. Pregnancy | This depends on the stage of the pregnancy and the imminence of childbirth. It includes the stages immediately following childbirth. Pregnancy of a wife/partner would be acceptable in appropriate cases (imminent childbirth, medical complications etc). Pregnancy of relatives other than spouses/partners is not normally acceptable. |
| 2. Sprains | This depends on the severity of the sprain, whether it is in the normal writing hand/arm, whether it affects the ability to sit for long periods or causes other distracting discomfort. Medical certification must be obtained; self-certification is never acceptable as evidence of extenuating circumstances. |
| 4. Study related | Unforeseen failure of GTUC's computer network facilities; however you must be able to demonstrate that they have taken reasonable steps to ensure that the assessment was prepared in good time. |

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| 5. Significant but not | For example, jury service or involvement in a minor way in court cases (eg as a |
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| serious personal disruption | witness). The acceptability may depend on the level of your involvement (legal, personal, emotional) in the case. |
| Not normally acceptable | Notes |
| 1. Social activities | Hectic social life, parties, visits by/to friends, sporting fixtures. |
| 2. Temporary self-induced medical conditions | Hangovers, drug taking (unless possibly for a registered addict influenced by the medical treatment involved). It may also include the taking of prescribed medication for certain conditions where it is known that there may be adverse reactions (e.g. drowsiness). |
| 3. Minor ailments and other conditions | Coughs, colds, sprain (other than in the writing hand/arm). Long-standing medical conditions for which special arrangements could have been made or treatment anticipated and taken. Accidents/illness affecting relatives or friends (unless serious or the student is the sole career). |
| 4. Examination stress | Examination stress or stress in practice placement will not, by itself be considered as an extenuating circumstance. It is expected that individuals in higher education will develop the ability to deal with this and produce satisfactory work whilst meeting deadlines. |
| 5. Non-serious domestic or personal disruptions which could have been anticipated or planned | Moving house, holidays, weddings, religious festivals or other events where the student either has control over the date or may choose not to participate. Change of job or "normal" job pressure (exceptional crises at work might be acceptable), failed travel arrangements, illness of pets, oversleeping, misreading examinations timetable or other assessment details, taking the wrong examination. |
| 6. Study-related | Computer difficulties, losing work not backed up on computer disk, deadline congestion, examination congestion, missing books, examination rescheduling, late distribution of materials by the Graduate School, delays in printing, photocopying and/or binding of assessed work |
| 7. Examination conditions | <p>Disruption in the examination room: poor lighting, ventilation or heating, excessive noise, illness or behaviour of other students, noise from invigilators.</p> <p>Normally such conditions will have been reported to the Academic Registrar by the invigilators, who will pass reports on to the Subject Assessment Board; corroboration will always be required.</p> |

8.5 HEALTH AND SAFETY – IMPORTANT INFORMATION

Supervision and Training

All supervisors must ensure that staff and students for whom they are responsible are adequately instructed in safe working procedures. This may involve a verbal introduction with demonstrations as necessary, both backed by written instructions for guidance during the work. Alternatively more extensive training may be appropriate.

Visitors should always be given adequate safety instructions. Particular attention should be given to visitors from abroad, who may have different attitudes to safety and be unfamiliar with our safety legislation.

Equipment must not be used by a student at any time without the authorisation of her or his tutor, who must be satisfied that the student is competent to use the equipment safely.

This applies to all electrical equipment. Even commercial appliances.

A student may only use equipment classified as a safety risk when the tutor has certified in writing that the student is competent to use it correctly.

Statutory regulations apply to certain equipment e.g. workshop machines. When this is so, students be advised.

No student may work in a studio or workshop on any equipment classed as a safety risk unless another person is within visual and vocal range.

All machine guards must be in place, and under no circumstances are safety switches to be by-passed.

When protective clothing and equipment has been specified for use in any processes, (e.g. goggles, overalls, guards etc.) these must always be used.

See where the nearest fire extinguisher is and read the instruction on it.

Note the location of your Evacuation Assembly Area.

Read the notice, In the Event of Fire.

Note who is your First Aider.

Risk Assessment

The Staff and students are required to assess formally the risks involved in our activities and record these. This will apply in particular to all final year project students who will be expected to complete a form before embarking on their projects.

Fire Safety

Any person discovering a fire:

- Sound the alarm
- Call the Fire Brigade
- If safe to do so, attack the fire with suitable appliance

ON HEARING THE ALARM

- Leave the building by the nearest exit
- Close all the doors behind you
- Do not stop to collect your belongings
- Report to the assembly point

ALL FIRES HAVE SMALL BEGINNINGS – GIVE THE ALARM AT ONCE

Also: Ensure that emergency equipment, e.g. fire hoses etc and emergency exits/evacuation routes are not blocked or obstructed in any way. Report any such obstructions to the Services Manager.

First Aid

In the event of any emergency, staff should telephone 111. This will alert Security staff who will arrange for a first aider to attend the person in distress or if necessary will call an ambulance.

Special staff can be contacted to carry out first aid and each has a first aid kit. They should not be approached for any medication eg painkillers.

Accident Prevention

Each year accidents at work cause hundreds of deaths, hundreds of thousands of injuries and enormous pain and suffering for employees, students, etc. and their families. **Safety awareness is your best protection against accidents**, so what can you do to prevent them?

Certain Injuries Top the List

- Straining the body, especially when lifting or stretching.
- Being hit by a moving or falling object.
- Slips, trips and falls: the injuries caused are the most costly and painful.
- Getting caught in a machine or between moving parts.

SOME SPECIAL HAZARDS

Hazardous chemicals: learn hazards involved before you handle chemicals.

Electrical shock: check tools before use, especially portable equipment.

Eye damage: can be caused by flying objects, splashing liquids, etc. Wear the eye protection provided.

Causes of Accidents at Work

Unsafe attitudes: your mental outlook has a lot to do with how safe you and your colleagues are.

Lack of knowledge: do not use machinery or tools unless you have been trained to use them. Know yourself, your skills and limitations.

Unsafe environment or equipment: heat, cold noise, etc. and other conditions add to the risk of injury. Make sure your tools and equipment are properly maintained. Report hazards, defects, etc., to your supervisor.

Distorted thinking: Fatigue, stress or worry can affect your ability to work correctly. The use of alcohol can also spell disaster, especially around tools and machinery.

Accident Report Procedure

All accidents and near miss situations involving GTUC employees, students, visitors and other persons which have occurred on premises occupies or under the control of GTUC must be reported using Accident Report form (available from the Graduate Office) normally within 24 hours.

Laboratory and Workshop Safety

- Equipment must not be used at any time without the authorisation of a member of staff, who is satisfied that the student is competent to use it.
- You must not work in a studio, lab or workshop on any equipment classified as a safety risk, unless another person is within sight and earshot.
- All machine guards must be in place and under no circumstances are safety switches to be bypassed.
- When protective clothing and/or equipment have been specified eg goggles, guards these must always be used.
- Ensure that items of clothing and long hair are kept secure when using mechanical equipment.
- No substances e.g., adhesives or spray paints must be used without permission from the technician in charge of the workshop and without completion of a COSHH form (Control of Substances hazards to Health, UK).
- To observe safety standards of behaviour, dress, etc.
- To observe safety rules both general and those of the School, where these apply.
- To use, and not willfully misuse, neglect or damage not interfere with things provided for her/his health and safety.
- To notify a responsible person of any hazards.
- To co-operate with staff as far as is necessary to enable any duty, requirement or statutory provisions to be performed or complied with.
- All equipment must be put away after use.
- See also Electrical Safety below

Electrical Safety

To prevent electric shock the following precautions should be taken:

Do not operate machinery/equipment for which you are not authorised.

Report damaged school equipment to a lecturer or the nearest Technician. This might include worn cables, faulty plugs, and damaged video equipment, OHP etc.

Ensure that there are no trailing cables.

Switch all equipment off after use and at night removes plugs from supply where possible.

No mains electrical equipment may be brought in without authorisation from the Chief Technician.

Do not attempt to repair equipment.

Portable electrical apparatus is generally more liable to faults and hazardous use. Users should therefore extend more care to this equipment.

Students may not carry out any 240vAC wiring on project work, and must use 12V DL instead.

Working with Electricity

It is considered important that all students of engineering should have a basic understanding of a simple electrical installation and the features of its design, which provides for safety.

The Dangers of Electricity

These notes only offer a brief introduction.

The main dangers to which all users of electricity at risk are:

Electrical Shock

Burns

Fire

43

Only the first will be dealt with here as it is the most common, and also the precautions taken can be quite complicated.

Electrical shock may occur when a person makes contact with part of electrical equipment that is live, i.e. has a potential relative to earth.

There are two types of contact:

Direct contact; where contact is normally live parts (e.g. the live inductor of a cable).

Indirect contact; where contact is with parts not normally live, but which have been made live through a fault (e.g. the case of a piece of equipment which is normally earthed can become live through earth leakage currents).

Direct contact is often due to careless behaviour, whilst indirect contact can happen to anyone working with electrical equipment. Protection against shock arising from direct and indirect contact can be obtained by using a low voltage. i.e. less than 50V a.c. 120V d.c. but this is not practical in many cases as most equipment uses the standard supply voltage of 240V.

Lifting

- Only attempt to move objects of a size and weight with which you are comfortable.
- Lift in the correct manner.
- Use trolleys for heavier weights or get assistance.

Eye Screen and Display Equipment

The Health & Safety (display Screen Equipment) Regulations 1992 (UK) came into force on 1 January 1993. A booklet entitled Working with VDU's is available in the Graduate School administrative offices.

IF YOU HAVE ANY QUERIES ON ANY ASPECTS OF SAFETY PLEASE CONTACT A LECTURER OR TECHNICIAN.

University Smoking Policy

GTUC operated a policy which **does not** allow smoking in the buildings, with the exception of staff who are occupants of shared rooms when all the occupants are smokers and all agree to allow smoking. Consideration should be given, however, to non-smoking visitors.

Smoking is prohibited in the following locations:-

- Paint stores
- Chemical stores
- Solvent stores
- LPG storage areas, or areas where flammable liquids or gas are stored, or in the neighbouring vicinity of such areas.
- Food preparation area.
- Print rooms and any other area with an identifiable flammable hazard.
- Battery rooms or locations where batteries are charged.
- GTUC transport.
- Libraries.

Entry to the Graduate School during out of hours periods

“Out of hours” can be defined as any time outside the period of 0730 to 2100 hours on weekdays and any time during the weekends, bank holidays and close down periods. Entry to the Graduate School buildings during holidays and closedown periods is not possible to students. During the other times, eg weekends, it is possible provided a completed authorisation form is produced. These forms are available from the Graduate Office and must be signed by your Programme Leader or another authorised signatory. A top copy will be handed to you, which you must present to the Security Office.

Children on University Premises

Children are not allowed on GTUC premises unless they are supervised at all times by an adult who is responsible for their safety.

