



IBTSCENTRE

AMSTERDAM

**PG Cert, PG Diploma, Master of Arts
in**

Baptistic Histories and Theologies

ACADEMIC HANDBOOK

2017/2018



The University of Manchester

Developed by the International Baptist Theological Study Centre, approved by and leading to an award of the University of Manchester

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WELCOME

Welcome to the PG Cert, PG Diploma, MA in Baptist Histories and Theologies offered by the International Baptist Theological Study Centre as a partner institution of the University of Manchester. We are very glad you have chosen to pursue your academic studies with us.

About Handbooks

This is one of several handbooks and guides which will be of use to you during the course. This Handbook contains all the regulations in place for the PG Cert, PG Diploma, and MA in Baptist Histories and Theologies and is available in the library, on the Moodle system (the Centre's virtual learning environment), or from the office of the Administrator.

There is another specific handbook in paper form and on Moodle, which describes each of the Units offered in the PG Cert, PG Diploma and MA programme. There is also a Dissertation Handbook.

Contacting us

The IBTSC team encourage you to keep in regular contact with us. You will be provided with the e-mail contacts of the tutors of the specific units which you take. For general information please contact the Programme Director Rev Dr Stuart Blythe: blythe@ibts.eu.

OUR COMMITMENT TO EQUAL OPPORTUNITIES

As a student of IBTSC you should be aware of our deep commitment to Equal Opportunities.

Here is a summary of our overall stance. We believe in equal opportunities: we are actively opposed to discrimination in society and endeavour to demonstrate this through all our activities. Equal Opportunities is more than a policy statement. It is a commitment that all those associated with IBTSC should share. That includes the Academic Team, tutors, students and administrative staff. Students and Staff are expected to demonstrate sensitivity and generosity when presented with beliefs, cultures or attitudes different from their own. Language, humour and non-verbal communication should not discriminate, or cause offence, on grounds of ethnicity, gender, sexual orientation, age, culture, physical ability or appearance.

IBTSC welcomes applications from students of different ethnicities, gender, age, religion, socio-economic backgrounds and cultural traditions. Applications are encouraged from sections of society that are under-represented.

IBTSC recognises the diversity of views in and beyond Christian settings. Therefore, it seeks to enable students, who come from a variety of backgrounds and traditions, to examine and determine their own approaches to such issues. IBTSC will not exclude anyone who feels that they can benefit from involvement with IBTSC and our PG Cert, PG Diploma, MA programme, provided you meet the admission requirements.

Course content and teaching demonstrates a commitment to social inclusion, cultural diversity and the elimination of discrimination and oppression. Every opportunity is taken to address inequality, both with staff, students and related organisations.

SUMMARY OF THE COURSE

The MA programme

This particular programme is designed for students wishing to integrate a knowledge of the particular histories of Baptists, Anabaptists and related baptistic groups with an understanding of the churches' current commitment to central elements of baptistic life, including ethics and mission. It is also designed to equip students to undertake original research at doctoral level.

The MA in Baptistic Histories and Theologies is a programme specially developed by IBTSC, approved by and leading to an award of the University of Manchester. It is possible to exit from this programme with a Postgraduate Certificate or a Postgraduate Diploma.

The MA programme operates a unit structure and is in two parts. Part One of the course consists of 120 UK credits. Part Two of the course consists of a dissertation of between 12,000 and 15,000 words and is equivalent to 60 UK credits.

The Postgraduate Certificate consists of 60 UK credits and the Postgraduate Diploma consists of 120 UK credits. These are available to students who are unable to complete Part One or the dissertation.

It is also possible at the point of entry to choose the Postgraduate Certificate or Postgraduate Diploma as your intended award. The pass mark for the Postgraduate Certificate and Postgraduate Diploma is 40%. It is also possible to upgrade from a Postgraduate Certificate to a Postgraduate Diploma, and from a Postgraduate Diploma to a full MA in Baptistic Histories and Theologies, provided that an overall pass mark of 50% was obtained, including any capped or compensated grades.

The MA programme is one year full-time, or between two and five years part-time. PG Dip programme is available only part-time and is up to four years. The PG Certificate programme, which is also only available part-time, is up to two years.

You will be expected to attend an intensive teaching period of one to two weeks at the beginning of your studies, depending upon how many credits you wish to take (one weeks attendance is required for 30 credits, and two weeks attendance for 60 credits). You will then normally be required to attend for the teaching of subsequent units, usually for one or two weeks at a time, again depending upon how many credits you wish to take during the given intensive teaching period. For an MA programme, you are also required to attend a dissertation writing seminar to prepare for the writing of your dissertation.

The aims of the PG Cert, PG Dip and MA in Baptist Histories and Theologies are to:

- provide a survey of the main issues related to the histories and theologies of baptistic communities
- use the research interests of staff to inform and enhance the students' learning experience
- foster in students an ability to undertake study and research independently
- enable students, where appropriate, to master necessary field skills
- promote the development of key transferable skills that will assist students in their career development

PG Dip and MA only:

- integrate a knowledge of the particular histories of Baptists, Anabaptists and related baptistic groups with an understanding of the churches' current commitment to central elements of baptistic life, including ethics and mission
- offer students a range of learning experiences and approaches inspired by the insights of baptistic theologies and the experiences of baptistic histories

MA only:

- equip students to undertake original research in the field of baptistic histories and theologies at doctoral level

WHAT YOU WILL GET FROM THE COURSE - LEARNING OUTCOMES

INTENDED LEARNING OUTCOMES

A. Knowledge and Understanding

Upon completion of this programme, you should be able to:

All students:

1. produce independent research work to the appropriate M-level standard in a critical area of baptistic theology or history
2. give evidence in your work of a critical awareness of the specifics of baptistic theologies in relationship to the life and practice of the churches

PG Dip and MA only:

1. show a critical awareness of the sources available for the study of baptistic histories and theologies, with particular attention to recent developments in the field
2. recognise, examine and interpret current developments in contemporary baptistic theologies and the ways in which they draw on the histories of the different churches
3. reflect on the diversity and unity of the main streams of baptistic theologies

MA only:

4. demonstrate an in-depth knowledge and understanding of the diversity and unity of the main streams of baptistic theologies
5. develop an ability and knowledge of relevant skills for developing, managing and implementing original research projects

B. Subject Specific Skills, including practical and professional skills

Upon completion of this programme, you should be able to:

All students:

1. assess critically the most recent published research in baptistic histories and theologies
2. select, read and use key texts with critical understanding

3. discuss and evaluate critically the different methodologies employed in examining baptistic histories

PG Dip and MA only:

4. identify and work with various methods appropriate for engaging with particular issues pertaining to the past and/or present life of the churches and society

MA only:

5. enhance your preparedness for doctoral level research in a specific area of baptistic history or theology identified in the course of the Master's programme

C. Generic Transferable Skills

Upon completion of this programme you should have developed the following skill areas in the ways outlined:

1. Communication: the ability to readily identify relevant sources of information, critically evaluate them and present their conclusions in a coherent way to specialist and non-specialist audiences

2. IT: skills in the use of electronic databases and the internet to aid research, in the evaluation and selection of disparate information, and in presenting work using a format and style to suit the purpose, subject and audience.

3. Problem solving: the qualities necessary to enable self-direction and originality in tackling and solving problems, and to act autonomously in planning and implementing tasks at a high level.

4. Working with others: the ability necessary to establish and effectively maintain co-operative working relationships and negotiate and develop effective ways of presenting outcomes.

5. Improving own learning: the capability to advance your own knowledge and understanding and to develop new skills to a high level.

COURSE STAFF

PROGRAMME DIRECTOR

STUART BLYTHE

PROGRAMME TUTORS

Stuart Blythe MA (Hons), BD, MTh, PhD, MEd
Lina Andronovienė, BA, BA, MTh, PhD
Timothy F T Noble BA (Hons), BA (Hons), MEd, STB, PhD
The Revd Docent Parush R Parushev, BSc, MSc, MDiv, PhD, PhD, FRASA
Rupen Das, BSc, MA, DMin
The Revd Toivo Pilli, BA, ThM, PhD
Professor Hendrik A. Bakker, BA, MA, PhD
David McMillan BSc (Hons) MPhil
Dorothy McMillan BEd, MEd, PhD

Academic Administrator

Marianne van Zwieten

Librarian

Pieter van Wingerden MA

ADMISSIONS CRITERIA AND POLICY

Entry Qualifications

Applicants will normally possess a relevant undergraduate degree in Theology, Religious Studies, Social Studies or Humanities or in some other related subject area and have graduated at an approved institution with at least lower second class honours, or equivalent alternative qualifications or experience.

All applicants should note that IBTSC would need to satisfy itself that a candidate has achieved the necessary academic standard to complete the course satisfactorily. For that a probationary pre-registration admission or individual study track may be requested before enrolment onto the programme.

Official transcripts of all previous academic work, including post-secondary school, university and seminary studies should be mailed directly to the Administrator of the Centre by the institution issuing the transcript. If the applicant's programme of study is in progress, a transcript should be sent at this time and a final transcript sent following completion of the programme. In addition, an applicant must send a copy of their secondary school leaving certificate (Maturita, 'O' or 'A' level results, high school diploma).

Assessment of Prior (Experiential) Learning Credit

If, upon entry, you seek to transfer credits from another institution, IBTSC must be satisfied that the integrity of the MA programme to be completed by the applicant will not be compromised, either in standard or content. You must complete the appropriate form, which must then be recommended by the Programme Director to be approved at a duly called meeting of the Academic Team.

In the light of the University of Manchester Postgraduate Regulations (September 2012), please be aware that:

A maximum time limit of 5 years should apply between award and consideration of AP(E)L.

Where the Postgraduate Certificate is a standalone programme, AP(E)L will be permitted up to a maximum of 15 credits. Where the Postgraduate Diploma is a standalone programme, AP(E)L will be permitted for up to a maximum of 45 credits. For a Masters award, the maximum amount of credits which can be permitted for APL is 60.

Students exiting with a Postgraduate Diploma (or Postgraduate Certificate) may be permitted to rescind this award and 'upgrade' to a Masters (or Postgraduate

Diploma) by successfully completing the appropriate further component of the programme providing the following conditions are met:

- The rescinding occurs within five years of the time of award, subject to the programme still being available.
- An overall pass, at the appropriate standard to assure admission to a master's programme, was obtained for the Postgraduate Diploma (or Postgraduate Certificate) including any capped or compensated grades.

Students can receive an exit award if they have AP(E)L credit in their profile, providing their performance also satisfies general award requirements and at least half of the credits have been awarded by the University of Manchester.

Language Proficiency Proof

All candidates must, if required, provide proof of English language capability, normally having achieved the Advanced Cambridge Certificate, or appropriate IELTS results, (7.0 overall with writing at least 7.0) or have an official TOEFL or 100+ in the iTOEFL with a minimum writing score of 25.

Non-native English speaking students who have completed their prior theological or other studies at an English speaking institution may be exempted from the English language test score requirement.

Application Forms are available on the IBTSC website or from the IBTSC Administrator. Completed application forms should be sent to:

IBTSC

ADMINISTRATOR
POSTJESWEG 175
1062JN AMSTERDAM

You can scan documents and send them electronically to administrator@ibts.eu, but we will need to see authorised (stamped) original transcripts of previous academic qualifications.

Application procedure

Completed applications will be considered by the academic team of IBTSC and the decision about the application will be communicated to you as soon as possible.

STRUCTURE OF THE COURSE

Unit Structure

Students normally start by taking the joint introductory units:

Interpretations: Bible, Theology and Society (15 credits)

Critical Thinking and Research Methodologies (15 credits)

The programme then continues in the following distinct ways, depending on the particular track that a student has opted to take:

<i>Study Track / Total Credits</i>	Applied Theology	Baptist and Anabaptist Studies	Contextual Missiology
Joint Core Units 30 Credits	Interpretations: Bible, Theology and Society Critical Thinking and Research Methodologies		
Specific Core Units 15 Credits	Baptistic Theological Perspectives	The Origins and Early History of Anabaptism	Introduction to Contextual Missiology
Additional Core Unit 15 credits	You take a core unit from one of the two tracks in which you are not majoring: Applied Theology: The Origins and Early History of Anabaptism OR Introduction to Contextual Missiology Baptist and Anabaptist Studies: Baptistic Theological Perspectives OR Introduction to Contextual Missiology Contextual Missiology: Baptistic Theological Perspectives OR The Origins and Early History of Anabaptism		
Specific Electives 60 credits	60 credits from list of Applied Theology courses below	60 credits from list of BAS courses below	60 credits from list of Contextual Missiology courses below

The units are offered in the three distinctive tracks, all of which lead to an award of the MA in Baptist Histories and Theologies, but allow students to focus on a particular area. The tracks are:

Applied Theology

Baptistic Theological Perspectives (Required for AT track - 15 credits)

The following units are all for 30 credits:

Christian Learning and Leadership
Church and the Environment

Faith and Reason in Contemporary Society
Homiletics and Communication
Practice of Ministry in the Church Today (Ministerial Formation)
Spiritual Formation
The Church and Social Ethics
Types of Systematic Theologies
Youth Ministry and Faith Development

Baptist and Anabaptist Studies

The Origins and Early History of Anabaptism (Required for BAS track - 15 credits)

The following units are all for 30 credits:

Anabaptist / Baptist Theology of the Church
Anabaptists, Authority and the Bible
Baptist Origins and Development in Europe

Contextual Missiology

Introduction to Contextual Missiology (Required for CM track - 15 credits)

The following units are all for 30 credits:

Christian Presence and Witness among Muslims
Churches Encountering in Mission
Practice of Mission & Evangelism
Theology of Mission

Not all of the optional units will be taught in any one year. You will be asked to list your order of preferences prior to the commencement of the course and these preferences will be taken into consideration in respect of the options offered.

DELIVERY OF THE COURSE

Induction Programme at the beginning of your PG Cert, PG diploma, MA Course

IBTSC has a dedicated support staff, and relatively small student numbers mean that each student is known personally and individual administrative needs can be effectively and speedily responded to.

As a student, you will receive full information about the programme before coming for your first visit to IBTSC, and in the course of your first intensive teaching period, the following will be dealt with:

- Introduction to the course and the aims of the programme
- Introduction to library resources, electronic resources, Moodle
- Individual meeting with the Programme Director
- Individual meetings with Unit Tutors who are present
- Individual meetings with the Rector and administrative staff to deal with any other academic issues

Learning and Teaching are structured in the following ways:

- *Intensive residential unit delivery* comprising lectures, seminars and individual tutorial support. You will experience different teaching and learning approaches in order to develop skills such as critical analysis, synthesis and evaluation. Your tutors will use interactive teaching styles tailored to particular units. Because classes are small, there is plenty of possibility for discussion and sharing.
- *Distance learning* in which you will be offered access to material through Moodle, where you will find readers and other requisite material. This kind of learning is supported by contact via Skype, e-mail, mail, phone and, as often as is feasible, face-to-face meetings.
- *Postgraduate Seminars and conferences* are organised to give you from the start of your postgraduate career the experience of a wider range of scholarship and the opportunity of entering into academic discussion
- *Supervision* of dissertations involving regular contact with a supervisor, either by e-mail or Skype, or where feasible for the student, face-to-face. All students will receive preparation for writing the Dissertation normally through a Dissertation seminar delivered during a residential intensive period.

- Assessment is offered by coursework and dissertation. Because most of our students do not have a background in writing academic English, we tend to require the majority of assessments to be done in essay form in order to prepare you for writing your dissertations. However, where appropriate, you are offered the opportunity of presenting course work in other forms than traditional essays. These may be book reviews, case studies, portfolio work, journaling or other forms of appropriate assessment. The assessments are designed to help you to achieve a mixture of the outcomes listed above and to help you take the most out of the programme for your own needs and those of the communities from which you come.

Team teaching

Many units are delivered by team teaching.

All members of the team are involved in setting the objectives and the goal of each unit. They plan, exchange ideas, update the reading list and evaluate the unit's performance once a year in direct contact with the Programme Director.

The Programme Director is a member of each of the teams. His function is to provide for the programme's coherence and to ensure the quality of teaching and learning across different units. He assists the teaching team in finding suitable tutors and supervisors for students' research or dissertation work.

Attendance

The PG Cert, PG Diploma, MA in Baptist Histories and Theologies is demanding, especially given the fact that most students are working in English as a second language. Therefore, it is imperative that you take the maximum opportunity to participate in all forms of learning and research activities such as lectures, seminars, colloquia, group discussions, case studies and personal tutorials.

- Each tutor will keep an attendance record for all those registered as participants in the particular unit.
- Any student who has to be absent from a lecture, seminar or tutorial because of illness, personal or family reasons, must seek permission of the Programme Director.
- A student failing to meet the attendance requirement for reasons not judged legitimate may be required to repeat the lectures and seminar requirements of the unit concerned.

Annual Registration

As a Student you are normally expected to commence the programme at the start of the academic year in September. Arrangements for registration are circulated to all students, existing and prospective, in advance by e-mail. You are required to register each year for your programme of study.

ASSESSMENT AND SUBMISSION

Assessment Regulations

The University of Manchester Postgraduate Taught Regulations can be found here:

<http://www.tlso.manchester.ac.uk/degreeregulations/postgraduatedegreeregulations/>

For the units in Part 1, summative assessment for a 15 credit unit normally consists of written work of 3000-3500 words. Prior to each academic year the Programme leader and unit lecturers will discuss with the External Examiner and agree what forms of assessment might be used in addition to or in place of essays: for example, a presentation, a research report, an examination (oral or written) a detailed critical book review or a critically argued response to a journal article. Evidence of how such forms enable outcomes to be tested and of their equivalence to an essay will be provided. Any such amendments will require approval from the University of Manchester.

For 30 credit units, there will be a written summative assignment of 6000-6500 words. This may be one essay, or a shorter essay and one of the alternative forms of assessment mentioned at the end of the previous paragraph. In some cases, field work may be undertaken and presented in fulfilment of part of the assessment of the unit.

Themes and questions for the assignments will be available through your Unit Tutor upon the commencement of your classes.

Submission Policy

IBTSC considers that the appropriate submission of coursework according to an agreed policy is part of learning the academic discipline of study.

All coursework for marking should be submitted to the IBTSC academic administrator: administrator@ibts.eu with the subject line: Coursework for Marking.

In submitting course work students should seek to ensure that they pay attention to the following:

Front Page:

All coursework should have a front-page cover that includes:

The name of your Programme: MA or PG Certificate in Baptist Histories and Theologies

The name and number of the unit:

The assessment question you are answering:

Your student number (no name)

The following signed statement:

I certify that this assignment is the result of my own work with sources duly acknowledged by reference and footnoting and no portion of the work has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

The word count.

Date of Submission.

Presentation:

Work submitted should be in Word doc format.

For the main text, double or 1.5 spacing with a minimum font size of 12 must be used; single-spacing may be used for quotations, footnotes and references.

Page numbering must consist of one single sequence of Arabic numerals (ie 1, 2, 3...) throughout the dissertation. Page numbers must be displayed on all pages EXCEPT the title page, though this is counted as page one. The pagination sequence will include not only the text of the dissertation but also any preliminary pages, diagrams, tables, figures, illustrations, appendices, references etc.

Referencing and Bibliography:

IBTSC expects referencing to be provided in the Chicago format as outlined in the MHRA 'STYLE GUIDE' 2013. Students will be introduced to this Guide and to the format of referencing as part of the Core Unit: Critical Thinking and Research Methodologies.

PLEASE NOTE THAT DISSERTATIONS REQUIRE A SIMILAR BUT DISTINCT FORMAT IN TERMS OF REQUIRED PAGES. PLEASE CONSULT THE IBTSC DISSERTATION HANDBOOK.

Dates:

Individual units will have their own submission dates. All work, however, to be considered by the Examination Board for the given academic year has to be submitted by a set date in May:

Final submission date for all work to be considered by the examining board for the academic year 2016-2017 is May 21, 2018

MARKING

Marking

Provisional marks for assessed coursework will usually be given to you once the work has been marked by two Internal Examiners. **Confirmed** marks will not be made available to students until after the relevant meeting of the Examination Board. **Confirmed** marks and results will be published as soon as possible (usually within one week) after meetings of the Examination Board.

Please be advised that:

- provisional marks may be raised or lowered
- once marks have been agreed by the Internal Examiners and issued to students, they remain provisional until the examination board. External examiners can request that marks are reviewed.
- Any students who are borderline for the degree class would be handled via the borderline and classification review process. The University of Manchester does not allow student appeals against the academic judgement of Examiners.

Pass marks

The pass mark for the MA programmes is 50%. The pass mark for the Postgraduate Certificate and Diploma is 40%. The maximum mark to be awarded for resubmitted coursework or retaken examinations, known as referrals, will be the lowest compensatable mark, which is 40% for the MA degree and 30% for the Postgraduate Certificate and Diploma.

Subsequent attempts as a result of approved and verified mitigating circumstances are known as 'Deferrals'. Deferrals will not be capped.

Compensation

Compensation of failed course units is a measure to reduce the need for referral assessment where the student has demonstrated academic ability.

Compensation for postgraduates applies to marks between 40 and 49 for Masters programmes and between 30 and 39 for PGDip/ PGCert programmes.

At postgraduate level students can be compensated up to 30 credits for PG Diploma/Masters or 15c for PG certificate.

Note that postgraduate dissertations are normally not compensatable because of their high credit weighting, but a failed dissertation can be resubmitted (see paragraph F23 and F24 of the PGT Degree Regulations). For students admitted

2016 onwards, they must achieve a mark of 30% or above at first sit of the dissertation to be granted a resit. See F25 of the new PGT Regulations:

Decisions regarding compensation will normally be made at the annual Examination Board, once the full profile of marks for the taught element of the programme is known.

Resits / Resubmissions - Referrals

Where the overall unit mark is below the compensation zone or the number of compensatable fails has been exceeded, reassessment may be taken, in up to half of the taught credits; this includes credits on a PG Certificate or PG Diploma award. Reassessment as a result of a fail is known as a 'Referral'. Please note that if an Examination Board has documented evidence that, (a) a student's work or attendance or both have been unsatisfactory, and (b) the student has been formally warned of the unsatisfactory work or attendance but has not shown significant improvement acceptable to the Board, then the Board has the right to refuse the student reassessment.

Referrals that are passed (at 50% or above for MA students, and 40% or above for PG Diploma/Certificate students) will be capped at the lowest compensatable mark, 40 for Masters students, 30 for PG Certificate/Diploma students, unless the previous mark was within the compensation zone, in which case the original mark will stand. This mark is used in the weighted average mark for the final award. The capped mark is applied to the unit level mark, not just the failed element.

An Examination Board may allow a student one attempt, per unit, at reassessment (two attempts in total). This principle does not apply to attempts with approved and verified mitigating circumstances.

Late Submission of Coursework Policy

IBTSC operates a 'sliding scale' system of penalties for coursework submitted late. Any assessed coursework submitted after the deadline without good cause will incur a penalty determined by the lateness of its arrival:

The mark awarded will reduce by 10 marks per day for 5 days (assuming a 0 -100 marking scale), after which a mark of zero will be awarded.

This penalty also applies to long essays and dissertations/theses.

Late work will be logged by the Programme Director, and students can expect to receive feedback on it in the normal way.

The MA Board of Examiners

All assessment is under the control of the MA Board of Examiners which includes all members of the Academic Team and tutors, the External Examiner(s) appointed by the University of Manchester, and the University of Manchester Adviser.

External Examiners are individuals from another institution or organisation who monitor the assessment processes of the University to ensure fairness and academic standards. They ensure that assessment and examination procedures have been fairly and properly implemented and that decisions have been made after appropriate deliberation. They also ensure that standards of awards and levels of student performance are at least comparable with those in equivalent higher education institutions

Our current External Examiners are:

- Dr Helen Costigaine, Heythrop College, University of London
- The Revd Dr Nicholas J Wood, Regent's Park College, University of Oxford

The MA Board of Examiners will review the assessment made of all work submitted for the examination by each student to ensure that the assessment is fair, uniform and of a standard comparable to that which pertains in British universities. After assessment, all coursework will be returned to you with mark sheets and comments.

Postgraduate Diploma and Certificate as Exit Awards

The Postgraduate Diploma will normally be awarded where a student has successfully passed at Diploma level, providing the credit requirement in table 1 is satisfied, i.e. 60 credits for the PG Certificate/120 credits for the PG Diploma have been passed, irrespective of the average programme weighting. The Postgraduate Certificate/Diploma will be awarded in line with the Degree Regulations, where a student does not wish, or is not eligible, to continue with the MA programme/dissertation.

Progression from Postgraduate Certificate or Diploma to MA

- Eligible students registered on Certificate or Diploma programmes which offer the possibility of progressing to the MA degree programme (often referred to as “upgrading to Masters”), must attain an average (including any compensated or referred marks) of 50% to progress.

Part Two of the MA degree (Dissertation)

Successful completion of this first part of the degree allows you to proceed to Part II, where you will write a dissertation worth 60 credits of between 12000 and 15000 words. Detailed information on preparing your dissertation proposal, working with the supervisor(s), etc., is provided below.

As a part-time student, the absolute deadline for submitting your dissertation is August 31st which falls five years after the beginning of your enrolment, allowing for internal marking of the dissertation and communication of the results of this marking by September 30th of the same year.

MA Pass Grade

The pass grade for the MA is 50%. However, the classification of pass degree at masters is set at 59.9% or less providing the credit requirement in table 1 is satisfied, i.e. passing 180 credits for the MA irrespective of the average programme weighting. The award is based on the achievement of required amount of credit rather than the average mark.

Example:

Assessment	A	B	C	D	E
Credits	30	30	30	30	60
Mark %	50	50	42c (compensated)	40r	50
Weighting	X2	X2	X2	X2	X4
total	100	100	84	80	200

For weighted average of programme add columns A-E / 12 (564/12) = 47%

The student has passed the required number of credits for the award of MA and as the weighted average of the programme is below 59.9% the classification is PASS.

MA Merit

A Merit will normally be awarded if the following criteria are met:

- An average mark, at first assessment, of at least 60%, based on the weighted programme as a whole.
- In order to achieve the merit, a student must have passed the requisite minimum credits of the degree regulations in accordance with the unit marking scheme and mark descriptors.

MA Distinction

A Distinction will normally be awarded if the following criteria are met:

- An average mark, at first assessment, of at least 70%, based on the weighted programme as a whole.
- In order to achieve the distinction, a student must have passed the requisite minimum credits of the degree regulations in accordance with the unit marking scheme and mark descriptors.
- Students with credit awarded as a result of a referral or compensated mark will not be eligible for the award of distinction, only a merit or a pass.

Borderline Zones

A student whose total mark at the first assessment is within the boundary zone specified in the Postgraduate Taught Regulations, must be considered for the higher award as long as the following are satisfied:

- 120 out of 180 credits are equal to or higher than the final award.

- For the award of distinction, all course units must have been passed at the first attempt without any compensation.

Transcripts

You are entitled to one free copy of your academic record. Thereafter the fee will be €10.00 per copy. IBTSC will not release any academic records to students or any third party while any fees or other financial obligations to the IBTSC are outstanding, unless arrangements have been made which are satisfactory to the Programme Director. IBTSC will not release transcripts of results to a third party without your express written instruction.

Please note that you will not be approved for graduation or receive a copy of your academic transcript whilst fees or other financial obligations are outstanding.

Student Support

As a small institution, we believe we provide excellent student support through our programme director, unit tutors, administrative and library staff. Many of our staff have training and experience in pastoral care. Students can contact any member of IBTSC academic or administrative staff for information about specific support.

Graduation

Given the small number of internationally based students the date and location of Graduation will be agreed by negotiation with completing students.

The names which are printed on your degree certificate will be your full name as recorded in the your IBTSC student record and printed on your Academic Transcript. It is important therefore for you to check your registration form to ensure that your names are correctly recorded. The name printed on the degree certificate cannot subsequently be amended.

Unit Evaluations and Programme Evaluations

IBTSC is committed to maintaining and enhancing our reputation for good teaching practice. In order to assist in this task, you are asked to complete (anonymously, if you wish) a course unit evaluation form at the end of each term or unit. These forms are then sent to the Programme Director who prepares a report for the Unit tutor and Academic Team. Anecdotal comments given by students on these responses are also passed to the lecturers. The results of these surveys are taken very seriously by lecturers as a means of helping them improve their performance. If problems are identified as a result of this survey, appropriate action is taken by the Programme leader.

Graduating students are invited to complete a programme evaluation, reflecting on course design and delivery, and on their overall experience of studying at IBTSC. If problems are identified as a result of this survey, appropriate action will be taken by the Programme Director or Rector.

ASSESSMENT CRITERIA FOR COURSEWORK AND DISSERTATIONS

Assessed Coursework

Marks below 30%

The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Diploma or Master's level.

Marks 30 - 39%

The work is almost wholly descriptive. It displays no awareness at all of theoretical or critical ideas such as those learned on the core course units. It displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in Humanities have been understood, but communication is maintained. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Diploma or Master's level.

Marks 40 - 49%

The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals a very limited awareness of theoretical or critical ideas such as those learned on the core course units, and no attempt is made to use such ideas in practice. An identifiable argument is discernible but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

Marks 50 - 59%

The work demonstrates a reasonable understanding of the topic and can discuss it competently even if it is not able to develop complex ideas in relation to this topic. There is an awareness of critical or theoretical ideas such as those learned on the core course units accompanied by limited attempts to use them in practice. The

approach is generally unambitious, but a coherently structured argument is in place and there is an awareness of relevant secondary literature. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in Humanities is predominant.

Marks 60 - 69%

The work demonstrates thorough understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core course units, supported by a sustained ability to use these ideas relevantly in critical practice. The argument will be clearly structured and the student has begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

Marks 70 - 79%

The work demonstrates a sophisticated grasp of the topic supporting critical analysis with pertinent examples. An in depth awareness of critical or theoretical ideas such as those learned on the core course units is relevantly applied in critical practice. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a consistently sustained and lucid argument. It demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner giving evidence of very strong potential to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

Marks above 80%

The work shows extensive knowledge of both the topic and the academic context(s) in which it is applied, such that it begins to make a significant contribution at the forefront of scholarship in the given field. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core course unit is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality. The style and presentation are virtually faultless.

MA Dissertation

Marks Below 30%

The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. It displays no awareness at all of theoretical or critical ideas such as those learned on the core course units. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities have been understood. For students who registered between 2012 and 2016 a resubmission is permitted. For students who registered from September 2016 onwards no resubmission is permitted.

Marks 30 - 39%

The work is almost wholly descriptive. It reveals little awareness of theoretical or critical ideas such as those learned on the core course units and makes no sustained or developed attempt to apply them in practice. The work displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in the Humanities have been understood, but communication is maintained.

Marks 40 - 49%

The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals some awareness of theoretical or critical ideas such as those learned on the core course units, but attempts to apply them in practice are inappropriate or confused. An identifiable argument is discernible but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities have been understood. The candidate may be permitted to resubmit (once only) and attempt to rectify faults identified if they wish to achieve a pass at Master's level.

Marks 50 - 59%

The work demonstrates a reasonable understanding of the topic and the discussion provides some evidence of analytical thought. The work also shows comprehension of critical or theoretical ideas such as those learned on the core course units, but attempts to use these ideas relevantly in practice are limited in scope. The approach is generally unambitious, but a coherent argument is in place. There is an awareness of relevant secondary literature and an ability to evidence assertions by reference to relevant literature/research. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in the Humanities is predominant.

Marks 60 - 69%

The work demonstrates a thorough understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core course units, supported by an

ability to use these ideas relevantly in critical practice. The argument is clearly structured and the students have begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There is some evidence of potential for conducting research at a higher level, but this may not be wholly consistent. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood.

Marks 70 - 79%

The work is focused and comprehensive, demonstrating a thorough and sophisticated grasp of the topic. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a sustained and lucid argument. An in depth awareness of critical or theoretical ideas, such as those learned on the core course units, is demonstrated through relevant and consistent application in critical practice. The work demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner, giving clear evidence of the candidate's ability to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities have been fully understood and internalised as good practice.

Marks above 80%

The work is excellent in every respect. It shows extensive knowledge of both the topic and the academic context(s) in which it is applied. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core course units is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near publishable quality making a significant contribution at the forefront of the discipline. The style and presentation are virtually faultless.

WRITING YOUR DISSERTATION

Information on the dissertation writing stage is also available in the Dissertation Handbook, which is placed on Moodle and also can be obtained through the Programme Director or the IBTSC Administrator

Regulations on the Presentation of Taught Masters Dissertations

The word limit for standard MA dissertations is 12,000 -15,000 words. Please note that this word limit includes footnotes and citations but does not include bibliographies, appendices and addenda, or other required pages.

Arrangements for starting the dissertation

A student may only proceed formally to the MA dissertation once the following conditions have been met:

- The Board of Examiners has indicated that the student has been successful at Part One
- A supervisor has been appointed

Students may receive initial guidance on the nature and methods of the dissertation research before work for the units has been completed and before the result of the student's performance at Part One is known. This guidance will concern the choice of a subject and title and preliminary reading. Preparatory work may only be undertaken on the dissertation at this stage provided a student's performance in individual units is not jeopardised and it is recognised that formal approval for the dissertation is still required.

A proposed dissertation title must be submitted, accompanied by a brief outline, on the appropriate form supplied by the Centre (Appendix 2), for approval by the Programme Director. In approving a title, the following criteria will be considered:

- The subject matter may be in any aspect covered in course, though it need not be closely related to one of the units previously studied on the course;
- The proposal should demonstrate a student's ability to analyse and evaluate critically a chosen topic;
- The proposal should provide evidence of the student's independent judgement and creative abilities in synthesising and developing their thinking;
- The subject for study should be based upon an adequate body of knowledge

which will enable the student to engage with the material at the appropriate level;

- Staff must be assured that the student has access to appropriate resources, including any requirements for supervision on a regular basis during the research and dissertation writing process.

Supervision of Dissertations

Students will be offered a dissertation writing seminar and a supervisor will be allocated to each student.

In addition to the time that supervisors will spend reading and providing written comments on draft work (see below) each supervisor will have up to eight hours for supervision meetings including time spent in helping a student with their proposal. These can be face to face, telephone, or skype meetings where direction is given and written feedback discussed. To ensure that this can happen in a timely manner, students and supervisors should agree in an initial meeting any submission deadlines and feedback mechanisms, taking account of planned periods of absence, annual leave, research activities etc.

In terms of written work, the supervisor will normally read and provide written feedback on a draft of each chapter as it is presented by the student; once all chapters have been written, the supervisor will read and provide written feedback on the entire dissertation in draft.

Although supervisors may comment on presentation in addition to content, structure, and argument, they are not proof readers and the work is the student's own.

Dissertation Declarations

Each MA dissertation shall include a signed page (following the Title Page and before the Table of Contents) with the following declaration:

I certify that this assignment is the result of my own work with sources duly acknowledged by reference and footnoting and no portion of the work referred to in the dissertation has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

Ethical Approval for Dissertation Research

All research proposals involving data collection involving human participants normally require prior ethical approval to ensure the safety, rights, dignity and well-being of the participant and those of the researcher. The student will be advised at

the point of introductory support and by their supervisor as to whether such approval has to be sought and how they need to proceed. See Research Ethics Policy below.

Fail, With Permission to Resubmit

Dissertations that do not achieve the 50% pass mark will be failed. A Dissertation referral is possible. For students registered after September 2016, however, a first sit mark of 30% or above is required for a referral to be permitted. When a referral is permitted, feedback will be provided by the dissertation Supervisor, and a new deadline for the resubmission set. If a Dissertation ultimately fails students will be awarded a Postgraduate Diploma.

FEEDBACK POLICY

Tutors will seek to ensure:

1. Feedback is provided in a timely fashion:

- feedback on coursework should be delivered within 15 working days ('working day' is defined as Monday to Friday, excluding vacation periods and examination periods) of submission (or, in exceptional circumstances and with prior approval, 20 working days; students will be advised at the beginning of a course if this applies)
- for single pieces of work weighted at 30 credits or more, feedback may take up to 30 working days after the final deadline.
- where there is no further assessment in a unit, the feedback should normally be returned within 15 working days but can be up to 20 working days if this will not have an adverse impact on student performance
- coursework submitted late should receive feedback within 15 working days of the actual submission
- where unforeseen circumstances (such as illness on the part of the examiner) mean that these norms cannot be observed, the appropriate officer in the relevant Programme will make alternative arrangements and will inform students
- in advance of any major piece of assessment, students should be given the opportunity to have feedback on their previous work.

2. Feedback should be clear

- written feedback will normally be provided on the feedback form (attached). It may also come in the form of written comment on students' work.
- written feedback should be constructive and forward-looking, providing students with information on how to improve their performance
- written feedback should be clear and legible. All course unit tutors should type their feedback where possible

3. Feedback must be delivered in such a way that it is as individual as possible to the piece of work being assessed.

- Individual feedback will normally be e-mailed to the students.
 - in addition, generic feedback to a class can be used to supplement the individual written feedback given to students on their work. It can be provided either in an open, face-to-face forum or posted on a course units Moodle site. Such feedback can be helpful in addressing common mistakes or misunderstandings.
4. Course unit tutors should make arrangements whereby they can give further feedback to students. Tutors are expected:
 - to make reasonable time available during intensive teaching periods for responding to questions on feedback.
 - to make alternative arrangements to discuss feedback by phone or online when assessments are due and submitted outside the intensive teaching blocks
 - to respond to student email queries within five working days
 5. Students should have an understanding of the assessment process and the marking and grading criteria applied to each assessment. Students have a responsibility to consider feedback given on their work, to seek to understand it, and to act on it.
 6. Academic staff should be aware of and should apply the general principles stated in this document.

See Appendix 4 for Feedback Sheets

LIBRARY AND IT RESOURCES

As an IBTSC student you have full access to the IBTSC library, which is well stocked in all areas of theology for postgraduate purposes, with specific attention to Baptist and Anabaptist studies, missiology and practical theology. Physical resources are catalogued according to proper library standards, and are available in a searchable online public access catalogue through our website. In addition, we have several online resources available that can be accessed on site, or through remote access facilities.

The librarian manages the collection and serves the needs of our library members. The librarian places an emphasis on service and reference help and is continually seeking effective ways to meet the research needs of remote part-time students. If you need help, the librarian is only an e-mail away.

The bulk of the physical resources in our library is available for lending and is displayed in open stacks, allowing for topical browsing. In addition, we have a collection of periodicals and reference books that can only be used in the library. Other materials that can only be accessed on site include audio-visual materials, microfilms and microfiches, and rare books and treatises. We have approximately thirty subscriptions to academic journals in physical format, and electronic access to (indexes of) 2500 past and current periodicals through our online collections. We currently subscribe to ATLA Religion Database with ATLA Serials. We are a member of the Digital Theological Library (DTL), a co-owned, born-digital library of religious and theological studies. The DTL provides exclusively digital access to 15,000+ e-books, hundreds of current academic journals, and 65+ databases (including but not limited to JSTOR Arts & Sciences Collections, Project Muse collections, ProQuest collections, Oxford Scholarship Online, Oxford Handbooks Online, SAGE Knowledge Complete Collection). These databases offer access to abstracts and full text of periodicals in the field of theology.

All our electronic resources are accessible through our student work stations in the library. Alternatively, students can connect to our wifi with their own electronic devices and access some of these resources from their own device. All our electronic resources can also be accessed remotely through our login protected Moodle site, or through a personal barcode login.

At the time of your first visit you will be given access to our Moodle site, and the login details for the DTL. As an PG Cert, PG Diploma, MA student you will be allowed access to the course files of the units you are doing with us. These course files usually include a course outline, reading assignments, and other relevant materials. In addition, you will be given access to the library section, which includes links for remote access, reference information, several bibliographies, theses and dissertations by former students, some electronic documents and e-books that we are allowed to share with you. This section is currently a work in progress.

During your first visit you will spend some time in the library with the librarian (initially as a group, but individual meetings can be arranged if the need is there). This meeting is intended to give you an orientation in all things library. This includes using our catalogue, finding books in the library, understanding the topical arrangement of our collection, learning about our electronic resources and how to access them, consulting the reference resources in the Moodle library section, how to get access to resources when you're not physically here, and how to obtain copies of resources that we don't have available in our collection through Inter Library Loan services.

Because most of our students are not able to visit regularly, the librarian is always willing to assist students in reference work, building bibliographies, finding and providing digital online access to sources that are needed. Please write the librarian with any reference question or support request at librarian@ibts.eu and he's always willing to help.

MAKING CHANGES TO YOUR PROGRAMME: INTERRUPTIONS, EXTENSIONS AND WITHDRAWALS

Applications to interrupt the programme

Intercalation and Withdrawal

It is expected that you will complete your programme in one continuous period of uninterrupted study. It is understood, however, that you may encounter personal difficulties or situations which may seriously disrupt your studies. In such instances, you may need to request an interruption to your studies. Please note that interruptions of study are not automatic; requests must meet the appropriate grounds and be approved by the Centre (please see details below).

Acceptable grounds for an interruption

The following circumstances are typical of what *may* be considered grounds for applying for an interruption to a programme:

- Serious physical or mental illness of the student;
- Death / serious illness of a partner, close family member or close friend;
- Unforeseeable or unpreventable events such as distress or injury caused by a serious accident; the affects of being the victim of a criminal act or the distress or serious disruption caused by fire, flood or other natural catastrophe;
- Extreme family or financial circumstances leading to stress;
- Breakdown of *essential* equipment where a student is unable to continue a project and the use of alternative equipment is not possible;
- Delays in obtaining ethical approval;
- Jury Service;
- Maternity or Adoption Leave
- Delays in progress due to unforeseen problems (e.g., moving of offices/buildings, supervisor changes etc) which are outside of the student's control

Grounds that will not normally be accepted

The following circumstances **will not** be regarded as grounds for applying for an interruption or an extension:

- The student was unaware of policy and application procedures for interruptions and/or extensions for courses. It is ultimately the student's responsibility to ensure that they are aware of all policies and procedures relevant to their degree;
- Work commitments;

- Further primary research and/or laboratory work;
- Temporary lectureships;
- Exchange visits;
- Voluntary service overseas;
- Expeditions/sport;
- Long-term holidays/vacations;
- Inadequate planning and time management;
- Difficulties with English language (including delays as a result of proofreading);
- Computer or other equipment failure where use of an alternative is possible or any loss of work was avoidable.

Period of interruption

A period of interruption will be for no more than one year in the first instance. The Centre will consider requests for a further period of interruption only in exceptional circumstances.

Student status during the interruption period

- During the period of interruption, a student's registration status is 'leave of absence' and no tuition fees are payable. Where tuition fees have already been paid they will be refunded or held over by the Centre.
- During the leave of absence period, students will not be entitled to supervision.

Returning from a period of interruption

Students who have interrupted their programme on medical grounds will be required to provide medical evidence that they are fit to return and resume their studies.

Failure to return from a period of interruption

If a student fails to return and re-register after 30 days of their expected date of return following an interruption, and there has been no response to the Centre's efforts to contact the student, their student record may be withdrawn.

Withdrawing from your programme

If you are considering withdrawing from your programme of study, please ensure that you speak the Programme Director or another member of staff directly. They will be able to offer you advice and support and may be able to present an alternative perspective on your situation.

If you firmly wish to withdraw from the course, the Programme Director must receive written confirmation from you. If you withdraw from the programme, you may apply to re-enter and continue the degree as long as this is within five years of your last attendance and you have completed the course work for your last course unit

satisfactorily. Otherwise you would normally need to apply to re-take the whole course. You may request that Accreditation of Prior Learning (APL) be applied to any application for re-entry.

APPEALS AGAINST ACADEMIC ISSUES OR ASSESSMENTS OF WORK

PG Cert, PG Diploma, MA students who have issues of an academic nature should do their utmost to find satisfaction where the problem occurs and work their way up the system only if each succeeding level fails. The stages of a grievance or appeal are as follows:

- the subject tutors
- Programme Director
- the Academic Team Appeals Committee

IBTSC academic appeals procedure (Scope)

This Procedure may be used only when there are eligible grounds for doing so and may not be used simply because a student is dissatisfied with the outcome of his or her assessment or other decision concerning their academic position or progress.

An appeal which questions the academic or professional judgement of those charged with the responsibility for assessing a student's academic performance or professional competence will not be permitted.

A student may submit an appeal only on his or her own behalf; an appeal submitted by a third party will not be accepted unless accompanied by written authorisation from the student.

Students are encouraged to first and foremost to discuss their dissatisfaction with his or her unit tutor, personal mentor, supervisor, Programme Director or other appropriate person in order to better understand the reason for the result or decision against which they wish to appeal. A formal appeal should only be submitted if a student remains dissatisfied once informal avenues have been exhausted.

Grounds for Appeal

An appeal may be made only on grounds alleging:

- that there exists or existed circumstances affecting the student's performance of which, for good reason, the markers or the Board of Examiners may not have been made aware when the decision was taken and which might have had a material effect on the decision [*Note: if students wish to appeal on such grounds, they must give adequate reasons with supporting documentation why this information was not made available prior to the decision being made.*];
- that there had been a material administrative error or procedural irregularity

in the assessment process or in putting into effect the regulations for the programme of study of such a nature as to cause significant doubt whether the decision might have been different if the error or irregularity had not occurred;

- that there is evidence of prejudice or bias or lack of proper assessment on the part of one or more of the examiners;
- that the supervision or training of the student in respect of research for a dissertation or thesis or equivalent work was unsatisfactory to the point that his or her performance was seriously affected.

Note: if students wish to appeal on such grounds but the supervisory concerns arose significantly before the assessment result against which they are appealing, and without it having been raised in writing with the School before the appeal, the student must provide credible and compelling reasons for only raising these concerns at appeal.

Formal Procedure

If a student remains dissatisfied with the result or decision once informal avenues have been exhausted and believes there are valid grounds for appeal, he/she may invoke the formal appeal procedure. A formal appeal may be initiated by completing an Appeals Form and submitting it to the appropriate member of staff (normally the academic administrator). The student should submit with the Form any documents he or she wishes to be considered in the appeal.

On receipt of the formal appeal, a nominated member of staff will initially consider whether the appeal is made on one or more of the grounds specified above. If this test fails, the student will be notified within ten working days of the appeal being received that the appeal is not eligible, with reasons given.

If the appeal is shown to have been made on one or more of the grounds set out above, then the nominated member of staff will obtain comments on the appeal from the persons concerned. The student will be sent a copy of the comments obtained and invited to submit a response. The appeal will then be considered by the Appeals Committee. [*Note:* in situations where the Programme Director was party to the original decision against which the student is appealing, his or her role in considering the appeal will be taken by another senior academic member of staff or, if necessary, by a person specifically drafted for this purpose from the IBTSC Board.]

If, at any time during these enquiries, the Appeals Committee decides, on the basis of the information contained in the appeal, to reconsider the matter about which the appeal has been made and to substitute an alternative outcome, the student will be notified accordingly.

The Appeals Committee, having considered the formal appeal, may determine:

- that the appeal does not have substance, in which event the student will be

informed of this decision in writing, normally within twenty working days of the appeal having been received. The student will be given reasons for the decision.

- that the appeal has identified relevant matters that were not known to those making the original decision or that there had been procedural or administrative errors which might have affected that decision, in which event the case will be referred back to the original board of examiners or committee for reconsideration taking into account any new information, or any guidance, from the Committee.

Conclusion of the Appeal Process

At the conclusion of the appeals procedure, students will be issued with a Completion of Procedures Letter. A student may write to the Registrar and Secretary of the University of Manchester in connection with the appeal or complaint if s/he feels that his/her case has not been dealt with appropriately. See Appendix 1: Schedule 5 below.

IBTSC ACADEMIC APPEALS FORM

If you intend to apply for a reconsideration of a recommended grade for any unit or degree classification or examination, you must use this form. All sections of the form must be completed.

The form and accompanying documentary evidence should be submitted to the academic registrar of IBTSC (or other appropriate member of staff) within 15 working days of the publication of the examination result (for MA students), and within 30 working days of the publication of the examination result (for Research students).

You will be informed in writing of the outcome of your appeal in due course.

Please note that appeals will not be considered against the academic judgement of the Examiners.

SECTION A - YOUR DETAILS

Title

Forename(s).....

Family Name

Address

.....

Postcode Tel No

Email address

Programme of Study/

Registration Number (if applicable)

SECTION B - STATEMENT OF APPEAL

Please set out your case below or attach a separate statement.

a) Grounds of appeal are:

Please tick the relevant box

Extenuating circumstances which the student was unable to place, or for valid reasons did not place, before the Examiners.

Procedural error either by the Examiners or during the recording, transcription and reporting of the examination results and additionally.

Evidence of a failure of supervision which significantly affected the candidate's performance and which could not reasonably be expected to have been the subject of complaint by the student to the Rector/other appropriate member of staff before the examination.

Evidence of prejudice or bias or lack of proper assessment on the part of one or more of the examiners.

b) My case:-

Use the space below to explain in full the grounds on which your appeal is based:

Describe in detail the circumstances you wish to raise;

Identify the specific examinations/assessments affected and explain how they were affected;

Be specific about the dates of the circumstances upon which your claim is based;

Include documentary evidence to support your claim, where appropriate. Failure to do so may result in your appeal not being considered.

c) The desired outcome of my academic appeal is given below (e.g. re-classification of my degree, the amendment of a unit grade).

d) I attach the following documentary evidence in support of my academic appeal, as listed below:

Use an additional sheet if necessary. Please keep a copy of the form for your records.

SECTION C - AN OUTLINE OF ANY ACTION YOU HAVE TAKEN SO FAR

If you have already taken action to attempt to resolve the matter *informally*, please give details below:-

With whom was it discussed? Date

Position

SECTION D - DECLARATION

I believe that the above information is accurate.

Signature: *Date:*

IBTSC STUDENT COMPLAINTS PROCEDURE

As part of its commitment to ensuring the standard and quality of its programmes of study, services, and facilities, IBTSC has established this Procedure to deal with complaints from students. Complaints provide useful feedback information and, where appropriate, will be used to improve services and facilities.

The Procedure comprises a number of stages, both informal and formal. Students who have a complaint to make should raise it directly with the staff concerned at the earliest opportunity, as matters that are dealt with informally at an early stage have the best chance of being resolved effectively. Only where the informal procedures have been completed and the complainant remains dissatisfied should the formal stage be instituted. It is recognised, however, that there may be occasions where an informal approach is not appropriate and the student may wish to proceed directly to a later stage in the procedure, giving reasons for doing so. In such situations, the recipient of the complaint should decide at which stage in the procedure the complaint should most appropriately be considered, taking account of its particular nature and circumstances. In respect of particularly serious complaints, the student may write directly to the Rector without having followed the informal and formal stages of this procedure set out below. In such cases, the Rector will decide whether to refer the complaint for consideration by a Complaints Panel or whether it should more appropriately be referred to an earlier stage in the procedure.

Complaints should be made as soon as possible, and in any case within eight weeks of the events or actions (or lack of actions) which have prompted the complaint. IBTSC will not normally consider complaints made after this period, unless there is good reason for the delay.

Every reasonable effort will be made to deal promptly and efficiently with all complaints, to investigate them thoroughly and objectively and to seek to resolve them satisfactorily. Complaints will be dealt with positively and constructively. If a complaint is upheld, IBTSC will seek to provide an appropriate response and will correct any mistakes or misunderstandings and will take any other action as appropriate. If a complaint is not upheld then reasons for that decision will be given.

All complaints will be dealt with in confidence with the proviso that enquiries will have to be made to investigate the matters that are the subject of the complaint. Also, an individual against whom a complaint is made has the right to be supplied with a copy of the complaint and to comment on it. If this presents a problem for a student who wishes their complaint to be given complete confidentiality, he or she is advised to discuss how the complaint might be addressed with an appropriate member of staff.

The effectiveness of any complaints procedure depends on IBTSC being able to collect appropriate information from the parties involved in order to investigate the matter properly. For this reason, anonymous complaints will not be dealt with under this Procedure. It is at the discretion of the member of staff receiving an anonymous complaint to determine how the matter is handled.

Definition and Scope of the Procedure

IBTSC defines a complaint as 'an expression of dissatisfaction which merits a response'.

The Procedure is designed for complaints in respect of the student's experience at IBTSC related to:

- the provision of programmes, or parts of programmes of study, services or facilities by IBTSC;
- the actions or lack of actions by IBTSC or its staff.

The Complaints Procedure does not cover the following, for which separate procedures exist:

- appeals relating to examinations or assessments or to academic progress or against expulsion or exclusion on academic grounds;
- complaints involving an allegation of harassment or discrimination by a student or member of staff (for which there is a separate Policy).

Information about these separate procedures can be obtained from the Programme Director.

This Student Complaints Procedure can be used by students for both individual or collective complaints. It is expected that the student(s) concerned will pursue the complaint personally; complaints submitted by a third party will not be accepted unless accompanied by written authorisation from the student(s).

Informal Stage - Local Resolution

Most complaints can be resolved informally and, where practicable, a complaint should be dealt with as close as possible to the point at which it arises. The complaint should therefore be made initially to the appropriate member of staff who seems best placed to deal with the matter (E.g. Programme Director, Unit Tutor, Administrator, the Rector, etc). The Student Body-Rector meeting has been one such ground for addressing any issues informally. A student should normally expect to receive a written or verbal acknowledgement within five working days and a full response within fifteen working days of receipt of the complaint.

Formal Procedure

If the student is not satisfied with the response at the informal stage, he or she may initiate a formal complaint. The information to be provided is as follows:

- details of the complaint;
- a statement of the steps already taken to try to resolve the complaint informally and why the response has not been considered to be satisfactory;
- the form of resolution or redress sought.

The person dealing with the formal complaint (hereafter referred to as the 'Investigator'), who must be independent of the source of the complaint, will undertake an investigation into the substance of the complaint using whatever means he/she feels appropriate. The Investigator will attempt resolution of the complaint by a means appropriate to its nature and circumstances.

It is expected that the formal procedure should normally be completed and a written response sent to the student within twenty working days of receipt of the formal complaint. The possible outcomes at this stage include:

- a resolution, reached in co-operation with IBTSC, or following mediation if appropriate;
- provision to the student of information in explanation of the circumstances which led to the complaint;
- referral of the matter to the Complaints Panel if the complaint raises serious or complex matters which require further investigation and enquiry;
- dismissal of the complaint as being without foundation, with reasons given to the student in writing.

Complaints Panel

Where the matter is referred to a Complaints Panel, the Panel should normally convene to hear the complaint within twenty working days of the referral. All members chosen to serve on the Panel will be independent of the source of the complaint.

The student will be entitled to attend the meeting and to be accompanied by a fellow student, or a member of staff. If the complaint relates to the actions of an individual member of staff, that individual has the right to be informed of the substance of the complaint and to attend and be accompanied by a fellow member of staff.

The Complaints Panel will consider both the substance of the complaint and also the way in which the complaint had been handled in the earlier stages of the procedure.

The outcomes of the Complaints Panel may include:

- if the complaint is upheld:
 - recommendations to the Rector and the IBTSC Board in respect of relevant quality assurance issues or other procedures or policies;
 - appropriate redress to the student;

- if the complaint is not upheld, the student will be informed in writing with reasons for its dismissal.
-

(See Appendix 1: Schedule 5)

IBTSC POLICY ON MITIGATING CIRCUMSTANCES

Sometimes circumstances or events beyond a student's control may adversely affect their ability to complete an assessment or the results they obtain for an assessment. For this reason, IBTSC has the following mitigation policy to ensure that there is an open and transparent means of dealing with such circumstances and that students are treated equitably.

What is Mitigation?

Mitigation is the process of making allowance for circumstances beyond your control that may have adversely affected your ability to perform in an assessment to your full potential or to complete an assignment by the set deadline. Where such circumstances exist, it may be that marks or results will be treated in a way that recognizes the adverse impact that may have resulted from those circumstances, or that penalties normally applied for late submission may be waived.

Grounds for Mitigation

Grounds for mitigation are unforeseeable or unpreventable circumstances that could have, or did have, a significant adverse effect on the academic performance of a student.

It is important to remember that, to qualify for consideration, the adverse circumstances or events must be, or have been, unforeseeable or unpreventable as far as you are concerned, and sufficiently disruptive to have a significant adverse effect on your academic performance or your ability to complete assignments by the due date.

Possible mitigating circumstances include:

- significant illness or injury;
- worsening of an ongoing illness or disability, including mental health conditions;
- the death or critical/significant illness of a close family member/dependant;
- family crises or major financial problems leading to acute stress;
- absence for jury service or maternity, paternity or adoption leave.

Circumstances that will not normally be regarded as grounds for mitigation include:

- Holidays, moving to a new house and events that were planned or could reasonably have been expected;
- assessments that are scheduled close together;

- misreading the timetable or misunderstanding the requirements for assessments;
- inadequate planning and time management;
- failure, loss or theft of a computer or printer that prevents submission of work on time: students should back up work regularly and not leave completion so late that they cannot find another computer or printer;
- the act of religious observance
- consequences of paid employment
- exam stress or panic attacks not supported by medical evidence;
- minor disruption in an examination room during the course of an assessment.

Requesting Mitigation

You are responsible for submitting your own request for consideration of mitigating circumstances.

You should approach the MA Academic Administrator as soon as possible if you consider that some serious illness or circumstance has adversely affected your ability to complete one or more assignments (even within an extended deadline), or if you believe that the results you might obtain from one or more assessments will be adversely affected.

You should first seek advice from the MA Academic Administrator as to whether the adverse circumstances are sufficient to warrant consideration. You should also seek advice as to whether it is in your interest to consider alternative remedies such as a deadline extension, re-scheduling of an assessment within a current assessment period, or sitting an examination at the next available opportunity. In very serious circumstances, you might even be best advised to interrupt your studies for a period (see the section 'Making Changes to your Programme' in the Handbook).

If the MA Academic Administrator confirms that your circumstances merit consideration, you should submit in writing an official request for mitigation, together with any relevant documentation. The nature of such documentation will vary according to the nature of the circumstances, but it must be sufficiently independent to confirm the veracity of the case you are making (e.g. a letter or medical certificate signed by a medical practitioner, a document from an outside agency etc.).

You must submit any request for consideration of mitigation as soon as you are aware of the circumstances. You must put your application in writing to the MA Academic Administrator and must attach all relevant supporting documentation.

Requests for mitigation submitted after the published date for the beginning of an examination period or assessment deadline (except as a result of circumstances that have arisen during the course of that assessment period) will not be considered without a credible and compelling explanation as to why the circumstances were not known or could not have been shown beforehand.

Requests for mitigation following the publication of marks by the Examination Board

will not be considered.

The Process of Considering Mitigation Requests

Requests for mitigation will be heard by the Mitigation Consideration Committee (MCC), which will be made up from the Academic Staff of IBTSC.

The MCC will respect the confidential nature of any information you provide in support of an application for consideration of mitigating circumstances.

The purpose of the committee is solely to establish the severity of the mitigating circumstances and to determine if they might have either a negligible or significant effect on the outcomes of the assessment.

The MCC will determine whether the circumstances cited were unforeseeable and unpreventable and that the effect on your academic performance would have been significant making a case for approving mitigation. If viewed positively, the MCC will convey the findings to the either the Academic Team or Examination Board for the MA programme as appropriate.

You will be notified of the decision of the MCC within two working days of the MCC's determination.

There can be no appeal against the decision of the MCC or the Examination Board save on the grounds of a failure of the Academic Administrator or MCC to follow the procedures outlined in this policy. An appeal must be made in writing to the Rector who will ensure that it is addressed by the Appeals Committee.

You should be aware that information which is withheld from the MCC will not normally be admissible during any consideration of the MCC's report by the Academic Team or Exam Board. Information that is withheld for reason of embarrassment, shame or concerns over confidentiality will not be considered at a later stage nor be an acceptable basis on which to appeal the decision of the MCC.

If the mitigation request is submitted and agreed in advance of an examination that has not yet taken place, or is in regard to an assignment whose submission date has not yet past, the report will be given to the IBTSC Academic Team. Mitigation may take the form of a rescheduling of the exam or opportunity to submit the assignment at a later date.

If the mitigation request is submitted along with or following the sitting of an examination or submission of an assignment, the MCC will meet prior to the Examination Board and its report will be passed to the Examination Board.

It is the role of the Examination Board to take note of the report and consider any recommendations from the MCC and decide on appropriate action.

Possible outcomes from Mitigation Requests

The following are indicative of possible options open to the Exam Board. The list is not definitive. Where reasonably possible, approved mitigating circumstances will be handled by flexibility in the arrangements for assessment, in discussion and upon agreement of the Examining Board or other relevant body.

Mitigation will not result in the changing of marks for an assignment or examination once marked, other than the waiving of penalties for late submission if considered appropriate.

Mitigation may result in some marks being disregarded and the assessment being excused because it was adversely affected. If appropriate, you may also be given a mark for a whole unit based on your performance in the parts that were not adversely affected.

Mitigation may mean treating your final overall performance as borderline even though the marks you obtained would not normally be high enough, and so considering you for a more favourable result such as a higher degree class.

IBTSC POLICY AND PROCEDURES ON ACADEMIC MALPRACTICE

IBTSC has two bodies responsible for monitoring cases of academic malpractice:

- A Standing Panel of Inquiry, which deals primarily with issues related to plagiarism or other instances of academic malpractice in essay or dissertation submission. The Panel of Inquiry consists of the members of the IBTSC Academic Team and has adopted the Policy on Plagiarism (below).
- Ethics Committee, the primary function of which is to assess and approve research projects where questions may be raised in regard to ethical standards in conducting a specific research. The IBTSC Ethical Research Policy is found below.

REGARDING PLAGIARISM AND LEGITIMATE QUOTATION

Introduction

All of us learn by taking in the ideas of other people. Usually these ideas are found in books and in order to write your own essay/paper you are expected to read what other people have said about the topic and refer to their ideas. In the early stages of mastering a subject your ideas are likely to depend heavily on the books and articles you have read, and this is perfectly acceptable, so long as you acknowledge your sources of information and do not simply reproduce the ideas of others without formulating your own. Above all, *you must avoid plagiarism.*

What plagiarism is

The *New Shorter Oxford English Dictionary* (1993) helps us to define plagiarism. To plagiarise is to **take and use as if it were your own the thoughts or writings of another person; to copy literary work improperly or without acknowledgement; to pass off the thoughts or work of another person as one's own.** Such plagiarism may be wholesale, as for example when a student hands in a piece of work actually written by someone else, or where the whole text has been copied from the work of another student or from one or more printed sources. Or plagiarism may be small scale, as when you copy a paragraph and include it in your work without making clear that that is what you are doing and acknowledging the source.

The idea that this is wrong may come as a surprise to some people. Within some cultures there are different expectations of what is required of a student and you need to know that in this Centre we are interested in your own thinking. It is not enough for you to repeat the views of others, however expert the others may be. Plagiarism is considered not merely inappropriate but dishonest, since it involves

claiming credit for work that rightly belongs to another person.

Help from third parties

It is legitimate to seek help from someone else who may check your work. This is acceptable when you are working in English as a second language. However, it will be judged to be unacceptable if you are employing text editors who change the content or meaning of your work. Proofreading undertaken by a third party must not take the form of editing of text, such as the adding or rewriting of phrases or passages within a piece of your work. It is your responsibility to ensure that all work submitted is your own and that it represents your own abilities and understanding.

The consequence of plagiarism

Academic malpractice is any activity - intentional or otherwise - that is likely to undermine the integrity essential to scholarship or research. It includes plagiarism, collusion, fabrication or falsification of results, and anything else that could result in unearned or undeserved credit for those committing it. Academic malpractice can result from a deliberate act of cheating or may be committed unintentionally. Whether intended or not, all incidents of academic malpractice will be treated seriously by IBTSC.

Avoiding plagiarism

You can avoid plagiarism by properly acknowledging the source of your ideas. Generally speaking there are three ways of doing this: bibliography, footnoted references, and quotations.

Bibliographies

At the end of your piece you should list the books you have consulted and which, whether you agreed with them or not, have helped you to form your views. Please do not list books you have not consulted. This is dishonest. You should give the author's name and initials, the title of the book and the date. In the case of dictionary articles, give the name of the author of the article, not just the editor of the book. In the case of collections of essays, the details of the essay and the name of the book's editor are required.

References

Where you want to follow or disagree with a specific point made by a writer you should give an accurate page reference, either to acknowledge your debt to the writer or to show that this writer really holds the view you attribute to him/her.

Quotations

You may sometimes wish to reproduce another writer's exact words by means of quotation. This is legitimate so long as you observe these rules and guidelines:

- All such quotations must be clearly marked as such by means of quotation marks and a reference to the author concerned.
- Quotations should not be too long or too frequent, however. Your essay is meant to be the expression of your view, not a string of quotations from other people. For a typical piece of course-work a quotation should not normally exceed five lines, nor should quotations form more than five per cent of the whole essay. If exceptionally you do need to use a longer quotation, it should be indented as a separate paragraph *without* the use of quotation marks.
- In general you should put the matter in your words, not rely on quotations. However, quotations can be effective if they:
 - provide a definition, perhaps at the start of a discussion.
 - provide a typical example of the view you are discussing. You might say, 'Recently, many scholars have recognised that Paul is not so much attacking legalism as nationalism. For example, Dunn says, "..."'

offer a particularly sharp or memorable statement of the view you yourself hold, so that you might say, 'In the words of G. M. Styler: "Given Mark, it is easy to see why Matthew was written, given Matthew, it is hard to see why Mark was needed."...'

- Use quotations to define, to illustrate or to sum up. Keep them short.
- It is never enough just to say that 'So-and-so' says something. Something is not true just because it is in a book, and learned authors often disagree with each other! You are expected to interact with the books you quote or refer to, and to take responsibility for your own view, not hide behind other people. So you must make it clear whether you agree or disagree with your source, and say why. For example you might say, 'As So-and-so-says', and then give the quotation. This makes plain that you agree with So-and-so, but of course you will already have shown why you do so. Or you might say, "Some scholars have argued that Matthew was the first Gospel to be written, but this should be rejected for the following reasons...."

Finally, it is worth remembering that you will not gain any marks simply by quoting the views of scholars, since their words are *their* work, and you will be marked on *your* work.

For further information on academic malpractice, see the University of Manchester's *Guidance to students on plagiarism and other forms of academic malpractice*:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

ACADEMIC MALPRACTICE: PROCEDURE FOR THE HANDLING OF CASES

The purpose of this document is to set out the procedures staff should follow if they

discover a case of suspected academic malpractice by students. Students who are facing allegations of academic malpractice will also find it useful in helping them to understand the process and how they should expect their case to be handled.

Definitions

Academic malpractice is any activity - intentional or otherwise - that is likely to undermine the integrity essential to scholarship and research. It includes plagiarism, collusion, fabrication or falsification of results, and anything else that could result in unearned or undeserved credit for those committing it. Academic malpractice can result from a deliberate act of cheating or may be committed unintentionally. Whether intended or not, all incidents of academic malpractice will be treated seriously by IBTSC.

· *Plagiarism* is the presentation, intentionally or unwittingly, of the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It includes the copying of the work of any other person, including another student, and the submission, in whole or in part, of a student's own work - self-plagiarism - where, for example, such work may have been previously submitted for a different assessment.

· *Fabrication or falsification* of data or results by individual students or groups of students is the presentation or inclusion in a piece of work of figures or data which have been made up or altered and which have no basis in verifiable sources; this may or may not involve other instances of academic malpractice.

Institutional Responsibilities

It is the responsibility of IBTSC to ensure that all students are given ample opportunity fully to understand the academic standards and requirements they must follow. This takes place especially through the work done during the Critical Thinking and Research Methodologies unit delivery, which the students usually take at the beginning of their studies at IBTSC. It should always be made clear that:

- acts of academic malpractice are not acceptable in any circumstances; and
- where such acts are shown to have occurred, an appropriate penalty will always be enforced.

No circumstances justify academic malpractice, and a penalty must always be applied. Although students may present evidence of mitigating circumstances (which may be taken into account when determining the penalty to be applied), it must always be borne in mind that students are encouraged to bring such circumstances to the attention of IBTSC at the earliest possible opportunity so that IBTSC can consider offering appropriate help.

Assessing the Severity of Academic Malpractice

Each case is different, and the Panel of Inquiry is expected to use their judgment in deciding the seriousness of an offence and deciding whether there are aggravating circumstances that might affect the severity of the penalty. The Panel must attempt to ensure consistency of treatment between cases, making a judgement about what

is a proportionate penalty and ensuring that the penalty chosen does not have consequences for academic progression which are disproportionate in impact.

Factors to take into account when determining the penalty and its proportionality include the following:

- The student's level of study: the more advanced and experienced the student, the more serious the offence
- The proportion of the piece of work that was subject to malpractice: the higher the proportion, the more serious the offence
- The credit rating of the piece of work: the higher the rating, the more serious the offence
- The student's previous history: a subsequent offence, occurring after a student has already received a warning or a penalty for academic malpractice, is more serious than a first offence.
- The degree of intention to deceive in the piece of work in question (which might be assessed by, for example, efforts to change wording, poor referencing or lack of referencing of plagiarised material, evidence from earlier drafts) and also in the hearing itself by failure to tell the truth.

The judgement on any case shall give details of the relevant factors taken into account, stating the degree to which they contributed to the decision and will state the Panel's intentions in terms of the impact of the penalty on progression/degree awarded. It will also refer to any other matters taken into account, e.g. any mitigating circumstances, so that precedence and best practice may be established. The written record will also be important in the event that the student appeals the disciplinary process/outcome.

Dissertations/Long Essays/Project Reports/Theses

If academic malpractice is suspected in a thesis, dissertation or similar piece of work, the work should continue to be marked or assessed to gather evidence of the extent of the alleged malpractice. The formal examination process should then be suspended and the result withheld pending an investigation.

The examiner(s) should submit a brief report, identifying the possible malpractice, to the Programme Director who will undertake the investigation.

Students Who are Unable to Attend an Interview

Nonresidential students may not be able to attend an interview with the Panel. In circumstances such as these, students must be offered the opportunity to have their interview conducted via video or teleconferencing facilities (or equivalent). If this is not possible, or the opportunity is declined, or no response is received within a reasonable time frame (bearing in mind the student's location), it is reasonable to hear the case 'in absentia'. The normal procedure should be followed, but instead of requiring students to attend for interview, they should be asked (via an appropriate means of communication) to respond to the allegation. They should be supplied with full details of the case against them and informed of the possible consequences if

they are deemed to be guilty of academic malpractice. They should be given a suitable time limit for a response (this may vary according to where they live), and be informed that if they do not respond a decision will be made on the basis of the evidence available to the panel. Once a decision has been made it should be communicated to the student as described below.

Previous assessed work confirmed by an examination board or authority

Unless there are very good reasons, there is no expectation that, on the finding of academic malpractice in a piece of assessed work, previous work will be routinely checked, although the option remains to review all the student's assessed work if the investigation determines that it is appropriate to do so.

Assessing Whether There Is Evidence That Academic Malpractice Has Taken Place

All suspected cases of academic malpractice should be marked up by an academic member of staff to show the location and extent of relevant passages, and their possible original sources or other indicators of academic malpractice, and referred in the first instance to the Programme Director, who will assess whether or not the evidence suggests that academic malpractice may have been committed.

If the Programme Director judges that the case does **not** constitute academic malpractice but rather poor academic practice, the matter will be referred back to the tutor or supervisor responsible for the piece of work in question, with appropriate advice as to how to proceed [e.g. advice may include - poor referencing = poor piece of work, mark accordingly, etc.]. In such instances, it is essential that the student is given appropriate feedback and guidance.

In determining whether an instance constitutes a repeat (subsequent) offence, penalties applied in a previous programme of study/award shall not be included.

Handling the Case

The student will be interviewed by the Panel of Inquiry, which will include a member of academic staff with knowledge of the programme or subject area and the potential effect on the student's academic progress/final degree result of any proposed penalty. The Administrator must also be present to record the outcome. The person(s) making the allegation should not contribute to any penalty decision.

Students must be given adequate notice of a requirement to attend the interview, together with full information about the allegation being made against them. The case must not be discussed by the Panel before the student is present, other than to agree or clarify procedure and to decide the issues that need to be explored with the student. The student must be given the opportunity to hear all the evidence and to present an explanation, but should not be present whilst the Panel comes to a decision.

The academic registrar will maintain a record of the case.

If the offence is admitted or proven, the Panel will apply the most appropriate penalty. In the event that the Panel needs to make further enquiries before reaching a decision, the hearing may be suspended pending completion of those enquiries. In applying penalties the Panel should ensure that it is fully aware of the impact of the penalty on the student's ability to progress/final degree result and intended career if appropriate, and that the likely impact is proportionate to the offence committed.

Following the hearing, the decision of the Panel must be communicated to the student in writing within 5 working days of the interview being held. The communication should include reasons for the decision and an explanation of the potential consequences for the student's academic progress/achievement. The letter should also inform the student that they have the right to appeal to the Rector and of the grounds on which they might make an appeal.

The communication should also suggest sources of study skills advice (where appropriate), and a warning about the consequences of a repeat offence.

Penalties Available to the Panel of Inquiry

The Panel shall apply one or any combination of the following penalties:

- The issue of a formal reprimand to the candidate, a written record of which shall be kept.
- An instruction to the examiners, when marking, to disregard any plagiarized text, which may result in a reduced mark.
- The cancellation of the candidate's marks in part or in whole for unit(s) concerned, or in all of the units for the year in question or the equivalent for a part-time candidate, with a recommendation as to whether or not a re-assessment should be permitted, either with eligibility for the bare pass mark only or for the full range of marks.
- The reduction of the degree result by one class or the non-award of a distinction, as appropriate.
- The disqualification of the candidate from any future examination at IBTSC.
- Expulsion from IBTSC.

If a Panel of Enquiry decides that the above penalties are inappropriate, the Panel may use its discretion to decide upon the appropriate penalty.

(See Appendix 1: Schedule 5)

STUDENT CONDUCT AND DISCIPLINE PROCEDURE

IBTSC reserves the right to expel or to suspend or to exclude from programmes any student found guilty of misconduct or breach of discipline.

The essence of misconduct under this right is the improper interference, in the broadest sense, with the proper functioning or activities of the Study Centre or of those who work or study in the Study Centre, or action which otherwise damages the Study Centre or its reputation.

The conduct covered by this procedure shall constitute misconduct only if it took place on Study Centre property or premises, or elsewhere if the student was involved in a Study Centre activity, was representing the Study Centre, was present at that place by virtue of his or her status as a student of the Study Centre or if the conduct raises questions about the fitness of the student on a programme leading directly to a professional qualification or calling to be admitted to and practise that profession or calling.

Defining Misconduct

Accordingly, a student may be liable to disciplinary action in respect of conduct which:

(a) disrupts, or improperly interferes with, the academic, administrative, social or other activities of the Study Centre, whether on Study Centre premises or elsewhere;

(b) obstructs, or improperly interferes with, the legitimate functions, duties or activities of any student, member of staff or other employee of the Study Centre or any authorised visitor;

(c) involves violent, indecent, disorderly, threatening or offensive behaviour or language (whether expressed orally or in writing, including electronically) whilst on the Study Centre premises or engaged in any Study Centre activity;

(d) involves distributing or publishing a poster, notice, sign or any publication which is

offensive, intimidating, threatening, indecent or illegal, including the broadcasting and electronic distribution of such material;

(e) involves fraud, deceit, deception or dishonesty in relation to the Study Centre or its staff or students;

(f) involves action likely to cause injury or impair safety on Study Centre premises;

(g) causes damage to or defaces Study Centre property or the property of students or staff;

(h) damages the Study Centre's relationship or reputation with its local communities, as evidenced by substantiated complaints from residents, residents' groups, local authority representatives or the police;

(i) involves serious identified academic malpractice in relation to research or

assignments;

(j) involves breaching the Study Centre's commitment to non-discrimination;

(k) constitutes the misuse or unauthorised use of Study Centre premises or items of property, including misuse of computers and the communications network;

(l) constitutes a criminal offence where that conduct or the offence:

(i) takes place on Study Centre premises; or

(ii) affects or concerns other members of the Study Centre; or

(iii) damages the good name of the Study Centre; or

(iv) itself constitutes misconduct within the provisions of this Regulation; or

(v) is such as to render the student unfit to practise any particular profession or calling to which that student's programme of study leads directly.

Procedure

All members of administrative and academic staff are authorised to intervene to request that a student immediately ceases from any perceived active misconduct and to request they remove themselves from the immediate location or premises of the Study Centre pending further action.

Identified behaviour that cannot be remedied successfully informally or is of such a nature as to be considered serious by others should be reported to the Rector of IBTSC who will decide whether a formal disciplinary procedure should be implemented.

The formal disciplinary procedure will involve the establishment of a Student Conduct and Disciplinary Panel consisting of at least 2 members of the academic team, a member of the Board, a student representative, and a member of the Study Centre's administrative staff.

Students will be informed in writing of the meeting of this panel and the allegations against them and have a right to fairly represent themselves either in writing or by being present. Any student who is the subject of disciplinary proceedings shall receive a fair hearing and will have the right to be accompanied by a person of their own choice who will be able to speak on their behalf.

The Panel will consider all the evidence and make a decision at the conclusion of the meeting. This decision will be communicated to the student verbally and in writing. Actions available to the panel include:

(a) No case to answer;

(b) A case to answer but no further action required in light of student response;

(c) A formal reprimand warning about future conduct;

(d) A requirement upon the student to give an undertaking as to his or her future good conduct within the University;

(e) A requirement upon the student to pay for any damage to property he or she may have caused or to recompense the Study Centre for any loss it may have suffered arising from the student's misconduct;

(f) A requirement upon the student to pay appropriate compensation;

(g) Instruction to the Exam Panel that a piece of work if not already done so should be penalised in an appropriate manner;

- (h) Suspension of student from the programme for a specified period of time. A student who is so suspended will be prohibited from entering Study Centre premises and from participating in the Study Centre's activities.
- (i) Exclusion from the programme of study.

Appeals

If a student wishes to appeal the decision, they need to do so in writing to the Chair of the Board of IBTSC within 15 days of receiving notification from the Panel. If an appeal is received later than 15 days, it has to demonstrate that there were reasonable reasons for the delay in submitting. A request for an appeal received after this time with good cause shown for its late submission shall only be granted at the discretion of the Appeal Board designated to hear the appeal.

An appeal can be on one or more of the following grounds:

- (a) procedural irregularity;
- (b) availability of new evidence which could not reasonably have been expected to be presented to the original hearing;
- (c) the disproportionate nature of the penalty.

On receiving such an appeal, the Chair will convene an Appeal Board of qualified persons not involved in the original decision.

The person(s) or Appeal Board hearing an appeal shall not re-hear the case afresh, but shall consider whether the initial hearing and outcome were fair by:

- (a) reviewing the procedures followed;
- (b) establishing whether the appellant has presented any new evidence that could not reasonably have been expected to be presented to the original hearing and that this evidence is material and substantial to the findings;
- (c) reviewing the penalty imposed.

The Appeal Board considering an appeal shall have the authority to confirm, set aside, reduce or increase the penalty previously imposed or, if new evidence that is material and substantial has been established by an Appeal Board. The decision of the person(s) or the Board hearing the appeal shall be final and there shall be no further opportunity for appeal against that decision within the Study Centre.

NB. If an action or allegation of misconduct related to criminal charges is considered sufficiently serious, the Rector of IBTSC can issue a temporary suspension of a person from the programme and premises of IBTSC pending the meeting of a Student Conduct and Disciplinary Panel. This right should only be used when and where there is a clear risk to Study Centre students, property, or staff.

(See Appendix 1: Schedule 5)

RESEARCH ETHICS POLICY

Introduction

All students of IBTSC must endeavour to meet the highest standards of academic rigour and professionalism, including integrity and ethics in research and must conform to relevant national legislation, codes of practice, and the policies and guidelines of the institution.

Background

Research Ethics is a world-wide set of principles governing the way any research involving interaction between the researcher and other humans or human tissue or data relating to humans, is designed, managed and conducted. Those same principles apply to any researcher, whether an untrained undergraduate or an internationally recognised scholar.

Formalised research ethics has its origins in the medical world and the testing of new medicines and new techniques on patients and healthy volunteers. However, the same principles have been applied much more widely in human and social sciences where interaction with individuals or with defined groups, or confidential information about individuals, is involved.

General

The principles of research ethics are grouped under the following headings:

- | | |
|------------------|--|
| Autonomy: | The participant must be free to take part in the research without coercion or penalty for not taking part and must be free to withdraw at any time without giving a reason and without a threat of any adverse effect. |
| Beneficence: | The research must be worthwhile in itself and have beneficial effects that outweigh any risks; it follows that the methodology must be sound so that positive results will be yielded. |
| Non-maleficence: | Any possible harm must be avoided or mitigated by robust precautions. |
| Confidentiality: | The right of the participant and his/her personal data to remain unknown to all but the research team must be respected (unless the participant agrees otherwise). |
| Integrity: | The researcher must be open about any gains, financial or otherwise, he or she makes from the research, acknowledge the relevant contribution of third parties and ensure that research outcomes are disseminated appropriately. |

Researchers/Supervisors/Ethical Approval

It should be a regular practice for all researchers to carry out a risk assessment and ethical review of their planned research.

Your Programme Director or Supervisor will advise you whether your research requires the permission of the Ethics Committee. Researchers and Supervisors should ensure that any project has had an academic review appropriate for the project.

When and where research does not involve live subjects or any particular contested issues related to confidentiality, non-maleficence, or integrity, a supervisor should be able to agree a research proposal without it being submitted to the ethics committee.

When and where a research project involves live subjects or any contested issues related to confidentiality, non-maleficence, or integrity, the project should be submitted to the ethics committee for approval.

Projects should be submitted to the IBTSC ethics committee using the Ethical Approval form as provided in the Appendices of the Academic and the Dissertation Handbooks (Appendix 3).

When and where a project is submitted to the ethics committee for consideration approval must be obtained before the research commences. If the ethics committee requires amendments to be made to a research proposal, these amendments should be made and the proposal resubmitted to the ethics committee. The research should not commence until the approval has been obtained.

Ethics Committee

The ethics committee is appointed by the academic team of IBTSC.

The ethics committee at any one sitting should consist of no less than three members. None of these members should be the supervisor of the project being considered.

The ethics committee will record its decision and report on decisions to the academic team.

The ethics committee will reach its decisions in relation to good practice, relevant legislation, and the abilities and experience of the researcher in relation to the project as presented.

IMPORTANT FINANCIAL INFORMATION

Details on tuition fees are available on the IBTSC website.

Payment plans are agreed with students during the Orientation period.

All students must take financial responsibility for their own visa, health insurance and travel costs. Please note that obtaining a visa is often a lengthy process.

In order to receive final marks and graduate students must have met all outstanding fees to IBTSC.

APPENDIX 1: SCHEDULE 5

Schedule 5

Academic Appeals, Complaints and matters of Misconduct: Partner Institution Procedures

The University of Manchester (“University”) is responsible for the standards of the awards it makes in collaboration with partner institutions whose programmes it validates and for the quality of the student learning experience that the partner institution provides. Partner institutions must have their own policies and procedures for academic appeals, complaints and matters of misconduct. These policies and procedures must be included in the programme or general handbooks given to students, and be accessible as necessary from other sources e.g. the partner institution website.

The University’s procedure for the consideration of review requests

1. Partner institution appeals, complaints and misconduct policies and procedures are approved and reviewed via the procedures for institutional approval and review conducted by the University. The University will not develop appeals, complaints and misconduct policies or procedures on behalf of partner institutions, but may offer guidance and recommendations as to their content.
2. Following completion of the partner institution’s procedures, a student may write to the Director of Teaching and Learning Support of the University (appealsandcomplaints@manchester.ac.uk) to request a review in connection with the appeal, complaint or matter of misconduct if s/he feels that his/her case has not been handled properly or that the decision reached was not reasonable on the basis of the evidence available. The University must receive a review request (i.e. a written statement, with supporting evidence, detailing the reasons for the request) from the student outlining why s/he does not believe the case to have been handled properly or that the decision reached was unreasonable on the basis of the available evidence within 10 working days of the date on which the partner institution formally notified the student of its decision. The student may present new material and/or evidence for the review if they have credible and compelling reasons as to why this information was not available to the partner institution.
3. On receipt of the review request, the Director of Teaching and Learning Support (or his/her nominee) will send a copy to the partner institution asking for a copy of the file relating to the case, including communication made with the student and will ask for their comments, as appropriate, on the student’s review request.
4. The Director of Teaching and Learning Support (or his/her nominee) will check, on the basis of documentary material, will consider whether the partner institution’s decision was reasonable and that the investigation was conducted properly in accordance with its published procedures but will not reinvestigate the academic

appeal, complaint of matter of misconduct afresh. The University may seek to apply the principles contained within its own regulations (notably Regulations XVII, XVIII and XIX) in considering any procedural issues arising from the review request. In conducting the review the University may, if necessary, seek further information from the partner institution and/or the student as appropriate.

5. In instances when the appeal or complaint raises serious or complex matters which require further investigation and enquiry, the review request may be considered by a panel of an appropriate composition within the University, and the student shall be updated accordingly.

6. The Director of Teaching and Learning Support (or his/her nominee) will write to the student to inform him/her of the outcome of the review and the reasons for the decision, normally within 40 working days of receipt of the student's request for a review. Potential outcomes may include recommendations for the partner institution to implement, a requirement for the partner institution to reconsider the matters raised by the student, or dismissal of those matters as being without foundation.

7. There are no further stages in the Partner Institution Procedures beyond those detailed above and the University shall issue the student with a Completion of Procedures letter upon the conclusion of the Procedure. Students who believe that their case has not been dealt with properly by the partner institution or by the University or that the outcome is unreasonable may be able to complain to the Office of the Independent Adjudicator for Higher Education (OIA) if the complaint is eligible under its rules and once all the above procedures have been concluded. [Note: information about the role of the OIA and the procedure for submitting complaints can be obtained from the OIA website: www.oiahe.org.uk]

8. There may be situations in which a partner institution issues a Completion of Procedures letter prior to a review being conducted by the University. This may include, but should not extend beyond the following:

- Complaints - complaints which are not submitted in accordance with a timeframe detailed within a procedure.
- Academic appeals - appeals which are not submitted in accordance with a timeframe detailed within a procedure, appeals which seek to challenge academic judgement, appeals which are upheld and result in an alternative outcome for the appellant.

Note: a copy of all Completion of Procedures letters issued should be sent to appealsandcomplaints@manchester.ac.uk for institutional reporting purposes. Completion of Procedures letter templates are available at: <http://www.tlso.manchester.ac.uk/appeals-complaints/theoia/>

9. Should Partner Institutions wish to link to this document, its content is repeated on the University's Teaching and Learning Support Office at: <http://www.tlso.manchester.ac.uk/appeals-complaints/>

APPENDIX 2: MA DISSERTATION PROPOSAL FORM

Please complete this form. One copy will be signed and returned to you once the title has been approved and a supervisor appointed.

Student Name: _____

A dissertation proposal should contain the following parts and be about 5 pages in length. The order of topics in the proposal is not crucial. Remember to include your name and the date in your proposal.

1. Working Title

The title should reflect the nature and scope of the proposed research.

2. Research Question

State the research question clearly and briefly. The idea is to state the area of research rather than what will be argued. A proposal that sounds too little like a proposal for research and too much like a study intended to prove what one already believes will not be accepted.

3. Motivation for This Research

Why do you want to do this research? You may also need to deal with questions of your objectivity or subjectivity.

4. Location of and Need for the Research in Current Scholarship

Here you should show how your proposal fits within the contemporary debate on your topic. This may include a brief listing of the most important literature you will refer to, primary material you will need to access, and, in any case, what your research will contribute.

5. Scope and Limitations of the Research

The scope may be defined by persons, groups, geography, chronology, purpose or methods. It specifies the particular area of the topic you will deal with. The limitations address potential weaknesses (access to necessary materials, linguistic, the inability to cover all the aspects of a given question). You can either turn this to your advantage by appealing to what this allows you to do or seek to limit the disadvantages by justifying the work despite these limitations.

6. Methodology

What method(s) do you plan to use for your study?

7. Working Outline

You may write this either in the form of a detailed draft Table of Contents, including not only chapter headings but also sub-headings, or giving chapter titles and a paragraph on what you plan to do in that chapter. Of course this outline may well change. It should be about one page.

8. Bibliography

Significant works should appear here, if not already referred to above. Try to ensure that they demonstrate a broad coverage of the topic, including using works in other languages where possible and relevant.

TO STUDENTS: Please do not write below this line.

Title approved:

Date

Supervisor(s) appointed:

(Name of supervisor)

(Name of second supervisor).....

Signed:

.....(Programme Director)

APPENDIX 3: APPLICATION FOR APPROVAL OF A PROJECT/RESEARCH BY THE ETHICS COMMITTEE

The following form must be filled in if your research involves the collection and/or presentation of information involving human subjects or sensitive information, and/or where questions may be raised in regard to ethical standards in conducting a specific research. Your Programme Director or Supervisor will advise you whether your research requires the permission of the Ethics Committee.

	Application for Approval of a Project/Research by the Ethics Committee
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This form is to be used prior to conducting research, projects or productions that involve/s the collection or presentation of information. The form should be completed by the project co-ordinator/supervisor and supported by the Programme Director. This form **MUST** be completed and approved by the Ethics Committee prior to the commencement of the project/research.

Date received
.....

Approved by
EC



Category of Project Please tick one box to identify your category of project <input checked="" type="checkbox"/>

Category A - Staff	
Staff Research Project	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

Category B - Students	
PhD Student	<input type="checkbox"/>
MA Dissertation	<input type="checkbox"/>
	<input type="checkbox"/>

Section 1 - Details

Full Name of the person undertaking the research			
Supervisor (if applicable)		Student No. (if applicable)	
Telephone (if applicable)		Email	

Research/Project title

Section 2 - Project / Research / Production Details

Project outline

Duration of Project

From to

Description

Provide a brief outline, free from jargon, of the project including what participants will be required to do. Explain any technical terms or discipline specific terminology (up to 300 words).

Please attach additional pages as necessary

Aims and Justification for the Project: *State the aims of the project and rationalise why it should take place, clearly indicating the potential impacts (up to 500 words).*

Proposed Methods: *Outline how the data will be collected or the nature of rehearsal time. Include specific techniques / methods, tasks participants will be asked to do, time and commitment of participants and analysis of the data. If the projects includes procedures / activities different from already established acceptable practice then please explain and justify (up to 700 words).*

Investigator Qualifications / Experience: *List academic qualifications and outline any experience or skills relevant to completing the project. Indicate any mandatory qualifications required for the collection of data or for the production.*

Dissemination of Information / Audience: *Outline to whom a copy of the results or final report / presentation will be given or shown.*

Location of Project: *Identify all locations where data will be collected or rehearsals/ production will take place.*

Other Approvals: *Is there a requirement for approval from any other organisation / institution prior to starting or completing the project? If so, by whom and has it been obtained?*

Section 3 - Participant / Audience details

Who are the intended participants?	Yes	No
Students / staff of IBTSC		
Adults (over the age of 16 and competent to give consent)		
Children / legal minors		
Patients or clients of professionals		
Anyone in custodial care or for whom the court has assumed responsibility		
A member of any organisation where another individual may also need to give consent.		
Others: please identify:		
Participant / Audience Number, Age and Source: <i>Provide details of the demographics of the participants / audience. Include methods of recruitment and any exclusion criteria.</i>		
Participant/ Audience number		
Participant/ Audience age group		
Participant/ Audience source		

Section 4 - Risk Management		
	Yes	No
Does the project include		
Use of questionnaire (or similar research instrument (attach copy)		
Use of written or computerised test		
Interview (attach provisional questions)		
Diaries		
Participant observation with their knowledge		
Participant observation without their knowledge		
Video or audio-taping		
Access to personal or confidential information without the participants specific consent		
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive		
Performance of any acts which may cause embarrassment or affect self-esteem		
Investigation of participants involved in illegal activities		
Procedures that involve deception		
Administration of any substance, agent or placebo		
Other method of data collection or presentation format (please explain)		

If you have indicated yes to any of the above, please provide additional information and justification of actions.

Benefits of Project: *Describe how the benefits of the project outweigh any risks (up to 200 words).*

Potential Risk to Participants / Audience: *Identify, as far as possible any potential risks to participants (physical, psychological, legal, social or economic) associated with the project. Include an analysis of the likelihood and potential severity of any risk.*

Potential Risks to Researcher: *Outline any potential risks to the researcher greater than might be encountered on a daily basis.*

Management of Risk: *Outline how any risks identified will be managed.*

Adverse Outcomes: *Outline any measures you have put in place to mediate any adverse affects or outcomes of the project. Include any emergency protocols.*

Section 5 - Monitoring, Feedback and Confidentiality

Monitoring: *Outline any strategy included to monitor the conduct of participants and or investigators throughout the project to ensure they conform to the University's Code of Practice or other relevant documentation and any guidelines published by the appropriate professional association.*

Debriefing and Support: *When and what support or feedback will be given to participant, if any?*

Informed Consent: *Outline the method by which you are documenting the consent to participate in the project (include a copy of the consent form if you are using one).*

Legal Limitations to Confidentiality: *Identify potential conflicts that may arise between confidentiality and the legal need to access the information, such subpoena, freedom of information and mandatory reporting by some professions. Is the participant being advised of these potential conflicts?*

Section 6 - Data Access, Storage and Security

Responsibility for Data Collected: *Indicate how and who is responsible for the storage and security of all information collected.*

Data Access: *Indicate who will have access to the data and whether there are any conditions to access.*

Confidentiality / Anonymity: *Outline the methods used to ensure confidentiality of information and the anonymity of participants.*

Section 7 - Funding

	Yes	No
Is the project being funded?		
Does the project require approval before consideration by the funding agency?		

Source of Funding:		

Section 8 - Please add any further comments you wish to be considered with this application.

This section must be completed by all concerned parties before it can be submitted to the Ethics Committee.
Declaration The information contained herein is, to the best of my knowledge and belief, accurate. I have attempted to identify any risks and issues related to the project/research or production and acknowledge my obligations and the rights of the participants.
Signatures
Project co-ordinator/ student Date:
Project supported by Supervisor Date:
Project supported by the Programme Director. Date:

Ethics Committee		
Supported		The Ethics Committee is confident that any and all ethical issues have been addressed and that the investigators possess the necessary skills and competence to conduct the research outlined on the attached sheet.
Supported subject to amendments		The Ethics Committee is unsure that all ethical issues have been addressed or that the investigators possess the necessary skills and competence to conduct the research outlined on the attached sheet. Further details are required before approval is given.
Not supported		The Ethics Committee is not confident that all ethical issues have been addressed and that the

		investigators possess the necessary skills and competence to conduct the research outlined on the attached sheet.
Comments or recommendations:		
Signature: Chair of the Ethics Committee	Date:	

APPENDIX 4: FEEDBACK SHEETS

Student ID:

Submission Date:

Unit Code:

Assignment Title:

First Marker:

Structure and Argument

Knowledge and Understanding

Use of Sources

Style and Presentation

You Can Improve Your Work in Future Assignments By:

First Mark:

Second Marker:

Structure and Argument

Knowledge and Understanding

Use of Sources

Style and Presentation

You Can Improve Your Work in Future Assignments By:

Second Mark:

Agreed Mark: (Rationale if necessary)

All marks are provisional until they have been confirmed by the Examination Board.