

PROGRAMME HANDBOOK
SEPTEMBER 2019 ENTRY



BA (HONS) CRIMINAL JUSTICE (TOP-UP) DEGREE

VALIDATED BY UNIVERSITY OF CHESTER



University Centre
St Helens



University of
Chester

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1. WELCOME

Lee Curran – Curriculum Manager/Programme Leader

On behalf of the Programme Team I would like to welcome you to University Centre St Helens (UCSH).

The top-up BA Honours degree has been designed by experienced criminal justice practitioners with the sole objective of providing a comprehensive education in this important and demanding discipline. We are keen that everyone should have a say in the programme and student representatives will be elected to represent your needs and help ensure the programme meets your expectations.

I am sure that each of you will reach your potential and enjoy your time with us.

Lee Curran
Curriculum Manager/Programme Leader

Nick Gribben – Vice Principal

On behalf of the Academic Staff team and myself, I would like to welcome you to University Centre St Helens.

At University Centre St Helens you have the opportunity to obtain a first class education in a warm, friendly learning environment. Our small, specialist provision allows our students to not only foster a sense of individuality but to reap the rewards of a highly focused teaching and learning experience.

Access to great lecturers at University Centre St Helens makes all the difference to student success and satisfaction. Our lecturers are academics, who are experienced in the world of work with extensive industry networks.

Our consistent results from National Student Survey speak for themselves. As one of the best in the Northwest last year, we ranked in the top 20 of universities and colleges nationally, taking the top spot in the region for student satisfaction with teaching, personal development and academic support.

We sincerely hope that you enjoy every aspect of your time at University Centre St Helens, from academic study to student life. Please do take all the opportunities which present themselves across the duration of your course. Maintain your focus on the end goal and immerse yourself in the expertise of your lecturers and the visits on offer. Your lecturers are fully committed to enabling you to achieve and ensuring that your time with us is a worthwhile and rewarding experience.

To support this, I would encourage you to regularly reflect on your experience and feed back to us on any areas for improvement, through your Course Representative, through the Student Liaison Officer, via the HE Student Forum, by participating in Staff/Student Liaison meetings, attendance at tutorials, or through end of module/ semester evaluations.

I am confident that you will find your degree at University Centre St Helens both interesting and fulfilling, and that with a positive, motivated attitude, you will achieve the aims of your degree and progress comfortably into your chosen career or to further study.

I wish you the best of luck with your studies and look forward to meeting you during your time with us.

Nick Gribben
Vice Principal

2. THE PROGRAMME TEAM

LEE CURRAN – PROGRAMME LEADER

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Lee holds a BSc First Class Honours Degree in Applied Criminology (Criminal and Community Justice) from the University of Huddersfield, as well as a postgraduate MRes (Master by Research) in Criminology and Socio-Legal Studies with the University of Manchester. He achieved a Diploma in Teaching in the Lifelong Learning Sector in 2012 and holds 12 years operational public service experience.

ROBYN WRIGHT – MODULE LEADER/LECTURER

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Robyn holds an Honours Degree in Politics and Communication Studies from the University of Liverpool, as well as a Graduate Diploma in Law (GDL) from the University of Law. She is an experienced manager in both the private and charitable sectors including within Criminal Justice.

MIKE KILROE – MODULE LEADER/LECTURER

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Qualified at MA level in Sociology and Social Policy, Mike has an extensive career in teaching, most recently at Liverpool Hope University and Liverpool John Moores University. Mike operates in the areas of Policing, Criminology, Sociology and Criminal Justice.

EMILEE MORRALLIS – MODULE LEADER/LECTURER

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Emilee has experience of teaching English Language and Literature, Study Skills, and Personal Academic and Professional Development on a range of courses. She holds a BA First Class Honours Degree in English Literature, an MA in Popular Literatures, and is currently working towards a PhD at Liverpool Hope University.

Link Tutor (University of Chester)

Dr Holly White

External Examiner

Dr Ian Marsh (Liverpool Hope University)

'Under no circumstances are students permitted to independently contact an external examiner. If the student wishes to engage formally with the quality management process, there are appropriate mechanisms in place at the University of Chester, further guidance on which can be obtained from the AQSS section on SharePoint'.

Guest speakers from a range of Criminal Justice agencies will also contribute towards the programme.

3. INTRODUCTION

Welcome to the Student Programme Handbook, this document is intended to be used as your guide throughout your time at University Centre St Helens and should be referred to throughout your programme.

BA (Hons) 'Top Up' Degree

- A nationally recognised qualification also awarded by the University of Chester which is available following an optional period of study (1 year full-time or 2 years part-time). The award of which means that you have successfully achieved a further 120 credits in addition to the 240 achieved on your FD.

Credit

- Credits indicate the volume of learning for a module.
- Each Credit equates to 10 hours of learning activity. Therefore, a 10 Credit module needs 100 hours of learning, a 20 Credit module needs 200 hours of learning.
- The breakdown of that learning activity i.e. class sessions and independent study is explained in each Module Handbook. At Level 6 the proportion of independent study time will be significantly greater. This means that you should be doing around twice as much for each module outside of timetabled sessions as you spend in them.

Module

- The knowledge/skills to be learnt/demonstrated to achieve the Credits.
- A group of Learning Outcomes against which you demonstrate your knowledge/skill.

Learning Outcome

- What you are expected to know/demonstrate.
- Credits are awarded for the successful demonstration of the Module Learning Outcomes.
- The mark that you receive for an assignment is an indication of the quality of your work against the Learning Outcome/s being assessed.

Feedback

- The guidance your tutors give you on your work.
- This can be verbal or written communication.
- You have the right to expect feedback on any work submitted/presented.

Module Handbook

- This is handed out in the first session of the module.
- It will tell you the staff teaching on the module, when and where it will be taught, an outline of the teaching sessions, how many and the nature of the assignments, the handing in date(s), the weighting of the assessment, assessment criteria and a reading list.

The Student Handbook is here to help you, so keep it safe, refer to it and let it guide you through this new stage of your life. If you feel we have omitted key information from the Handbook please let us know by passing your views to your Programme Leader.

The Programme Leader is also able to provide any further information regarding any aspect of your programme.

4. GENERAL INFORMATION

4.1 Induction and Registration Procedures

Prior to entry, all students accepted onto the programme are sent details of Induction and Registration Procedures (Enrolment). Student Services and members of the Programme Team are available to answer queries and address problems prior to entry.

Your Enrolment will take place during your Induction Period so that you have a student registration number to allow you to join the College Library, Student Union etc. All students will also have the opportunity to visit the University of Chester during the first semester to familiarise themselves with the University systems including library, resources, facilities and computers.

The first week of your programme timetable is designated as an Induction Week and should cover any issues or queries that you may have. This will include the following:

- Registration
- Introduction to academic and support staff
- A detailed introduction to the Programme
- 'Ice-breaking' Sessions
- Issue of Student Handbooks
- Introduction to University of Chester Principles & Guidelines
- Explanation of Credit System and Assessment Strategy
- Campus tours and programme related resources
- Library Induction and membership
- Student Services Induction
- Introduction to the Students Union and Membership.
- Introduction to the College Careers Service
- Informal social gathering of all staff and new students
- Fresher's Fayre
- End of Induction group and individual tutorials
- Induction Questionnaire

Where a student makes a late entry to the programme, the Programme Leader and/or Personal Tutor takes the student through the above and speaks to the student within three weeks of entry to ensure that no further issues have arisen owing to the late start.

4.2 Programme Calendar 2019/20

SEMESTER 1 (2019)	
2 September	Induction
9 September	Week 1
16 September	Week 2
23 September	Week 3
30 September	Week 4
7 October	Week 5
14 October	Week 6
21 October	Week 7
28 October	Reading week
4 November	Week 8
11 November	Week 9
18 November	Week 10
25 November	Week 11
2 December	Week 12
9 December	Week 13 - Assessment
16 December	Week 14 - Assessment
23 December	Christmas break
30 December	Christmas break
6 January	Week 15 - Assessment
13 January	Week 16 - Assessment

SEMESTER 2 (2020)	
20 January	Week 17
27 January	Week 18
3 February	Week 19
10 February	Week 20
17 February	Reading week
24 February	Week 21
2 March	Week 22
9 March	Week 23
16 March	Week 24
23 March	Week 25
30 March	Week 26
6 April	Spring break
13 April	Spring break
20 April	Week 27
27 April	Week 28
4 May	Week 29 - Assessment
11 May	Week 30 - Assessment
18 May	Week 31 - Assessment
25 May	Reading week
1 June	Week 32 - Assessment

Reading weeks	w/c 28 October 2019, 17 February 2020 and 25 May 2020
Christmas break	w/c 23 and 30 December 2019
Spring break	w/c 6 and 13 April 2020
Staff development days (no classes)	20 December 2019, 14 February 2020, 25 March 2020

5. THE PROGRAMME

5.1 Programme Rationale

The BA (Hons) top-up programme in Criminal Justice programme offers prospective students a well-designed and coherent avenue of entry to a range of career paths within the criminal justice and related sectors. The focus on generic criminal justice, in particular, offers an additional opportunity for students to explore employment routes beyond those covered by traditional programmes in the fields of law crime and justice.

The programme was designed in the light of feedback from employers, students, past and present, and observations by the experienced and established course team. The BA (Hons) top-up is a natural progression route for those who have previously graduated from the Foundation Degree in Criminal Justice at University Centre St Helens and builds on the knowledge and skills acquired during that programme.

The integrated approach of the curriculum provides an excellent opportunity for students to gain a broad theoretical understanding and how theory is applied in practice. The programme will, therefore, be suitable for those already in employment and looking to further their careers, or for those looking to embark on a career within a public sector organisation but who may not be certain as to which area to specialise in.

Students will be provided with progressive learning opportunities, harnessing knowledge and understanding to enable them to perform both functional and managerial tasks effectively. Additionally, they will acquire the expertise, confidence and experience to support self-directed learning and ongoing career development planning.

Students who graduate with this BA (Hons) Criminal Justice (top-up) degree will have developed comprehensive knowledge and understanding of the criminal justice system and the work associated with it, such as public service departments, including the police, prison service, youth service, probation service and the courts. The role of politics, law and social policy will have also played an influential element of the student's learning experience. Analytical abilities and critical thinking skills will have been developed throughout the programme and will complement wider transferable skills of research, IT, problem-solving, teamwork, and communication.

Graduates will find the programme a useful grounding for entry to a range of criminal justice and related careers. The police, prisons, youth offending service, national offender management service, and teaching are career paths taken by previous graduates, but the knowledge, abilities and skills developed throughout the programme of study will prove valuable in a wide range of central and local government areas. Some graduates use the criminal justice degree as an opportunity to undertake formal legal training, or choose post-graduate study in related areas.

5.2 Programme Aims

The purpose of the Criminal Justice programme is to enable students to:

1. Undertake a rigorous interdisciplinary study of criminal justice drawing on disciplines including, criminology, law, socio-legal studies, sociology, social policy, history and related professional practice.
2. Provide students with an understanding of policy and experience of practice in the criminal justice system and so improve their employability in criminal justice and allied areas.
3. To provide students with the theoretical knowledge and the opportunity to apply that knowledge and achieve operational effectiveness.
4. To create an awareness of the changing requirements of the criminal justice sector.
5. To provide an educational foundation for a range of operational, administrative and management careers in the criminal justice sector.
6. To enable students to acquire intellectual, practical and transferable skills and to enable them to use these skills in the move to independent learning.
7. To develop a range of skills and techniques, personal qualities and attitudes essential for a successful career in the criminal justice sector.

You will be given a module handbook for each module before it begins - this will tell you how it will be delivered, how it will be assessed and the syllabus. It will include the module descriptor and indicative reading required for the module. If you want to know more about the modules, please ask the staff member indicated on the module handbook.

5.3 Student Virtual Learning Environment

The programme has a designated area on the Virtual Learning Environment (VLE). You will be able to access web links and important programme documentation such as Module Handbooks, Assignments, Student Programme Handbook, HE Study Guidelines, links to criminal justice (and related) agencies, and links to career opportunities within the field.

Access the VLE using the following link: <http://vle.sthelens.ac.uk>

To login, you will need your student network login (this can be found on your student card), your password is your date of birth in an eight-digit figure format (DD/MM/YYYY).

The VLE is an essential component to your learning experience and allows you to download key documentation and support material that will support and enrich your learning. You will be introduced to the VLE during the induction process.

In addition to Moodle you can also access the University of Chester equivalent called IBIS (Internet Based Information System). Through this you can access definitive module descriptors and all the academic regulations, policies and procedures with which you should familiarise yourself.

The information on IBIS is arranged in two categories:

5.4 Academic Programme and Policies and Procedures

Policy/Procedure	Originator (for further enquiries)	Route from IBIS Homepage
Academic Malpractice Procedure	AQSS	Support Departments > Academic Quality Support Services > Academic Malpractice
Academic Appeals Procedure	AQSS	Support Departments > Academic Quality Support Services > Academic Appeals
Assignment Submissions	Registry	Support Departments > Registry Services > Assignment Submission > Student Documentation
Bibliography Referencing	LIS	Support Departments > Learning & Information Services > Finding Information > Referencing
Results release dates	Registry	Support Departments > Registry Services > Results Publication
Regulations governing the Calculation of Degree Classification	Registry	Support Departments > Registry Services > Assessment Regulations
Regulations Governing Progression	Registry	Support Departments > Registry Services > Assessment Regulations
Evaluating and Monitoring Programmes of Study	AQSS	Support Departments > Academic Quality Support Services > Quality & Standard Manual Handbooks > Handbook D: Evaluation, Monitoring, and Review
Late Work/Extensions	Registry	Support Departments > Registry Services > Mitigating Circumstances
National Framework for Higher Education Qualifications	AQSS	Support Departments > Academic Quality Support Services > Quality & Standard Manual Handbooks > Handbook A: Design of Approved Academic Provision and Structures
Mitigating Circumstances	Registry	Support Departments > Registry Services > Mitigating Circumstances

Student Feedback	AQSS	Support Departments > Academic Quality Support Services> Quality & Standard Manual Handbooks > Requirements Governing Assessment of Students
Excess Word Count Policy and Guidance	Registry	Support Departments > Academic Quality Support Services > Quality & Standard Manual Handbooks > Handbook F Section 5: Requirements for the Marking of Assessed Work > Appendix 5c: Excess Word Count : Notes of Guidance to Staff and Students
Students at partner institutions	Registry	Support Departments > Registry Services > Partnerships And Support Departments > Academic Quality Support Services > Partnerships and Collaborative Provision > Information for Students

5.5 Student Experience: A Companion to the Quality & Standards Manual

This is a repository of information, advice and guidance to help and support you with your study. It contains:

- Student Related Policies of which you should make yourself aware.
- Student Related Guidance _ alphabetical lists of guides, forms statements and supporting information about policies and procedures.
- Fact sheets for the use of staff when supporting students.

Staff and students should be able to access the above documents through the following;

File Path; IBIS Home>Support Departments>Student Support and Guidance>The Student Experience-A Companion to the Quality & Standards Manual

http://ganymede.chester.ac.uk/index.php?page_id=163580

5.6 Overview of the Modules

Definitive module descriptors are available on SharePoint and can be accessed by clicking on the hyperlinks provided under each module. Full programme specifications are also published on your programme's VLE 'Moodle' site).

Level 6

SEMESTERS 1 and 2

Module: SO6810 Policing and Prisons 20 credits

Policing and Prisons aims to provide students with a historical perspective relating to the establishing and development of both the Police and Prison Service in England and Wales. It will direct students to research and analyse how political, social and economic factors play a major part in how these organisations operate and function in today's society.

Issues of race, institutional culture, and inter-agency working will be reviewed and critically evaluated. The concept of sentencing, punishment, rehabilitation and public perception will be considered, along with how the diverse modes of Policing operate in today's modern society.

Aiming to encourage students to engage in discovery learning by means of individual research, prompted by tutor direction, will be a primary purpose. This should further develop students understanding of the relationship between legislation, policing, practice and how the police and prison services have operated in the past and in current social and political circumstances.

<http://ganymede2.chester.ac.uk/moddesc/view.php?modcode=SO6810>

Module: SO6811 Substance Misuse and Crime 20 credits

Substance Misuse and Crime aims to explore the history, effects and risks of legal and illegal substances that are misused. It will develop a multi-perspective understanding of substance use and misuse both nationally and internationally by enabling students to apply sociological, historical, psychological and cultural perspectives to the study of this subject. It will examine the complex relationships between substance misuse and crime, including legislation and policy relevant to varying substances and criminal activity associated with them. The differing professional and organisational values and ethics that affect policy and law are addressed, as are the methods and philosophies regarding services available to those who misuse substances.

<http://ganymede2.chester.ac.uk/moddesc/view.php?modcode=SO6811>

Module: SO6812 Crime and Justice Practitioner 20 credits

The aim of this module will be to develop students understanding of the theoretical approaches to criminal justice and punishment. It will examine models of rehabilitation and punishment and how these in turn influence and affect the practices of criminal justice professional practitioners.

The aim is to provide a comprehensive understanding of the multi-agency approach and engage in critical analysis in relation to how successfully this has been achieved will be encouraged. Additionally, students will become aware of the importance of taking a client-centred approach and describe the ways in which effective client relationships can be built and maintained. In particular, students will be required to examine the meanings of 'dangerousness' and 'risk' in order to develop an understanding of pre-sentence assessments, protecting the public, and effectively managing offending behaviour.

<http://ganymede2.chester.ac.uk/moddesc/view.php?modcode=SO6812>

Module: SO6813 Law, Responsibility and Management 20 credits

The aim of this module is to provide learners with a clear understanding of the key principles relating to Contract and Civil Law from a management perspective. It will also aim to provide students with a working knowledge of Civil Law, Contract Law, & Management operating in practice within the Criminal Justice System.

<http://ganymede2.chester.ac.uk/moddesc/view.php?modcode=SO6813>

Module: SO6814 Dissertation 40 Credits

The Dissertation module aims to prepare students for the process of developing their identified area of focus into an eight-thousand-word research project. It aims to engage students in the process of secondary research using an eclectic mix of materials to facilitate their investigation, and present their findings. It will be restricted to non-empirical research only to ensure that ethical issues do not present students with obstacles to prevent achieving their goal.

<http://ganymede2.chester.ac.uk/moddesc/view.php?modcode=SO6814>

5.7 Assessment: Regulations, Strategy and Guidelines

This programme is validated by the University of Chester and is subject to their Assessment Regulations. These are contained in 'Handbook F' (Requirements Governing the Assessment of Students) of the 'Quality and Standards Manual Handbooks'. Your Programme Leader holds a copy. You can also access the regulations on your VLE *Moodle* site or directly from Portal using the hyperlink below.

University Centre St. Helens procedures are also compliant with QAA regulations.

Assessment

- Your programme will have a variety of assessment methods e.g. essays, practical work, seminars, presentations, exams, and reports. All formal assessment will be mark bearing.
- *Mark bearing* means that this piece of work contributes to the assessment of the Learning Outcomes and will contribute to the overall mark you achieve for the module.
- *Non-mark bearing* means any student activities normally undertaken in seminars or class time that are undertaken to help you improve your skills/knowledge before a mark bearing assessment takes place, but which do not form part of the formal assessment of the module.
- All work will be marked in accordance with the University of Chester generic marking criteria for levels four, five and six (see Appendix 1)
- The APA academic referencing system will be used for most written work on the programme and its application is included as part of your assessment. Information on this will be given to you in the form of a handout (available on *Moodle*). Tutors will also be on hand to help and advise with this system throughout your degree.

Assignments

- Mark bearing assessment is done through Assignments. The Module Handbook will detail all of the Assignments for the module.
- Assignments are set by the Module Leader and seen and agreed by the External Examiner for the programme.
- Look carefully at the number of assignments per module and the Learning Outcomes they are assessing. If a module has only one piece of assessed work, that piece of work needs to achieve a minimum mark of 40% to demonstrate successful competence in that area.
- Late submissions will only be accepted if they have followed the procedure as identified or will receive a mark of 0%
- Assignments will be given a percentage mark.
- All marks are provisional until the Assessment Board has met.
- All assignments contribute to the overall level of achievement for the module.
- An overall mark of 40% is needed before Credit for the module can be awarded.

Anonymous Marking of Assessed Work

Students will use a unique Assessment Number for all anonymous assignments and exams. This number will be different from your Student Number and will start with a G. The number will be available on the University of Chester Portal when you enrol at the beginning of the academic session. Normally only the student and Registry will have access to the Assessment Number. If you do not know your number or have forgotten it you can check via the Portal. All students will be issued with a new number for every academic session.

Prior to submission of any coursework you will be given a Module Assignment Coversheet. You should hand in the assignment with the coversheet attached to the registry department who will issue you with a receipt.

All anonymous assignments and exams will be marked without the marker knowing the identity of the candidates. The marker(s) shall refer to scripts by the assessment number (starts with a G) as entered on the front of the Module Assignment Coversheet by the student.

Module Assessment Boards

- The MAB meets at the end of the of the academic year. Your marks are only provisional until the MAB has met.
- Its purpose is to ensure that all of your work has been marked to the same standard. It has the authority to amend marks if it agrees that one piece of work has been marked more easily/strictly than others.
- The MAB takes each student's marks in turn and agrees the final mark for the module, i.e. if the module has three marked assignments, the panel will aggregate those three marks into one final mark for the module.
- When the final mark is 40% or above, the credits for the module are awarded to the student.
When the final mark is 39% or below the MAB will decide the remedial action to be undertaken by the student

Awards Assessment Board (AAB)

- The AAB meets at the end of the academic year to establish whether each student has passed a Level i.e. the student has achieved the necessary credits at the appropriate Level and can progress to Level 5 in the case of Level 4 students, and Level 6 in the case of Level 5 students, or is eligible for the BA (Hons) 'Top Up' Award on completion of Level 6.
- Should you not have achieved the 120 credits the AAB is empowered to facilitate your progression.

Compensation

This enables the AAB, in special circumstances, to allow progression despite failure. Applications for compensation will be considered at the AAB in accordance with current University of Chester regulations.

Submission of Work

All work must be submitted by the deadline stated in the module handbook. If there is some reason why you may find difficulty in meeting a deadline, you may submit a claim for mitigating circumstances (see section 5.6 below).

Illness and Absence

Students who cannot attend college due to illness or other personal circumstances should inform their Personal Tutors as soon as possible.

- If you are unwell and cannot attend ring and/or e-mail either the Programme Leader or your Personal Tutor. Contact details can be found in section 2 (The programme Team) of this programme handbook. Try to do this before 9.00 am so that messages can be sent to the lecturers.

- If you need to be absent because of a serious personal situation contact the Programme Leader or your Personal Tutor as soon as you can. Confidentiality will be respected.
- If your illness or absence is likely to present difficulties in meeting assignment deadlines or attending examinations, then please refer to the 'mitigating circumstances' section above or contact your programme leader for further advice.

Appeals against Assessment Decisions

A student who wishes to complain about a provisional mark should submit a case in writing to the programme leader, this will be forwarded to the Departmental Assessment Contact at the University of Chester, who shall investigate whether there has been a procedural or administrative irregularity and notify the student accordingly, in writing. Any such irregularity shall be reported to the Programme/Subject Assessment Board and, in exceptional cases, to the Awards Assessment Board. A student who wishes to complain about a mark following the final Awards Assessment Board of the academic session should follow the University's Appeals Procedure. Complaints against academic judgment are not permitted.

Feedback

Written feedback on coursework shall normally be available to students in good time to be of assistance in preparation for the next assignment (where applicable). Oral feedback can be offered for examination scripts. The department shall retain a varied sample of student work; all other work will be returned to students after the AAB at the end of the year. This usually occurs a few weeks after the end of the semester.

Exams

Written examinations are a part of all Degrees. They are important because they provide evidence of your ability to answer questions, use relevant knowledge and argue your answer under controlled conditions. If it is a while since you last did an exam it's worth considering the following advice:

- Whatever the length of the exam use a little time at the beginning to organise your thoughts and make some rough notes of key information to be used.
- Make sure you answer the question. The test here is to see if you can sift through ALL the information you know to use only that relevant to the answer.
- Even a short answer question needs a quick introduction (explain where the answer is taking the reader) and a concluding sentence/s (drawing the main points together with a final statement).
- Poor spelling and grammatical errors have to be taken into consideration by the marker, so leave a little time at the end to read through your answer and hopefully pick up and correct any spelling mistakes.
- If you have made rough notes draw a clear line through them so that the marker does not take them into consideration.
- If you are running out of time and still have key points to make add them as notes/a list, but remember to draw the markers attention to the fact that this is a part of your whole answer.
- The examiner **IS NOT** looking for a regurgitation of lecture handouts! S/he might have written those very sentences!

- The examiner **IS** looking for the command of understanding you have over your subject, how you have interpreted information given in class, how you are supporting your answer by additional research, and background reading that you have done to extend your knowledge of the lecture material, how you are showing evidence of intellectual understanding and application of the knowledge you have and how you are showing evidence of your ability to think as an independent person?
- Prepare for the exam as a person as well as a student, ie arrive early and have already woken up, wear something comfortable, look forward to the experience and be positive. In other words, do all that you can to make you feel confident.
- During the examination try to stay relaxed.

Portfolios

Another method of assessment used throughout the programme is the *portfolio*. This is a collection of evidence of your work which you will gather for particular modules, and may form the basis of your formal assessment. Amongst other things, these will include evidence demonstrating your efforts, concerns, progress and achievements, with an element of critical reflection or commentary. The purpose of the portfolio as a method of assessment is to encourage self-directed learning and enable you to monitor your own progress against identified goals and outcomes. Ultimately, a portfolio should track your learning process so that you are able to reflect on your experiences in a meaningful way, thus enhancing your professional ambition and skills base for the future. There are currently no portfolio submissions at Level 6.

Student Workload

Module leaders are encouraged to spread assessment through the semester where this is possible and practicable so assessment may be used formatively to *assist* learning as well as summatively to *test* student learning. It is intended that this will also allow students to manage their studies effectively in order to allocate appropriate time and consideration to each piece of work. Deadlines for the submission of all marked work together with schedules for examinations are indicated at the end of this Handbook. They have been set to allow for appropriate feedback to students and for re-submission of work where necessary, as well as to avoid (as much as possible) the end-loading of student work. Submission deadline dates can also be found in the module handbook for each module.

Handing in Assignments

The Department of Social and Political Science, has the facility to **submit online**, where practical (if impractical, this will be identified for you in your module handbook), via the online submission icon, available in the module learning spaces on Moodle.

NB. You must only submit work via your own student login for Moodle– and it is your responsibility to ensure that you can access it. Contact LIS in case of difficulties.

Turnitin Online Plagiarism Detection Service

The University subscribes to an online plagiarism detection service specifically designed for academic purposes. All electronically submitted work will automatically be put through this system and checked for academic malpractice including plagiarism.

For work submitted in 'hard copy' form you will be notified by your module leader if your work is to be checked in this way and you will be asked to submit an electronic version of your work. This requirement for your work to be provided may be additional to requirements for you to submit your work in 'hard copy'.

Word Count Penalties

When you are given details of an assessment, you will also be allocated a word count for this assignment (e.g. 2000 words). It is important that you adhere to the specified amount, as writing too little will not allow you to respond to the assessment brief adequately, and exceeding this amount may give you an unfair advantage over other students.

As a result, the University of Chester have a policy which applies a penalty for excessive word counts, so you could actually lose marks for writing too much. Writing critically but concisely is a skill which is expected at degree level, which is why word counts are in place.

It is also important to remember that **all text** in your written assignments count towards your word count, including direct quotations (but reference lists and appendices do not). So, this means if you are using quotations ensure you are only using the most useful information, as large blocks or excessive use of directly referenced text may not leave you adequate room to analyse the material and you may exceed your word count too.

It is vital that all work is referenced appropriately using the latest APA Referencing guidelines. Failure to do so may lead to concerns of academic malpractice (see 5.9 Academic Malpractice).

University of Chester Turnitin Policy

Introduction

This document sets out the coverage of the University's Turnitin Policy, access to Turnitin and acceptable use of the service. Further practical and operational detail is given in the *Staff Guide to Turnitin* and the *Student Guide to Online Submission*, which are reviewed annually.

Coverage

Students must submit all assessed work which can be handed in electronically to Turnitin for originality checking. This applies to all summative assessments submitted for a University of Chester award at levels Z, 4, 5, 6, 7, and taught provision at level 8. Students consent to this on enrolment, in their acceptance of the student contract.

Access

Access to Turnitin is provided through Moodle for staff and students on programmes leading to University of Chester awards only.

Acceptable use

Turnitin is used as a tool to:

- Help students embarking on a programme of study to understand the concept of academic integrity, and to develop academic writing skills appropriate for their discipline. All students at levels 4 and 7 will have the right to see the Turnitin originality report for one initial assignment, and to discuss it with a tutor, to develop their understanding of academic writing practices.
- Assist academic judgements regarding the originality of work submitted for assessment for University of Chester awards. The use of Turnitin does not replace academic judgement, and decisions about whether a piece of work may be plagiarised should not be based solely, or mainly, on the originality score. Matches should be scrutinised both individually and to see whether they form part of a pattern. Scrutiny must be undertaken by a member of academic staff, normally the first marker.

Staff should use Turnitin within the parameters set out in the *Staff Guide to Turnitin*, to ensure equitable practice across the University.

Students may only use Turnitin to submit their own work for assessments on their own programme of study. Further information and guidance about Turnitin and step by step instructions on submission procedures are provided in the *Student Guide to Online Submission*.

Electronic submission will only be accepted via the module's learning engine facility on Moodle (Assignment Submission). Submission must be via your own user account and not through another student's account.

Notes of guidance:

- Please use Microsoft Word documents only, we may not be able to open or print your document if you are using other software packages.
- If you submit a file that is unreadable we will not be able to accept your submission. You must resubmit and replace the submission with a readable file, however if this is done after the assignment deadline then late penalties will be applied.
- The hand-in deadline for electronic submission is **12noon** on the hand-in date. After this time your submission will be recorded as late and late penalties will be applied.
- **DO NOT** put your name on any part of the document you are submitting, if you do your work cannot be marked anonymously. However, **do make sure**

that you include your assessment number, in the top left corner of the document or include in the header or footer of the document.

- You must include your **module code, title, word count and your essay title or question** as headings. Please use Arial font, point 12, 1.5-line spacing, justify your text and include page numbers and word count.

Once the assignment has been sent, Moodle will send an acknowledgement to you, which will record the time the assignment was sent. **It is your responsibility to ensure that the correct assessment has been sent.** You can check this by clicking on the file you have posted.

The SPS department will be responsible for printing off the assignment. You should keep backup copies of all assignments sent electronically.

NB: You must also keep copies of notes, files or drafts of **ALL** of your assessments, until after the results have been confirmed. If necessary these might be required by assessors to check the originality of your work, or as back up if there are any problems with your original submissions.

The assignment deadline for electronic submissions is by **12.00 noon** on the day of submission. Assignments posted after this time will be recorded as late and penalties will be applied.

For further details on how to submit assignments electronically please find a step-by-step guide on your module e-learning pages.

Your Responsibilities

It is your responsibility to manage your programme i.e. to know where you should be, at what time, what you need to do to prepare for a session, what your deadlines are, to balance the demands of all your modules and to fulfil any agreed responsibilities. NB. Remember that your belongings are your responsibility. Don't leave valuables unattended. It's your programme and your time. Use them to achieve the best possible outcome for you.

It is your responsibility to familiarise yourself with all the information which St Helens College and the University of Chester issues in electronic or paper form.

University-wide information is available in two categories:

1. Academic Programme Policies and Procedures

Quality and Standards Manual Handbooks

http://ganymede.chester.ac.uk/index.php?page_id=1646093

2. Student Experience: A Companion to the Quality & Standards Manual

Student related policy and procedures:

https://ganymede.chester.ac.uk/index.php?page_id=1055443

Student related guidance:

https://ganymede.chester.ac.uk/index.php?page_id=1055445

Attendance

The College will expect you to make every effort to attend your sessions. Should your attendance fall below 80% in any module of the programme your ability to successfully complete may be at risk.

In consequence, student absences will be regularly reviewed. Repeated unexplained and unaccounted for absences will result in Personal Tutors contacting students and arranging pastoral tutorials where appropriate. It would be helpful, therefore, if students who need to be absent from College during a semester for any reason would notify their academic and personal tutors as well in advance as possible.

5.8 Mitigating Circumstances

Mitigating circumstances are those which may adversely affect a student's performance in assessment, and in respect of which a student formally advances a claim for special consideration.

All claims for mitigating circumstances shall be considered by the University's Mitigating Circumstances Board

Where claims for mitigating circumstances relate to assessment for which the deadline date has already passed, applications should be submitted on form MC1 (this form is available from your programme leader).

If seeking an extension to the deadline for the submission of an assignment which falls within the period set in the University timetable for the delivery and assessment of the module concerned, the student shall complete form EX1 (available from your programme leader) and submit along with accompanying medical or other evidence (signed by a doctor or other relevant authority), to the programme leader in advance of the deadline date.

If seeking an extension to the deadline for the submission of an assignment which falls after the period set in the University timetable for the delivery and assessment of the module concerned, the student is deemed to be seeking a deferral of assessment. S/he shall complete form DF1 (available from your programme leader). This form, with accompanying medical or other evidence (signed by a doctor or other relevant authority), should be submitted to the programme leader.

All claims should be supported with medical or other evidence (signed by a doctor or other relevant authority). The deadline date for submission shall be advertised at the beginning of the academic session. Claims submitted after the deadline date may, at the discretion of the Mitigating Circumstances Board, be considered, but in no circumstances shall claims be considered by the Mitigating Circumstances Board after the relevant Programme (or Subject) Assessment Board has taken place. The date of the written evidence must be concordant with the dates of the assessment for which mitigation is being sought.

Students must specify which component of the module(s) (e.g. written coursework; oral presentation; examination) is affected by their circumstances, and for which they are seeking mitigation. 'Blanket' applications (i.e. applications which seek to claim mitigation across all components of all modules) will not normally be accepted.

For more information on the University of Chester's policy concerning claims for mitigating circumstances, including categories and acceptable evidence in support of extensions/deferrals, see 'Handbook F' (Requirements Governing the Assessment of Students) of the 'Quality and Standards Manual Handbooks'. You can access this directly from Portal using the hyperlink below. Updated copies are also held by your programme leader, or accessible through your *Moodle* site.

http://ganymede2.chester.ac.uk/view.php?title_id=914946

5.9 Academic Malpractice

Academic Malpractice refers to cheating, attempts to cheat, plagiarism, collusion and any other attempts to gain an unfair advantage in assessments including written and practical assignments.

Specific practices which shall be deemed to constitute academic malpractice are:

a) Plagiarism, that is, where a student incorporates another person's work (including another student's as well as published sources) by unacknowledged quotation, paraphrase, imitation or other device, in a way which suggests that it is the student's original work. Work in this context is to be taken as any intellectual output being assessed for academic credit, and may include text, images, data, oral presentation, sound or performance.

Examples of plagiarism are:

- the verbatim copying of another's work without acknowledgement;
- the close paraphrasing of another's work by simply changing a few words or altering the order of presentation, without acknowledgement;
- unacknowledged quotation of phrases from another's work;
- the deliberate presentation of another's idea as one's own;
- copying or close paraphrasing with occasional acknowledgement of source may also be deemed to be plagiarism if the absence of quotation marks implies that the phraseology is the student's own;
- copying of data.

b) Copying, that is, reproducing verbatim another's work, for example, downloading and incorporating material from the internet or other electronic sources;

c) Collusion, that is, the conscious collaboration, without authorisation, between two or more students in the preparation and/or production of work which is ultimately submitted by each in an identical, or substantially similar, form, and is represented by each to be the product of her/his individual efforts. Collusion also occurs where there is unauthorised co-operation between a student and another person in the preparation and/or production of work which is presented as the student's own;

d) Submitting, or assisting in submitting, false evidence of knowledge and understanding, for example by submitting coursework from an outside source or which has been completed by another student;

e) Commissioning another person or persons to undertake an assessment which is then submitted in whole or part of a submission for academic credit;

f) Fabricating references or primary sources;

g) Falsifying data or record, that is, where data or record presented in laboratory reports, projects, dissertation, journalistic interview and so on, based on work purported to have been carried out by the student, has been invented, copied or otherwise obtained by the student;

h) Incorporating material which has been submitted, previously or simultaneously, in support of an application academic credit from this or any other awarding body, except for the purposes of drawing attention, for reference purposes only, to such work, or where resubmission of previously failed work has expressly been permitted.

i) Obtaining data unethically, or by methods which are not in receipt of formal, ethical approval;

j) Communicating with, or copying from, another person by any means during an examination;

k) Copying or gaining information from any unauthorised source, by any means, from either inside or outside of the examination room;

l) Introducing any written or printed material into the examination room unless expressly permitted by the rubric of the examination;

m) Introducing any electronically stored information into the examination room, unless expressly permitted by the rubric of the examination;

n) Gaining access, or attempting to gain access, to unauthorised material before or during an examination;

o) Being a party to impersonation in an examination;

p) Preventing or attempting to prevent another student's assessment taking place properly;

q) Fabricating evidence in support of a mitigating circumstances claim;

r) Fabricating evidence in support of an academic appeal;

s) Any other dishonest practice resulting in, or intended to result in, a student gaining an unfair advantage in assessment, or disadvantaging other students' assessments.

No case for academic malpractice shall be made on the basis of an anonymous accusation by one student against another.

In cases of plagiarism, where identical or very similar source material can be found in more than one location, an example source shall be regarded as evidence.

Where a formal accusation of academic malpractice has been made, the University shall not normally permit suspension of studies until the matter is resolved.

The College will comply with the University of Chester assessment regulations. Further information in relation to academic malpractice, disciplinary procedures, accusations and academic malpractice panels can be found in 'Handbook F' (Requirements Governing the Assessment of Students) of the 'Quality and Standards Manual Handbooks' which is available using the hyperlink below. Your Programme Leader holds a copy. You can also access the regulations on your VLE Moodle site.

https://ganymede.chester.ac.uk/view.php?title_id=42255

6. PROGRAMME MANAGEMENT

6.1 Roles & Responsibilities of the Programme Team

Programme Leader

The Programme Leader is responsible for the overall running of the programme ensuring the operational effectiveness, academic quality and development of the programme via liaison between students, programme team, senior staff, external examiner and employer representation.

Modules Leaders

The members of staff who are responsible for delivering and assessing specific areas of study within the programme.

Programme Team

The Programme Team comprises all staff involved in delivering and assessing the programme, and will meet as often as is necessary for effective running of the programme. Team members, with appropriate membership, will form the appropriate Assessment Boards in accordance with University of Chester regulations. Team members will also be responsible for pastoral care and assist students in personal development planning (PDP).

Staff Student Liaison Meetings (SSLM)

A Staff Student Liaison Meeting (SSLM) comprising the Programme Team, Student Representatives (at least one per level of Programme), representatives of the University of Chester, Director of College, and relevant cross-institutional staff (e.g. representative of Learning Resources) will supervise monitoring of operation and development of the programme, receiving reports from students and representatives from the University of Chester, identify items for action and receive reports on actions taken.

The SSLM will meet two times per year.

University of Chester Link Tutors

The University of Chester Link Tutors are available to give advice and guidance to the programme leader and team on programme management issues and on the University of Chester regulations, and to liaise between St Helens College and the University of Chester in order to encourage good practice.

Link Tutors are invited to all Staff Student Liaison Meetings (SSLM) and student representatives may raise issues at that forum as indicated.

6.2 Programme and Module Evaluation

At the end of each Module you will be asked to evaluate the content, delivery and assessment methods, i.e. to judge how successful the module has been in enabling the development of your knowledge and skills in that area. This information is taken to the SSLM for discussion and reflection.

At the end of each year the SSLM review the programme overall and a Programme Self Assessment and Action Document is written. This is then sent to the validating University (Chester) and the developments against the action plan points are monitored.

6.3 Communications

Student to Staff:

- Ensure that you know the names, room numbers and telephone numbers of your Programme Leader and Module Tutors.
- Staff operate an open door policy. Please remember to knock and ask when they are available.
- Feel free to approach staff at the end of a teaching session. Use your discretion when meeting in a social situation: there are times for work and times for relaxation.

Staff to Student:

Ensure you regularly visit your *Moodle* homepage where any items of news or events will be displayed, acting as a virtual noticeboard. Any items of importance will also be transmitted to students verbally during tutorials or classroom sessions

Deadlines are not flexible. If you do not meet coursework deadlines (or submit requests for Extensions, Deferral or Personal Mitigating Circumstances along with appropriate medical certificates as appropriate) you are likely to jeopardise the achievement of module credits and satisfactory completion of the programme.
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7. STUDENT SUPPORT & ADVICE

7.1 Personal Tutors & Student Support

If you need any help, either personally or in relation to your Programme there are several support mechanisms available to you as a student while you are enrolled at University Centre St Helens.

We can offer help and support for:

- If you are struggling academically
- Careers Advice
- Finance/Welfare advice and support
- Coping with a disability or learning difficulties
- Wellbeing Service

If you are having any problems with the content of your programme, firstly try to speak with your Module Leader. Remember we are here to help and we could well have already noticed that you need help. Your Module Leader will probably be able to resolve any academic problems you may have. Academic problems across all your modules should be voiced to your Personal Tutor.

You can always seek support from:

Personal Tutors

During enrolment you will be allocated a personal tutor who will be responsible for all the students within your level of study. This will be a member of the current programme team who will also be teaching you for modules on the programme. In the first instance, always turn to this person if you are having difficulty with your studies. Your Personal Tutor ensures that your learning experience, across all the modules you are studying, is a positive one. They will put time aside for meetings with students who have difficulties. If your Personal Tutor cannot help, they will refer you to the appropriate staff in Student Services.

Student Services

Within the main Reception area of St Helens College, support is available for a whole range of issues, queries or concerns. If you're unsure of who to contact or which department is best to help your individual situation, speak to your Personal Tutor.

Student Finance

The Finance and Welfare Officer can provide advice and guidance on a wide range of Finance and Welfare issues including providing information on locating student accommodation, signing contracts, paying bills. The Finance and Welfare Officer can offer tailored advice on applying for grants, student loans, hardship loans, grants, bursaries and assistance towards course fees.

Request an appointment through Student Services or telephone on 01744 623379.

Careers Advice

Free, impartial, individual careers guidance and information on employment and Higher Education opportunities is available for all students. Request an appointment through Student Services or telephone on 01744 623334.

7.2 Equal Opportunities & Students with Additional Needs

Any students who feel that they require extra assistance should contact the Programme Leader or the Head of Learner Support (Anne Ignatius on 01744 623260) who will then arrange referral to the appropriate service i.e. Learner Support Unit. Where necessary, students will be referred to the appropriate specialist advisers. The Learner Support Unit can offer support for the following:

- Dyslexia
- Specific Learning Difficulties
- Deafness, deafened and hard of hearing
- Blindness or Visual Impairment
- Learning Difficulties in General
- Physical Disabilities
- Mental Health

Equal Opportunities Policy Statement

University Centre St Helens strives to ensure that no student receives less favourable treatment on grounds of social background ability, age, disability, gender, sexuality, marital status, race, religion, colour, nationality or ethnic or national origin. No students should be disadvantaged by unjustifiable conditions or requirements. University Centre St Helens will examine any aspect of policy or service where reasonable evidence is presented that discrimination might exist. As proof of our commitment to this policy, action will be taken against unlawful and/or unacceptable behaviour. All University Centre St Helens staff have undertaken equal opportunities training.

It is the responsibility of all staff and students to implement and support this policy.

Students with Disabilities or Learning Difficulties

Students are required to identify any disabilities or learning difficulties including Dyslexia during the Admissions process. This information is treated as strictly confidential but University Centre St Helens has to be informed, before learning support can be arranged for any students requiring it. Following enrolment, students should indicate any potential issues immediately with the Programme Leader, who in turn, with the permission of the student, will notify any appropriate staff involved.

It is important that every student must realise that by not declaring a disability, the student may lose out on practical help available and possible financial support or access to specialist support throughout University Centre St Helens. University Centre St Helens complies with The Disabilities Discrimination Act 1995 and the Special Educational Needs & Disability Act [SENDA] 2001.

Chaplaincy

The chaplaincy offers a support service specialising in areas such as bereavement.

Childcare

Crèche Facilities are available at the Town Centre Campus for University Centre St Helens students who have children aged between 3 months and five years old. Advice for childcare is available from Student Services.

7.3 Student Benefits

As a student at University Centre St Helens, you have access to a range of exclusive offers and discounts from local retailers. You can also apply for an NUS Extra student discount card for a small cost which gives you access to nationwide discounts, promotions and competitions.

7.4 Student Voice

Student Representation

The role of a Student Rep is to both proactively seek and represent the views, questions and experiences of your academic peers to UCSH staff and to work in collaboration with UCSH staff to improve the academic experience that students receive during their time at UCSH. Each Student Rep is responsible for representing students in a particular course group.

Student Reps are likely to represent a wide variety of issues on behalf of their course including learning and teaching methods, research, assessment methods, support provided by personal tutors or module tutors, learning and research resources, facilities and academic events.

HE Student Forum

Student Reps are invited to attend a HE Student Forum each semester in order to meet College Managers and discuss any issues of concern on behalf of their group.

End of Semester Evaluations

Students are requested to complete an online evaluation at the end of each semester to feedback to managers about the course. 'You Said We Listened' feedback is then returned to students to update on the outcomes of issues raised.

Student Complaints Procedure

University Centre St Helens and University of Chester are committed to providing an environment that is conducive to study, and to aid this academic and support services are provided that will facilitate achievement of your target award. However, it is recognised that, from time to time, students may wish to raise concerns regarding the services provided.

If you have a complaint about your course, you should discuss it with your Module Leader. If this is not helpful, then go to your Programme Leader. If this does not resolve the issue you can talk to the Head of Department.

Besides enabling students to voice their concerns, the Complaints Procedure is an important source of information to help University Centre St Helens improve the services it provides. All complaints are taken seriously and students are not penalised for making a genuine complaint. If you are not satisfied with the level of service provided, the issue should be raised verbally with the person responsible for that service in the first instance. If you feel that the complaint has not been addressed appropriately, you should raise the issue, normally within 21 days of the matter arising under College Complaints Procedure via Student Services. A full copy of the University Centre St Helens Procedures can be found on request from the Programme Leader.

If you have exhausted the full college procedure and still feel that the procedures have not been followed correctly or the decision is unreasonable, you may appeal to the University.

7.5 Learning Resource Centre

The college library and resource centre can be found on the ground floor of the SKB building. You will become familiar with its facilities during induction week. St Helens College also provides virtual learning opportunities via Moodle.

As students of the University of Chester, you also have full membership rights to their facilities and resources at the Chester and Warrington campus' (www.chester.ac.uk). An 'away-day' is offered to first year students during the first semester where you can meet the link tutor and be introduced to their LRC centre. Maps are available on your Moodle site.

<p>St Helens College Library Smith Kline Beecham Building Tel: 01744 623256</p> <p>Opening hours: Monday 8.45 – 7pm Tuesday 8.45 – 7pm Wednesday 8.45 – 7pm Thursday 8.45 – 7pm Friday 8.30 – 4.30pm Sat/Sun - Closed</p>	<p>University of Chester Library Seaborne Library Tel: 01244 511234</p> <p>Opening hours: (Term time) Monday - Friday 8.30am - midnight Saturday and Sunday Midday - Midnight</p> <p>The 24/7 access available via the side entrance (opposite the Sports Field) when the library is closed</p>
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It may be useful to contact your chosen Learning Resource Centre prior to setting off on your journey to confirm opening and closing times, as times may vary during different times of the year.

St Helens College Library: 01744 623256

University of Chester (Seaborne Library): 01244 511234

7.6 General Advice and Use of the Internet

We all know the phrase 'proper planning prevents poor performance' and though clichéd it still encapsulates the key to success.

Your ability to manage your time effectively will have an effect upon the level of your achievement. Much of the work you have to do is not timetabled. Once you know your session times you need to work out a timetable that allows you to give each module the required number of preparation/individual study time. Note when all your assignments are due and try to schedule equal time for each one. The assignments have been devised to be a part of the overall learning experience and you may find that assignments use linking knowledge even though they come from different modules. The assessment schedule does spread the assignments throughout the semester, but inevitably there will be a sense of grouping towards the end and you need to be prepared for this level of demand.

Reading and researching beyond that given/suggested will help you to attain better marks and never under estimate the amount of time you will simply need to spend thinking! If you do struggle to manage your time help can be found in a number of ways. Asking for help will not be seen as incompetence – it is the sensible thing to do.

Internet – Conditions of Use

The College is pleased to offer you access to Internet facilities. It is important, however, that you take responsibility for acceptable use of these facilities. What is regarded as 'acceptable' is outlined below. Failure to operate in an acceptable way may result in withdrawal of access privileges or in disciplinary action being taken. An outline of what is regarded as being 'unacceptable' use is also indicated below.

Acceptable Use of the Internet

You may use the internet to communicate with other User Organisations attached to the Internet, so long as it is legal and does not contravene the aims and policies of the College. This also includes the use of e-mail where available.

You may not use the Internet for illegal or anti-social activities which include the following:

- To create or send any offensive, obscene or indecent images, data or other material
- To view, create, download or print pornographic material (note: if you are unsure about the legitimacy of any material, please check with your tutor)
- To create or send material which is designed or likely to cause annoyance, inconvenience or needless anxiety
- To create or send defamatory material
- To send material such that this infringes the copyright of another person
- To send unsolicited commercial or advertising material either to other User Organisations, or to organisations connected to other networks
- To gain deliberate unauthorised access to facilities or services accessible through the network
- To indulge in deliberate activities with any of the following characteristics:
 - corrupting or destroying other users' data
 - violating the privacy of other users
 - disrupting the work of other users
 - incurring financial or other contractual liability

- misuse of networked resources such as the introduction of 'viruses'
- wasting staff effort or networked resources.

Useful Websites

www.chester.ac.uk

www.sthelens.ac.uk

Indicative Reading Material

Reading lists for your modules will be provided within the Module Handbooks. A useful additional text that you may find helpful is *The Good Study Guide* published by the Open University which provides a lot of advice to help you improve your study skills.

8. OTHER IMPORTANT INFORMATION

8.1 Safeguarding & DBS Compliance

All students and staff at St Helens College must adhere to the institutional policies regarding the safety and well-being of children and vulnerable adults. The Disclosure and Barring Service (DBS) replaced the helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA).

Given the possible nature of the work placement opportunities that some students may become involved with, information regarding these policies will be referred to during induction and reviewed in more detail in the Personal, Academic and Professional Development module very early on in the Programme. The process of acquiring DBS Checks will be facilitated during these sessions.

The onus will be on individual students to ensure that they instigate this process in advance of commencing their placement. Whilst the College is happy to provide financial assistance, students are expected to be pro-active with regards to ensuring their DBS paperwork is in place before commencing their placement.

Further information can be found on the link below:

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

8.2 Health & Safety Policy Statement

Health and Safety is the responsibility of all students in the College. General Health and Safety guidelines are included in the College Handbook.

You will be introduced to the health and safety requirements of specific programme areas and equipment during induction week and throughout the programme.

If you have an accident whilst in College or on an authorised visit you must report it to either your class lecturer or the Programme Leader.

An accident form will be completed by the tutor/Programme Leader.

For all accidents:

- Determine continuing danger and extent of injury
- Summon help from the nearest member of College staff who will
- Ensure that a FIRST AIDER is contacted
- Ensure that the injured are accompanied until help arrives

Other First Aid is available by:

- Contacting Reception – dial 0 on an internal phone

If you hear the Fire Alarm:

- Leave the building by the quickest available route
- Proceed to your assembly point (Fire Assembly Points, along with Fire Drill Procedures will be highlighted within your induction)

8.3 Data Protection Statement

The University of Chester is registered as a Data Controller with the office of the Information Commissioner as required under the Data Protection Act 1998. The University will only process student data in accordance with the Data Protection Act and for the purposes notified to the Information Commissioner.

8.4 Disciplinary Procedure

St Helens College and the University of Chester are committed to establishing good working relationships between staff and learners and also are committed to giving support, advice and guidance to learners to improve their conduct and behaviour. Where appropriate complaints of misconduct should, wherever possible, be dealt with informally by consultation between the student(s) and the appropriate staff concerned. Informal counselling may form part of the procedure and, conducted at an early stage, may help prevent the escalation of a problem into a formal disciplinary matter.

8.5 Grievances and Complaints Procedure

St Helens College and the University of Chester are committed to providing an environment that is conducive to study, and to aid this academic and support services are provided that will facilitate achievement of your target award. However, it is recognised that, from time to time, students may wish to raise concerns regarding the services provided.

Besides enabling students to voice their concerns, the complaints procedure is an important source of information to help the College improve the services it provides. All complaints are taken seriously and students are not penalised for making a genuine complaint.

Students are advised to raise the issue as early as possible with staff, to ensure the matter can be dealt with promptly. A number of basic steps should be taken to ensure that complaints are administered fairly and equitably:

- If a student is not satisfied with the level of service provided, the issue should be raised verbally with the person responsible for that service in the

first instance. Students may also raise matters with their tutor or with the Programme Leader, and, if necessary, with the Head of Department.

Advice and support are also available from the University of Chester Students' Union
Telephone: 01244 511574 or 01244 513535 or log onto www.chestersu.com

APPENDICES

APPENDIX 1

University of Chester

GENERIC MARKING CRITERIA: LEVELS FOUR, FIVE, SIX

The assessment criteria are used to measure student performance: how well you have fulfilled the specific learning outcomes of the module. The same criteria can apply to each level, because the learning outcomes are graduated by level. The learning outcomes at different levels define the complexity of understanding and skills that you must achieve in that module.

The criteria offer descriptions of standards of achievement relating to four types of learning outcome, and four separate charts of these appear below:

- Knowledge and understanding
- Cognitive skills
- Practical or professional skills
- Communication skills.

There are various descriptors under these headings, describing different aspects of understanding or skill. Assessors use the ones that apply to the particular outcomes you should demonstrate: if the learning outcomes of your module do not require (for example) practical skills, then those criteria do not apply.

Because not all of the criteria will apply to each module, different departments and faculties in the University may customise these criteria to describe how they apply to your particular area of study or to a particular type of assessment. They may also

The University classifies Honours Degrees and awards Foundation Degrees (FD) with Distinction and Merit. A brief summary of the broad characteristics of each class is given here, but you should consult the full grids below to fill out the detail and full range of descriptors. Classifications are made at the point of award, using a formula set out in the Principles and Regulations. Further details and examples may be found on the Registry Services Portal pages.

Honours Degrees	1 st	2.1	2.2	3 rd	Fail
Foundation Degrees	Distinction	Merit	Pass	Pass	Fail
<i>Knowledge and understanding</i>	Excellent command of highly relevant, extensively-researched material; very sound understanding of complexities.	Clear, sound understanding of subject matter; breadth and depth of material, accurate and relevant.	Basic knowledge sound but may be patchy; reasonable range of source material.	Limited consistency of depth and accuracy of detail; background material relevant but over-reliant on few sources.	Content may be thin or irrelevant; scant evidence of background investigation.
<i>Cognitive skills</i>	Convincing ability to synthesise a range of views or information and integrate references sophisticated perception, critical insight & interpretation; logical, cogent development of argument.	Ability to synthesise a range of views or information and incorporate references; perceptive, thoughtful interpretation; well-reasoned discussion; coherent argument.	Evidence of drawing information together; ideas tend to be stated rather than developed; attempt made to argue logically with supporting evidence, although some claims may be unsubstantiated.	Limited perspective or consideration of alternative views largely descriptive; some ability to construct an argument but may lack clarity or conviction, with unsupported assertion.	Superficial use of information; explanations may be muddled at times; poorly structured, little logic; may have unsubstantiated conclusions based on generalisation.

customise them to show how they interpret and apply them at different levels (4–6). In these cases, they will publish the criteria for you to see. These discipline-specific, task-specific and level-specific criteria will always conform to the institutional criteria set out here: they will specify, not contradict them.

<i>Practical or professional skills</i>	Expert demonstration, and accomplished and innovative application of specialist skills; very high level of professional competence.	Good performance; capable and confident application of specialist skills; substantial level of professional competence.	Mostly competent and informed application of specialist skills; sound level of professional competence.	Sufficient evidence of developing specialist skills; satisfactory level of professional competence.	Little evidence of skill development or application; questionable level of professional competence.
<i>Communication skills</i>	Very clear, fluent, sophisticated and confident expression; highly effective vocabulary and style; near perfect spelling, punctuation and syntax.	Clear, fluent, confident expression; appropriate vocabulary and style; high standard of accuracy in spelling, punctuation and syntax.	Clearly written, coherent expression; reasonable range of vocabulary and adequate style; overall competence in spelling, punctuation and syntax.	Expression, vocabulary and style reasonably clear but lack sophistication; inaccuracies in spelling, syntax and punctuation do not usually interfere with meaning.	Expression of ideas insufficient to convey clear meaning; inaccurate or unprofessional terminology; many errors in spelling, punctuation and syntax.

KNOWLEDGE & UNDERSTANDING	<i>90–100</i> <i>(1st class/FD Distinction)</i>	<i>80–89</i> <i>(1st class/ FD Distinction)</i>	<i>70–79</i> <i>(1st class/FD Distinction)</i>	<i>60–69</i> <i>(upper second/FD Merit)</i>	<i>50–59</i> <i>(lower second/FD Pass)</i>	<i>40–49</i> <i>(third class/FD Pass)</i>	<i>30–39</i> <i>(Fail/FD Fail)</i>	<i>20–29</i> <i>(Fail/FD Fail)</i>	<i>10–19</i> <i>(Fail/FD Fail)</i>	<i>0–9</i> <i>(Fail/FD Fail)</i>
<i>Range and relevance of reading and research</i>	Far-reaching investigation and insight	Comprehensive research and coverage of topic integrating wide range of academic sources	Excellent command of highly relevant, extensively-researched material	Wide range of core and background reading, effectively used	Reasonable range of reading; references to relevant but not wide variety of sources	Background reading mostly relevant but over-reliant on few sources	Scant evidence of background reading; weak investigation	No evidence of relevant reading	No evidence of reading	No use of sources
<i>Breadth and depth of knowledge</i>	Develops new knowledge or novel perspective going beyond the literature	Extensive subject knowledge with detailed insight into and understanding of relevant theory	Extensive, thorough coverage of topic, focused use of detail and examples	Breadth and depth of coverage, accurate and relevant in detail and example	Content generally relevant and accurate, most central issues identified; basic knowledge sound but may be patchy	Fairly basic knowledge, limited consistency of depth and accuracy of detail; not all aspects addressed, some omissions	Contains very slight detail; content may be thin or irrelevant; issues poorly identified	Little relevance of content; unacceptably weak or inaccurate knowledge base	Knowledge base extremely weak; content almost entirely irrelevant or erroneous	Material not relevant or correct; no evidence of knowledge
<i>Understanding of subject matter and theory</i>	Work produced could hardly be bettered when produced under parallel conditions	Sophisticated understanding of complexities of key theoretical models, concepts and arguments	Excellent, very sound understanding of complexities of key theoretical models, concepts and arguments	Clear, sound understanding of subject matter, theory, issues and debate	Reasonable level of understanding of subject matter, theory and ideas; main issues satisfactorily understood	Partial understanding of subject matter, core concepts and relevant issues; basic reference to theory	Very little understanding of subject matter, ideas and issues; may be issue of misreading/ misinterpretation of question	Significant weaknesses and gaps in understanding of subject matter, ideas and issues; misunderstanding of question	Devoid of understanding of subject matter, ideas and issues	No relevant understanding evident; response to question virtually nil
<i>Textual studies</i>	Outstanding engagement with text	Sophisticated engagement with text	Excellent, consistent engagement with text	Good, careful engagement with text	Reasonably good ability to respond to text	Some ability to respond to the text	Inadequate familiarity with the text	Little awareness of text	Misunderstanding of text	No reference to text
<i>Contextual studies</i>	Outstanding understanding of	Sophisticated understanding of	Comprehensive understanding of	Good understanding of	Sound, but may be limited, understanding of	Adequate but partial understanding of	Weak understanding of	Lack of understanding of	Inaccurate reference to	No awareness demonstrated

	artistic or critical context	of artistic or critical context								
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COGNITIVE SKILLS	90–100 <i>(1st class/FD Distinction)</i>	80–89 <i>(1st class/FD Distinction)</i>	70–79 <i>(1st class/FD Distinction)</i>	60–69 <i>(upper second/FD Merit)</i>	50–59 <i>(lower second/FD Pass)</i>	40–49 <i>(third class/FD Pass)</i>	30–39 <i>(Fail/FD Fail)</i>	20–29 <i>(Fail/FD Fail)</i>	10–19 <i>(Fail/FD Fail)</i>	0–9 <i>(Fail/FD Fail)</i>
<i>Selection and use of information</i>	Outstanding level of original synthesis, analysis, argument and evaluation	Creative, innovative synthesis of ideas	Convincing ability to synthesise a range of views or information and integrate references	Ability to synthesise a range of views or information and incorporate references	Evidence of drawing information together	Little discrimination in use of material; limited perspective or consideration of alternative views	Superficial use of information, minimal association; references not integrated	Incorrect use of material or information	Little or no use of material or information	Little or no use of material or information
<i>Interpretation of information</i>	Work produced could hardly be bettered when produced under parallel conditions	Sophisticated perception, critical insight and interpretation	Excellent perception, critical insight and interpretation	Perceptive, thoughtful interpretation	Sound explanation; this may be partly descriptive and factual; ideas tend to be stated rather than developed	Some interpretation or insight; may be largely descriptive, or superficial; over-reliance on narrative or anecdote for explanation	Little attempt to interpret material, or merely descriptive; explanations may be muddled at times	Purely descriptive; very limited discussion	Any attempt at discussion limited to personal view; no discernible insight	No interpretation of information
<i>Critical analysis using theory</i>	Work produced could hardly be bettered when produced under parallel conditions	Challenging, comprehensive critical analysis sustained throughout	Very good depth and breadth of critical analysis; sustained, thorough questioning informed by theory	Consistent development of critical analysis and questioning, using theory	Some attempt at critical analysis using theory; may be limited and lack consistency or conviction	Some evidence of rationale; minimal attempt to examine strengths and weaknesses of an argument	Limited breadth and depth of analysis, inadequate critical skills; shallow and superficial	Lacking or erroneous analysis; negligible evidence of thought	Isolated statements indicating lack of thought	Isolated statements indicating lack of thought
<i>Structure and argument</i>	Work produced could hardly be bettered when produced	Authoritative and persuasive argument	Excellent organisation of ideas; clear, coherent structure and	Logically structured; good organisation of ideas; well-	Reasonable structure; organisation may lack some logical	Basic structure; may be some repetition or deviation; some ability to	Poorly structured, little logic;	Structure confused or incomplete; poor if any relationship	Lack of recognisable structure or reference to argument; no	Lack of evidence of reasoning

	under parallel conditions		logical, cogent development of argument	reasoned discussion; coherent argument	progression; attempt made to argue logically with supporting evidence, although some claims may be unsubstantiated	construct an argument but may lack clarity or conviction, with unsupported assertion	may have unsubstantiated conclusions based on generalisation	between introduction, middle and conclusion; lack of evidence to support views expressed	related evidence or conclusions	
<i>Awareness of self-development, and /or personal engagement</i>	Thorough and sophisticated appreciation of learning gained and impact on self; pertinent personal analysis; imaginative, insightful, creative	Thorough and sophisticated appreciation of learning gained and impact on self; pertinent personal analysis; imaginative, insightful, creative	Thorough appreciation of learning gained and impact on self; pertinent personal analysis; imaginative, insightful, creative	Good awareness of learning and self-development; pertinent personal comment; some freshness of insight, some creative thinking and imagination	Reasonable awareness of learning and self-development; may show a little indication of originality or personal engagement	Some awareness of learning and self-development; personal engagement only very slight	Little or muddled awareness of learning and self-development; minimal appraisal	Discussion of own learning and development incoherent ; issues are not appraised	Very little evidence of self-awareness	No evidence of self-awareness
PRACTICAL OR PROFESSIONAL SKILLS	90–100 <i>(1st class/FD Distinction)</i>	80–89 <i>(1st class/FD Distinction)</i>	70–79 <i>(1st class/FD Distinction)</i>	60–69 <i>(upper second/FD Merit)</i>	50–59 <i>(lower second/FD Pass)</i>	40–49 <i>(third class/FD Pass)</i>	30–39 <i>(Fail/FD Fail)</i>	20–29 <i>(Fail/FD Fail)</i>	10–19 <i>(Fail/FD Fail)</i>	0–9 <i>(Fail/FD Fail)</i>
<i>Specialist skills</i>	Outstanding expertise and flair in the application of specialist skills	Sophisticated expertise and flair in the application of specialist skills	Expert demonstration, accomplished and innovative application of specialist skills	Good performance; capable and confident application of specialist skills	Mostly competent and informed application of specialist skills	Sufficient evidence of developing specialist skills	Little evidence of skill development or application	Very little evidence of specialist skill development	Minimal evidence of specialist skill development	No evidence of skill development

<i>Integration of theory and practice</i>	Skilled integration of theory and practice	Skilled integration of theory and practice	Skilled integration of theory and practice	Useful links drawn between theory and practice	Consideration of related theory and practice	Consideration of both theory and practice, which may be uneven	Uneven balance between theory and practice	Little appreciation of theory in practice	Relationship between theory and practice not evident	No awareness of theory in practice evident
<i>Professional competence</i>	Extremely high level of professional competence	Extremely high level of professional competence	Very high level of professional competence	Substantial level of professional competence	Sound level of professional competence	Satisfactory level of professional competence	Questionable level of professional competence, e.g. may be some evidence of unsafe practice	Lack of professional competence	Serious lack of professional competence	Professional incompetence
<i>Reflective practice</i>	Sophisticated reflection on personal and professional practice	Sophisticated reflection on personal and professional practice	Clear and insightful reflection on personal and professional practice	Clear understanding, reflection and evaluation of implications for personal and professional practice	Sound reflection on personal and professional practice	Adequate but limited reflection on personal and professional practice issues	Inadequate reflection on personal and professional practice issues	Slight, if any, reflection or reference to personal and professional practice	Slight, if any, reflection or reference to personal and professional practice	Slight, if any, reflection or reference to personal and professional practice
<i>Technical understanding and use of materials</i>	Excellent technical understanding and judgement; work produced could hardly be bettered when produced under parallel conditions	Excellent technical understanding and judgement; exceptional level of competence in use of materials and appropriate application of working processes and techniques	Thorough technical understanding and judgement; excellent level of competence in use of materials and appropriate application of working processes and techniques	Accurate technical understanding and judgement; good level of competence in use of materials and appropriate application of working processes and techniques	Mostly accurate technical understanding and judgement; satisfactory level of competence in use of materials and appropriate application of working processes and techniques	Adequate though only partially accurate technical understanding and judgement; adequate level of competence in use of materials and application of working processes and techniques	Slight technical understanding and judgement, with inaccuracies; lack of competence in use of materials and erroneous application of working processes and techniques	Feeble technical understanding and judgement; incompetence in use of materials and erroneous application of working processes and techniques	Almost no technical understanding or judgement; serious incompetence in use of materials and erroneous application of working processes and techniques	No technical understanding or judgement; uninformed and arbitrary use of material, methods, processes and techniques

<i>Relationship between content, form and technique</i>	Work produced could hardly be bettered when produced under parallel conditions	Excellent design and sophisticated relationship between content, form & technique	Excellent design; strong relationship between content, form & technique	Good design; meaningful relationship between content, form & technique	Fair design; generally sound relationship between content, form & technique	Adequate evidence of some relationship between content, form & technique	Limited or unresolved relationship between content, form & technique	Very limited relationship between content, form & technique	Minimal evidence of understanding of relationship between content, form & technique	No evidence of understanding of the relationship between content, form & technique
<i>Analysis of performance</i>	Outstanding critical analysis of performance	Sophisticated critical analysis of performance	Strong and thorough critical analysis of performance	Good critical analysis of performance	Sound analysis of performance	Adequate analysis of performance	Limited information about performance	Very limited information about performance	Insufficient evidence of knowledge of performance	No evidence of knowledge of performance

COMMUNICATION SKILLS	90–100 <i>(1st class/FD Distinction)</i>	80–89 <i>(1st class/FD Distinction)</i>	70–79 <i>(1st class/FD Distinction)</i>	60–69 <i>(upper second/FD Merit)</i>	50–59 <i>(lower second/FD Pass)</i>	40–49 <i>(third class/FD Pass)</i>	30–39 <i>(Fail/FD Fail)</i>	20–29 <i>(Fail/FD Fail)</i>	10–19 <i>(Fail/FD Fail)</i>	0–9 <i>(Fail/FD Fail)</i>
<i>Written vocabulary and style</i>	Exceptional clarity and coherence; highly sophisticated expression; work produced could hardly be bettered when produced under parallel conditions	Extremely well-written, with accuracy and flair; Highly sophisticated, fluent and persuasive expression of ideas	Very clear, fluent, sophisticated and confident expression; highly effective vocabulary and style	Clear, fluent, confident expression; appropriate vocabulary and style	Clearly written, coherent expression; reasonable range of vocabulary and adequate style	Expression, vocabulary and style reasonably clear but lack sophistication	Expression of ideas insufficient to convey clear meaning; inaccurate or unprofessional terminology	Lack of clarity, very poor expression; style inappropriate, terminology inadequate and inappropriate	Inaccuracies of expression and vocabulary render meaning of written work extremely unclear	Incoherent expression
<i>Spelling, punctuation and syntax</i>	Near perfect spelling, punctuation and syntax	Near perfect spelling, punctuation and syntax	Near perfect spelling, punctuation and syntax	High standard of accuracy in spelling, punctuation and syntax	Overall competence in spelling, punctuation and syntax, although there may be some errors	Inaccuracies in spelling, punctuation and syntax do not usually interfere with meaning	Many errors in spelling, punctuation and syntax	Many serious errors of spelling, punctuation and syntax	Many serious errors of even basic spelling, punctuation and syntax	Heavily inaccurate; inappropriate use of language
<i>Referencing</i>	All sources acknowledged and meticulously presented	All sources acknowledged and meticulously presented	All sources acknowledged and meticulously presented	Sources acknowledged and accurately presented	Sources acknowledged and referencing mostly accurate	Sources acknowledged; references not always correctly cited/presented	Referencing incomplete or inaccurate	Referencing inaccurate or absent	No attempt at referencing	No attempt at referencing
<i>Presentation skills</i>	Complete accuracy in presentation; highly autonomous, thorough and	Great clarity and maturity of presentation; independence in extensive	High standard of presentation; evidence of thorough planning, preparation	Good standard of presentation; well-organised; relevant	Presentation generally sound, maybe some weaknesses; fairly good organisation,	Some confidence in presentation, with some lapses; adequate organisation,	Few presentation skills; weaknesses of organisation,	Ineffective presentation skills; serious deficiency in organisation,	Inadequate presentation skills; almost no evidence of organisation,	Presentation totally ineffective; no evidence of organisation,

	well-managed approach	planning and preparation	and organisation	planning and preparation	planning and preparation	planning and preparation	planning and preparation	planning and preparation	planning or preparation	planning or preparation
<i>Dialogic skills</i>	Outstanding ability to stimulate and enable discussion	Excellent ability to stimulate and enable discussion	Excellent ability to stimulate and enable discussion	Clear evidence of ability to stimulate and facilitate discussion	Capable attempts at participation in discussion	Adequate participation in discussion	Little constructive participation in discussion	Inadequate attention given to discussion	No attention given to discussion	No attention given to discussion

