



Flexible Combined Honours

Student Handbook

2017 – 2018

STREATHAM / ST LUKE'S

PHYSICS BUILDING ADMINISTRATIVE HUB • UNIVERSITY OF EXETER • STOCKER ROAD • EXETER • EX4 4QL

FROM SUMMER 2018 – PETER CHALK ADMINISTRATIVE HUB • UNIVERSITY OF EXETER • STOCKER ROAD
• EXETER • EX4 4QD

PENRYN

PETER LANYON BUILDING, SID DESK • UNIVERSITY OF EXETER • PENRYN • TR10 8RD

EMAIL: PENRYN info.penryn@exeter.ac.uk • STREATHAM / ST LUKE'S info.peterchalk@exeter.ac.uk

WEBSITE: www.exeter.ac.uk/fch

The Flexible Combined Honours degree programme

Welcome to your degree programme.

At the University, Flexible Combined Honours is usually referred to as FCH. It will be referred to in that way throughout this handbook.

Guidance and regulations in this Handbook are in accordance with the University of Exeter's *Teaching and Quality Assurance Manual* (TQA) (<http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/>), and the procedures of FCH.

Any questions as to the content of this Handbook should be addressed to the FCH Hubs in Penryn or Streatham.

It is hoped that this handbook is accurate and reliable. Our apologies if there are any errors or omissions. If you notice anything that needs amending or adding, do please let the FCH staff know.

If using this handbook onscreen, click on a section heading in the Contents listing to go straight to that section.

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1. Where can I find out things?

This handbook is intended to provide you with an introduction to many aspects of your FCH degree.

Much more detailed information, and covering a much wider area, can be found on the FCH web pages: www.exeter.ac.uk/fch

Your student portal, iExeter, will provide you with routes into many types of information.

You can find information relating to your subject areas on their own web pages and in the handbooks provided by those subjects.

The FCH staff are available to help you:

Penryn

- Administrator – Bea Underwood – SID, Peter Lanyon, 01326 254453 – info.penryn@exeter.ac.uk
- Academic lead – Dr Rachel Hogden – info.penryn@exeter.ac.uk

Streatham

- Administrator – Tim Seelig – Physics Building Administrative Hub until summer 2018, then in the Peter Chalk Administrative Hub, 01392 725325 – info.peterchalk@exeter.ac.uk
- interim Director – Dr Rachel Hogden, 01392 725325 – info.peterchalk@exeter.ac.uk
- FCH modules – Dr Mike Dobson – m.j.dobson@exeter.ac.uk

Office hours are as advertised on the office doors.

A very wide range of enquiries can be made at the Student Information Desk (SID) in the person, via the student portal, by phone or by email. See – www.exeter.ac.uk/students/services/sid/

The College and departmental Hubs for each of your subject areas can help with module-related information.

The FXU (Penryn) and Guild of Students (Streatham) provide many types of information. See:

- FXU – www.fxu.org.uk/
- Guild – www.exeterguild.org/

2. Term Dates

2017–18

Autumn Term: Monday 25 September – Friday 15 December

Spring Term: Monday 8 January – Thursday 29 March

Summer Term: Monday 30 April – Friday 15 June

The dates given above are for standard University terms: however, for some programmes of study the dates of required attendance may vary, e.g. fieldtrips.

For term dates for subsequent years see www.exeter.ac.uk/about/facts/termdates/

3. What is Flexible Combined Honours?

Flexible Combined Honours (FCH) is a degree programme that lets you combine subjects that otherwise would not be available in combination at Exeter.

Most FCH students study two subjects, but three are also possible.

FCH also allows the creation of *themed pathways*, in which students can assemble academically-appropriate modules from a range of departments to create their own, potentially unique, study area. Past examples have included Military History, Mediterranean Studies, and Ancient Ethics. A themed pathway can form all or part of a degree.

FCH allows students to change their subjects during their degree. This usually happens in the first or second years, but can sometimes be possible in the final year.

FCH students are encouraged to add vocational elements to their degrees, such as languages and work experience modules.

Including study abroad or a year in industry as part of a FCH degree is also very strongly encouraged (see below).

Students enter FCH either through UCAS as first-year, direct entrants or transfer into FCH at some point during their time at Exeter. There are no time constraints on transfers into FCH, but there is an application process (via the FCH Hub) which ensures that a transfer is viable and academically appropriate.

4. Who looks after FCH?

The day-to-day running of FCH is by the FCH Director (Dr Rachel Hogden) and the FCH Administrators (Bea Underwood for Penryn and Tim Seelig for Streatham). Dr Mike Dobson looks after the FCH modules. (www.exeter.ac.uk/fch/staff.php).

Subject-specific advice and information for FCH are provided by academics in each of the main subject areas that are involved with the degree. These colleagues are known as 'FCH subject coordinators'.

A list of the current coordinators is at www.exeter.ac.uk/fch/subject-co-ordinators.php

The overall running of the degree is looked after by the FCH Board of Studies. Membership of the Board includes the Associate Dean of Education for Humanities (who chairs it), the FCH Director, the subject coordinators and student representatives. It meets at least once a term. There is also a FCH Strategy Board which oversees long-term matters.

5. What is a FCH student?

You are studying your degree at Exeter through Flexible Combined Honours. Because of that you are usually referred to as a FCH student.

This means that you 'belong' to FCH rather than any other academic area of the University and the overall academic responsibility for your academic studies comes under FCH.

Each of your subject areas will regard you as one of their students as regards your individual modules (see below for discussion about modules). The subject will look after the details of your modules, e.g. allocating you to modules, liaising about assessments, timetables, attendance etc.

The term 'FCH' is only really used within the University, by UCAS when you applied, and by Student Finance, as this is the 'programme' (see below) that you are on. As far as your friends, the 'outside world' and employers are concerned, for example, FCH students usually simply say they are at Exeter studying a degree in "X" and "Y" and do not mention FCH at all. This is totally in order and keeps things simple and effective when communicating to others.

6. What are Colleges?

The University comprises a number of large academic units known as 'Colleges'. Each of these is a grouping of related subjects, for which they are responsible:

Business (UEBS) – Accounting, Economics, Finance, Management Studies, Organisation Studies – <http://business-school.exeter.ac.uk/>

Humanities (HUMS) – Archaeology, Art History & Visual Culture, Classics & Ancient History, Drama, English, Film Studies, History, Liberal Arts, Modern Languages, Theology & Religion – <http://humanities.exeter.ac.uk/>

Life and Environmental Sciences (CLES) – Biochemistry, Biosciences, Geography, Natural Sciences, Psychology, Sport & Health Sciences – <http://lifesciences.exeter.ac.uk/>

Engineering, Mathematics and Physical Sciences (CEMPS or EMPS) – Computer Science, Engineering, Mathematics, Physics – <http://emps.exeter.ac.uk/>

Medical School – Medicine, Medical Sciences – <http://medicine.exeter.ac.uk/>

Social Sciences and International Studies (SSIS) – Arabic & Middle East Studies, Anthropology, Criminology, Education, International Relations, Law, Philosophy, Politics, Sociology, Strategy & Security – <http://socialsciences.exeter.ac.uk/>

FCH is part of the College of Humanities, but runs across the University.

As you can see from the subjects listed for each College, your subjects may reside in one or more of the Colleges.

When you are talking to staff you may commonly hear them use the acronym abbreviations for Colleges (e.g. SSIS – pronounced ‘siss’; CEMPS – pronounced ‘semps’), just to warn you, so it is worth learning the ones relevant to your subjects.

7. College and FCH administration

Each College has its own module administration procedures. Some of these will be the same, but others will differ, so you need to make sure you ascertain and follow the correct procedures for each module. The College handbooks and their web pages will provide the appropriate information in this respect.

Each College has one or more administrative Hubs where you can get help and advice. The Hub usually relates to the subject areas based in the building in which the Hub is located.

The main Hubs for FCH are:

- Penryn – Peter Lanyon Building, SID desk.
- Streatham / St Luke’s – until summer 2018 in the Physics Building, after that in the Peter Chalk Building

8. Your Degree Programmes

FCH delivers the following four degree programmes:

- Flexible Combined Honours – three years
- Flexible Combined Honours with Study or Work Abroad – four years
- Flexible Combined Honours with Study and Work Abroad – four years
- Flexible Combined Honours with UK Work Experience – four years

All are awarded as BA or BSc degrees, as appropriate for the subject combination.

The degree titles awarded reflect the subjects studied – discussed more below.

All the programmes are available full- or part-time.

FCH students may transfer from one programme to another at appropriate points. See the FCH Director to discuss any such transfers.

You may change the subjects and their proportions over the years of your degree (see

examples A-E in the illustration below). Note that:

- A change in subject has to be discussed and agreed with FCH subject coordinators and the Director of FCH.
- An alteration of the proportion of subjects must be discussed and agreed by the Director of FCH (e.g. to monitor any implications for the degree title and to ensure academic appropriateness of the programme of study).

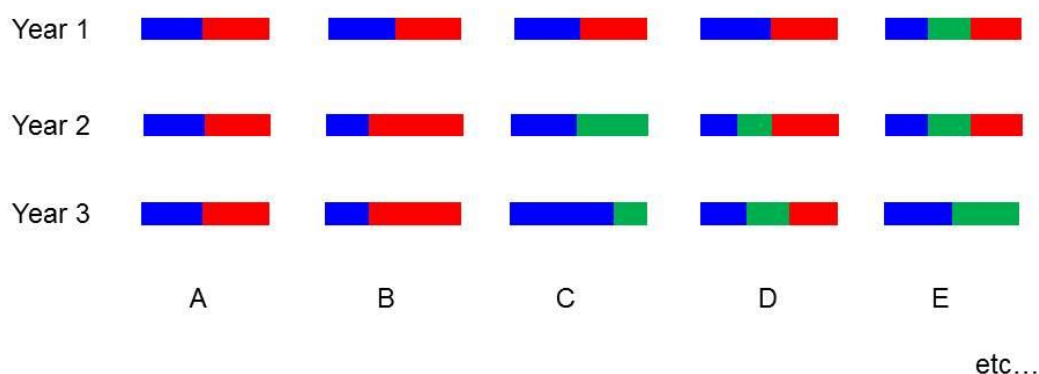


Fig. 1 Sample FCH degree programmes showing how the subjects and proportions can be changed.

9. Study Abroad

You are very strongly encouraged to spend a year of your degree studying abroad. Everyone who has done this says it is an amazing experience and one of the best things they have ever done. Ideally FCH would like every FCH student to go abroad.

Employers love job applications from graduates who have spent a year abroad as part of their degree. Past FCH students have told us that it was the year abroad that got them an interview and much of the questioning was about it.

In short, a year abroad sets you apart from most other graduates – getting a job is tricky, so add as much as you can to your degree to help you!

The study-abroad year is in the third year of a four-year degree.

You may have applied for a four-year, study abroad FCH degree anyway, but if not, you can request a transfer to a year-abroad degree. Simply call into the FCH Hub to discuss this. Transfers can take place up to the 15th January of your second year (15th January is the deadline for applying online for your actual study places abroad).

The usual only requirement for study abroad is that you achieve a minimum overall first-year average mark of 60%.

Language issues are not a problem for studying abroad, as we have links with many universities that teach in English, including in Europe.

If you want to start or improve a foreign language so that you can study abroad in a country that uses that language, then you can do so, ideally from the first year of your degree. Ask in the FCH Hub about this.

If you are studying a foreign language as a major part of your degree, it is expected that you will spend a year studying in a country that uses that language. If you are studying two languages, it may be possible to spend a term in each country, but this is not recommended as you will have twice as much as regards planning and logistics etc. – e.g. applications and associated paperwork, travel, accommodation, insurance, social life.

Information about study abroad and the locations of where you can go is at www.exeter.ac.uk/fch/abroad/index.php

A great deal of information, including handbooks and a mark conversion chart is available on ELE, under the module *FCH3002/FCH3002C Study Abroad*.

10. Work Experience – Year in Industry

Having Work Experience as part of your FCH degree enables you to experience the world of work whilst developing important personal and employability skills embedded within your degree.

Employers have told us that graduates with work experience as part of their degree have greater appeal in the job market than those who do not.

Over 60% of jobs go to those on internships. The internship in effect becomes an interview.

FCH and most Colleges provide work experience modules that can form part of your degree. They are an easy way of gaining transferrable skills for job applications and when seeking employment.

The amount of work experience you can embed into your degree can be a complete year in industry, as the third year of a four-year degree, or just a small amount in one year.

You may have applied for a four-year FCH degree with industrial experience anyway, but if not, it does not matter as the transfer to this degree is very simple indeed – just a signature from you on a form. Simply call into the FCH Hub to arrange this. Transfers usually take place during the first year, to allow suitable preparation for the industrial experience in your second year, but potentially can take place at any point prior to the start of the actual industrial experience.

The work experience can be anywhere in the world. The essential requirements are that it is 'graduate level' and meets health and safety.

If you want help with work experience abroad, there is Global Employability in the Careers Zone. They can be contacted via the Careers Zone reception in the Forum. See – <http://www.exeter.ac.uk/careers/global/>

Work Experience module information is at www.exeter.ac.uk/fch/work-experience/index.php

11. Can I have both Study and Work Experience as a year?

You can combine both study abroad and having industrial experience in the same year (your third year of a four-year degree). Generally this means a term of one and a term of the other.

The two elements can be in the same location or different ones.

The positive about this type of year is that you gain the best of both types of experience. The negative, just to warn you, is that you will have twice as much as regards planning and logistics etc. – e.g. applications and associated paperwork, travel, accommodation, insurance, social life.

Because of the potential negatives, you can always consider using the 15 months between the end of your assessments in your second year (May) and your return to Exeter for your fourth year (late September) for a study abroad year, which is effectively only about 7 months, with the remaining 8 months being your own non-degree/non-assessed time in industry anywhere in the world (and as the work experience is not part of the degree, there is no university paperwork etc for you).

12. Careers – achieving success and gaining help

FCH students are very successful in getting graduate-level jobs and pursuing interesting careers. This success is because of the numerous transferable skills that the FCH degree provides, and, very importantly, because the students were proactive early on in their time at

Exeter about their careers. In short, the earlier you start thinking and preparing, the greater your chances of success.

The importance of timing your career preparation is why FCH holds the *eXfactor* session for first-years during Freshers' Week – <http://www.exeter.ac.uk/careers/events/exfactor/>

12.1 The Careers Zone

Make use of the Careers Zone in the Forum for help for your future career. See – <http://www.exeter.ac.uk/careers/>

FCH have dedicated Careers Zone members of staff to help you – Rachel Coombes at Penryn and Ian Hodges at Streatham. Both also jointly teach on the FCH Work Experience modules. They can be contacted via the Careers Zone receptions.

If you want help with work experience abroad, there is Global Employability in the Careers Zone. They can be contacted via the Careers Zone receptions.

Careers information is also at: www.exeter.ac.uk/fch/employability.php

12.2 The Exeter Award

Consider taking the Exeter Award – employers like the transferable skills that this provides. See – www.exeter.ac.uk/exeteraward/index.html

12.3 FCH LinkedIn Group

An increasingly popular way of accessing jobs and moving into careers, is LinkedIn – <https://uk.linkedin.com/>

There is a FCH LinkedIn group – *UoE Flexible Combined Honours Network*. Do join this, as there is a growing network of FCH graduates in employment and they may be able to help you with your career. It is also an excellent way for us to see what you do after graduation. Potential FCH students and their parents, schools etc can also use the LinkedIn group to see the amazing range of careers that the FCH degree can lead to.

To find the group to join it etc, simply search for *Flexible Combined Honours* within *Groups* in LinkedIn.

13. Procedures and terminology

A very good general source of information about your studies and all the terms and procedures you may encounter is via the *Your Studies* tab at:

<http://www.exeter.ac.uk/students/>

A very detailed and wide, but rather technical, source of information about the policies and procedures of the University is the *Teaching Quality Assurance Manual*. It can be found at:

<http://as.exeter.ac.uk/support/admin/staff/qualityassuranceandmonitoring/tqamannual/>

See also the **Credit and Qualifications Framework** which is a national requirement to which we work:

<http://as.exeter.ac.uk/media/level1/academicserviceswebsite/tqa/creditandqualificationsframework/13CQF.pdf>

13.1 What are awards?

The usual *award* FCH students gain is an Honours Degree.

Occasionally, FCH students leave with a lower award of Ordinary Degree, Graduate Diploma

or Graduate Certificate, whichever is appropriate according to University regulations. One of these lower awards may be given when a student has to leave the University before they can complete an Honours Degree (e.g. through changes in personal circumstances or mitigation) or there are issues connected with failed elements.

13.2 What are programmes?

A *programme* is the term that describes your overall studies. Sometimes it is also called a *degree programme*. It is comprised of a number of *modules* – see below.

You will be awarded your Degree (or Diploma or Certificate if appropriate) when you successfully complete the appropriate programme of study. You can find details of the programme of study that you need to complete set out in two places: there is a formal 'FCH Programme Specification' online, which can be accessed via the FCH web pages; there are also general regulations for each basic *type* of award including a document called the University Calendar:

<http://www.exeter.ac.uk/fch/programme-specification/programme-specification.php>

<http://www.exeter.ac.uk/students/administration/>

<http://www.exeter.ac.uk/staff/policies/calendar/>

13.3 What are stages?

Each 120 credits of your programme constitutes a *stage*. Usually this is completed in one academic year. Often this is frequently referred to as the year you are in, e.g. you are a first-year student, or you are in year one etc., but 'stage' is the official terminology.

13.4 What are modules?

For each stage of your programme, you will take a range of *modules*. A module normally involves a specific set of classes on a topic, and a specific set of accompanying assignments for you to complete.

Each module has its own code and title and each module will have a formal Module Descriptor, setting out details of the module (including teaching methods, assessment, etc.).

The first three letters of the module code relate to the subject, department or College, etc.

The first number of the module code indicates the module's level (see below for an explanation of 'level').

e.g. THE1045 = Theology, level 1 (but now known as level 4, see below)

ARA2104 = Arabic, level 2 (but now known as level 5, see below)

GEO3452 = Geography, level 3 (but now known as level 6, see below)

You can find Module Descriptors online through the relevant subject web pages. They can also be accessed through the subject links on the FCH web pages:

Level one – <http://www.exeter.ac.uk/fch/first-year-study.php>

Level two – <http://www.exeter.ac.uk/fch/second-year-programme.php>

Level three – <http://www.exeter.ac.uk/fch/final-year-programme.php>

13.5 What are credits?

Each module has a particular credit value. At Exeter this is usually 15 or 30 credits.

You take 120 credits each year. So, you may be taking 8 x 15 credit modules, or 4 x 30 credit modules, or any combination of 15 and 30 to make the 120.

The module's credit value does not necessarily indicate whether it will be taught in one term or across two. Generally, however, 15-credit modules are taught in just one term and 30-credit modules go across two terms.

The credit value of the module will be awarded to you if you satisfactorily complete a module. The award of credits for a module is an all-or-nothing affair: if you successfully complete the module, you get all the credits for it; if you fail the module you get none of the credits for it. Up to 30 failed credits per stage may be condonable (i.e. can be treated as excused fails) under certain rules (see below).

13.6 How many credits do I study each term?

You should take 60 credits of study in the autumn term and 60 credits in the spring term, so that you have a balanced workload.

If need be, you can take up to 75 credits in one of the terms and 45 in the other, as the imbalance of workload is usually manageable.

You are not allowed to take more than 75 credits in any one term, as the workload will be too much. FCH and departments reserve the right to remove you from modules in the term for which you have more than 75 credits in order to reduce the number to a maximum of 75 credits, and correspondingly place you on modules in what was the lower term.

13.7 What are levels? How do they make up my degree?

The modules you take will each have a *level*, which tells you the relative academic demand, complexity and depth of the work required.

The numbering of the levels has changed since 2013/14. The current levels of 4, 5 and 6 are the same as the former levels 1, 2 and 3. Level 4 is typically taken in the first stage of a Higher Education Degree.

Just to warn you, many staff and items of documentation will still refer to the old numbering system.

When you complete a Level 4 module, the credit you gain for it is Level 4 credit; a Level 5 module gives you Level 5 credit, and so on. Normally the level of credits that you take corresponds to the appropriate stage:

Stage 1 – 120 Level 4 credits

Stage 2 – 120 Level 5 credits

Stage 3 – 120 Level 6 credits

But that doesn't always have to be the case. You are allowed to have an uneven number of credits at the different levels, following certain rules. For instance, you could take 90 Level 4 credits and 30 Level 5 credits during your first stage (this could occur, for example, if you take a language through the Foreign Language Centre in your first stage and are post-beginner in that language).

FCH students may take up to 180 Level 4 credits within their degree. This differs from other Exeter students, who can take only 150 Level 4 credits. The higher value for FCH students is mainly to allow a new subject to be started in stage 2.

Unless a new subject is being undertaken in stage 2, or there is an academic reason approved by the FCH Director, it is expected that no Level 4 modules will be taken in stage 2.

It is very unusual for Level 4 modules to be taken in the final stage of study, and this is rarely approved by the FCH Director.

You are expected to take 120 Level 6 (final year) credits in your degree. A degree can be awarded, however, with a minimum of 90 credits of Level 6 modules. The Level 6 credits can be taken in any stage, though normally this is in the final stage.

A form needs completing and approving by the FCH Director if a module of a lower level than the stage is desired to be taken - <http://www.exeter.ac.uk/fch/lower-level-modules.docx>

See also the *Rules for Levels and Languages* at <http://www.exeter.ac.uk/fch/levels-credits.php>

13.8 What are intended learning outcomes?

Every programme and every module is described in terms of 'Intended Learning Outcomes'. A statement of 'Intended Learning Outcomes' is an expression of what a student will need in order to demonstrate for successful completion of a module.

The assignments you are set, and the ways in which we assess your performance in those assignments, are designed to test how you are meeting the relevant learning outcomes.

The intended learning outcomes for the degree as a whole can be found in the formal Programme Specification (<http://www.exeter.ac.uk/fch/programme-specification/programme-specification.php>).

The intended learning outcomes for each module can be found in its module description (accessed via the appropriate subject web pages).

13.9 What are lectures, seminars, workshops, tutorials, practicals?

Most modules are taught by a combination of lectures, seminars and tutorials, though in practice the distinction between these three types of class is sometimes blurred.

In lectures, the focus falls on presentation of information and analysis by a member of staff. Lectures offer a good way of covering a lot of information and, more importantly, of conveying ideas to many people at once, but their size often means that extensive discussion is not really feasible.

Seminars, workshops and tutorials provide opportunities for discussion and interaction, often in smaller groups, sometimes over a longer period of time than a lecture. They can permit the use of interactive teaching methods (e.g. student presentations, small group work, role-play) to help students to develop their knowledge and skills more actively than in a lecture.

There may be practical classes, e.g. for sciences, Archaeology, physical Geography and Drama. The format of these will vary according to the subject.

14. Where is my timetable?

You can find your timetable via the student portal, iExeter.

Your class schedule may change each week, so you must check your timetable frequently.

Timetable information and help with understanding it is at: www.exeter.ac.uk/fch/welcome-week/timetable.php

You can also access individual module timetables via the central University timetable system: <https://admin.exeter.ac.uk/academic/timetable/>

15. What is ELE?

ELE means Electronic Learning Environment. It is Exeter's form of Virtual Learning Environment (VLE).

ELE is accessed through your student portal. Or it can be accessed directly via <http://vle.exeter.ac.uk/>

You will use it for a wide variety of information relating to your learning. The most common

use for ELE is for online lecture notes and course material. Some modules also use it for online discussion forums.

Some of your lectures may be recorded and accessible via ELE. This is an ideal way of following a lecture after you attended it, in order to refresh what you were taught or to make more detailed notes. Recorded lectures are **not** to be used as a substitute for attending lectures – you are required to attend all classes!

16. FCH's Commitments

Each FCH student will have the following sources of support and guidance:

- FCH Director
- FCH administrators based in administrative Hubs
- FCH co-ordinator in each subject. See below.
- Personal tutor. See below.
- FCH staff-student liaison committee (SSLC). See below.
- First-year FCH students will have a student mentor. See below.
- Information on the FCH web pages: www.exeter.ac.uk/fch

Reasonable student access to FCH staff and other staff is provided, via advertised office hours, phone and email.

Meetings with students and responses to student phone messages and emails will be as soon as is viable, but the nature of staff workloads may mean students must expect some degree of wait. University staff are not expected to work at weekends or in the evenings, so phone and email responses from them are unlikely at those times.

Refer to the appropriate College and/or subject-based handbooks for the commitments which that subject makes towards the delivery and assessment etc., of its modules.

For FCH-owned modules (those that begin with the FCH module code) there are the following commitments:

1. Submission dates for module assignments will be made explicit to students at the beginning of the module.
2. Modules will have appropriate bibliographies. The relationship of this bibliography to the pattern of lectures, the written work and the assessment structure will be clear.
3. Every effort will be made to ensure that books in great demand will be made available through the library or appropriate online resource. It is however your responsibility to ensure that you have obtained the necessary texts/resources in preparation for your study and it may be necessary for you to purchase some books.
4. One member of staff will have overall responsibility (as 'convenor') for each module. The name of this member of staff will be made clear to students and s/he may be consulted by email and face-to-face.
5. The form of assessment will be clearly related to the overall organisation of the module.
6. Students will have an opportunity to discuss with the module tutor(s) the preparation and planning of their assessed work before submission.
7. Coursework presented on schedule will be returned to students within three term-time weeks of the hand-in date, except under exceptional circumstances.
8. Marked work will bear a reasonable amount of written comment. Such comment will be couched in terms intended to be helpful to students and to indicate to them in as constructive a way as possible the strengths and weaknesses of the work. Where work counts towards the overall assessment, a copy will be retained by the department. In such cases the mark returned to the student will be indicative, rather

than final, and may be subject to change at a later stage in accordance with assessment procedures.

9. Students will be given the opportunity to discuss their work and feedback with the module tutor who has marked it, either in person or by e-mail.
10. Work to be done for seminars or presentations will be announced in advance.
11. Student progress will be monitored by module tutors and examination boards.
12. All modules will have an ELE site.

17. What can FCH expect from me?

As a student you agree to abide by the general rules of the University. See – <http://www.exeter.ac.uk/students/administration/rulesandregulations/ug-pgt/>

17.1 Responsibilities of Students

1. Full-time students are expected to be available for classes and meetings throughout the term, Monday to Friday, between 9.00 am and 6.00 pm at Penryn, and 8.30 am and 6.30 pm at Streatham.
2. Students are expected to attend all scheduled classes, having completed any required preparation.
3. Students must provide a satisfactory explanation to the College in which the module sits, in advance where practicable, of any absence from classes.
4. Students must meet deadlines for the submission of work. Appropriate penalties will be imposed for late or absent work (see below).
5. Each student will familiarize him/herself with the University procedures relating to academic misconduct and their discipline-specific guidance on referencing and how to avoid plagiarism (see below for discussion about plagiarism). Ignorance of these procedures and the guidance is not considered to be an excuse for academic misconduct.
6. Students must ensure their current address and telephone number are held by the University. Update your personal details via your student portal.
7. Students must frequently consult their University email inboxes and respond to University emails as soon as reasonable. The University will only correspond with students using their University email address.
8. Students should make full use of Study Skills advice when advised to do so.
9. Students are advised to contact an appropriate member of University staff, the Guild of Students or professional support service as soon as possible about any issue that is affecting their studies or well-being.
10. A full list of University regulations is available at: <http://www.exeter.ac.uk/students/administration/rulesandregulations/ug-pgt/>

17.2 What happens if I miss classes?

Attendance at classes is obviously the most important basis for your study and for that reason is compulsory, unless you are explicitly informed otherwise.

You should be aware that your attendance will be deemed unsatisfactory if you miss more than two classes in a module without adequate excuse. Your attendance may be monitored, including the taking of various kinds of class register.

For cases of occasional, 'one-off' absence, you should use the *Report Absence* facility in your

student portal and add a note to explain an absence. The absence then becomes self-mitigated, rather than an unexcused absence.

If such occasional absences become frequent you should contact the FCH Hub, your personal tutor or any appropriate support service to talk through things, as there may be a wider underlying issue which needs looking at. We may also ask you to call into the FCH Hub so that we can talk through things and try to help.

Persistent absence without good cause will lead to the implementation of the procedures for dealing with unsatisfactory students and, ultimately could lead to you being required to leave the University (a process known as *being withdrawn*).

17.3 In case of illness

- **Absence from any class because of illness.** You should contact the appropriate College that owns the module as soon as possible. Each College handbook will have details about the procedure to follow.

If the absence relates to a FCH-owned module, then contact Mike Dobson via email at: m.j.dobson@exeter.ac.uk

- **Occasional, 'one-off' absence due to illness.** You should use the *Report Absence* facility in your student portal and add a note to explain an absence. The absence then becomes self-mitigated, rather than an unexcused absence.
- **Illness less than six successive days.** You should complete and return, signed, a 'self-certification of illness' form available from each College Hub. Consult the handbook for each relevant College for more information.
- **Illness lasting six successive days or longer.** You should obtain a sick note from either the University Doctor or your own Doctor and have it sent to the FCH Hub. Receipt of an appropriate note can then be circulated to Colleges as appropriate.
- **Illness will affect your ability to submit a piece of work on time.** You should follow the procedure for requesting approval for the late submission of work described in the handbook for each relevant College.

If the work relates to a FCH-owned module, then contact Mike Dobson via email at: m.j.dobson@exeter.ac.uk

- **Illness significantly affects your performance or work across a whole assessment, module or level of study,** you may apply for *Mitigation*. Information about mitigation and the process to apply for it, are explained at: www.exeter.ac.uk/wellbeing/studentwelfare/mitigationprocess/

You should also inform the FCH Hub and your personal tutor.

17.4 In case of absence for other reasons

If you are unavoidably absent from any class for any reason other than illness, you should let the module tutor know in advance, where at all possible, or leave a message for the module tutor with the relevant College Hub.

17.5 What if I feel miserable or stressed?

In short, talk to someone as soon as issues emerge.

There are many support services at the University. See – www.exeter.ac.uk/students/az-services/

The FCH staff provide good listeners, so just call in and talk. There is a box of tissues in case you need them!

17.6 What happens if I don't fulfil my responsibilities?

A member of staff who has reason to believe that a student is not behaving responsibly may discuss the matter with the student concerned, other appropriate College staff or the student's personal tutor. If this does not produce a satisfactory solution then the FCH Hub will be contacted, which could then consider 'Health, Wellbeing and Support for Study' (see below) or appropriate disciplinary procedures.

In all but the most severe cases of unsatisfactory behaviour, you will be warned, in accordance with University procedures and given chances to improve your behaviour. If you fail to resolve the issues as set out in any written warnings, FCH will report you to the College of Humanities and recommend appropriate action. Ultimately, failure to respond to measures put in place may lead to you being withdrawn from the University.

The Disciplinary Procedure of the University is available at:

<http://www.exeter.ac.uk/students/administration/complaintsandappeals/discipline/>

18. What is the 'Health, Wellbeing and Support for Study' procedure?

Health, Wellbeing and Support for Study (often referred to simply as 'Support for Study' or StS) is a procedure used where there is sufficient concern that a student's poor engagement with their studies may not be due to disciplinary reasons, but because of the state of their well-being, a disability, illness, etc. It can also be used where there are concerns that a student's behaviour may have an impact on the health and safety of themselves or others.

StS is a supportive process, aimed at seeking ways to improve a student's situation and lead to a successful outcome of their time at the University. It is not at all disciplinary, in any way.

There are several levels of StS, according to the amount of concern. More support mechanisms are brought into play for each successive level.

Any decisions or recommendations made within a student's StS are reached through a collective process of consideration of the ability to study, learn and graduate.

More information:

<http://www.exeter.ac.uk/students/administration/complaintsandappeals/hwssp/>

19. What is a staff-student liaison committee (SSLC)?

FCH is committed to enabling students to communicate their views and suggestions to influence changes to policies and procedures.

FCH has a SSLC, convened by the elected Student Chair of the SSLC and composed of elected student representatives and appropriate staff representatives. It should meet at least once each term.

FCH students are invited each year to stand for election as SSLC reps.

The Student Chair for the academic year is usually elected from among the SSLC student members of the preceding academic year.

The SSLC also runs the FCH Facebook group, providing you with another way to communicate with other FCH students and also with alumni.

More information about the SSLC: <http://www.exeter.ac.uk/fch/SSLC/index.php>

20. FCH Society

Streatham

FCH has a social group, affiliated to the Guild of Students – the FCH Society. It has a representative on the FCH SSLC and is in effect part of the SSLC.

FCH students meet through events organised by the FCH Society.

The FCH Society produces FCH-tagged 'stash' – hoodies, T-shirts, etc.

Get involved with the FCH Soc!

See – <https://www.exeterguild.org/societies/9297/>

Penryn

A FCH society is affiliated to FXU and holds events throughout the year. Activities include socials.

Get involved!

21. FCH Facebook Group

FCH has its own Facebook group. Use this to link with current and past FCH students.

Past students being members of the FCH Group is very useful, as they can provide advice and help with postgraduate study and careers, including internships.

22. How do I give you feedback on my experience?

Every time a module is taught, it is appraised by means of an anonymous questionnaire available to the students who have taken the module. The questionnaire asks a wide range of questions relating to the module, and also includes space for free-form comments. Statistical indicators of student satisfaction and student commentaries are reported to the module convenor who uses this information, along with other sources such as statistics on student performance, to complete an Annual Module Review report (AMR). AMRs are reviewed by the FCH SSLC and Board of Studies.

Many modules have an informal, face-to-face feedback session in the last session to give you the opportunity to provide feedback to tutors. You are of course welcome to comment to tutors about the module at any point while it is running.

We cannot stress enough how seriously we take student feedback, in all these forms. All feedback is carefully scrutinized, and students' concerns regularly lead us to change the way we work, at all levels.

23. What if I want to complain?

We make every effort to ensure that you have the best experience possible while studying at Exeter. However, we recognise that there may be occasions when you are dissatisfied with some aspect of your experience at the University.

The student complaints procedure is designed to cover the following types of complaint:

- a failing in a University service, academic or non-academic
- misinformation about academic programmes
- poor teaching or supervision
- insufficient facilities
- the behaviour of a member of staff
- the behaviour of another student

If you are unhappy with your experience or with the service you have received, you are encouraged to first talk directly with the person responsible. FCH staff and your personal tutor are always willing to talk through any issues and may be able to act as intermediaries etc.

If you wish to make a formal complaint, see:

<http://www.exeter.ac.uk/staff/policies/calendar/part1/otherregs/complaints/>

24. Can I change to another degree programme?

Your academic interests may change while you are at Exeter and you would prefer to move out of FCH in order to study just one of your subjects or to study a different form of subject combination that exists as an 'established' Combined Honours degree at Exeter.

Such transfers out of FCH may be possible. The decision to approve the transfer is made by the receiving degree programme (i.e. not by FCH).

Talk things through with, for example, the FCH staff, your personal tutor, FXU, the Guild, the Careers Zone.

25. Can I interrupt my programme of study?

An interruption enables students to effectively put their study on hold for up to a year in the first instance (or for as little as a month). Reasons for interruption are usually medical or personal reasons.

Talk through the issues which suggest an interruption should occur, with any of the University's support services, e.g. your personal tutor, the FCH staff, FXU, the Guild Advisory service, your GP, etc. An interruption may not be the best or only course of action.

If you think interruption is the best thing, you must discuss the situation with the FCH Director, and if decided upon, start an online application to interrupt (via SID). Interruptions must be approved by the FCH Director.

26. What if I want to withdraw – leave the University?

If you think you should leave the University, talk through the issues with any of the University's support services, e.g. your personal tutor, FXU, the FCH staff, the Guild Advisory service, your GP, etc., as soon as the problem(s) emerge. Withdrawal may not be the best or only course of action; there are many other options available.

If you think withdrawal is the best thing, discuss the situation with the FCH Director, and if decided upon, start an online application to withdraw (via SID).

If you have passed some modules, and go ahead with withdrawal, it may be possible to use the credits in another degree or qualification at other universities or institutions in the future – a facility known as *accredited prior learning* – and it may allow you to be granted exemptions from some aspects of a Programme.

27. Completion of Programmes – full-time / part-time study

Normally, each Programme is completed within three years, or four years if you are spending a year abroad or in industry as part of your degree.

The degree can be studied part-time, or you could transfer to part-time study at any appropriate point, if circumstances make this the most viable way of studying. Usually part-time study means you take 60 credits a year. Other amounts are also possible (discuss possibilities with the FCH Director).

If you would like part-time study, talk through things with the FCH Director.

28. How do I choose my modules?

Modules for your next year are chosen using an online system in the last few weeks of the Spring term of the current year.

You will be notified in advance by the FCH Hub during the Spring term about the online module selection system.

The notification will include an explanatory guide of how to use the system and how to select modules for each of your subject areas. It is vital that you read the explanatory section of this guide and the sections relevant to your subjects.

An outline of the modules that are available for the coming year will be found online. You should read this information carefully, and reflect on past experiences, before making choices. You can also seek guidance from your personal tutor, FCH subject co-ordinators and the FCH staff.

If you would like to change the subjects you study for the following year, or their proportions, you must talk things through with the FCH staff before selecting modules.

You should note that places on all modules may be restricted due to space, timetable, equipment, library considerations etc.

You are expected to take modules that are at the same Level as your year of study, i.e. first-year students take level 1 modules, second-year students take Level 2, final-year students take Level 3. If you want to take any modules below your current year of study, e.g. a second-year student wants to take some Level 1 modules in order to start a new subject, then approval is required from the FCH Director, via an approval form -

<http://www.exeter.ac.uk/fch/lower-level-modules.docx>

There are also some rules to be followed regarding the amount of credits at specific levels allowed or required within a FCH degree programme - <http://www.exeter.ac.uk/fch/levels-credits.php>

29. Do I have to write a Dissertation?

No you do not have to write a dissertation. They are optional for FCH students.

For many other students at Exeter and at other universities, dissertations for final-year students are compulsory. So ignore comments from friends etc., if they tell you that you do have to write a dissertation.

If you do not write a dissertation, you simply take all taught modules in your final year.

The absence of a dissertation does not affect your degree title or the attribute of 'Honours'. You will simply obtain an Honours degree if you obtain an overall average mark (see below about degree classification).

You are encouraged to write a dissertation if you are considering postgraduate study.

A dissertation is located in just one of your subjects. It usually forms a 30-credit module, though some departmental dissertations are 45 credits. Because of the restrictions of the number of credits that can be allotted to dissertations, you will not be able to write more than one dissertation.

If you want to write a dissertation that spans your subjects, and this is not possible within the guidelines for any of your potential departmental dissertation modules, then this can be achieved via the FCH Independent Study. See – <http://www.exeter.ac.uk/fch/independent-study/what-is-it.php>

30. Assessment and feedback

30.1 Assessment

Your studies will involve undertaking a variety of forms of assessment. These may include essays, group presentations, individual presentations, worksheets, problem sheets, group work, translations, multiple choice tests, aural, laboratory work etc., according to the type of modules you take.

Modules are assessed by one or both of the following:

- coursework completed during the term
- examinations taken usually after the module has been taught (some may have examinations partway through a module).

You should expect to take examinations during your studies; it is very unlikely that all your modules will be assessed purely by coursework.

Assessment that contributes towards a module mark is known as *summative*.

Assessment that aids your learning, but does not contribute towards a module mark is known as *formative*.

All modules will have summative assessment. Some also have formative assessment.

30.2 How is my work marked?

All summative work (that is, all work which contributes to the mark for a module), both coursework and examination papers, will be marked by a member of staff associated with the module.

No module's marking relies solely on the judgement of one marker and the University has a policy of moderating module marks. Moderation is the process used to assure that assessment outcomes are fair and reliable and that assessment criteria have been applied consistently. Any moderation method will be proportionate to ensure fairness, reliability and consistent application of the criteria.

The moderation process can take a variety of forms and may include the work being marked by a second marker, and the two marks being compared and a final mark agreed.

The subject External Examiner also plays a role in moderating marks. For information about External Examiners see:

<http://as.exeter.ac.uk/support/admin/staff/qualityassuranceandmonitoring/tqamannual/examiners/>

30.3 Can I ask for work to be remarked?

In short, no you cannot ask for any item of assessment to be remarked. Students are not allowed to question academic judgement.

If you are unhappy with the mark for a piece of assessment, you should ask the marker for feedback and so learn how future assessments can be better.

30.4 Feedback on Assessments

You should receive some form of feedback for each assessment within three term-time weeks of the submission.

The nature of the feedback varies according to the module. The module description or other module documentation should make clear the form it will take.

Use the feedback to improve your performance on subsequent work. Regard it more as 'feed forward'.

You may also receive an indicative or provisional mark for the assessment. For summative work, the mark remains 'indicative' or 'provisional' until confirmed by the appropriate Assessment Board.

30.5 Indicative Marking Criteria

For the University of Exeter's generic marking criteria for assessment at each level, go to <http://admin.exeter.ac.uk/academic/tls/tqa/Part%208/8T%20Generic%20Assessment%20Criteria.pdf>

30.6 Undergraduate Generic Mark Scheme

Knowledge and coverage of the material: do you have a good understanding of all the issues? Have you covered all the relevant material? Have you researched the topic in adequate depth?

Structure and argument: is your work clearly structured? Is it analytical? Is your argument well supported? Does it avoid unnecessary repetition?

Critical technique: does your work show an awareness of scholars' debate and disagreement on a topic? Does your work show an awareness of the problems and biases of particular source materials?

Originality: how original is your work in terms of content and structure? How far do you express your own views?

Style and presentation: is your work clearly written? Does it conform to the style guidelines laid down in the relevant departmental guidance? Do the references conform to the style guide provided by the department? Have you checked it for spelling and grammatical errors?

The following mark scheme is followed for the marking of undergraduate written work:

The pass mark for any module or component contributing to the overall module mark is 40%.

First Class: 70-100%

The student has fulfilled the intended learning outcomes of the module fully: A first class mark is awarded for piece of work which has been researched in depth, showing a broad and deep knowledge of the topic and an awareness of current research; is clearly structured and well argued, providing clear references to the research material; is located within the existing literature; is perceptive, showing independence of thought and originality; and which is well written and well presented.

- Outstanding 1st: 90-100%: A unique, outstanding and insightful piece of work, which is either of publishable quality in a reputable journal, or attains the professional standards expected for that discipline, without the need for revision. It is difficult to see how it could be improved in any way.
- Exceptional 1st: 80-89%: Displays striking insight, sophistication, originality and analytical skills; the quality of the work overall far outweighs any shortcomings or possibility of improvement. Clear command of the materials used.
- Excellent 1st: 74-79%: All the qualities of a lower first-class mark but outstanding in one or more ways.
- Excellent 1st: 70-73%: Work displays an excellent understanding and presentation of appropriate material; some degree of critical and original thought in the context of the task; excellent quality of argument. Not sustained across the whole range.

Very good; 2:1: 60-69%

The student demonstrates conclusive attainment of virtually all the intended learning outcomes and displays:

- A secure knowledge of the subject and coverage of the main points. Good bibliography.
- Organised argument, clearly expressed, supported by relevant material.
- A good awareness of the research on the topic, and, where necessary, the different approaches taken by researchers. Where applicable, able to deploy appropriate methodologies.
- Some evidence of originality. Develops own structure rather than being led by the scholarship or course materials; perhaps shows some independence in approach to the

research

- Well presented; references and bibliography are set out in accordance with departmental guidance on style.
- Clearly written; reasonably sound command of grammar, syntax and spelling.

Competent; 2:2: 50 - 59%

The student demonstrates a clear attainment of most the intended learning outcomes, some more securely than others, and:

- Displays an adequate, if perhaps patchy or mechanical knowledge of the subject, suggesting a routine and received understanding and response. Little awareness of the wider issues. Narrow bibliography.
- Argument is reasonably well organized, although perhaps sometimes repetitive; not always sufficiently critical or well supported.
- Some awareness of the scholarship and debates within it but fails to engage effectively with differences in approach.
- Led by the literature and course materials, showing little independence in approach to the topic.
- References adequately documented in notes and bibliography but do not always conform to style guide.
- Acceptable command of grammar, syntax and spelling.

Weak; 3rd: 40 - 49%

The student has demonstrated attainment of an acceptable proportion of the intended learning outcomes, and:

- Displays only limited knowledge and coverage, and a tendency to bend the question to the candidate's own (limited) resources. Often includes some errors. But displays some evidence of engagement with the module and makes an attempt to address the subject.
- Poorly organized argument; simple statements and sentences; points often not supported. Irrelevant material often included.
- Only a very limited awareness of the existing scholarship and its problems; fails to engage with it effectively.
- Few signs of any independent work or thought.
- References are not always adequately documented in the notes and bibliography; seldom conform to the style guide.
- Some deficiencies in grammar, syntax and spelling.

Fail; 39% and below

The student has not achieved all the intended learning outcomes. S/he may display:

Fail: 26-39%

Some evidence of knowledge or skills related to the module, but they are not applied in a way which is relevant or appropriate.

Incompetent fail: 0-25%

15-25% - There is some vestigial sign of the module having been taken.

0-14% - Little or nothing worthwhile is written.

30.7 What if I have dyslexia or other learning difficulties?

If you have dyslexia or other learning difficulties, if you are based at Streatham you should go and see AccessAbility in the Forum, and if you are based at Penryn you should see SID in Peter Lanyon. They provide excellent support and can help you in many different ways. They can also ask your subjects to consider putting specific things in place to help you. This can include considering reasonable adjustments to the nature and marking of your assessments.

See: <http://as.exeter.ac.uk/support/disability/>

30.8 Hand-in Dates and Procedures

Please refer to your subject or relevant College handbooks for information regarding how coursework is submitted. Generally it is submitted through the BART system.

Instructions on how to use BART can be found at:

http://as.exeter.ac.uk/media/level1/academicserviceswebsite/it/documents/learningandteaching/Online_Submission_Student_Summary_Sheetv12.pdf

30.9 Can I submit the same work twice?

You may **not** submit the same work for two different assignments, or as part of two different assignments (whether on the same module or on different modules), unless the instructions for a specific piece of work explicitly allow such repetition.

Where you feel there may be an element of overlap or resemblance between the work submitted for two different assignments, consult the tutors of the modules about the appropriate course of action.

30.10 What happens if I hand in my work late, or not at all?

Assessments submitted after the deadline, without application to the subject's Mitigation Committee (see section 5.16) or for which an extended submission deadline has not been granted, may be designated as late submissions.

If received within two weeks of the deadline, late submissions will be marked with a maximum mark of 40%.

Work received more than two weeks, without an approved extended submission deadline, will receive a mark of 0%.

Where work is submitted which, in the opinion of the module tutor, is merely perfunctory, and/or submitted solely with a view to avoiding the imposition of the penalties described above, it will be within the power of the tutor to deem the work as so inadequate as to fail to amount to the submission of a serious piece of work. Where the tutor so deems, then the above penalties will be applied.

30.11 Can I apply for an extension?

If you believe that personal circumstances (e.g. medical condition, family crisis, bereavement) are affecting your ability to meet a deadline for assessed work you are entitled to apply for an extension, under grounds of *mitigation* (see below).

Applications are made using the mitigation process for the appropriate College that owns the module affected, and must be made in advance of a deadline. The standard extension, in the first instance, will be seven days.

You may wish to discuss the mitigation issue with the member of College staff who processes

mitigation applications, the module tutor, your personal tutor or any of the relevant University support services.

30.12 What is mitigation?

Mitigation is circumstances which are reasonably affecting the well-being of a student and affecting their capacity to fulfil the requirements of their studies to the student's usual potential.

Examples of acceptable mitigation include a short-term medical condition, mental health, family issues, bereavement of a close relative, etc.

Mitigation does not include avoidable issues, e.g. alcohol-related, late nights, holidays, or technical issues with computers (e.g. lost files, failed hard discs).

It also does not include factors that are 'normal' in degree studies, such as conflicting coursework deadlines or several examinations in a short period.

If you have a long-term medical condition (physical and/or mental), you should discuss things with AccessAbility, your subjects or FCH staff etc., so that consideration can be given to putting suitable measures in place to try to alleviate learning difficulties relating to your condition. In such health-related conditions, mitigation should only be used for instances where the underlying condition temporarily worsens.

Mitigation is handled at 'module level'. This means that any application for mitigation is for each module affected, and also specifically for which assessment(s) within that module.

If you believe that you should apply for mitigation, the application is made following the mitigation process for the College that owns the module. The application process is not the same for all the Colleges, so you must check what to do, e.g. on the relevant College website or in the subject handbook.

For all mitigation applications you must give information about the circumstances you believe have affected your performance. If the application is on medical grounds, appropriate medical certification will be required. In other circumstances, appropriate documentary evidence must be submitted. Applications can be rejected if documentary evidence is not provided.

Applications for mitigation must be made at the time of the assessment and before any indicative mark or feedback has been received.

Applications should be made prior to submission of the assessment/day of the examination or at the same time as the submission/examination. If this is not possible, all applications **must** be made within one working day of the time of the submission/examination.

Retrospective applications for mitigation will only be considered in exceptional circumstances, where there are compelling reasons for why the application was not made at the time.

Mitigation Committees are held periodically as required. You will be informed of the outcome of your application as soon as possible.

All requests for mitigation are treated in strictest confidence, and the reasons underpinning any application are never discussed beyond the Mitigation Committee.

If there is a clear indication to the Mitigation Committee that you may have been prevented from performing as well as you could have expected (i.e. in comparison with your performance in other assessments/modules), the Mitigation Committee is most likely to say that the assessment will be deferred. Other options are possible, but deferral is the usual one.

FCH follows the University guidelines on mitigation committees, which can be found at: www.exeter.ac.uk/fch/study-problems/fchmitigation.php

30.13 Word lengths of assessments

Different assessments have different word lengths specified for them; it is important that you

keep to the word length specified for each assessment at all times on the following grounds:

To encourage succinct and clear writing by students.

To ensure equity between all the students doing that particular assessment

If you are found to have exceeded the specified word limit for an assessment, your work could be subject to a penalty depending on the subject-rules for the module.

30.14 How do I calculate my word-count?

You are responsible for including an accurate word-count on the cover sheet for each piece of work you submit, if required. Failure to be honest in this respect will itself be penalized under the University's cheating and plagiarism regulations.

The word count specified for undergraduate assessments usually excludes the footnotes, bibliography and appendices, except in those cases where departmental guidance or the module handbook makes clear that footnotes and bibliography are to be included in the word limit for that particular piece of work.

The word count usually includes all quotations, and in-line references.

Footnotes should always be used for references only; those containing large amounts of texts will be treated as if they were part of the text for counting purposes.

Appendices should be confined to diagrams, tables, maps, and visual images, unless departmental guidance or module handbooks explicitly allow otherwise.

Academic staff may check the declared word count on the cover sheet against the word limit specified for that assessment. Where the word count exceeds the specified word limit, the appropriate penalty will be applied.

A useful source of information is at <http://as.exeter.ac.uk/support/>

30.15 What happens if I miss an Individual Assessed Presentation?

1. If you are absent for a reason not covered by the mitigation process, you are deemed to have failed the presentation component and a mark of zero will be returned for the assessment.

Also note that as an assessed presentation may count as a contact point for attendance monitoring, failure to attend will also be dealt with under the attendance monitoring procedures.

2. In cases where you are absent for reasons covered by the mitigation process (see above):

(a) The member of staff concerned should ensure that you submit mitigating evidence in the appropriate way for that College. Absence from an assessed presentation is in effect absence from an exam.

(b) Where possible, the member of staff should reschedule the presentation.

(c) Where (b) is not possible you may be asked to deliver an oral presentation to the member(s) of staff delivering the module, and to submit supporting paperwork and a coversheet where required. This will be assessed by the tutor as equivalent to a presentation to the class as a whole.

30.16 How will I be assessed if I am disabled or ill?

It is your responsibility to inform FCH of a disability, either during application, registration or following the subsequent onset of a disabling condition.

In this context a person having a disability is defined as someone with a physical or mental impairment that has a substantial and long-term effect on her or his ability to carry out normal day-to-day activities.

A disability that has not been declared prior to an assessment cannot be taken into account retrospectively, unless you can show a valid case for not having declared it.

If supported by medical evidence, specific assessment arrangements for students with disability may be applied to all types of assessment as appropriate.

Students with short-term injuries must also provide medical evidence directly to the relevant College owning the module if requesting specific assessment arrangements.

The University has procedures for assessment of students with disability or illness. See <http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/aph/studentswithdisabilities/>.

If you feel you have a case for consideration under these procedures, or you would like access to the University's AccessAbility, please discuss the matter with the FCH staff.

31. What is degree classification and honours?

The levels of degree classification in the UK are:

- First class
- Upper Second class
- Lower Second class
- Third class
- Ordinary (or pass) degree

The classes from First to Third are all known as 'honours' degrees. An Ordinary (or pass) degree is not an 'honours' degree. At Exeter, having an honours degree simply means you achieved a minimum overall weighted average mark of 40% and passed a certain number of credits; there are no other specific requirements (e.g. a dissertation is not required for 'honours', nor is a pass mark in a dissertation).

An honours degree is classified according to the percentage boundaries of each class:

- 70% and above – First class
- 60% to 69% – Upper Second class
- 50% to 59% – Lower Second class
- 40% to 49% – Third class

The first stage (year) does not count towards the classification.

Classification is based on an overall weighted average of the second and third stages of 1:2, i.e. your third stage is worth twice as much as your second. For four-year degrees (with stage 3 being a year abroad or in industry) the overall weighted average of the second, third and fourth stages has the proportion of 2:1:4.

The rules for classifying degrees are complex, but can be read in Section 6 of the FCH Assessment Conventions (which adhere to the general University regulations):

<http://www.exeter.ac.uk/fch/assessment-procedures.php>

32. Degree titles

During the Spring term of your final year, the FCH Director proposes a degree title to you. If you are unhappy with the proposal you can talk through desired changes and if these are academically appropriate and acceptable to the Director, such changes can be made. Students cannot, however, insist on changes or on a specific title.

Once the title is agreed between you and the Director, the appropriate teaching departments are consulted. The departments have the right to change titles.

The departmentally approved titles are presented to the FCH Board of Studies for comment, further revision if required, and approval.

The FCH Assessment, Progression and Awarding Committee (APAC), often referred to as the Board of Examiners, may alter degree titles where significant modules have been failed.

Details of how titles are formulated are at <http://www.exeter.ac.uk/fch/degree-title.php>

32.1 Graduation ceremonies

Graduation ceremonies are allotted according to the first-named subject of the FCH degree title. For example, a FCH *BA Geography and History* student would graduate in the Geography ceremony.

Within the ceremony, FCH students are simply placed alphabetically by title within the body of students graduating. For example, a FCH *BA French and Economics* student is likely to graduate after *BA French and Chinese*, but before *BA French and Italian*.

33. Good Academic Practice – Referencing and Plagiarism

All the work for your degree must have academic honesty. This means you must always give full credit for any other people's contributions to our own achievements (i.e. by full and correct referencing) and never falsify the results of any research.

Academic honesty is fundamental to the values promoted by the University.

The University takes any instances of academic misconduct very seriously and expects all of its students to behave in a manner which upholds the principles of academic honesty.

See – <http://www.exeter.ac.uk/students/administration/rulesandregulations/ug-pgt/academicmisconduct/>

All students are expected to complete the ELE online module 'Academic Honesty and Plagiarism'. It is a good idea to do this module at the beginning of each year to refresh your understanding.

33.1 Referencing

All work in an assessment that is not your own work must be properly referenced.

Please refer to your subject handbooks for information regarding referencing practice and style within assessments. The referencing systems used by subjects do differ, so it is very important you learn to use the correct system for each subject. Note that some assessments may lose marks if the wrong referencing system is used.

If you remain in doubt about a referencing system after looking at the appropriate subject handbook, do ask your personal tutor or the relevant FCH subject coordinator for help.

33.2 What is Plagiarism?

Plagiarism is the act of representing another's work or idea as one's own without appropriate acknowledgement or referencing. There are three main types of plagiarism:

(i) Direct copying from a book, article, fellow student's essay, student or lecturer's handout, thesis, web page or other source without proper acknowledgement.

(ii) Claiming individual ideas derived from a book, article, handout, thesis, web page or other source as one's own, and incorporating them into one's own work without acknowledging the source of these ideas.

(iii) Overly depending on the work of one or more works (as outlined in (i) above) without proper acknowledgement of the source. By, for example, constructing a piece of written work based on extracting large sections of text from another source and merely linking these together with a few of one's own sentences.

For the regulations etc, see – <http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/aph/managingacademicmisconduct/>

33.3 What should you do to avoid being accused of plagiarism?

All students are required to follow the ELE course on Academic Honesty and Plagiarism. This is one of the best ways to learn about plagiarism and how to adopt good academic practice. You should complete this ELE course during the first few weeks of your first autumn term. It is also advisable to repeat this course at the beginning of each academic year.

In order to avoid being accused of the more inadvertent forms of plagiarism you need to ensure that you adopt the following aspects of good practice:

(a) Adopt a good note-taking technique.

(i) You need to make sure while you are reading and taking notes that you keep accurate records of the author, title, and publication details of source, including page numbers (if relevant).

(ii) You need to make clear in your own notes where you have copied a quote word for word from your source, so that when you come to write up your notes you know which parts are in your own words, and which are in the words of your source.

(iii) Similarly you need to make clear in your own notes where you have taken an idea from your source.

(b) Accurate referencing: Make sure that you have referenced your work in accordance with the referencing guide set out in your departmental handbook; remember referencing conventions do vary between disciplines.

33.4 A Case Study in Plagiarism

The following case study is not intended to be comprehensive but rather to give you an idea of the principles behind when you should include a reference to your reading if you wish to avoid accusations of inadvertent plagiarism. *NOTE: these particular references are not set out in Harvard but the case study provides a helpful way to look at the topic of plagiarism.*

The case study is based on the following text:

'The collective commemoration of a local saint helped to define a community's identity. At Lindisfarne, for example, the monastery became identified with its most venerated figure, Cuthbert, although he had played no part in the monastery's foundation. Despite the fact that the monastery was dedicated to St Peter, by 793 Alcuin was already describing the monastery as the community of St Cuthbert, and when, in the ninth century, the community was forced by Viking raids to move from its island site, its continuing identity was ensured by Cuthbert's remains which the brothers had taken with them.' (C. Cubitt, 'Universal and Local Saints in Anglo-Saxon England', in A. Thacker and R. Sharpe, eds, *Local Saints and Local Churches in the Early Medieval West* (Oxford, 2002), 423-454 at p. 437.)

(a) Do not include a direct quote from your source in your text without due acknowledgment.

(i) The collective commemoration of a local saint helped to define a community's identity. At Lindisfarne, for example, the monastery became identified with its most venerated figure, Cuthbert, although he had played no part in the monastery's foundation.

If you include these words in your essay without acknowledgement to the source, this is plagiarism, as defined at 5.8.1 (i)

(ii) The collective commemoration of a local saint helped to define a community's identity. At Lindisfarne, for example, the monastery became identified with its most venerated figure, Cuthbert, although he had played no part in the monastery's foundation.¹

¹ C. Cubitt, 'Universal and Local Saints in Anglo-Saxon England', in A. Thacker and R. Sharpe, eds, *Local Saints and Local Churches in the Early Medieval West* (Oxford, 2002), 423-454 at p. 437.

Although you have referenced Cubitt's work, this is still plagiarism as you have not made it clear that the words are not your own.

(iii) 'The collective commemoration of a local saint helped to define a community's identity. At Lindisfarne, for example, the monastery became identified with its most venerated figure, Cuthbert, although he had played no part in the monastery's foundation.'¹

¹ C. Cubitt, 'Universal and Local Saints in Anglo-Saxon England', in A. Thacker and R. Sharpe, eds, *Local Saints and Local Churches in the Early Medieval West* (Oxford, 2002), 423-454 at p. 437.

This is not plagiarism, as you have made it clear that the words you are using are not your own by putting them in quotation marks. (If, however, your work is made up of extensive quotations it will be severely marked as it will lack originality).

(b) Do not include an idea taken from someone else in your own work without acknowledging its source

(i) The cult of local saints often helped to shape the self-identities of monastic communities in the early medieval period.

This is plagiarism as you have not made it clear that the idea is not your own.

(ii) As Catherine Cubitt has observed, the cult of local saints often helped to shape the self-identities of monastic communities in the early medieval period.¹

¹ C. Cubitt, 'Universal and Local Saints in Anglo-Saxon England', in A. Thacker and R. Sharpe, eds, *Local Saints and Local Churches in the Early Medieval West* (Oxford, 2002), 423-454 at p. 437.

This is not plagiarism as you have made it clear that the idea is not yours.

(iii) The cult of local saints often helped to shape the self-identities of monastic communities in the early medieval period.¹

¹ C. Cubitt, 'Universal and Local Saints in Anglo-Saxon England', in A. Thacker and R. Sharpe, eds, *Local Saints and Local Churches in the Early Medieval West* (Oxford, 2002), 423-454 at p. 437.

This is not plagiarism as you have made it clear that the idea is not yours.

(c) **Do not base your work on the ideas and structure of one or more pieces of work without acknowledgement.**

(i) A monastic community's identity was often defined by the collective commemoration of a local saint. For example, at Lindisfarne the monastery was soon identified with its most famous member, Cuthbert, despite the fact that he was not involved in the monastery's foundation. Although the monastery was dedicated to St Peter as early as 793 Alcuin was already describing the monastery as the community of St Cuthbert.¹

¹ C. Cubitt, 'Universal and Local Saints in Anglo-Saxon England', in A. Thacker and R. Sharpe, eds, *Local Saints and Local Churches in the Early Medieval West* (Oxford, 2002), 423-454 at p. 437.

This is plagiarism under definition 5.8.1 (iii) large sections of the text are direct quotes, and the overall structure and point being made are identical to those of the author.

(ii) The cult of local saints often helped to shape the self-identities of monastic communities in the early medieval period.¹ It seems that monks at the time were aware of the authority which possession of saints' relics might bring to their house. The monks of Sainte Foy at Conques in south-western France, for example, went so far as to steal the relics of Sainte Foy from the church of Agen in 866. In time, however, Sainte Foy became associated with the monastic community at Conques, and, as demonstrated by the Miracle Book of Sainte Foy, composed in the early eleventh century, her cult had become embedded in the local area, and had come to define the monastic community at Conques.²

¹ C. Cubitt, 'Universal and Local Saints in Anglo-Saxon England', in A. Thacker and R. Sharpe, eds, *Local Saints and Local Churches in the Early Medieval West* (Oxford, 2002), 423-454 at p. 437.

² P. Sheingorn, *The Book of Sainte Foy* (Philadelphia, 1995), pp. 6-13.

This is not plagiarism under definition 5.8.1 (iii) as the sources for your points are referenced but the words of the authors of these sources have not been used, and you have not adapted the passage wholesale from one author, but rather based your argument on your wider reading.

34. What happens if my project for assessment needs ethics clearance?

Staff and student projects involving interviewing or surveying human subjects need to be submitted for ethical review to the relevant subject's Ethics Committee. More information will be available from the appropriate FCH subject coordinator or departmental Hub.

35. Results – Passing and not Passing

35.1 How do I pass a stage (year)?

You pass a stage (year) if you achieve an overall average of 40% and pass a minimum of 90 credits. The overall average is calculated from all your modules, including any you may have failed.

There is a series of rules about how failed modules are handled (see below).

Modules that have been passed cannot be retaken, nor the assessments resubmitted, in order to attempt to get a higher mark. Neither can you retake a stage in order to attempt achieving an overall higher mark for that stage.

If you fail a stage, you are not allowed to retake the stage unless there is significant mitigation to account for the failure.

35.2 How do I get my results?

You will receive your results via the student portal following the FCH Assessment, Progression and Awarding Committee (APAC). This usually takes place on the last Thursday of the summer term, but you will be told the precise date nearer the time by the FCH Hub.

Note that your results cannot be released before the FCH Assessment Progression and Awarding Committee.

35.3 What if I have to re-take an assessment?

You will be notified of failure to progress and the requirement to submit new assessments for any modules in the referral/deferral (see below) period via the student portal after the FCH Assessment, Progression and Awarding Committee.

The referral/deferral period is usually in mid-August. You will be expected to attend any required Exeter-based assessments during that period; for example, if you have holidays planned for that time, you are unlikely to be granted another opportunity for the assessment, which could have significant negative consequences for your degree.

35.4 Referral, Deferral, Failure, Condonement

The pass mark for a module and any component contributing towards an overall module mark is 40%.

Modules that have been passed cannot be retaken, nor the assessments resubmitted, in order to attempt to get a higher mark. Neither can you retake a stage in order to attempt achieving an overall higher mark for that stage.

Referral in a module implies that some or all of the assessment have been failed, and the FCH Assessment, Progression and Awarding Committee decides it must be resubmitted, normally for a mark capped at 40%.

Deferral in a module implies that some or all of the assessment in a module have not been completed, for reasons acceptable to the FCH Assessment, Progression and Awarding Committee (through the subject's appropriate College's mitigation process), and the FCH Assessment, Progression and Awarding Committee decides the missing work must be submitted to a new deadline, without a cap on the mark.

Failure can occur at module level or for individual components of a module. For many modules, you can pass them, even though not all components have been passed. For other modules, all components have to be passed in order to pass the module. The pass/fail rules should be apparent in each module description.

If a module is failed, for whatever reason, the nature of the referral will depend on the reassessment provision of that particular module. It may be that you must resubmit just any failed components, for a maximum mark on each of 40%. Alternatively, you may have a single piece of reassessment, which replaces all the components completed so far, for a capped mark of 40%. The module description will state how it is reassessed.

Condonement is the process that allows a stage to be passed despite failure to achieve 120 passed credits in the stage, provided that a stage average of at least 40% has been achieved over the 120 credits of assessment including the marks for any failed modules. Up to 30 credits of work may be condoned in any given stage.

If a failure occurs in modules which cannot be condoned, you will be referred in those modules, each for a maximum mark of 40%.

If you are condoned in a module, you are not allowed to retake the assessment(s) in order to attempt to improve your mark.

35.5 Can I appeal against my results or marks – i.e. an academic outcome?

You have a right of appeal against academic outcomes under specified grounds. You can also make a formal complaint under certain circumstances (see the Complaints section of this Handbook).

However, it is a principle of the University that appeals cannot be made against the academic judgment of either an internal or external examiner of the University. This means you cannot appeal or contest a mark or academic result that you have been awarded.

Details of the University's Academic Appeals and Complaints Procedures, where you will also see what type of appeals and complaints are allowed, are at:

<http://www.exeter.ac.uk/students/administration/complaintsandappeals/>

36. Academic Support

There is a wide range of academic support available. The best thing to do is to engage with this as soon as something arises – certainly do not suffer in silence!

36.1 The FCH Director

The FCH Director:

- Is responsible for the overall conduct and content of the specific FCH Degree programme for which you are registered.
- Monitors your progress, and assists you in your studies.
- May liaise with your subject areas, relevant FCH subject coordinators, personal tutor and AccessAbility regarding academic progress and study skills, if appropriate.

36.2 FCH Administrators

The FCH Administrators:

- Are responsible for the general administration of the FCH Degree programme.
- May liaise with your subject areas, relevant FCH subject coordinators, relevant College and departmental administrators, personal tutor and AccessAbility etc., regarding academic activities.
- Process Programme changes, FCH transfers etc.
- Provide general FCH student support.

36.3 FCH Subject Coordinators

Each of your subject areas has an academic member of staff who can provide subject-specific expertise and guidance.

The current list of coordinators is at <http://www.exeter.ac.uk/fch/subject-co-ordinators.php>

36.4 Personal Tutors

Your personal tutor can be your first port of call in academic matters, as well as your personal development and welfare (see below).

36.5 FXU (Penryn) and Guild of Students (Streatham)

The FXU and the Guild have a wide range of advice and support that can be given to you. Call in and see them.

See:

- FXU – https://www.fxu.org.uk/advice_welfare/
- Guild – <http://www.exeterguild.org/advice/>

37. Peer mentors – student help

First-year FCH students are each allocated a peer mentor, who is a second- or final-year FCH student.

Your mentor is a friendly source of general help for you.

Ideally your mentor takes at least one of your subjects, so that they can relate to your academic activities and help you in that way. Sometimes, with apologies, we are unable to provide such subject-related mentors, due to FCH offering such a wide range of subjects and the mentors may not take all of these.

It is entirely up to you and your mentor about how and when you interact.

We encourage you to volunteer as a mentor when you are a second- year student. Such things are also good for your CV.

38. What is a Personal Tutor and what can they do for me?

All taught students at the University of Exeter are assigned a Personal Tutor (may be called Academic Tutor or similar in some disciplines) throughout their programme of study here.

All academic staff share responsibility for progression, supporting students' learning and helping you to improve your performance. **Personal Tutors** have a particular responsibility for monitoring their tutees' progress across their programme and will also be able to refer you to sources of additional support should you need this.

The role of a Personal Tutor is to support you to look after your own interests – whether related to your studies or other aspects of your life. They are there to provide guidance and advice, discuss your academic progress with you, through one-to-one and/or group tutorials.

Your tutor is also there to encourage you, help with any academic difficulties you may be facing, provide you with information about who to contact for specialist help and guidance and help you to develop a range of academic and professional skills.

Your Personal Tutor (PT) can help you to succeed academically by:

- Meeting you regularly – at least three times in your first year
- Helping you to monitor your own progress
- Discussing and managing your expectations in relation to the programme and its requirements
- Guiding you through any programme related issues such as module choices
- Helping you to understand and act on feedback
- Offering support, encouragement and referral for any personal or other issues affecting your studies
- Helping you to find and make use of university (and other) support for your studies

Your Personal Tutor may also:

- Facilitate contact with appropriate support networks
- Provide help and support with academic skills
- Helping you to understand current use of sources, plagiarism and referencing

38.1 Personal tutors – What do I need to do?

- Attend all scheduled and other requested meetings or contact your tutor in advanced to agree an alternative time if it is inconvenient.
- Check your University e-mail every day and your internal post at least twice weekly for messages from your PT and reply appropriately.
- Proactively seek support when needed.
- Familiarise yourself with your College's procedures and practices in personal tutoring and respect the limits of the Personal Tutor's role (see above).
- Tell your Tutor about any disability or health condition that you would like support with
- Notify the College Hub if you are ill and unable to attend University
- Tell your PT if you are experiencing problems which are affecting your attendance or having an adverse effect on your academic progress
- Contact your PT immediately if you think your performance in an assessment is going to be affected by ill health or personal problems
- Keep your personal records up to date by logging into the student portal.
- Tell your PT about any part time work you are doing during term – you might need to discuss how this fits in with your course requirements.
- Attend mandatory co-curricular sessions such as the eXfactor.

The University's description of the role of personal tutors can be seen at:

<http://as.exeter.ac.uk/support/staffdevelopment/aspectsofacademicpractice/personaltutoring/theroleofthepersonaltutor/>

39. Prizes and Commendations

The University likes to celebrate the success of its students. Notable achievements can be signified in various ways, and include:

39.1 FCH Prizes

The FCH Assessment, Progression and Awarding Committee can award a prize of £50 to a final-year FCH student for academic excellence in degrees involving science subjects and a £50 prize to a final-year FCH student for academic excellence in degrees involving non-science subjects.

39.2 FCH Commendations

FCH Commendations are awarded by the FCH Assessment, Progression and Awarding Committee to students who achieve excellent results in a stage, complete a stage despite adverse personal circumstances or contribute significantly to the life of FCH or their subjects. These commendations do not have money attached to them, but consist of a certificate.

39.3 Dean's Commendations

The Dean of Taught Programmes can award Dean's Commendations to students who achieve exceptional high marks for a stage or who complete a stage despite personal adversity. Recommendations for the award of these commendations usually come from the

FCH or subject Assessment, Progression and Awarding Committee. These commendations do not have money attached to them, but consist of a certificate.

Enjoy your studies! – *carpe diem*

Remember – if you have a problem, tell us!

Do not suffer in silence!!