

# 5 Assignments and assessment

## In this section:

- details of the weighting of each assignment for the assessment of the module
- why assignments are important
- ways of playing an active role in your assessment and making the most of feedback

## Module assessment

Assessment is used in UK higher education for many different reasons, and each type of assessment — from formal to informal, from self-assessment to written examinations — caters for a different need.

If you are a WEDC distance learner, for the 15 credit modules you will usually be formally assessed by two coursework assignments that are directly related to the module you are studying at the time.\*

The assignments are important because they are the only means of assessment that contribute to your final module mark. For the 60 credit *Research Dissertation* there are four means of assessment:

- detailed project proposal (15%);
- literature review and methodology (15%);
- final project report (70%); and
- oral examination (this may lead to an adjustment of the mark awarded for the final report).

\*Different assessment procedures take place if you are studying with us at WEDC.

## Why have assessment?

Assessment:

- maintains standards of output against a predetermined quality;
- validates your work, highlighting your level of achievement;
- gives you the chance to practise and develop your skills;
- acknowledges the work you have done;
- helps diagnose difficulties and misunderstandings;
- gives motivation to study and establishes priorities; and
- feedback encourages you to reflect upon your work and ability.

## Assignment weighting

At the time of writing, the coursework assignments for the 15 credit distance learning modules are weighted with 40% for the first assignment and 60% for the second.

However, the weighting can vary, so check the figures given on the first page of each assignment when you receive it.

The 60 credit *Research Dissertation* module has four times the weighting of the 15 credit modules, so the mark you obtain for it can have a large impact on your overall programme mark.

## The process of assessment

From a learner's perspective, assessment can be seen as a three-stage process:

1. Preparation
2. Implementation
3. Evaluation

### Preparation

Most assignments demand some preparation. This gives you a chance to consolidate your learning through:

- considering broad subject areas;
- prioritizing important areas; and
- pursuing areas of interest.





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### Implementation

This is the actual challenge or test of your ability; distilling information, structuring information, and applying understanding. The implementation stage requires you to perform to a given brief, focusing your learning through specific demands.

### Evaluation

Evaluation stems from your engagement in a process and the subsequent appraisal of your personal performance. You will be provided with feedback with which you can objectively assess your performance. The evaluation stage of the assessment cycle encourages you to reflect upon your work with a view to developing your ability. Reflecting upon how well you have done consolidates your learning, preparing you for the following units or a new module.

### Your role

Assessment is a process in which you play an active part and over which you have varying degrees of influence. There are many ways to take more control of your assessment, which will help you improve your performance and get the most out of the process.

### Establishing criteria

One of the most important aspects of assessment is to consider how your work will actually be assessed. Often there

are pre-arranged criteria, which establish the guidelines against which your work will be assessed. Your assessment criteria will be written into the assignment brief.

Criteria commonly reflect the following themes:

**Scope:** What is the broad subject range to be explored?

**Key details:** What actual information might you need to include?

**Presentation:** How should the information be presented?

**Skills demonstration:** How effectively have you developed and implemented skills?

**Use of methodology:** Can you apply complex methods of working to solve a problem?

**Understanding of concepts:** Have you understood and applied complex concepts?

**Accuracy of method:** Have you accurately undertaken the exercise?

**Drawing conclusions:** Have you clearly structured a balanced argument and effectively summated your thoughts?

**Length restriction:** Have you complied with any stated length restriction and formatting requirements?

If the assignment question or task is unclear to you, ask the responsible examiner (module tutor) to clarify what is expected.

### Your guarantor

You should nominate a local guarantor who occupies a position of authority, for example your sponsor, employer, manager or supervisor. The guarantor's responsibility is to countersign the submission sheet you send with each assignment (up to three per module) to indicate that they believe it to be your own work. If they feel able to provide other support such as advice or response to technical queries, then that too will be helpful though not essential. Your guarantor should know you well and be available before the submission deadline to countersign each assignment. S/he cannot be a member of your family.

Before nomination, you should discuss arrangements for counter-signature of assignments with your proposed guarantor.

We will contact your proposed guarantor to ask them to complete a more detailed form. If they need further information, please ask them to contact the Distance Learning Administration Team: (wedc-admissions@lboro.ac.uk).

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### Assessment criteria and individuality

You may feel that you should display a certain amount of personal innovation when you are preparing work for assessment. This is important, as it can be tedious to produce work solely to a prescribed formula. In displaying personal innovation, however, you will still need to plan your work in the context of the assessment criteria.

Criteria also ensure that you are applying your learning in an appropriate manner, in a way that is useful to the particular subject area.

You should not necessarily tie your work down only to the assessment criteria. Your tutor may be looking for flexibility and imagination; factors which may be implicitly written into the assessment criteria.

Where you are aware of the criteria, however, make sure that you accommodate them in the planning and implementation of your work.

We know the value of discussing ideas and work with others who are of a like mind and/or who may have greater experience. Our campus-based programme participants benefit from exchanging ideas and experience, and we know they also discuss assignments prior to submission.

We have an email discussion list (and in some modules discussion forums) that WEDC distance learners can opt into so they can correspond with each other.

However, we do not expect any assignment submitted to be joint, either in part or in total. There have been some instances of collaboration and copying with distance learning assignments. This is not acceptable. The statement you sign on the Declaration Form asks you to certify that the work is



your own except where otherwise acknowledged. If copying or collaboration is detected, the penalties are severe and may result in the termination of your studies. Please see the University's regulations regarding academic misconduct:

<http://www.lboro.ac.uk/students/welcome/handbook/examsandassessment/academicmisconduct/>

### Playing an active role

There are steps you can take to play a more active and therefore effective role in the assessment cycle:

#### Setting personal goals

With realistic personal goals you can more fully reflect on feedback and relate your work to your own ambitions.

#### Setting subject goals

These are already defined by the units. You can refer to these to draw up your own work plan.

"By this stage I should have completed this ..."

#### Evaluating your own work

Use self-assessment to reflect upon your achievements and realistically assess your own level of attainment.

- How advanced are your skills?
- How efficiently did you carry out the assignment?
- How confident do you feel in the use of complex terminology and theory?

After you get feedback on your assignment, re-evaluate your work.

#### Reassessing personal goals

Working from your evaluation, draw up plans for further developing your skills. Ask: "How will I get better at...? How will I improve my...?" Set goals for your development.

Section 4: Self-assessment, will help you in these areas, enabling you to play an active part in your assessment.

## What does the question mean?

In most assignment briefs there will be key words which guide you towards the required treatment of the subject matter. In order to successfully answer the question you will need to highlight and interpret these key words, targeting your writing accordingly.

Here are some of the most common key words and a suggested meaning for each.





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<b>Account for</b>	Explain the cause of.
<b>Analyse</b>	Separate down into its component parts and show how they interrelate with each other.
<b>Annotate</b>	Put notes on (usually a diagram).
<b>Assess</b>	Estimate the value of, looking at both the positive and negative attributes.
<b>Comment</b>	To make critical or explanatory notes/ observations.
<b>Compare</b>	Point out the differences and the similarities. This question needs to be carefully organized to produce a logical answer.
<b>Contrast</b>	Point out the differences only and present the results in an orderly fashion.
<b>Describe</b>	Tell the reader what something is like.
<b>Discuss</b>	Present arguments for and against the topic in question. In discussion questions, you may also give your opinion.
<b>Distinguish</b>	Identify the difference between.
<b>Evaluate</b>	Estimate the value of, looking at both the positive and negative attributes.
<b>Explain</b>	The word 'explain' means that you have to give reasons for your answer, rather than only a definition.
<b>Justify</b>	Here you will need to present a valid argument about why a specific theory or conclusion should be accepted.
<b>Outline</b>	Give the main features or general principles of a subject, omitting minor details and stressing structure.
<b>Relate</b>	Either: Show how ideas or events are linked into a sequence or: compare or contrast.
<b>Review</b>	To make a survey of, examining the subject critically.
<b>Suggest</b>	This question may not have a fixed answer Give a range of responses.
<b>Summarize</b>	State the main features of an argument, leaving out everything that is only partially relevant.
<b>To what extent</b>	Asks you to justify the acceptance or validity of an argument stressing the need to avoid complete acceptance.
<b>Trace</b>	Follow the development or history of a topic from a defined point or origin.

## The assignments

### Distance learners

For each of the 15 credit modules you will find the assignment questions online. Each assignment will have its own special requirements (such as the submission deadline) that are described on the first page of each assignment.

Original signed copies of all assignments must be posted to WEDC, although these can be preceded by a full electronic version which should be uploaded via the Internet to the relevant module page of the University's Learning Management System (LEARN). For each assignment, we will tell you how to do this. LEARN shows you the electronic submission you have uploaded successfully, and you can open the file to check you have uploaded the right one.

Electronic versions of assignments are automatically uploaded to Turnitin, the plagiarism checking software that the university uses (see Section 10).

In case of unexpected problems with electronic submission through LEARN, then a copy of your assignment can be emailed to the [Distance Learning Administration Team](#) will email you to confirm safe arrival of any emailed assignment.

### Loughborough-based students

Alternative arrangements apply to Loughborough-based students which will be explained at the start of the programme.

## Feedback on assignments and grades awarded

During the module we will email feedback on your assignments to your university-supplied email account. Other than for the final assignment in each module, we aim to send the feedback within 21 days of the submission date. Anticipated dates for feedback are shown on the front sheets of all assignment questions.

We retain the assignment originals for inspection by the external programme assessor who helps monitor the quality of WEDC's courses. Therefore, so you can better understand the feedback provided, please keep a copy of each assignment.

Any original assignments that have been annotated with feedback comments during marking will be returned to you after the Review Board that fixes the whole mark for the module.

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Assignments are marked using the guide shown below. We show percentages on returned assignments.

These marks should always be regarded by students and staff as provisional, since marks may be subject to moderation before being fixed at a Review Board.

Numerical questions are normally marked for analytical method and accuracy using a marking scheme for specific steps in the solution. Assignment marks are compiled for the Review Board, which then awards module credits to candidates whose total weighted marks are not less than 50%. For all WEDC's distance learning modules 15 credits are awarded, except for the *Research Dissertation* module.

**Note that we will email feedback to your university-supplied email account, not to another email address.** However, for distance learners, you can arrange for emails to be automatically forwarded from your university account to your preferred email address.

### Making use of feedback

Feedback from the marker of your assignment is essential to the learning process. It gives you information you need to progress with your study by answering two basic questions:

- How am I doing?
- How can I improve?

Feedback takes the form of constructive advice provided by your tutor when s/he has marked your assignment. You may also like to explore the following sources of additional support:

#### WEDC

If you ask yourself the two questions posed above and find that you cannot answer either of them, then it is likely that you would benefit from further feedback on your assignment from the responsible examiner (module tutor). You may ask for advice at any time about any topic in a module. You can do this by emailing or telephoning the module tutor directly.

#### Use your family, friends, colleagues and for distance learners, your local guarantor too!

It is often surprising to find that simply talking through problems can help us to focus our minds on possible solutions.

Compare the feedback you receive from tutors and others with your self-assessments. (See Section 4 on Self-assessment for more information about this). For example:

- Highlight areas in which you have done well.
- Highlight areas you need to improve.

- Plan how you will improve. Draft further objectives, e.g.
  - talk to tutor
  - discuss problem with local guarantor
  - discuss problem with colleague
  - re-read a particular unit
  - read more widely.

### Tips on receiving feedback

The key to responding in a positive, open way to feedback is to recognize that you could learn from the experience. Feedback is vital. How else can we find out if what we have done is right?

Feedback is about the past, so it always offers the possibility of discovering something valuable, which can help you to change your approach for the better in the future.

Our motive for giving you feedback is to encourage you to continue successfully with your studies.

Remember:

- Check your understanding. If you are confused by the feedback, ask for clarification.
- Look for the lesson. When you feel you have the message of the feedback clear in your mind, ask yourself: "Is there something here worth accepting?". Explore the feedback as honestly and non-defensively as you can. Examine the options for change. Ask yourself: "What could I do differently next time?"

### Results

At the end of a module, individual assignment marks are combined (applying the appropriate weighting to each (see Section 5)) to produce an overall mark for the module. This mark is then presented to the next Review Board along with any claims for impaired performance.

Once a mark has been agreed by a Review Board, a DL Administrator will email you to say that the result can be accessed on the University's LEARN platform (<http://learn.lboro.ac.uk/>). A letter confirming the results will then be posted to you along with your assignment originals.

### Reassessment in a module

If you do not achieve an overall mark of at least 50% in a module, you will not obtain any postgraduate credits for it. In certain circumstances, you may be able to re-sit a module on payment of the relevant fee.





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Mark range	Description
<b>80% or above</b>	A mark 80% or above will be used on individual assignments which show exceptional merit.
<b>75-79%</b>	Upper end of range described. Very good grasp of material that displays thorough comprehension, informed criticism and analytical skill. The overall presentation is concise and well-expressed, without any major errors.
<b>70-74%</b>	Lower end of range described.
<b>65-69%</b>	Upper end of range described. A middle range answer which shows familiarity and comprehension of many of the salient issues and some critical dialogue with the material. Answers at the lower end of the range may contain a few errors, omissions and insufficiently well expressed ideas.
<b>60-64%</b>	Lower end of range described.
<b>55-59%</b>	Upper end of range described. An adequate answer which demonstrates an elementary understanding of the basic issues involved. Nevertheless is deficient in terms of material covered or level of comprehension. The answer is insufficiently researched and not well presented.
<b>50-54%</b>	Lower end of range described.
<b>45-49%</b>	Upper end of range described. Some major points are included, but lack of understanding is shown, together with use of irrelevant points.
<b>40-44%</b>	Lower end of range described.
<b>Less than 40%</b>	Very few or none of the major points present; many irrelevant or incorrect points included and the answer shows a serious lack of understanding.

## Submitting assignments

The phrase 'assessed submissions' relates to the *Research Dissertation (RD)* module. For general administrative information, where the word 'assignment(s)' is used, this includes assessed submissions.

### Modules other than Research Dissertation

Use this checklist before submitting assignments:

- All pages of your assignment show your registration number but not your name (to facilitate anonymous marking, ensuring fair and impartial assessment).
- Any diagrams/tables etc. are included.
- Pages are numbered.
- A fully completed Submission Form is attached.
- A fully completed Declaration Form (part of the submission form) signed by yourself and your guarantor is attached (the form is detached prior to forwarding to the tutor for anonymous marking).
- Electronic versions of text pages of assignments, presented as '.doc' or '.docx' files (MSWord files), must be submitted through the module pages on LEARN in order that we may do word counts and/or run submissions through plagiarism-checking software. Non-text files may also need submitting if arrival of the hard-copy of your work will be after the submission date.

### Research Dissertation (RD)

Use this checklist before returning your assessed submissions for the RD:

- Pages are numbered;
- You have submitted an electronic version.
- A fully completed Submission Form is attached.
- A fully completed Declaration Form (part of the submission form) signed by yourself and your guarantor is attached. (Since your Project Supervisor will recognise your dissertation, it cannot be assessed anonymously. A fully completed and signed Certificate of Authorship form and Access Form MUST be submitted within your final report (see RD Module Notes)).

### Submitting on time

Submission deadlines are shown on the front of each assignment question paper. Please note that if you are studying two modules at the same time, the submission dates may be different for each module. Completed assignments, either the original or a copy, must arrive at WEDC on or before

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the submission deadline. In addition to any electronic copy, original work must always be sent showing a postmark on or before the submission date. The University is strict about work being received on time, so ensure you do not miss deadlines.

On or before the date of submission, we request that electronic versions of assignments be uploaded via the Internet to the relevant module page of the University's learning platform 'LEARN' at <http://learn.lboro.ac.uk/>.

For each assignment, we will tell you how to do this. LEARN shows you the electronic submissions that you have uploaded successfully. Electronic versions of assignments are automatically uploaded to Turnitin, the plagiarism checking software that the university uses. Alternatively, if you are unable to gain access to the Internet but can use email, then you can email a version to the Distance Learning Administration Team on email [wedc.distl@lboro.ac.uk](mailto:wedc.distl@lboro.ac.uk) and they will email you back to confirm safe arrival.

In order to ensure a deadline is met, it is advisable always to upload your assignment to LEARN before, or early on, the date of submission. If the original does not arrive in time and you have not uploaded your assignment to LEARN, it will be classed as a late submission. The copy and original versions must be identical, and all tables/diagrams included in both; if a copy of the electronic submission of the assignment has been used for marking, but additional information is provided later with the original, the assignment will not be re-marked to consider the additional information.

**Note:** You do not need to go to the expense of using a courier to get your assignments to us, unless this is the only way you can be sure the assignment will reach us. Regular mail is fine, but you may wish to have the added assurance from using a postal service that has a tracking facility.

In addition to any electronic copy, original work (with the accompanying submission form signed by your guarantor) must always be sent, showing a postmark on or before the submission date.

Assignments received even a day late will initially receive zero marks. The University does not accept computer/printing problems or pressure of other work as valid reasons for missing a submission date, so finish your assignments in good time and back-up computer files. If you are suffering from illness or pressure of work over and above your normal workload you can, in advance of a deadline, ask that you be allowed an extension or to defer completion of the module.

### Late submissions

A mark of 0% will be given to assignments submitted late without an approved extension. Where an extension is agreed, but the assignment is not submitted on or before that

extension date, a mark of 0% will also be given. This mark may be amended only where the mitigating circumstances procedure is followed. Mitigating Circumstances claims will not normally be accepted after the module marks have been released. There are few acceptable reasons for awarding a mark for a late submission, so the mark may remain at zero.

## Claims for mitigating circumstances

If circumstances have significantly adversely affected your standard of work, you may complete the University's Mitigating Circumstances procedure on-line at the following link on the University's website: <http://www.lboro.ac.uk/students/welcome/handbook/exams/mitigating-circumstances/> to explain the mitigating circumstances.

### Extensions

#### University Regulation VII

<http://www.lboro.ac.uk/governance/regulations/7/current/>

For all PGT modules, with the exception of the PGT Dissertation module, only one extension, for a fixed period of 48 hours from the original deadline, may be granted in respect of each coursework assignment. Students shall normally be informed of the outcome of their extension request no more than 2 working days after the submission of the full request (including supporting evidence).

You must complete the Coursework Extension Request Form and submit this, with your evidence, to the [Distance Learning Administration Team](#). For postgraduate project or dissertation modules, the Associate Dean (Teaching) responsible for the module (or nominee) shall, in consultation with the relevant Module Tutor, determine whether an extension should be permitted and if so what period the extension should cover – normally, no more than two extensions to the original submission deadline, for an overall period not exceeding 4 months for full-time students and 12 months for part-time students, will be permitted. Students shall normally be informed of the outcome of their extension request no more than ten working days after the submission of the full request (including supporting evidence).

Any coursework not submitted by the submission date (plus any agreed extension) shall be marked at zero. Students who fail to submit coursework by the submission date (plus any agreed extension) due to extenuating circumstances beyond their control should submit a mitigating circumstances claim. A zero mark for late submission may only be amended if a mitigating circumstances claim is upheld.





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The following is an indication of requests that may or may not be accepted:

### Examples of 'acceptable' claims

- Extraneous circumstances beyond your control i.e. natural disasters etc.
- Extensive travel or work outside of normal duties.
- Health problems (please note that medical documentation will need to be provided).
- Issues relating to illness or death of family and next-of-kin.

### Examples of 'unacceptable' claims:

- Travel and/or field duties that are routinely expected from your role.
- Heavy study workload that you have brought on yourself by choosing to study more than one module concurrently.
- Late receipt of materials due to late payment or late submission of a booking form.

### Supporting evidence

All extension requests must be supported by relevant documentary evidence which should be sent with, or as soon as possible after, submitting your form.

Do not delay submitting your form if you are waiting for your evidence from a third party, but remember it is your responsibility to ensure your evidence is sent in good time.

Please note that in *all* circumstances, supporting evidence will need to be provided. A letter from an employer/guarantor will not normally be enough on its own to approve the request.

While every extension is treated as a separate case, a record will be kept of each instance and the reasons given.

Extensions will not be given lightly, and this should not be seen as an opportunity to routinely extend submission deadlines. Always remember to plan ahead and to finish your assignments at the earliest opportunity, in case unexpected events occur!



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### Collaboration

We know the value of discussing ideas and work with others who are of a like mind and/or who may have greater experience. Our campus-based programme participants benefit from exchanging ideas and experience, and we know they also discuss assignments prior to submission.

To replicate this experience, we have a web-based Discussion Forum that all WEDC distance learners can opt in to, so you can correspond with each other. Some Responsible Examiners will inform you of a separate discussion forum just for you and your fellow students on that module, where specific discussion about relevant topics can take place.

We do not expect any assignment submitted to be jointly-authored, either in part or in total. There have been some instances of collaboration and copying with distance learning assignments. This is not acceptable. The statement you sign on the Declaration Form asks you to certify that the work is your own except where otherwise acknowledged.

If copying or collaboration is detected, the penalties are severe and may result in the termination of your studies. Please read the notes later in this document on plagiarism and the University's regulations regarding Academic Misconduct

### Feedback on assignments and guide for assessment

We aim to email you feedback on assignments within 21 days of their respective submission dates. Anticipated dates for feedback are shown on the front sheets of all assignment questions. If there is likely to be a delay in providing feedback, you will be advised in advance by email. Use the feedback to assist you with your approach to subsequent assignments.

Assignments are marked, and you are told the percentage mark in the feedback. See the table below for the descriptions associated with various percentages.

Assignment marks, weighted accordingly for each assignment, are compiled for Review Boards, which then award module credits to candidates whose total weighted assignment marks are 50% or above. For all WEDC distance learning modules, 15 credits are awarded, except for the Research Dissertation (RD), for which 60 credits are awarded.

#### Notes

1. Numerical questions will normally be marked for analytical method and accuracy using a marking scheme for specific steps in the solution.

2. Marks awarded for assignments should always be regarded by the students and staff as provisional, since they may be subject to moderation before being fixed (confirmed) at a Review Board.
3. Descriptions for ranges of marks may be revised to suit specific types of assignment.

### Return of assignments and results

During the module, the Distance Learning Administration Team will email your University student email account with feedback on your assignments on behalf of the respective Responsible Examiner. So you can better understand the feedback provided, please keep a copy of your original answer to an assignment. (This is also useful if an assignment gets lost in the post).

At the end of a module, individual weighted assignment marks are combined to produce an overall mark for the module. This mark is then presented to the next Review Board along with any claims for mitigating circumstances. Following the Review Board, the Distance Learning Administration Team will inform you when your results can be accessed on the University's LEARN website.

Assignment originals are only returned to students after the Review Board if Responsible Examiners have made written comments on the assignment. Otherwise they are destroyed following the Review Board. Assignments remain at WEDC until this time so that they are available for inspection by the External Programme Assessor who helps monitor the quality of our courses.

### Reassessment

You need to obtain an overall mark of at least 50% to get 'credits' in a module (usually 15 credits, but 60 credits for the Research Dissertation (RD) module). If your overall mark is less than 50% you will not obtain any postgraduate credits for that module. If you obtain a mark in the range 40- 49% it is not a 'fail', but a 'Minimum Level of Performance' (MLP) and you will receive no credits.

For some programmes you can still achieve the programme award without gaining credits in one or two 15-credit modules as long as you still achieve a MLP in those modules. The situation is as follows:

- To obtain a Postgraduate Certificate you must gain credits in each of the four modules studied, so you must achieve a mark of 50% or more in each of the four modules
- To obtain a Postgraduate Diploma you must achieve a mark of 50% or more in seven 15-credit modules, but you can have a mark in the range 40 – 49% in one (the eighth) 15-credit module.





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- To achieve the Master of Science you must achieve a mark of 50% or more in seven modules including the Research Dissertation, but you can have a mark in the range 40 – 49% in the remaining two 15-credit modules.

If you obtain less than 50% the first time you study a module, then you have the right to reassessment (a 're-sit') in that module. (However, bear in mind that you can 'carry' some marks between 40 – 49%, as just explained, so you may not have to re-sit it). To attempt a re-sit you first need to pay the re-sit fee. Contact the Distance Learning Administration Team for the current cost of these.

After each Review Board the students' marks are validated. The Distance Learning Administration Team will then contact you to explain any re-sit options that you have and will provide the forms that you will need to complete to request a re-sit. If the forms and fee are not returned by a specified date and you fail to contact WEDC to provide an acceptable reason, you will be put on Leave of Absence for one year. However, if you do not register for modules in the academic year following two consecutive years of leave of absence, the University will terminate your studies in the programme, as per University Regulation IX, Paragraph 34 (ii) Termination is likely to result in you being unable to gain the award for which you are registered although, depending on the number of

credits obtained, and the specific modules in which you have achieved those credits, a lesser award may be made. It is your responsibility to be aware of your progress in a module and in the programme for which you are registered, and to seek advice from WEDC/the University if anything is unclear.

The module mark resulting from reassessment will be 'capped' at 50% for the purpose of determining the 'programme mark'. On a transcript of results, the actual mark obtained for the module will be shown. The programme mark is weighted based on the credit value of each module. This means that each mark obtained for the Research Dissertation module has four times the value of a mark from the other modules.

### Change of Guarantor

If you need to change your Guarantor, please ask the Distance Learning Administration Team for a form. Once details of the proposed new Guarantor have been provided, the Administration Team will contact them directly to complete an agreement form. The signature shown on the Declaration Forms you submit with your assignments is checked against the specimen signature provided by the Guarantor. Note that all signatures must be originals.

