



Barts and The London
School of Medicine and Dentistry

Institute of Health Science Education

MA Education for Clinical Contexts
Student Handbook

2018-2019

This handbook should be used together with the Academic Regulations and arcs.qmul.ac.uk/students. This handbook provides information specific to the School of Medicine and Dentistry, Institute of Health Science Education, while arcs.qmul.ac.uk/students gives information common to all students at Queen Mary. The Academic Regulations provide detailed information on progression, award and classification requirements.

Nothing in this handbook overrides the Academic Regulations, which always take precedence.

The Academic Regulations are available online at:
<http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2018-19-FINAL.pdf>

This handbook is available in large print format. If you would like a large print copy, or if you have other requirements for the handbook, please contact:

Gilles Paoli,
g.paoli@qmul.ac.uk
Student office, Room G.08 Garrod Building, Whitechapel.

The information in this handbook is correct as of September 2017. In the unlikely event of substantial amendments to the material, the Institute of Health Science Education will inform you of the changes via email.

QMUL cannot accept responsibility for the accuracy or reliability of information given in third party publications or websites referred to in this handbook.

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Welcome to the IHSE

I am delighted to welcome you as a student in the Institute of Health Sciences Education. We are one of six Institutes of Barts and The London School of Medicine and Dentistry, a Faculty of Queen Mary University of London. The Institute and School in general are doing very well.

In the most recent Guardian League Table we were the second highest ranking medical school in the UK and we do extremely well in the National Student Survey. A lot of that is to do with our desire to build close relations with our students and respond as quickly as possible to their needs. This is particularly true of this new MA in Education in Clinical Contexts. The key to success with a new programme such as this is listening to students to understand what is working well and what needs some more attention. Please talk to us as the course progresses so we can make it of the highest quality.

We wish you every success with the course and we hope you find it enjoyable and useful. Welcome to the Institute.

Professor Anthony Warrens

Director, Institute of Health Sciences Education

Welcome to the MA Education for Clinical Contexts

Welcome to the MA Education for Clinical Contexts programme. This programme has been developed, recognising that educators working in and around clinical contexts in the UK face many pressures.

In particular, the drive for high quality education in increasingly busy and financially straitened clinical environments requires a re-evaluation of the way educators and clinical trainers in the NHS are prepared for their roles. This MA Education for Clinical Contexts is a response to these challenges and seeks to prepare you to be able to engage critically with the complex roles of:

- teacher, supervisor and learner;
- curriculum developer;
- ethical leader, and innovative change agent of programmes in clinical education;
- active researcher of clinical educational practice in your workplace setting.

The unique aspect of this MA Education for Clinical Contexts is that it focuses on workplace learning, giving you opportunities to understand the complex relationships between practice and theory, through researching, leading and developing teaching and learning in your own clinical setting.

This handbook is designed to help you understand the nature and structure of the MA

Education for Clinical Contexts. As a ready reference guide, you will find it useful to refer to for answers to most of your questions about the course. You will also receive short handbooks for each of the modules you take.

Dr Elspeth Alstead

Course leader, MA Education for Clinical Contexts

Institute of Health Sciences Education location and contact details

The Institute for Health Science Education is located across two locations: the Whitechapel and Barts Hospital campus. Teaching for the MA Education for Clinical Contexts programme will occur mainly at the Whitechapel campus. Some sessions will also take place at the Barts Hospital campus.

Whitechapel campus address

Barts and The London School of Medicine and Dentistry
Garrod Building, Turner Street, Whitechapel
London
E1 2AD

A map of the Whitechapel campus can be found here:

<http://www.qmul.ac.uk/docs/about/27062.pdf>

Barts hospital campus address

St Bartholomew's Hospital
Barts and The London NHS Trust
West Smithfield
London
EC1A 7BE

A map of the Barts Hospital campus can be found here:

<http://www.qmul.ac.uk/docs/about/45401.pdf>

Institute of Health Sciences Education facilities and staff contacts

The programme is jointly led by Dr. Elspeth Alstead. Their contact details are below.

Dr Elspeth Alstead

e.m.alstead@qmul.ac.uk

Room 3.17

Whitechapel Campus,

Garrod Building, Turner Street

London

E1 2AD

The programme is administered by Gilles Paoli, whose contact details are below:

Gilles Paoli (0207 8822241)

g.paoli@qmul.ac.uk

Student office, Garrod Building.

Up to date information about the course, course materials (such as module handbooks, workshops materials, reading lists and readings) are available for you via QMplus:

<https://qplus.qmul.ac.uk/course/view.php?id=10161>

As a QMUL student on the MA Education for Clinical Contexts you will have full access to the QMUL libraries. This includes hard copy book and journal stock, and an extensive online collection: <http://www.library.qmul.ac.uk/>

Communications

QMUL will communicate with you in a variety of ways. Formal correspondence will be sent to you by electronic letter, and it is important that you keep Queen Mary up to date with your personal details and address. You can do this online via the MySIS record system:

<http://www.arcs.qmul.ac.uk/students/mysis-record/index.html>

It is most common for the Institute of Health Science Education, QMUL and the Students' Union to contact you by your QMUL email.

You are assigned a university email address when you enrol, and you are responsible for checking this account on a daily basis. All major notifications and updates will be sent to you by email first.

You can access your email account by logging on to a QMUL computer, or, if you are not on campus, at: <http://mail.qmul.ac.uk>

Student support mechanisms

You will meet with the programme leaders at the start of the programme. During modules, you are also advised to seek ongoing support from module leads. You can also meet with the programme leader if you need additional support or advice, at any point, during the programme.

The QMUL offers a variety of student support services. A comprehensive list and guidance to these services can be found here:

<http://www.qmul.ac.uk/studentlife/support/>

Safety/emergencies

You should familiarise yourself with emergency procedures for all areas in which you work as a student, noting the location of emergency exits, assembly points and equipment. In

case of a fire, immediately leave the building by the nearest exit point. Do not use the lifts. Fire action notices are displayed in corridors and by fire escapes.

In an emergency, dial **3333** from any internal phone and clearly state the nature and location of the problem, your name, and the number you are calling from (if known). If there is no internal phone available, call 999 and follow the normal procedure. You should ensure that corridors and doorways are not obstructed and that fire-fighting equipment is not removed from its station.

First aid assistance for minor accidents can be obtained by dialling 3333 from an internal phone, or 020 7882 3333 from any other telephone.

Personal information and data protection

During application and at enrolment/re-enrolment you provide us with personal information about yourself such as relevant addresses and information about your background, which is held in systems such as MySIS and you give QMUL consent to process this. It's important that you ensure this information is accurate and keep it up to date. Throughout your studies (or after you graduate) you may also provide, or we may collect, other personal information and you should be aware that this also includes any work you submit for assessment in the course of your studies. Tutors may occasionally use anonymised student essays (or portions from them) as part of the teaching process. We hope you will be willing to support your fellow students by allowing this, but you may opt out by contacting your school office. Other markers of engagement are monitored to help support students.

We ensure that all personal data is held securely and not disclosed to third parties without your consent, unless we are obliged to do so by law - for example the annual student record that we submit to the [Higher Education Statistics Agency](#) - or other conditions allow. When you graduate, your details will be transferred to our Alumni database so that we can stay in touch with you in the future.

HESA requires us to collect details of our students' ethnicities and disabilities as a means of monitoring the success of equal opportunities policies at a national level. This information is kept confidential and helps us to provide you with support and information on facilities and services that may be useful.

When you enrol or re-enrol online you will be asked to read a declaration about the purposes for which we use your personal data and to whom we may disclose it when required. You must read this declaration carefully. All personal data is maintained in accordance with the Data Protection Act 1998. For more information, visit: <http://www.arcs.qmul.ac.uk/governance/information-governance/index.html>

Use of your QMUL ID card

You will receive a QMUL photo-identity (ID) card upon enrolment. This card is very

important, and must be carried at all times on campus. If you do not produce this card upon request and satisfy staff that it is your card through comparison of your face and the photograph, you may be removed from the building, or from campus. Misuse of your card will normally lead to an investigation under the Code of Student Discipline:

<http://www.arcs.qmul.ac.uk/policy/a-z/>

The card shows your student number. You must take your card into all examinations, and display it on your table for inspection. You will also need to copy the student number onto your paper.

The card also serves as your library card, and as an access card for certain buildings. Many buildings have security points at which you must show your card, and others require you to scan your card to release the doors.

It is vital that you keep your card safe and with you at all times on campus. If you lose your card, or if your card is stolen, you should contact the Student Enquiry Centre (<http://www.arcs.qmul.ac.uk/students/sec/student-card/index.html>), who will be able to help you. A fee is charged to replace lost ID Cards.

Online resources

Up to date information about the course, course materials (such as module handbooks, workshops materials, reading lists and readings) are available for you via QMplus:

<https://qmplus.qmul.ac.uk/course/view.php?id=10161>

You will also upload all of your course assignments and receive feedback through the programme site on QMplus portal.

Course assessments

All course assessment must be submitted with a **cover sheet** including:

All course assessments must be submitted by the given date. We are bound by University regulations and these must be complied with, even by part-time students who are in employment.

- Your student ID number and name
- Course assignment title (e.g HIS 7010 Teaching and Learning module: assignment 1)
- An accurate word count. Note your assignment word count should exclude your reference list and cover sheet.

Please submit your course assignments via QMPlus by the published deadline.

Should you encounter a problem with submitting via QMplus (e.g. if the system is down), then please email your assignment as an attachment to your module leader by the due date, copying in the course administrator.

Extensions

If you are ill, or face other serious mitigating circumstances which affect your ability to complete an assignment on time, please alert your module leader and the programme leaders as soon as possible, including clear reasons for the request on the extensions form and any evidence. The form is available on the QMplus course site:

<https://qmplus.qmul.ac.uk/course/view.php?id=10161>

If you have a legitimate reason for not being able to complete the assignment by the deadline, a programme leader will grant an extension and new deadline. Please note that extensions are for a maximum of 2 weeks.

Backing up your work

Please ensure you regularly back up your work by saving it to external devices and/or emailing yourself drafts. Computer malfunctions are not usually considered to be a reason for an extension or for extenuating circumstances as there is an expectation that students will regularly back up their work.

Late submissions

Where an assignment is submitted late, and no extension has been agreed, five per cent of the total marks available (i.e. five marks for an assignment marked out of one hundred) shall be deducted for each 24 hour period or part thereof after the submission date and time, **including weekends and bank holidays**. An assignment submitted more than 120 hours late shall be awarded a mark of zero (OFL).

Word count

You should not exceed the word count for assignments. Your cover sheet must include an accurate word count.

Please note that the following are **included** in the word count: quotations, footnotes, and endnotes. Please note that the following are **excluded** from the word count: candidate number, title, course title, cover pages, reference list/bibliography and any appendices.

For work that exceeds the upper word limit by up to 10%, no penalty will accrue. For work that exceeds the word count by more than 10% and less than 20%, your grade will be reduced by 10 percentage marks. For work that exceeds the upper limit by more than 20%, your grade will be reduced by 20 percentage marks.

There is no penalty for assignments that are **under** the specified word count, but the word count would be expected to be +/- 10% of the number of words required.

Absence notifications

This course is run at Master's Level. You will be required to do preparation before most teaching sessions, and attend all teaching days which are designed to be interactive and use group work to help you apply and integrate what you have learned. We therefore have an expectation of 100% attendance on teaching days.

However, we understand that, with adult learners particularly, emergencies happen and occasionally an absence is unavoidable. In these situations we do, of course, expect the courtesy of an email to the Module Convenor (copying the Course Administrator), with evidence that you have caught up on the missed content. This makes it much easier to support you in the exam board.

Students who miss two consequent sessions will be contacted as early as possible by the Programme Lead to offer support and advice.

In cases where students have not responded to contact attempts and in doing so have disengaged to the point where they could not successfully complete the year, deregistration may be considered as per the Queen Mary regulations:

<http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2018-19-FINAL.pdf>

Sponsored Students: the module lead will share the attendance data with the sponsoring organisation for those who are being funded such as the Barts health Clinical Fellows..

Interruption and withdrawal of studies

QMUL guidelines on interrupting your studies, or withdrawing from the course can be found here:

<http://www.arcs.qmul.ac.uk/students/study/interrupting/index.html>

<http://www.arcs.qmul.ac.uk/students/study/withdrawing/index.html>

Deregistration

Module Deregistration

Should you not meet module requirements for attendance or for submission of coursework, you may be deregistered from the module. You will be given warnings before deregistration occurs, and you will have the right to represent your case to the IHSE. Deregistration from modules may lead to deregistration from your programme of study.

Tuition Fee deregistration

When you enrol or re-enrol at the start of each academic year you agree to QMUL's Tuition Fee Regulations <http://www.arcs.qmul.ac.uk/students/finances/tuition-fees/>, which set the

deadlines for paying tuition fees.

Extenuating circumstances

Extenuating circumstances are defined by Queen Mary as:

Circumstances that are outside a student's control which may have a negative impact on a student's ability to undertake or complete any assessment so as to cast doubt on the likely validity of the assessment as a measure of the student's achievement.

Extenuating circumstances are usually personal or health problems. Health problems include your emotional wellbeing and mental health, as well as your physical health. Extenuating circumstances **do not** include computer problems, misreading your exam timetable, planned holidays or events, or local transport delays.

Queen Mary operates a fit to sit policy, which covers all assessments including coursework and exams. If you sit an exam or submit a piece of coursework you are deemed to be fit to do so. In such instances a request for extenuating circumstances will not normally be considered.

To submit an extenuating circumstance request you must fill out the relevant form which can be obtained from the programme administrator, Gilles Paoli. The form should be completed and returned to Gilles Paoli by email (g.paoli@qmul.ac.uk) within 2 weeks of the assessment due date for which you are submitting extenuating circumstances.

Your form must be accompanied by relevant supporting evidence (for example medical certification, death certificate, police report and crime number, or other written evidence from a person in authority) Please note that although accompanying documentation can be submitted after the form claims without any evidence cannot be considered. It is in your best interest to provide evidence and supporting documentation that is as comprehensive as possible.

When you submit an extenuating circumstance form you will be given a receipt, you must keep the receipt safe for the duration of your studies. All claims must be received no later than three working days before the relevant examination board meetings otherwise they cannot be considered.

All extenuating circumstances claims are kept confidential until they are considered by a subcommittee of the School/Institute's Subject Examination Board. All proceedings of the subcommittee are strictly confidential, and will not normally be discussed at the full examination board meeting.

It is your own responsibility to submit any claims for extenuating circumstances, not that of your tutor. Please ensure that if you have what you believe is a valid case, you complete the submission process in accordance with the Institute of Health Science Education guidelines and deadlines.

It is not possible to make a retrospective claim for extenuating circumstances, specifically once you know your results. Therefore claims submitted after the deadline will not be considered by the examination board. Please refer to the full guidance notes on extenuating circumstances from the Advice and Counselling service or online at:

<https://www.welfare.qmul.ac.uk/guides-and-forms/student-advice-guides>

Updating personal details

It is important that QMUL has up to date personal details for all students. You will be able to update your address and contact details on line using MySIS, however a change in name must be done in person at the Student Enquiry Centre with accompanying identification. You can find out more information on the Student Enquiry Centre website.

<http://www.arcs.qmul.ac.uk/students/mysis-record/index.html>

Teaching methods

The following principles underpin learning and teaching approaches used throughout the programme throughout:

- Commitment to democratic approaches to learning
- Respect for individuals and their prior knowledge and experience
- Respect for others as self-directed, active learners in control of their own learning
- Use of an exploratory approach including responsiveness to alternative perspectives
- Flexibility in responding to needs/interests of learners
- Using prior knowledge and experience as a starting point for learning

In summary, the programme offers opportunities to experience the following learning and teaching approaches:

- Independent learning
- Independent reading
- Self-directed learning
- Group-work with peers
- Action learning
- Experiential learning
- Reflection and reflective writing
- Formal report writing

Student conduct

The QMUL code of students discipline can be found here:

<http://www.arcs.qmul.ac.uk/students/student-appeals/misconduct/>

Representation

Your views are important to the Institute of Health Science Education and Queen Mary. There are a variety of ways in which you can tell us what you think and share your ideas for improvements. Student representatives, elected by fellow students, also speak on behalf of the student body at the School, Faculty and QMUL-wide level via various committees, groups and meetings. Student [feedback will be sought from your representatives to be shared at the Programme Leadership Meetings. In addition, anonymous evaluation sheets will be collected at the end of each module.](#)

Surveys

Postgraduate Research Experience Survey (PRES)

The Postgraduate Research Experience Survey (PRES) is conducted every two years. It gives you, as a postgraduate research student, an opportunity to give your opinions on what you liked about your time at QMUL, as well as those aspects that you feel could have been improved. Please do consider completing the survey; your feedback really is invaluable and will help us make a difference for future generations of QMUL students.

<http://www.arcs.qmul.ac.uk/media/arcs/policyzone/Student-Survey-Policy.pdf>

Postgraduate Taught Experience Survey (PTES)

The Postgraduate Taught Experience Survey (PTES) is conducted every year. It gives you, as a postgraduate taught student, an opportunity to give your opinions on what you like about your time at QMUL, as well as those aspects that you feel could be improved. Please do consider completing the survey; your feedback really is invaluable and will help us make a difference for future generations of QMUL students. <https://www.qmul.ac.uk/tell-us/>

Appeals and complaints

Appeals

Before submitting an appeal please speak to the module leader or programme leader about the decision you wish to appeal as many issues can be resolved without the need for an appeal. If you wish to submit an appeal then you must complete the appeal form within 14 days of the notification of the decision you want to challenge.

Information about how to appeal and the appeal form can be found on the QMUL website: <http://www.arcs.qmul.ac.uk/students/student-appeals/appeals/index.html>

Appeals can be made on two grounds but appeals against academic judgment are not permitted:

- procedural error: Where the process leading to the decision being appealed against was not conducted in accordance with QMUL's procedure, such that there is reasonable doubt as to whether the outcome might have been different had the error not occurred. Procedural error shall include alleged administrative or clerical error, and bias in the operation of the procedure.

- that exceptional circumstances, illness, or other relevant factors were not made known at the time for good reason, or were not properly taken into account.

The best way to submit an appeal is via your QMUL email address to appeals@qmul.ac.uk.

If you are not satisfied with the outcome of your appeal you may submit a Final Review to the Principal's nominee. Once a Final Review is complete you will receive a Completion of Procedures letter explaining that Queen Mary's internal procedures are complete. The Completion of Procedures letter represents the final decision of Queen Mary and the reasons for that decision.

Complaints

If you have a concern or complaint about the course, please contact the module leader and/or programme leaders in the first instance so that they can help resolve any difficulties or confusions.

If your issue is not resolved through the informal process then you will need to complete the Stage 1 complaint form and submit this to the Head of the Institute of Health Science Education under the Student Complaints Policy:

<http://www.arcs.qmul.ac.uk/students/student-appeals/complaints/index.html>

Head of the IHSE

Prof. Anthony Warrens (a.warrens@qmul.ac.uk)

Director's Office

Barts and The London School of Medicine and Dentistry

Garrod Building

Turner Street

London

E1 2AD

Most complaints are resolved at Stage 1 but if your matter is still not resolved then there are two further stages to the policy, which are the institutional level and review stage.

When the complaint process is finished you will be issued with a Completion of Procedures letter explaining the final decision and the reasons for it.

Office of the Independent Adjudicator (OIA)

If you are unhappy with the outcome of an appeal or complaint then you may submit a complaint to the OIA within three months of receiving your Completion of Procedures letter. The OIA is the independent body set up to review student complaints and is free to students. For further information regarding the OIA please visit their website:

<http://www.oiahe.org.uk/>

Programme structure

The programme MA Education for Clinical Contexts is designed to be delivered part-time. The modular nature of the course, over three years, is structured to fit in with your needs as a busy clinician.

The modules will be taught in blocks of days utilising week days. The format for 15 credit modules will be 4-5 teaching days, taught over a period of 2-3 months. The format for 30 credit modules will be for 6-8 teaching days. The final dissertation module will include 5 whole-day dissertation workshops as well as individual supervision for the dissertation projects, by SMD academic colleagues.

The structure of the programme is as published on QM+:

<https://qmplus.qmul.ac.uk/course/view.php?id=10161#section-0>

To achieve:

- An MA award, you must successfully complete the modules (180 credits).
- A Postgraduate Diploma: You must complete and pass all the taught modules to the equivalent of 120 credits.
- A Postgraduate Certificate: You must complete and pass taught modules up to the equivalent of 60 credits.

Progression hurdles:

In order for you to progress from year 1 of the programme to year 2, you must achieve the following progression hurdles:

- i. take modules to the value of 60 credits; and,
- ii. pass modules to the value of at least 30 credits; and,
- iii. achieve module marks of at least 40.0 in all modules.

To progress from Year 2 to year 3 (the taught element to the dissertation) you must;

- i. take modules to the value of 120 credits; and,
- ii. pass modules to the value of at least 90 credits; and,
- iii. achieve an average mark of at least 50.0 across all taught modules; and,
- iv. achieve module marks of at least 40.0 in all modules.

Degree classification

- A student shall be classified when the requirements for award are met. The classification of award shall be based upon the College Mark and achievement in the dissertation or project.

- The College Mark provides a weighted average across all modules taken by a student up to the maximum number of modules for the programme. The College Mark shall always be calculated as though the required value of academic credit was taken.
- College Mark shall be calculated to one decimal place, and presented to the SEB and DEB in that form.
- The classification of the degree shall be made according to the following scale:

College mark	Dissertation or project module mark	Classification
70.0 - 100.0	65.0 or higher	Distinction
60.0 or higher	60.0 or higher	Merit
50.0 or higher	N/A	Pass

Plagiarism

QMUL defines plagiarism as: “Presenting someone else’s work as your own, whether you meant to or not. Close paraphrasing, copying from the work of another person, including another student, using the ideas of another person, without proper acknowledgement or repeating work you have previously submitted without properly referencing yourself (known as ‘self plagiarism’) also constitute plagiarism.” Regulations on Assessment Offences <http://www.arcs.qmul.ac.uk/students/student-appeals/assessment-offences/index.html>.

Plagiarism is a serious offence and all students suspected of plagiarism will be subject to an investigation. If found guilty, penalties can include failure of the module to suspension or permanent withdrawal from Queen Mary.

It is your responsibility to ensure that you understand plagiarism and how to avoid it. The recommendations below can help you in avoiding plagiarism.

- Be sure to record your sources when taking notes, and to cite these if you use ideas or, especially, quotations from the original source. Be particularly careful if you are cutting and pasting information between two documents, and ensure that references are not lost in the process.
- Be sensible in referencing ideas – commonly held views that are generally accepted do not always require acknowledgment to particular sources. However, it is best to be safe to avoid plagiarism.
- Be particularly careful with quotations and paraphrasing.
- Be aware that technology, such as TurnItIn, is now available at Queen Mary and elsewhere that can automatically detect plagiarism.
- Ensure that all works used are referenced appropriately in the text of your work and fully credited in your bibliography.

If in doubt, ask for further guidance from your adviser or module tutor.

Turnitin

Turnitin is a web-based plagiarism prevention system used by most universities in the UK. This document describes how Turnitin is used within MA Education for Clinical Contexts and the data it creates about your work.

How Turnitin works

A Turnitin assignment is set up by a member of staff on QMplus. You then access this assignment online and upload your work before the due date. Turnitin will analyse the submitted work to identify text matches with other sources and will compare the work against:

- the current and archived web;
- previously submitted work;
- books and journals.

For each piece of submitted work Turnitin provides two things:

- A **similarity index**, which indicates the percentage of the submitted paper that Turnitin has identified as matching other sources.
- An **originality report**, which shows each of these matches in more detail, including the source(s) that Turnitin has found.

How Turnitin is used on the course

Turnitin will be used for all course assignments.

How we use the information provided by Turnitin

- Only academic staff will make a judgement on whether plagiarism has occurred in a piece of work. An academic may interpret the originality report to help but Turnitin itself does not make this judgement.
- We do not use a threshold percentage to identify whether plagiarism has occurred and may review any originality report in detail.
- Turnitin will highlight matching text such as references, quotations, common phrases and data tables within work that has no plagiarism issues at all. Those interpreting Turnitin reports will discount such matches and so initial percentages are often irrelevant.
- Where it is suspected that plagiarism has occurred in a piece of work, the originality report may be submitted to the Head of School and possibly to an Assessment Offences Panel for further investigation.

How you can use the information provided by Turnitin

- There will be an opportunity for you to see a Turnitin report on your work before Turnitin is used on your assessed work. You may submit your work to Turnitin once prior to the final deadline, there will be a 24 hour period before you can submit again so if you intend to check please make sure you do so at least one day before the final deadline.
- No other student will be able to see an originality report on your work.

- To help you understand what the report is telling you, please ensure you have followed the guidance on the E-Learning Unit's website (<http://www.elearning.capd.qmul.ac.uk/guide/interpreting-your-originality-report/>). You may find it helpful to resubmit your work after reviewing the originality report. You will have one opportunity to do this and there will be a 24 hour period afterwards before you may re-submit to Turnitin. Where this is the case, the idea is to use the report to help you identify any potential issues you may not have spotted before, and not to change individual words to avoid a match.
- If you have a question about your originality report that is not answered by the material linked to in 2.4.3 above, please direct these to your course administrator in the first instance.

Other things you should know

- Turnitin stores a copy of most work submitted to it in its repository. This does not affect the ownership of or any copyright in the original work.
- Staff may configure a Turnitin assignment such that copies of submissions are not stored in its database. This will be done for all test-runs or any 'dummy' assignments used for training or demonstration purposes.
- Staff on your course will ensure that no commercially or otherwise sensitive documents are stored in Turnitin's repository.
- You cannot opt out of having your work scanned by Turnitin, but if you believe that your work should be deleted after it is scanned you should contact your module leader.