

Collaborative Partner Programme Handbook
2024/25

Foundation Degree in Forensic Road Collision Investigation

Undergraduate Part-time Study

Incorporating:

UCPD in FRCI (Level 4)

CertHE in FRCI (Level 4)

FdSc in FRCI (Level 5)

A De Montfort University programme delivered by AiTS

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This handbook is correct at the time of writing and may be subject to change.

To ensure you have the most up to date information throughout your studies, you should always consult the online version of this handbook held on the Virtual Learning Environment

For up to date information on University academic and student regulations always consult the DMU website.

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Table of Contents

Section 1: Welcome	6
A welcome note from the Dean	7
Forensic Collision Reconstruction.....	8
Programme Aims	8
Programme Rationale	9
Section 2: Overview of the Handbook	10
How to use this Handbook	10
Section 3: University regulations	11
AiTS Regulations	11
DMU Regulations.....	11
Student Regulations.....	11
Academic Regulations	11
Section 4: About the Programme	12
Welcome and introduction to the programme:	12
Programme structure and key information:	12
Module information:	14
Settling into your programme:	17
Study Time	17
Universal Design for Learning (UDL):	18
Section 5: Contact details of staff	19
Student email	19
Section 6: Student Charter	20
Section 7: Higher Education Achievement Report (HEAR)	21
Section 8: Communication	22
The Virtual Learning Environment (VLE)	22
Personal tutoring.....	22
MyDMU.....	22
Attendance.....	23
Section 9: Management of the programme	24
Programme Management Boards.....	24
External Examiners	24
Section 10: Assignment submission, assessment and anonymous marking	25
Assessments.....	25
Assessment map/submission schedule	26

Year 1	26
Year 2 – Award FdSc.....	27
Submitting Assessments	29
Accepted formats for assessments	30
Late submission of work	30
Anonymous Marking.....	30
Assessment criteria and mark descriptors	31
Assessment feedback.....	31
Section 11: Seeking an assignment extension, deferral or re-submission	32
Extensions	32
Deferrals.....	32
Failed modules and reassessment opportunities	32
Interruptions	33
Section 12: The student complaints and appeals process	34
Complaints	34
Academic appeals:.....	34
Useful links:.....	34
Section 13: The Student Voice	35
Student Representation	35
Student satisfaction surveys.....	35
Section 14: Library and Learning Services.....	37
Introduction to DMU Library and Learning Services.....	37
Contact us	37
Resources	37
Accessing online material	37
Physical access.....	37
Borrowing items from the Library	38
Learning and Academic Skills online guides	38
Student feedback on DMU Library and Learning Services (LLS)	38
Library and University Regulations.....	38
Section 15: Harvard Referencing, Good v Bad Academic Practice.....	39
References.....	39
Academic Integrity and Misconduct	40
Academic Practice Officer	41
Academic practice officers: penalties	41

Section 16: Student support and resources	43
Careers and employability support	43
Section 17: Frequently Asked Questions (FAQs)	44
What should I do if I am unable to submit coursework on time	44
What should I do if I lose my student registration card	44
What should I do if I change address	44
What should I do if I am worried about a particular module	44
What should I do if I am worried about the programme in general	44
What should I do if I have personal problems.....	45
What should I do if I wish to appeal against an assessment decision	45
What should I do if I am ill or absent from university?	45
How do I notify the University of any changes in my personal details (e.g. term-time address)?	45
What should I do if I can't log into myDMU, student email or other University online systems?.....	45
What should I do if I need advice about personal issues?	46
What should I do if I want to change programmes?	46
What should I do if I am thinking of interrupting my studies?	46
What should I do if I am thinking of withdrawing from my studies?.....	46
Appendix – List of Principal Abbreviations	47

Section 1: Welcome

We would like to take this opportunity to welcome you to De Montfort University, and more specifically, to the Faculty of Computing, Engineering and Media. De Montfort University is one of the leading modern universities in the areas of computing, engineering, and media technologies. The Faculty of Computing, Engineering and Media hosts one of the largest centres of advanced technology in any European University, attracting student applications from around the world. We also have a strong record of working with staff from AiTS on Forensic Road Collision Investigation (FRCI).

The staff at De Montfort University, some of whom are also AiTS staff, are committed to providing the best possible teaching and support for our students, as demonstrated by the National Students Survey (NSS) results from recent years. One of the keys to our success is strength in research, which keeps our teaching up to date and gives you an opportunity to participate in leading-edge developments.

The Faculty has strong links with industry. Several of our courses have links with major employers, such as the BBC and Orange. Our professional focus is exemplified by the placement opportunities that are available on all our undergraduate BSc and BEng courses and all our postgraduate MSc courses. Through the professional focus of our courses, the graduate employment rate from this Faculty is among the best in the sector. Our graduates gain employment in a wide variety of roles, such as engineers, technologists, computer scientists and forensic road collision investigators.

There has been a liaison for many years between AiTS and De Montfort University with the University Certificate in Professional Development in FRCI, which has now developed into the Foundation Degree in FRCI. Both of these courses open up opportunities for those wishing to develop a career in collision investigation working for the police, transport companies, engineering consultancy organisations, insurance companies, individual private consultancies and similar organisations. The UCPD in FRCI has operated successfully thorough out the world, with students from many countries including U.K., Eire, Belgium, Australia, New Zealand, Germany, Malta and Cyprus.

We hope that you enjoy your study on this course and we wish you every success.

A welcome note from the Dean



I'm delighted to welcome you as a new student to the Faculty of Computing, Engineering and Media at De Montfort University. I am Professor Shushma Patel, Dean of the Faculty of Computing, Engineering and Media; one of four faculties that make up the university. Faculties are groupings of academic courses and research centres.

As a new student in the Faculty you will belong to one of our three schools; the School of Computer Science & Informatics, the Leicester Media School or the School of Engineering & Sustainable Development. We teach a broad range of courses at both undergraduate and postgraduate level.

We educate and prepare our graduates for immediate employment in many different professions and indeed the majority of our undergraduate courses are externally accredited by professional or statutory bodies, such as Creative Skill Set, the Engineering Council, the

Chartered Institute for IT, the National Council for the Training of Journalists.

We have extensive partners both locally and nationally that offer our students excellent placement opportunities and the experience to engage with local, national and international industries including HP, Deloitte, Phoenix Centre, Airbus Group, and many more.

Together with other opportunities offered throughout the university such as volunteering, #DMUglobal, DMU front runners and DMU Graduate Champions; we make our graduates more employable, we give them that extra something that employers seek.

Through #DMUglobal, our students have worked on projects in Europe, China and India. For example, a group of Engineers Without Borders students worked with Daly College to improve washroom facilities, linking them to a renewable energy microgrid.

Many of our final year students are engaged in activities in the DMU Square Mile, working in the local community, helping residents and giving back whilst learning. The Faculty of Computing, Engineering and Media has several square mile projects for students to get involved in teaching maths in schools, internet for adults and robot building, to name a few.

These are just some of the examples of the value we add. A degree is much more than an academic qualification. It is what you have experienced and what you have contributed to, during your time with us. All of which prepares you for the world of work in your chosen field.

It is an exciting time and I wish you all the best. Your time as a student will go quickly, but please do work hard during your time with us and make the most of the opportunities. Get the balance right between study and social activities. You do need to put in effort and endeavour in all that you do. I look forward to meeting you soon.

Good luck.

Dean of the Faculty of Computing, Engineering and Media.

Forensic Collision Reconstruction

The word forensic simply means 'of the courts of law' and collision investigation in the context of this Programme means an investigation to reconstruct the events and circumstances of a road collision. Forensic collision investigation is then, the investigation of collisions for the benefit of the judicial system. It does not matter whether you are acting for the prosecution, defence, plaintiff or defendant; ultimately you are acting for the court itself. You should strive to present the facts of the case in a logical and easy to follow sequence, considering all relevant facts.

Of course there will be disagreement about the interpretation of various facts in a particular case. The very nature of the British and many other judicial systems is adversarial and you will often find yourself opposing someone whose interpretation differs greatly from your own. What should not happen is that you disagree about the facts themselves. If a vehicle skids for 20 metres into a collision, there should be no dispute about this. Similarly, as you will see, if the coefficient of friction is found to be a certain value, there should then be no disagreement about the initial speed of the vehicle.

The Programme Team hope, that through your study, you will develop an ability not only to reconstruct road traffic collisions, but also to consider the alternative viewpoint. If, while working for a client, you discover facts that lead you to conclude they appear to bear some responsibility, this must be included in your report.

Programme Aims

The programme is designed for those who wish to develop or enhance their professional skills relevant to road vehicle collision investigation. This includes serving police officers, insurance investigators and those who offer consultancy expertise in this area. The course aims to help you to understand how modern technology is used in forensic collision investigation. It aims to teach both the underlying principles and theory and also the implementation of the technology. The material covers a wide range of hardware and software such as accelerometers and bespoke software for analysis of damage to vehicles.

Our aim in designing this Programme is to train investigators to a standard level of competence throughout the industry, each applying the same laws of physics. There really is no dispute about the physical laws we apply to collisions. It should not be necessary to prove them to the satisfaction of some other expert whose only goal is to exonerate their client by clouding the issue.

At the end of the Programme you will have all the basic skills necessary to reconstruct the majority of collisions, prepare a written report and present that report verbally. True expertise in this subject needs practical experience as well as knowledge. We cannot give you that experience. That can only be gained by you applying the knowledge to real collisions. Mistakes will undoubtedly be made, but this is part of the developmental process.

This Programme only covers one facet of collision investigation, the reconstruction of collisions. There are other areas which can also be studied. These include road engineering and vehicle examination which you may wish to study at some future date.

Programme Rationale

Staff from AiTS have delivered a successful University Certificate in Professional Development (UCPD) in Forensic Road Collision Investigation (FRCI) since 1997. There is a demand within the industry for a more substantial professional qualification in collision investigation. AiTS already offer a variety of other courses and have significant expertise in the area. The FdSc aggregates these courses, suitably modified for higher education, and adds one or two more broadly based modules. The BSc (Hons) Professional Studies (Forensic Road Collision Investigation) is a 'one year' top up for the FdSc and follows on from this programme.

For many years now the police service has had specialist collision investigation units. On behalf of these units the Forensic Science Service developed a City and Guilds course for police collision investigators. De Montfort University (DMU) and AiTS developed the UCPD for collision investigators which was open both to police officers and also to civilian investigators. The UCPD has been very successful and meanwhile AiTS have developed other collision investigation courses for the market. Developments in the police service and the expert witness field have led to an increasing demand for a higher level qualification for collision investigators such as this foundation degree. There is also a demand among existing collision investigators for professional up skilling *via* a foundation degree.

Section 2: Overview of the Handbook

This handbook aims to introduce students to the programme of study by providing information which we hope you will find useful, particularly at the start of your programme. It provides an outline of the Programme, its ethos, structure and assessment, and the University services that are available to you, both at **AiTS** and **De Montfort University**. Use the guide to familiarise yourself with the programme, to acquaint yourself with the Programme Regulations, its aims and objectives, and to establish what the learning outcomes are so that you are well prepared to tackle the requirements of the programme and the various assessments and examinations you are set.

How to use this Handbook

You should keep and refer to this Programme Handbook whilst you are studying on this programme.

An electronic version of this handbook (which is continuously updated) is available on the AiTS VLE which is our Virtual Learning Environment system.

The electronic version contains links to more detailed information about each aspect of this handbook.

The VLE can be accessed here: <https://vle.aits.ac.uk>

Section 3: University regulations

AiTS Regulations

The programme you have embarked on is delivered by AiTS in collaborative partnership with DMU. AiTS uphold the rules and regulations of DMU with necessary adjustments for delivery at a local level. Policy documents specific to AiTS delivered DMU programmes can be found on the AiTS VLE (<https://vle.aits.ac.uk/course/view.php?id=109>).

DMU Regulations

As you are undertaking a DMU award, DMU's regulations will also apply to your study. When you register as a student you agree to follow these regulations, as does the university. These regulations are divided into two areas; 'Student Regulations' and 'Academic Regulations':

Student Regulations explain how decisions are made in areas such as:

- Academic appeals
- Extenuating circumstances
- Student disciplinary issues
- Payment of fees
- Health and Safety
- Attendance and Absence policies

These are all available on the DMU website:

<https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/student-regulations-and-policies/index.aspx>

Academic Regulations set out the rules on assessment, progression, and award standards. These regulations enable universities to guarantee their academic standards are appropriate, and ensure all students are treated consistently and equitably.

The full regulations are available on the DMU website: <https://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/academic-regulations-assessment-boards/academic-regs-assessment-board-homepage.aspx>

If you have any questions about these regulations, you should speak to your tutor in the first instance.

Section 4: About the Programme

Welcome and introduction to the programme:

The Programme builds on the very successful University Continuing Professional Development Certificate at Level 4 in Forensic Road Collision Investigation (UCPD in FRCI at Level 4). In the first year you must take the 4 modules Collision Fundamentals 1,2, and 3, and Collision Case Studies which make up this UCPD. These modules form a strong base for the rest of the course.

The awards are designed so that each successive 60 credits of study can bring an additional award leading to the Foundation Degree in Forensic Road Collision Investigation. It is possible to register directly for the FdSc, but doing so means that you cannot gain the intermediate awards. As such it is recommended that you register for each award each year. The awards are cumulative, each building on the previous award and are listed below:

UCPD in FRCI at Level 4

60 credits made up from Collision Fundamentals 1,2, and 3, and Collision Case Studies

Certificate of Higher Education (CertHE in FRCI)

A further 60 credits from the choice of level 4 modules to form a total of 120 credits at level 4

Foundation Degree (FdSc)

A total of 120 level 4 credits and 120 level 5 credits.

The modules are listed below and it is anticipated that you will generally study 60 credits a year. Please note that not all option modules will be offered every year. The list of modules offered in any particular year will depend upon student demand and other factors and are published on the AiTS website <http://www.ait.ac.uk>.

Programme structure and key information:

Level 4 Modules

Module Code	Module Title	Credit Value	Must Take	Must Pass
ENGS1003	Collision Fundamentals 1	15	✓	✓
ENGS1004	Collision Fundamentals 2	15	✓	✓
ENGS1006	Collision Fundamentals 3	15	✓	✓
ENGS1002	Collision Case Studies	15	✓	✓
ENGS1005	Statistics for Collision Investigators	15	✓ (for C&G direct entrants)	✓
ENGS1013	Applied Mathematics	15	✓	✓
ENGS1015	Analysis of CCTV	15	✓	✓

ENGS1016	Driver and the Environment	15	✓	✓
ENGS1017	Fundamentals of Forensic Vehicle Examination	15	✓	✓

Level 5 Modules

Module Code	Module Title	Credit Value	Must Take
ENGS2001	Further Maths for Collision Investigation	15	✓
ENGS2002	Computation and Collision Analysis	15	✓
ENGS2003	Pedestrian and Pedal Cycle Collisions	15	
ENGS2004	Advanced Damage Analysis	15	
ENGS2007	Motorcycle Collisions & Dynamics	15	
ENGS2015	Analysis of Digital Data	15	
ENGS2016	Vehicle Dynamics & Tyre Technology	15	
ENGS2017	Analysis of Digital Data 2	15	

All modules are delivered by associate lecturers of DMU who will in general be staff from AiTS. A typical study pattern for the Foundation Degree is as follows.

Year 1 – Award UCPD in FRCI at Level 4

ENGS1003	Collision Fundamentals 1
ENGS1004	Collision Fundamentals 2
ENGS1006	Collision Fundamentals 3
ENGS1002	Collision Case Studies

Year 2 – Award CertHE

ENGS1013	Applied Mathematics
ENGS1015	Analysis of CCTV
ENGS1016	Driver and the Environment
ENGS1012	Fundamentals of Forensic Vehicle Examination

Years 3 and 4

ENGS2001	Further Maths for Collision Investigation
ENGS2002	Computation and Collision Analysis

ENGS2003	Pedestrian and Pedal Cycle Collisions
ENGS2004	Advanced Damage Analysis
ENGS2006	Motorcycle Collisions & Dynamics
ENGS2015	Analysis of Digital Data
ENGS2016	Vehicle Dynamics and Tyre Technology
ENGS2017	Analysis of Digital Data 2

Module information:

Level 4 Modules

Module Code	Module Title
ENGS1003	<p>Collision Fundamentals 1 – This module gives the students the fundamental skills to use the necessary mathematics, mechanics, and statistical analysis within the context of a road traffic collision. Students learn to record and analyse the accident scenario.</p> <p>Assessment : Portfolio 30%, Coursework 70%</p>
ENGS1004	<p>Collision Fundamentals 2 - This modules gives the students to skills to use the necessary mathematics and mechanics, analyse the behaviour of skidding vehicles, perform momentum and critical speed analysis, perform projectiles and limited visibility calculations and record and analyse the accident scenario.</p> <p>Assessment : Coursework 70%, Practical Assessment 30%</p>
ENGS1006	<p>Collision Fundamentals 3 - This modules gives the students to skills to use the necessary mathematics and mechanics, analyse the behaviour of skidding vehicles, perform momentum and critical speed analysis, perform projectiles and limited visibility calculations and record and analyse the accident scenario.</p> <p>Assessment : Examination 100%</p>
ENGS1002	<p>Collision Case Studies – The module covers skills to assess and evaluate available data, apply the analytic techniques to collision investigation and prepare a written report on the conclusion.</p> <p>Assessment : Coursework 100%</p>
ENGS1005	<p>Statistics for Collision Investigators – gives an introduction to the variety of statistical techniques available to collision investigators. The content here is included across Collision Fundamentals 1, 2, & 3 but studied here as a standalone module for those looking to obtain 15 credits to top up via an APL route.</p> <p>Assessment: Coursework 100%</p>
ENGS1013	<p>Applied Mathematics - This maths module is designed to extend students' knowledge beyond that provided in introductory level modules and prepares them for onward study.</p> <p>Assessment : Coursework 100%</p>

ENGS1015	<p>Analysis of CCTV - This module provides students with the theoretical and practical understanding of a major technology used in collision investigation, the calculation of vehicle speed from video footage. The module explores Video analysis techniques applicable to collision investigation and covers the calculation of vehicle speeds using various software.</p> <p>Assessment : Coursework 100%</p>
ENGS1016	<p>Driver and Environment – This module provides students with a theoretical and practical understanding of driver response time and the effect of moisture and contaminants on road surfaces. The module covers the important components of driver response time and also the method of calculation of driver response time. The module also provides students with an understanding of how friction on wet and lubricated road surfaces varies when compared to dry roads. The module examines a variety of models and data to determine likely friction coefficients in practical scenarios.</p> <p>Assessment : 100% coursework</p>
ENGS1017	<p>Fundamentals of Forensic Vehicle Examination - The module gives students to skills and knowledge to be able to examine a vehicle, identify key faults relevant to a collision reconstruction, and report on such faults.</p> <p>Assessment : Phase Test 40%, Coursework 60%</p>

Level 5 Modules

Module Code	Module Title
ENGS2001	<p>Further Maths for Collision Investigation - This module extends and develops students' mathematical ability. Additional mathematical techniques are introduced which are necessary to analyse collision investigation problems beyond those covered during introductory courses. It also provides a sound theoretical basis for the modelling modules and project work. The module utilises texts around engineering mathematics but concentrates on the topics that are relevant to collision investigation. Individual topics are introduced in logical and easily understood units with emphasis on applying mathematical techniques to solve practical problems.</p> <p>Assessment : Coursework 100%</p>
ENGS2002	<p>Computation and Collision Analysis – This module broadens and deepens the students mathematical vocabulary. It is based around a modern software package. The students learn to do numerical and symbolic computations. These computations form the basis for a further mathematical and statistical concepts. Typically Mathcad will be used in this module.</p> <p>Assessment : 100% coursework</p>
ENGS2003	<p>Pedestrian and Pedal Cycle Collisions – This module provides students with a theoretical and practical understanding of the modelling of pedestrian and pedal cycle collisions. The module covers the various mathematical models commonly used to determine vehicle speed from</p>

	<p>the distance a pedestrian or pedal cyclist is projected in a collision. The module also covers the collection of scene data.</p> <p>Assessment : phase test 25% coursework 75%</p>
ENGS2004	<p>Advanced Damage Analysis – This module provides students with a detailed theoretical and practical understanding of the calculation of speed change from crush damage and momentum – how the CRASH3 and momentum models can be used in tandem to solve a wider range of practical problems.</p> <p>Assessment : 100% coursework</p>
ENGS2007	<p>Motorcycle Collisions and Dynamics- This module provides students with a theoretical and practical understanding of motorcycle handling. The module covers the important components of single track vehicles, rectilinear motion and steady state turning. It also looks at steering theory and how the gyroscopic forces generate righting moments affecting the stability of these vehicles. Learners must be able to ride a pedal cycle.</p> <p>Assessment : 60% coursework 40% phase test</p>
ENGS2015	<p>Analysis of Digital Data – This module, in partnership with Analysis of Digital Data 2, provide students with the theoretical and practical understanding to analyse and utilise the digital data. This module focusses on data from incident data recorders (IDR) and digital tachographs in collision reconstruction and forensic route tracing scenarios. Considerable emphasis is placed on the analysis of data from real-world scenarios using suitable software</p> <p>Assessment : 100% coursework</p>
ENGS2016	<p>Vehicle Dynamics and Tyre Technology – This module provides students with the theory and construction of pneumatic tyres. Emphasis is placed on discriminating between common modes of wear and damage through visual inspection. Also discussed is the contribution of tyres to the handling and stability of road vehicles. The contribution made by the tyre is extended to encompass suspension effects and vehicle handling generally. A planar model is developed to describe mathematically the behaviour of an idealised vehicle using Pacejka's <i>Magic Tyre Formula</i> and Rill's <i>TMEasy model</i>. Pitch and roll motion are introduced as modifying factors for tyre responses. Vehicle rollover causation and prevention are also discussed. The motion of articulated vehicles is also considered to include trailer swing, jack-knife scenarios and off-tracking.</p> <p>Assessment : 100% coursework</p>
ENGS2017	<p>Analysis of Digital Data 2– This module, in partnership with Analysis of Digital Data, provide students with the theoretical and practical understanding to analyse and utilise the digital data. This module provides students with the theoretical and practical understanding to analyse and utilise the data from accelerometer and GPS based devices in collision reconstruction. Considerable emphasis is placed on the analysis of data from real-world scenarios using suitable software.</p> <p>Assessment : 100% coursework</p>

Settling into your programme:

As awards are made by De Montfort University, you will be registered as a De Montfort University student for the duration of your studies. You will be sent a De Montfort University Student Card and this will entitle you to access to the university's facilities, including library and computing facilities. You will be sent details of these facilities and how to access them. Induction sessions are also available which provide information about using the library effectively as well as accessing the AiTS Virtual Learning Environment, Blackboard and your Single Sign On account.

There is very little pre-programme study that can be performed other than to brush up on your mathematical skills. You will find suitable information about a Maths Primer course provided by AiTS – see www.aits.ac.uk.

For the Programme proper you will need a good scientific calculator. Unless otherwise indicated any assessment requires that you may only use non-programmable, silent, battery powered calculators. A scientific calculator that squares numbers, takes square roots and has trigonometric functions (sin, cos and tan) will be adequate. As a word of warning there are a number of calculators available which are difficult to operate. Before the Programme begins make sure you know how your calculator works.

The Programme is delivered by a mixture of blended learning – distance learning, taught items, research and case studies. The method of delivery will vary between modules. You will be given a comprehensive guide, when you register for each module.

A significant proportion of the programme is delivered as online modules using the AiTS Virtual Learning Environment which can be found at <http://vle.aits.ac.uk> You will be given login details when you register for a course which is delivered this way. Some of these modules also offer online tutorials where you have the opportunity to discuss aspects of the module with your tutor. These are presented using a video/audio conferencing system. You will find it extremely helpful if you have a microphone and headset in order to talk with your tutor during these tutorials. You will not normally need a webcam.

Study Time

For the distance learning version, the initial modules, Collision Fundamentals(1,2,and 3) and Collision Case Studies run from January to October each year. These modules are delivered mainly via distance learning with a week full time study during July or August. For blended learning students there will be block delivery with periods of self-study in between.

Other modules have various start times. Some modules are scheduled to be studied on a part time basis, with a certain amount of self study time. Other modules may include work over a more concentrated period.

You will need to be in a position to spend time studying the relevant material throughout your progress on the programme. Even the more concentrated modules with a directly taught element require significant periods of personal study. It is not always easy to study alone and you need to develop a study method that suits you personally. If at any stage you become hopelessly stuck - contact the tutor responsible for the particular module you are studying.

Universal Design for Learning (UDL):

Universal Design for Learning (UDL) is a DMU initiative which aims to provide an equal learning experience for all students. There are three key principles of UDL:

- Flexible ways of learning
- Flexible study resources
- Flexible ways of testing learning

For more information about UDL and how these principles might be implemented on your programme visit the UDL page on the DMU website: <https://www.dmu.ac.uk/academic/centre-academic-innovation/udl.aspx>.

Section 5: Contact details of staff

Programme Leader: Craig Dawson

Brief role description: Head of all FRCI programmes delivered by AiTS in partnership with DMU

Phone: 01285 864650

Email: cdawson@aits.ac.uk

Office: AiTS, Unit A5, Lakeside Business Park, South Cerney

Also provide contact details for the following if applicable:

Link Tutor: Mr Dani Harmanto

Email dani.harmanto@dmu.ac.uk

Module Leaders

Ric Ward (Lecturer) – Tel +44(0) 1285 864650, or email rward@aits.ac.uk

Chris Dunn (Lecturer) – Tel +44(0)1285 864650, or email cdunn@aits.ac.uk

Faculty Administrators

General Enquiries – facultyoffice@aits.ac.uk

Anna Howe – Tel +44(0) 1285 864650, or email ahowe@aits.ac.uk

Nick Keegan – Tel +44(0) 1285 864650, or email nkeegan@aits.ac.uk

Contacting tutors

The best way to contact members of staff is via **email**. If you wish to have a meeting with a member of the team, you can make use of their **advice and feedback tutorial times** (also sometimes called 'office hours').

Student email

Student email

The AiTS VLE utilises a messaging system through which you can contact other students and staff for. Alternatively, AiTS will utilise your own personal email address for direct communication.

DMU Student email

A DMU student email account is automatically available to you throughout your time with us. It is set up at the beginning of your programme and as a first-time user, instructions will be given to you on how to use it. It is a free service and it helps improve our communication with you. You can access your student email here:

 <https://library.dmu.ac.uk/email>

Note that **all emails directly from the University will always be sent to your DMU student email address** (not your personal/private email address). It is your responsibility to check your email regularly and respond to emails from the University. Further information about the email system and the protocols for the appropriate use of email can be found on the DMU website. It is your responsibility to be fully aware of this information.

Section 6: Student Charter

De Montfort University has developed a Student Charter setting out commitments from the University to students, from students to the University, and from the Students' Union to students. AiTS fully support and uphold the principals set out in this charter.



 <http://www.dmu.ac.uk/dmu-students/student-resources/student-charter/student-charter.aspx>

Section 7: Higher Education Achievement Report (HEAR)

When you graduate, as well as being issued with a degree certificate, you will be given access to your HEAR. This online document details your module results, alongside any extra achievements such as internships, volunteering or student representative roles. This essential document is a great resource to support you in any future job applications.

Visit the DMU web page for more information on:

- A list of recognised activities
- An example of a completed report



[http://www.dmu.ac.uk/dmu-students/your-dmu-experience/hear/higher-education-achievement-report-\(hear\).aspx](http://www.dmu.ac.uk/dmu-students/your-dmu-experience/hear/higher-education-achievement-report-(hear).aspx)

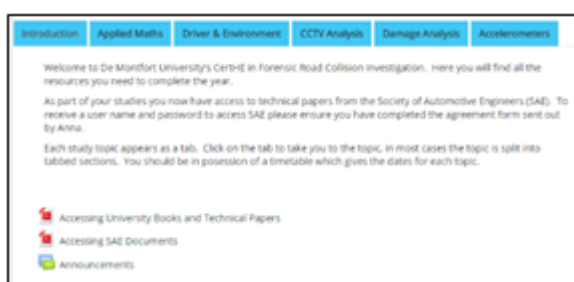
Section 8: Communication

The Virtual Learning Environment (VLE)

The VLE is an important resource. It is where you will find the course notes, tutorials, forums and assessment material.

We have already registered you on the VLE, if you have forgotten your username or password, please contact the Faculty Office to reset. **Do not self-register on the VLE, you will not be able to see your courses.**

Please note that all our manuals are provided online. Before you come on a residential block please ensure you have access to the course materials on your laptop or mobile device. We do not provide printed manuals.



For those that have used the VLE before, you will notice that modules are now tabulated. Hopefully this will stop the need to constantly scroll down the page.

The VLE is where you will collect and submit your assignments/assessments. You will be able to see when they are available and by when they must be submitted. The VLE does not allow late submission of work unless an extension has been granted.

Personal tutoring

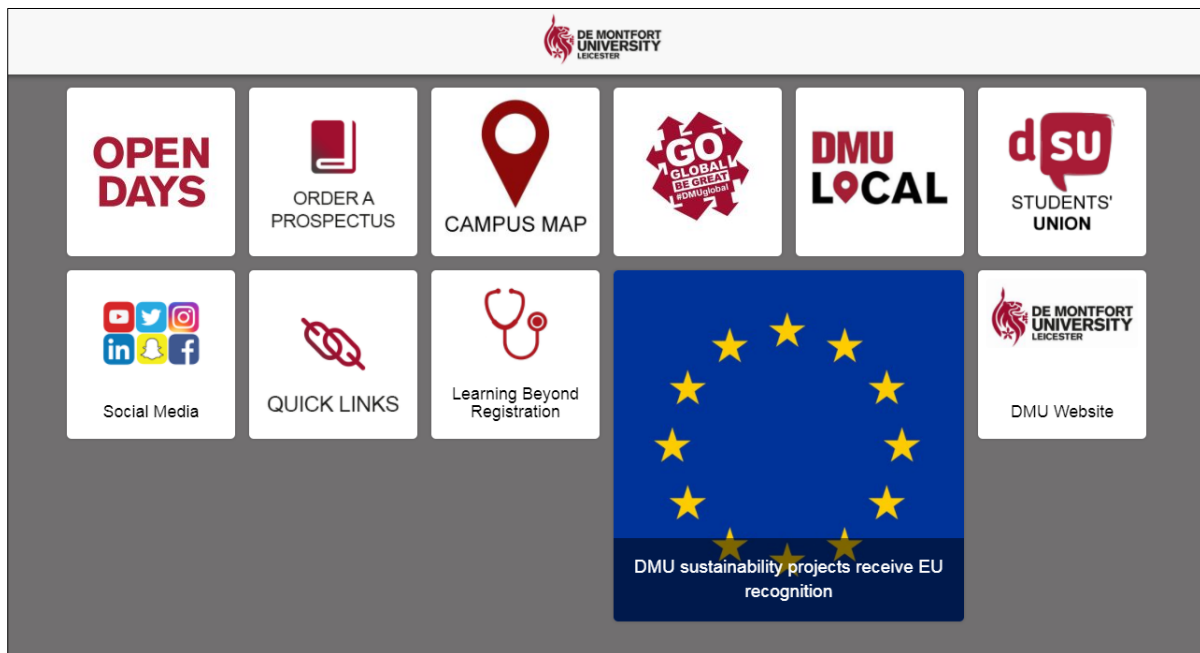
All students are provided with a personal tutor who can be contacted regarding any general academic matter or personal concerns.

You will have the opportunity to meet with your personal tutor during the first weeks of study, either individually or within a group, and begin to develop a positive relationship with them.

 <http://www.dmu.ac.uk/study/undergraduate-study/student-support/academic-support/personal-tutor-scheme.aspx>

MyDMU

myDMU is a personalised, online system designed to support De Montfort University (DMU) students while they study. This award-winning software complements the facilities provided by Blackboard.



 <https://my.dmu.ac.uk>

Once registered with the university, students receive a DMU IT e-account. After choosing an ID and password, you can then access **myDMU**, Blackboard, the virtual learning environment, email and other electronic services. The information provided by **myDMU** is tailored to your individual needs.

Attendance

You are expected to attend all timetabled sessions. Please note that you will be recorded as absent if your attendance is not recorded at your timetabled activities.

If you experience difficulty in attending classes for any reason then please discuss the matter with your **Personal Tutor or module tutors** so that we are able to help or advise you. Poor attendance may result in low marks or even fails, as attendance and performance in assessments are closely linked.

See the DMU General Regulations affecting students. Further details are included within Chapter One: [DMU General Regulations: Chapter 1](#)

Section 9: Management of the programme

As a student, you will largely only see your programme from *your* side, but your tutors are also obliged to spend the time outside classes dealing with the administration and smooth running of your programme. What follows is a very brief introduction to what goes into the management of your studies.

Programme Management Boards

Your programme is managed academically by a Board. The Board comprises members of the academic staff team (mainly the programme/subject and module leaders for a particular subject area), staff from DMU, and External Examiners (usually experienced academics from other Universities).

Programme boards meet in two modes:

- As a **Programme Assessment Board (PAB)** which meets to approve your marks; agree whether or not you can proceed into your next year; agree the final classification of your degree. Once the PAB has met, results are deemed to have been **ratified** (approved) by the University. A dedicated FRCI board typically sits in November or December each year.
- As a **Programme Management Board (PMB)** which meets to review the management of your programme, and consider issues raised by Student Representatives.

External Examiners

Each programme has at least one External Examiner who is not part of DMU teaching staff but from another Higher Education institution. Their role is to assure academic standards on the programme and to ensure that students are receiving the best possible learning experience. The External examiner acts as an independent and impartial adviser. They ensure that awards granted by the university are comparable in standard to those of other higher education institutions, that national subject threshold standards are complied with, and that the treatment of students is equitable and fair.

The External Examiner for this Programme is: Robert Elliott of Elliott Forensics

Note: The details provided relating to external examiners is for information only. You must not contact external examiner(s) directly, nor with respect to your individual performance in assessments.

Section 10: Assignment submission, assessment and anonymous marking

Assessments

Each module has different methods of assessment related to what you are expected to learn (learning outcomes) on that particular module. This means that you should see a clear relationship between the learning outcomes in your module outline and the assessment task you are being asked to do.

Assessment comes in three main forms:

- **Diagnostic** assessment allows you and your tutors to see your strengths and weaknesses so you can focus your efforts more effectively (e.g. your tutor may ask you to complete a task which you can then 'mark' yourself and see where your strengths and areas for focus lie).
- **Formative** assessment allows your tutors to give you feedback which you can use to improve. You will be given a mark and feedback for this which you can then use to improve your report writing in a later assignment or exam question.
- **Summative** assessment in which your grade or mark counts towards your overall profile and final degree (e.g. an exam at the end of a module).

Most assignment tasks will use two of these forms of assessment. For each assignment, you will normally be provided with a written assignment brief and an oral briefing from the tutor. Assignment Briefs will vary but may include:

- Aims of the assignment;
- Learning outcomes for the assignment ;
- Timetable and programme of work, including submission deadline;
- Marking criteria, i.e. how your work will be graded;
- References and source material – to help you complete your assignments.

Following the assignment brief carefully helps ensure that you achieve the best mark possible. The **assignment brief** is there to help you **gain marks**.

Modules are assessed in many different ways but here are some of the most common methods of assessment:

- **Coursework assignment** – a written assignment consisting of series of questions designed to assess your knowledge and understanding of the subject matter.
- **Essay** – a written assignment based on a set question (or multiple questions) with a word limit.

- **Report** – a structured assignment using headings and sub-headings used to look at a particular problem or issue and make recommendations within a word limit. This could be an individual piece of work or group work.
- **Exam** – a formal test to assess knowledge within a time limit and silent conditions. Exams can be closed book (i.e. no material is allowed to be taken in) or open book (specific texts are allowed).
- **Phase Test** – a shorter test (usually multi-choice or short answers) which takes place under exam conditions.
- **Practical** – this is usually performed individually to demonstrate your skill at a particular activity. (e.g. skid testing and marks evaluation)
- **Reflection** – a written piece of work where students are asked to reflect on their development and experience and what they have learned from it.
- **Presentation** – this can be in groups or done individually and usually takes place in a classroom using visual aids such as PowerPoint.

Assessment map/submission schedule

Year 1

All students will study the same modules throughout the year but not necessarily at the same time. Submission deadlines are therefore dependant on which cohort you are in.

FdSc Y1 Cohort 1 Submission Dates	
Date	Module/Assessments
23/09/2024	Further Math Module Commences
09:00 12/12/24 to 08:59 13/12/24	Further Math Module - Phase Test – 3 hours (Window open for 24 hours)
06/01/2024	Digital Data One Module - Commence
31/01/2025	Digital Data One Module – Assessment 1 Submission
28/02/2025	Digital Data One Module – Assessment 2 Submission
10/03/2025	Computation and Collision Analysis Module Commences
09/05/2025	Computation and Collision Analysis Module - Assessment Submission
19/05/2025	Pedestrian Collisions Module Commences
09/06/2025 – 13/06/2025	Pedestrian Collisions Residential and crash day.
13/06/2025	Pedestrian Collisions Module – Phase Test
11/07/2025	Pedestrian Collisions Module – Final Assessment Submission

FdSc Y1 Cohort 2 Submission Dates	
Date	Module/Assessments
23/09/2024	Further Math Module Commences
09:00 12/12/24 to 08:59 13/12/24	Further Math Module - Phase Test – 3 hours (Window open for 24 hours)
06/01/2025	Computation and Collision Analysis Module Commences
28/02/2025	Computation and Collision Analysis Module - Assessment Submission
10/03/2025	Digital Data One Module Commences
04/04/2025	Digital Data One Module – Assessment 1 Submission
09/05/2025	Digital Data One Module – Assessment 2 Submission
19/05/2025	Pedestrian Collisions Module Commences
16/06/2025 – 20/06/2025	Pedestrian Collisions Residential and crash day.
20/06/2025	Pedestrian Collisions Module – Phase Test
11/07/2025	Pedestrian Collisions Module – Final Assessment Submission

Year 2 – Award FdSc

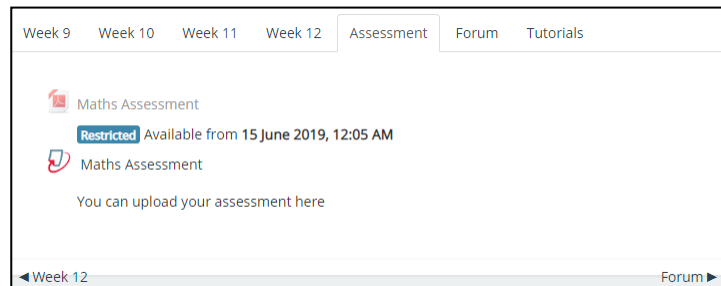
FdSc All Cohorts Y2 Course Dates	
Date	Module/Assessments
23/09/2024	Vehicle Dynamics Module Commences
18/10/2024	Vehicle Dynamics Assessment 1 Submission
15/11/2024	Vehicle Dynamics Assessment 2 Submission
18/11/2024	Advanced Damage Module Commences
02 - 03/12/2023 OR 04 - 05/12/2023	Advanced Damage Residentials
09:00 10/12/24 to 08:59 11/12/24	Advanced Damage Online Phase Test
24/01/2025	Advanced Damage Assessment Submission
03/02/2025	Digital Data 2 Module Commences
28/03/2025	Digital Data 2 Module – Assessment - Submission

07/04/2025	Motorcycle Collisions Module Commences
21/05/2025 OR 22/05/2025	Motorcycle Collisions Module – Practical Day
09:00 13/05/25 to 08:59 14/05/25	Motorcycle Collisions Online Phase Test
06/06/2025	Motorcycle Collisions Assessment Submission.

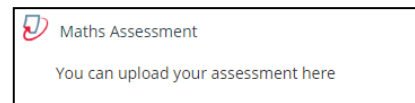
Submitting Assessments

Assessments (other than classroom assessments) are collected from and submitted via the VLE. All assessments are marked anonymously, unless you are told otherwise.

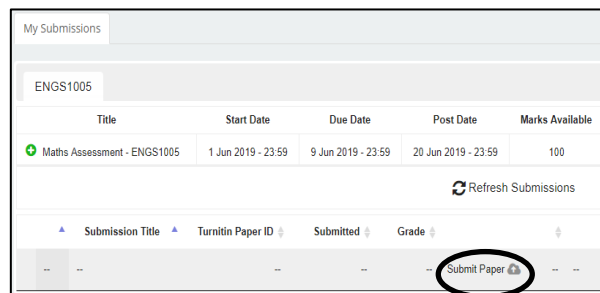
Go to the assessments tab in your course. If the assessment is greyed out (as in the example) it is not yet available for download. The date it becomes available will be displayed.



There are two ways in which assessments are submitted on the VLE. The first is through the Turnitin portal. To submit an assessment in this way, click on the Turnitin symbol. Turnitin is antiplagiarism software which will automatically check your script against other submitted scrips, journals and publications from across the web.

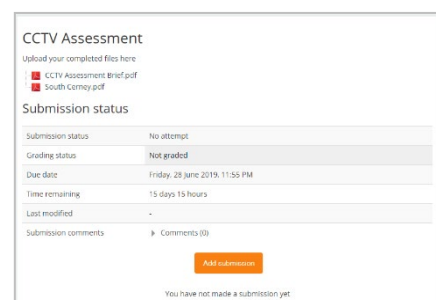


Clicking on the symbol takes you to the submission screen where, *provided you are submitting within the submissions window*, the submit papers icon will be visible (circled above). Clicking on the icon will allow you access to a drag and drop window where you can make your submission. *Start date* is the date from which you can submit, *due date*, the final date on which you can submit and *Post date* the estimated date we will upload your results.

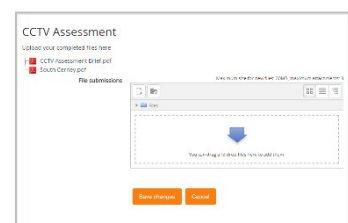


It is important to note that you can only submit **one** file; thus if you have used Excel to create graphs to support your assessment you will need to copy and paste the graphs into your Word submission.

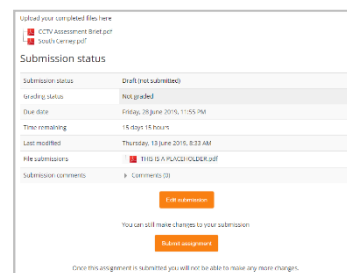
Sometimes you will submit your assessments through the normal VLE submissions dialog. Typically, this is where we require multiple files to be submitted such as a written assessment with supporting Excel sheets. The submissions window is shown to the right.



Click the button and drag and drop your files. Don't forget to Save changes.

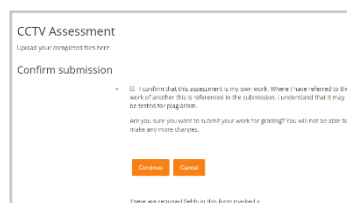


You have a final opportunity to edit the documents or continue to submission. Click submit and check the plagiarism statement and your files will be submitted. Please note that we may still run the files through Turnitin.



We are to required mark within 4 weeks of the submission date.

The pass mark for any assessment is 40%. All assessments are moderated to ensure fairness; thus, all posted results are provisional and may change.



Accepted formats for assessments

Assessments submitted via the VLE will typically be provided in a typed form. Handwritten scripts are typically only accepted for classroom assessments.

An element of handwritten calculations will be accepted for maths based assessments. Guidance on this will be provided on an assessment by assessment basis.

When submitting through Turnitin, files must be submitted as Word documents. When submitting through the normal VLE portal additional formats such as pdf, Excel and the like are acceptable.

Late submission of work

The University has strict rules on the late submission of coursework. Please be aware of the following rules.

If you miss a deadline date by up to 24 hours without contacting your tutor, your work will be marked, however the highest grade you will be awarded is 40%.

If your work is submitted later than 24 hours after the cut-off date without informing your tutor, or 24 hours later than an agreed extension, your work will not be marked and a grade of 0% will be applied.

Anonymous Marking

The process of marking work anonymously is intended to eliminate any unintentional bias on the part of assessors and to reassure students that the marking process is fair and impartial. Most assignments are marked anonymously. Your tutors will inform you if your assignment is to be submitted and marked anonymously. The process of submitting your anonymous assignment to Turnitin remains the same, except that you need to ensure that no identifiable data is visible on your assignment. Once the work has been marked and feedback is available, you will be able to access the same Turnitin link to which you submitted your work.

Assessment criteria and mark descriptors

When they mark your work, your tutors use a set of assessment criteria against which each project is assessed. Any specific criteria that you might need prior to attempting the assessment are usually stated with the assessment brief and are directly related to the learning outcomes for the module, which are listed in each Module handbook. Be aware though that the marking criteria documentation is there for academic staff to mark your work and not available to students.

In assigning a mark to your work, tutors use mark descriptors; the final mark awarded to a piece of work will be informed by how it corresponds to these mark descriptors.

<https://www.dmu.ac.uk/documents/about-dmu-documents/quality-management-and-policy/academic-quality/learning-teaching-assessment/ug-mark-descriptors.pdf>

Assessment feedback

We are committed to ensuring that all students receive appropriate feedback on their assessed work. Feedback can help you improve your future performance. When you receive assignment feedback from your tutor, you will find a summary assessment of your work, which you should read together with the annotations made on the assignment itself.

These comments are intended to help you recognise your own strengths as well as identify any weaknesses. Please take these comments seriously and act upon any suggestions. You should also make an appointment to see the module tutor if you are unclear about written comments made on your work, or if you have any concerns about your progress on a module.

You can expect to receive your mark and feedback within **15 university working days** of the submission deadline. Where possible, tutors will endeavour to return the work sooner. However, note that all assessed work is also moderated by a second examiner, who checks a sample of the first examiner's marks. We aim to only release marks and feedback to you after they have been moderated and verified by a second marker. As you will no doubt understand, this process takes time – but we do this because we are committed to ensuring the highest standards of fairness in our assessment.

Note that any marks you receive during the academic year should be treated as provisional until formally ratified by the Programme Assessment Board at the end of the academic session. Your final ratified end-of-year results will be notified to you following the meeting of the Programme Assessment Boards.

You can view the University's full Assessment and Feedback Policy, which sets out the expectations for all assessments and marking processes here: [Assessment and Feedback Policy](#)

Section 11: Seeking an assignment extension, deferral or re-submission

Extensions

If you are unable to meet assessment submission deadlines for coursework or project-based work, you may request an extension. Section 5 of the [Taught Programmes Academic Regulations](#) explains that:

- Coursework extension requests must be authorised by the Module Tutor or Module Leader
- Coursework extension requests must be submitted before the assessment deadline date. Extensions cannot normally be granted retrospectively, after the deadline has passed.
- Coursework extension requests should be made over email, so as to have a record of the request and the extension granted.
- Coursework extensions will not be granted for periods of more than 5 working days under any circumstances and are subject to the limitations

Deferrals

On exceptional occasions, your performance may be seriously impaired by severely adverse personal circumstances beyond your control or ability to foresee. Examples of 'severely adverse personal circumstances' may include a serious debilitating illness, a bereavement involving a close family member or the need to care for a seriously ill child over a number of weeks. Chapter 5 of the [Student Regulations](#) explains that:

- If you are experiencing difficulties with your studies you should contact your personal tutor or Programme/Subject Leader
- If appropriate, it may be necessary for you to request a deferral of assessment
- To apply for a deferral of assessment you must complete the appropriate forms
- Completed forms and supporting evidence must be submitted before the deferral deadlines

Failed modules and reassessment opportunities

If you fail a module (i.e. at the end of the year your overall module mark is less than the required minimum), you will not receive credit for it and therefore you may not meet the progression or award requirements for your level. If you do not meet the progression or award requirements for your level and have sufficient reassessment opportunity, you will be required to retrieve the failure in order to progress or obtain an award. This is known as a **reassessment**.

Reassessment usually means that you will be asked to resubmit failed coursework or resit failed examinations. Reassessment advice detailing which assessment elements you are required to resubmit will be sent to you following the release of your results. Assignment briefs for specific assessment elements will also be posted on the VLE.

As you cannot progress or achieve an award until successful completion of any reassessments, it is vital that you attempt all reassessments in the August reassessment period immediately following the notification of your failure(s).

For more information on reassessment, see Section 5 of the [university academic regulations](#).

Interruptions

If you are prevented from continuing your studies for ill-health or some other legitimate cause, you must apply for your studies to be interrupted. You will be expected to provide a written, or word-processed, explanation of the circumstances, accompanied by professional third party evidence to support your request; interruption of studies will not be considered without third party evidence to support it. Interruption requests must be received before the final submission deadline for work on your programme.

Section 12: The student complaints and appeals process

A student's first port of call for advice and support should be your local programme/module leader or senior member of the management team

It is our intention to deal with your concerns and queries as quickly and as efficiently as possible. It is therefore beneficial if concerns are raised as quickly as possible, to enable us to address the problem before it is too late. In order to help us in this, please take a note of the person who is dealing with your enquiry. This will help us follow up on the query should there be a need to do so.

Complaints

If you are unhappy about the advice you have received, or have encountered any difficulties in obtaining advice and guidance, you should put these in writing and forward this explanation to the relevant member of staff.

The relevant member of staff will consult with appropriate colleagues and respond to you **in 10 working days during term time** (a longer response period may be required outside term time to account for staff holidays).

Where necessary, any advice or help given will remain confidential, unless it is felt that there is an issue of health and safety.

Academic appeals:

You have the right to appeal, on specified grounds only, for reconsideration of the decision of any assessment board.

You have the right to remain on the programme and continue with your studies until the outcome of the appeal is known, provided this is permitted by other results not under appeal.

Useful links:

🔗 Academic appeal process:

https://vle.aits.ac.uk/pluginfile.php/15961/mod_resource/content/4/Academic%20Appeal%20Process%202020.pdf

🔗 General Regulations and Procedures Affecting Students – Chapter 8 'Rights of Appeal':

[DMU General Regulations: Chapter 6](#)

Section 13: The Student Voice

Student Representation

Student representation structures aim to ensure that all students are represented and is one of the many ways in which the university engages with its students. The role of student representative is to gather feedback from peers and report this to academic staff through formal and informal meetings.

The student representation system in place is as follows:

The Student Reps become a medium through which we can communicate with the student body, but it is a two-way street, students can talk to their rep about any issues, both academic and pastoral. Student reps are invited to be part of the quality monitoring processes to provide their views, and the views of those they represent, on things such as modifications to the curriculum that may affect future students. Student consultation is a large part of DMU's approach to course development and the enhancement of the student experience. Interaction will largely be through virtual meetings as and when issues arise or periodically to just to check in with the reps at ground level. You will be invited to some of the academic boards to see the workings of the process which may help to show the extent to which the quality of the programmes is controlled. Having this sort of information can be useful to answer questions other students may pose to you. The virtual meetings can include academic and administrative staff, student reps, and any other students that you would like to bring along with particular issues if you feel they need representation directly at the meeting. The overarching names for these meetings within DMU are Student Voice Committees (SVCs) or Staff & Student Consultative Committees (SSCCs).

The following video gives an overview from De Montfort Student Union on the role:

<https://www.youtube.com/watch?v=N2bNKVzzYyM&feature=youtu.be>

Every year volunteers are sought to take on the role of student representative. If you would like to volunteer for this please contact the programme leader.

Further information on student representation is available from De Montfort Students' Union and can be obtained at:

<https://www.demontfortsu.com/> and

<http://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/student-voice/student-representation.aspx>

Student satisfaction surveys

A variety of mechanisms are employed to gather student feedback, including questionnaires and surveys. These are conducted both internally within De Montfort University (DMU), and externally across the higher education sector. Findings from these surveys are published and responded to in a number of ways.

Surveys may include:

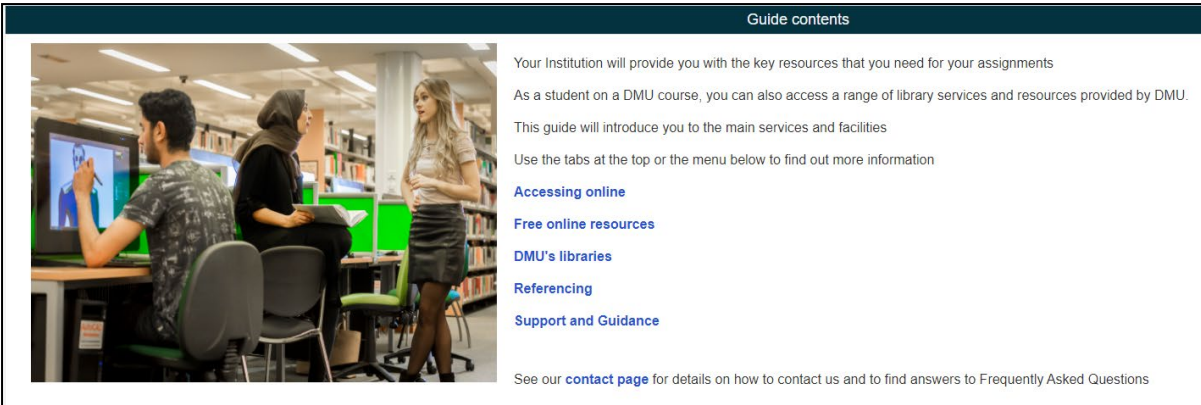
- Module and programme level feedback (interim and/or final as per faculty practice).
- National Student Survey (NSS) – <https://www.thestudentsurvey.com/>
- DMU Students Union feedback - <https://www.demontfortsu.com/>
- Student participation in academic quality processes - <http://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/student-voice/student-participation.aspx>

Section 14: Library and Learning Services

Introduction to DMU Library and Learning Services

The DMU Directorate of Library and Learning Services (LLS) supports the learning, teaching and research activities of DMU providing high quality resources, learning spaces and learning and academic skills development.

See the dedicate library webpage for partner students that outlines how you can access online information and support <https://library.dmu.ac.uk/partnerstudents>.



Guide contents

Your Institution will provide you with the key resources that you need for your assignments

As a student on a DMU course, you can also access a range of library services and resources provided by DMU.

This guide will introduce you to the main services and facilities

Use the tabs at the top or the menu below to find out more information

- [Accessing online](#)
- [Free online resources](#)
- [DMU's libraries](#)
- [Referencing](#)
- [Support and Guidance](#)

See our [contact page](#) for details on how to contact us and to find answers to Frequently Asked Questions

Contact us

Contact us via phone or via our online services (JustAsk or live libchat). Find details at <https://dmu-ac-uk.libanswers.com>.

Resources

Your home institution will provide you with the key resources that you will need for your assignments, such as books, journal articles and other material. However, you will also have access to the physical library at DMU and online books and journals where our licences allow for access.

Accessing online material

Your **single sign-on** username and password allows access to library and university functions, including: DMU student email account; Blackboard VLE (if applicable); computing services; and e-books, e-journals and databases where our licences permit usage. Your username is your university ID card 'P' number. You will initially login with a default password. We recommend for security reasons that you change this password for future access.

Databases and ebook collections that DMU can provide can be accessed from the partner students libguide <https://library.dmu.ac.uk/partnerportal>.

Physical access

DMU partner students who visit DMU campus will need their University ID card to gain entry to Library facilities, to borrow resources and to use the photocopying, printing and copying services.

The main library at DMU is the Kimberlin Library with over 1,100 study seats (including PC and Mac computing facilities). Refreshments are available from the Library café.

Details of opening hours are available on the libraries tab of the partner students library webpage at <https://library.dmu.ac.uk/partnerstudents/libraries>.

Borrowing items from the Library

Items may be borrowed for the following loan periods:

- **Normal Loan** – two weeks. Books are automatically renewed for further periods, up to 99 times in total. However, all books are subject to recall, if requested by another user, and must be returned. Fines are charged on overdue recalled items.
- **Short Loan** - overnight loan for books in very high demand. Fines are charged if returned late.

See the libraries tab of the partner students library webpage at <https://library.dmu.ac.uk/partnerstudents/libraries> for more information.

Learning and Academic Skills online guides

DMU provide a number of online guides and tutorials that can help you with academic skills, such as Critical Thinking, Academic Writing, Referencing, Maths and Statistics. These can be accessed from the Support and Guidance tab of our Partner Students Webpage at <https://library.dmu.ac.uk/partnerstudents/support>. You will also have access to LinkedIn Learning <https://library.dmu.ac.uk/linkedin/accesslinkedinlearning> providing access to online courses and videos business, technology and creative professional skills.

Student feedback on DMU Library and Learning Services (LLS)

DMU LLS welcomes any constructive comments or feedback about the provision of services, facilities and resources. Feedback can be provided online at: <https://libguides.library.dmu.ac.uk/feedback>.

Library and University Regulations

Use of the library comes with some simple rules for everyone's benefit. Don't forget your ID card, don't share your card or IT credentials with anyone else and please respect designations for quiet and silent study, and food and drink restrictions. Full library regulations are available at <https://library.dmu.ac.uk/LLSRegs/home>. Failure to comply with library or university regulations may result in disciplinary action.

Section 15: Harvard Referencing, Good v Bad Academic Practice

Citation, Referencing and References

Citation

This is the process of acknowledging the work of other people when you are including their ideas or their words in your own writing. These ideas could have been obtained from a book, an article in a journal, the Internet, a newspaper and so on.

Referencing

Referencing means acknowledging the author and date of a book, article or other source from which you obtained information or ideas within the text of your assessment.

The new default style for DMU is “**Cite them Right Harvard**”. See: <https://library.dmu.ac.uk/refguide>. Students accessing off campus will need to select DMU as their institution and then enter their single sign-on username and password.

If using a different style, it should be one of the seven other styles available within the Cite them Right online support tool:

- APA (6th or 7th)
- Chicago
- IEEE
- MHRA
- MLA
- OSCOLA
- Vancouver

More details can be found at: <https://library.dmu.ac.uk/refguide>.

NB. A different style to “Cite them Right Harvard” should only be used if there is a discipline specific reason for this. The whole programme should use the same referencing style and avoid using different styles across different modules.

All support material (workshops, tutorials etc.) delivered by Library and Learning Services will focus on the Cite them Right Harvard style.

References

You are expected to provide a list of references at the end of your assignment, which shows the full range of sources that you have cited in the text. Always provide full and accurate references at the end of your work and check that references which appear in the text also appear at the end. You may also be required to provide a bibliography that includes the

references to sources that you have used in your background reading but not necessarily cited from.

You are expected to read widely during your studies and to use some of this reading to support your ideas and arguments within your assessments. Be clear in your own mind as to why you are referring to another author's ideas, or using a quote, and also make this clear to the reader. It will also be important that you draw from credible and academically reliable sources. Whilst you are actively encouraged to explore resources that are available to you electronically and via the internet, it is also important that you assess the quality of the source accessed and the reliability of the information obtained (e.g. Wikipedia website, may not be seen as a credible source by those marking your assessments).

Referencing can seem complicated at first but, with practice and adherence to the designated referencing style, it is a good habit which can be achieved fairly quickly. There is support both within employer organisations and the university to help you to reference effectively. During your Induction you will receive detailed support from the library in relation to using references and an introduction to academic writing; further opportunities for support and guidance about good academic practice can be found via the following links:

🔗 RefWorks Guide: <https://libguides.library.dmu.ac.uk/newref>

RefWorks is a tool that enables you to store your references in one place and to automatically create a reference list or bibliography at the end of your document. RefWorks can be accessed via the internet.

🔗 Academic writing support: <https://libguides.library.dmu.ac.uk/class>

If you have any concerns discuss them with your Module Leader(s). Markers may well draw attention to mistakes in your referencing in the early part of your programme. This will usually be to encourage you to develop good practice.

Always be clear to distinguish between when you are writing about your own ideas and when you are drawing from those of other people. Failure to acknowledge the work of others is plagiarism (which is to present somebody else's ideas and written text as your own) and is a disciplinary offence. Further guidance about how to avoid bad academic practice can be obtained via both of these useful links:

🔗 Bad academic practice and the importance of referencing:

<https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/student-regulations-and-policies/bad-academic-practice.aspx>

Academic Integrity and Misconduct

All students are expected to uphold DMU's principles of integrity, honesty and trust in their academic work. The work that you submit for assessment must be entirely your own and you must always acknowledge the use of any other sources in referencing conventions, as set out by the University. We also require that you comply with the University's assessment regulations, including those relating to conduct in examination or test conditions.

The policy is published online: [Academic Integrity and Misconduct Policy](#) and describes the definitions of academic misconduct that are broadly categorised into the areas listed below:

- Poor Academic Practice
- Plagiarism

- Contract Cheating and the use of Artificial Intelligence (AI) Generated Content
- Collusion
- Cheating in Examination or Test Conditions
- Acquiring and submitting work that is not produced by you
- Fabrication and/or falsification of information
- Re-using previously assessed material

Some of these definitions may not be the same as those you experienced at school, college or in countries other than the UK. It is therefore critical that you read the definitions set out in the [Policy](#) and ask a member of staff if you have any doubts or questions about their meaning. If you are studying in a partner institution located in a country other than the UK, these definitions still apply to you.

Where a member of staff suspects that there is academic misconduct in your assessment, they will gather initial evidence and will inform the module leader. The module leader may seek advice from an Academic Practice Officer where it is unclear if a potential case of academic misconduct has taken place, and may refer the matter to them for a decision.

The [Policy](#) outlines the sources of advice and support available to avoid academic misconduct.

Academic Practice Officer

If you are suspected of committing an academic offence you will be called to a meeting with an academic practice officer (APO). The role of the APO is to advise on how to prevent bad academic practice and academic offences and to deal with serious cases.

You have the right to be accompanied by a member of De Montfort University Students' Union, university staff or your family but not normally a solicitor or barrister acting in a professional capacity. If you prefer, you can make a written statement instead of attending the meeting.

At the meeting, the APO will discuss the alleged offence with you. The APO may also suggest further training or remedial work. If the APO considers you guilty, they will impose an appropriate penalty.

If your offence is a second offence or is otherwise deemed serious it will be referred to a panel.

Academic practice officers: penalties

Penalties that can be imposed by APOs include:

- Setting aside the component or assignment concerned and requiring you to complete it as if for the first time
- Failure of the component. You will be reassessed and the mark capped if appropriate and not disproportionate in effect
- Failure of the component and the module. You will be reassessed in the module.
- APO will, following discussion with a colleague from the Academic Support Office, submit your case to the Academic Offences Panel

For more information visit:

🔗 Bad academic practice and the importance of referencing:

<https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/student-regulations-and-policies/bad-academic-practice.aspx>

🔗 DMU web pages: <https://www.dmu.ac.uk/current-students/student-support/exams-deferrals-regulations-policies/student-regulations-and-policies/academic-offences.aspx>

🔗 Chapter 4 of the General Regulations and Procedures Affecting Students:
<https://www.dmu.ac.uk/Documents/current-students/student-support/exams-deferrals-policies/regulations/Chap-4-i-Academic-offences.pdf>

Section 16: Student support and resources

Careers and employability support

The Careers & Employability team offers online Careers resources in the DMU Skills Hub – <https://dmu.careercentre.me/Members> Students should log on with their normal DMU username and password.

Education for Sustainable Development/Sustainable Development Goals

De Montfort University is committed to making a big difference to the Sustainable Development agenda, by using the United Nations' 17 Sustainable Development Goals (SDGs) as a focus for our teaching, research and other activities.

That means working to reduce poverty, promoting gender equality, caring for ecosystems, helping create economic prosperity for all, and much more. A major part of the work is embedding sustainability education across the university in taught courses for the benefit of students, staff and our wider community.

Our aim is to put sustainability at the heart of everything that DMU does, inspiring students to 'be the change', both at DMU and in their future careers.

 <https://esdg.our.dmu.ac.uk>

Section 17: Frequently Asked Questions (FAQs)

The following section includes general information about your time as a student on the FRCI programme. A number of common questions raised by students are covered and guidance on coursework preparation, submission and assessment is given.

What should I do if I am unable to submit coursework on time

The Programme is intensive, and it is important that coursework deadlines are kept. Failure to do so compromises your ability to cope with the succeeding work, both in that module and in other modules. Extensions to coursework deadlines will therefore only be given in exceptional circumstances, after discussion with the Programme Team. All requests for deferment of assessment, including extensions to coursework deadlines **MUST** be accompanied by mitigating circumstances which should include documentary evidence where this is available (e.g. Medical Notes, Police incident number, etc)

What should I do if I lose my student registration card

You will be issued with a registration card following enrolment and you are required to carry this card at all times when/if you visit the University premises. The card also acts as a library borrower's card. If you lose your registration card, please contact the Faculty Office (0116 257 7050), who will inform you of the procedure for obtaining a replacement.

What should I do if I change address

Occasionally we need to write to you and sometimes the University and the Information Centre will send official letters to your home address. It is, therefore, important that you inform the University immediately of any changes to your address or telephone number, at home, and in the case of part-time students, additionally, at work. To do this contact the faculty office (0116 257 7050) and also AiTS (01285 864650).

What should I do if I am worried about a particular module

If you are generally happy with your progress but are having difficulties with a particular module, you should discuss matters with the lecturer taking that module. If you are unhappy about doing this, or you find that the lecturer concerned is not able to resolve your difficulties, please discuss the matter with your Programme Leader (01285 864650). It is important that such difficulties are raised early so that the appropriate action can take place.

If there is a general feeling within your group that a particular module is not going well, ask your student representative to raise it with the lecturer concerned. If this presents a problem, or if the situation continues to be unsatisfactory, ask your representative to raise it with the Programme Leader (01285 864650). If necessary, it can also be considered at a Management Board, but this should be treated as a last resort.

What should I do if I am worried about the programme in general

Don't give up! Talk to your Personal Tutor or the Programme Leader (01285 864650) about any difficulties that you are having, but do it at an early stage before they become overwhelming. Students who feel under pressure, for whatever reason, sometimes unconsciously exaggerate the importance of their difficulties within a programme. Often a

discussion with your Personal Tutor or the Programme Leader will be sufficient to change the student's perspective and enable him or her to overcome the difficulty. Alternatively, the tutor Programme Leader may be able to suggest a course of action which will help to remedy the situation.

What should I do if have personal problems

The performance of students can be heavily influenced by factors in their personal or working lives, often totally unrelated to the programme. It can be extremely beneficial to discuss such difficulties with another person. If you are in this position, please do not wait until the difficulties become insuperable and get in touch with your Personal Tutor or the Programme Leader (01285 864650) to discuss your situation. AiTs and the University is committed to the wellbeing of students and can provide additional guidance and support for you.

What should I do if wish to appeal against an assessment decision

All assessment decisions and any marks you are awarded are regarded as provisional until they are ratified by an Assessment Board. If you wish to appeal against an assessment decision before an Assessment Board you should discuss this in the first instance with the tutor involved. If your tutor is unable to resolve your complaint, then you should contact the Programme Leader. If you wish to appeal against an assessment decision after the results have been ratified by the Assessment Board, then the University has a set procedure which should be followed. Details can be found at:

https://vle.aits.ac.uk/pluginfile.php/15961/mod_resource/content/4/Academic%20Appeal%20Process%202020.pdf

What should I do if I am ill or absent from university?

If you are unable to attend a workshop/seminar/lecture for any reason (such as illness), you must notify the relevant Module Tutor/Leader, preferably by email and in advance. On your return, it is recommended that you check your module VLE sites and see your module tutors to discuss any work that you have missed

How do I notify the University of any changes in my personal details (e.g. term-time address)?

You need to let the Faculty Administration staff know of any changes in your personal/contact details during the year. This can be done through you MyDMU portal to provide your updated details.

What should I do if I can't log into myDMU, student email or other University online systems?

If you have any problems accessing your DMU account, please contact

IT support: itmsservicedesk@dmu.ac.uk

<http://www.dmu.ac.uk/about-dmu/professional-services/information-technology-and-media-services/service-desk.aspx>

What should I do if I need advice about personal issues?

Your first port of call if you are experiencing personal issues that are having an impact on your studies is your Personal Tutor. However, your Personal Tutor is not a trained counsellor, and they may point you in the direction of more specific support.

What should I do if I want to change programmes?

Should you wish to change your programme then you should discuss the matter with the Programme Leader(s), who will advise you of the possibilities.

You cannot change on to any new subject/programme without the appropriate written permission. All changes to subject/programme must be made as soon as possible after the start of the year of study, and within the first two weeks of the commencement of the year of study

What should I do if I am thinking of interrupting my studies?

If you are prevented from continuing your studies for ill-health or some other legitimate cause, you must apply for your studies to be interrupted. You will be expected to provide a written, or word-processed, explanation of the circumstances, accompanied by professional third party evidence to support your request; interruption of studies will not be considered without third party evidence to support it. Interruption requests must be received before the final submission deadline for work on your programme.

What should I do if I am thinking of withdrawing from my studies?

Sometimes students decide that they wish to withdraw from their studies – that is, leave their programme at the University completely. If you are considering withdrawing or transferring, please see your Programme Leader to discuss the matter. If you do decide to withdraw, you must inform the University in writing. You will be asked to state your last day of attendance; this date will be confirmed with your Programme/Module Leader and is the date notified to the Student Loans Company and used to determine the academic fee due. You should therefore seek advice on the financial implications of withdrawal from study.

It is most important that you do not leave without telling us and that you inform us of your last date of attendance. If you do leave without officially telling us, then your last day of attendance will be the end of the academic year and you will therefore be liable for the full University fees for the whole academic year.

Appendix – List of Principal Abbreviations

Abbreviation	Meaning
DMU	De Montfort University
MLF	Module Level Feedback. At the end of each module, you will have an opportunity to fill in a Module Level Feedback questionnaire. This allows you to tell us your opinions and to bring up any concerns (and to praise what you have enjoyed!).
NSS	National Student Survey. In your final year of study, you will be asked to fill in a questionnaire for the NSS, which is a UK-wide exercise, designed to discover what students really think about their degree and their university. It is a blunt tool, and has a number of shortcomings, but it is still highly important. We value your honest feedback on the NSS, and urge you to fill it in as completely as possible.
SVC	Student Voice Committee; a committee attended by Course Representatives (also known as ‘student reps’) from each year of study. Before each meeting, the Course Representatives ask students for comments, feedback, suggestions or praise on any aspect of the programme. These comments are then discussed at the Student Voice meetings.
CLaSS	Centre for Learning and Study Support. Based at the University Library, CLaSS offers a range of support aimed at enhancing your academic practice, writing development and professional skills, including workshops and one-to-one study support.
VLE	Virtual Learning Environment. The VLE we use at AiTS is called “Moodle”. You will have access to Moodle throughout your studies. On the VLE, you will find dedicated sites for each of your modules, where you can access lecture notes, handbooks, reading lists and other learning materials. The VLE is also where we make important announcements, so it is important that you access it regularly.