UNIVERSITY OF OXFORD

OXFORD LIFELONG LEARNING

STUDENT HANDBOOK

Short Online Courses (Live)

2026-27

Statement of Coverage

This handbook is for students starting courses during the academic year 2026-27. The information in this handbook may be different for students starting in other years.

Version	Action	Date
Version 1.0	Creation of Handbook	04 Sep 2026
Version 1.1	Addition of Appendix 7: AI and Assessment Policy Addition of 6.1 Advice on recording and transcription of webinars	21 Sep 2026

The Examination Regulations relating to this course are available below. If you have any concerns, please contact the Online Courses Office.

The information in this handbook is accurate as of the date in the table above. It may, however, be necessary for changes to be made in certain circumstances. If such changes are made Oxford Lifelong Learning will publish a new version of this handbook together with a list of the changes and students will be informed.

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1. Contact details

The course team is based at:

Oxford Lifelong Learning,
University of Oxford,
Ewert House,
Ewert Place,
Banbury Road,
Oxford, OX2 7DD

Online Courses Office: For enrolments and general course-related enquiries, please contact the Online Courses Office.

Email: onlinecourses@conted.ox.ac.uk

Phone: +44 (0)1865 270295/280974

Student support: Our Student Support Officer can advise students on disability-related support, funding and welfare matters.

Email: student.support@conted.ox.ac.uk

Phone: +44 (0)1865 280355

Director of programme: Dr Jamie Wood directs the programme and is responsible for its academic quality.

Director of Undergraduate Studies: Dr Ismini Pells is responsible for matters relating to students on undergraduate-level courses.

Continuing Education Library: The Oxford Lifelong Learning Library at Rewley House in Oxford can help students locate online learning resources and provide physical access to resources for those students able to visit Oxford.

Email: library@conted.ox.ac.uk

Phone: +44 (0)1865 270454

2. University policies

The Department and University have a wide range of policies and regulations that apply to students. Departmental policies are available on our Policies, codes and guidance webpage. University policies are easily accessible through the A-Z of University regulations, codes of conduct and policies available on University regulations and policies A-Z webpage. Please be aware that some of these policies only apply to full-time residential students. If you have any queries, please contact your Course Administrator.

This handbook contains guidance on the Live Online Course programme. You should read it in collaboration with the information above, plus the Examination Regulations and Conventions (see Appendices) and the specific details of your course programme, syllabus, and learning outcomes which you will find on the relevant Departmental webpage.

Please also note the policy on recording lectures by students on the webpage for the Educational Recordings Policy.

3. Accessing your online course

Courses on this programme are hosted online using Canvas, the University of Oxford's Virtual Learning Environment (VLE). Canvas contains all the course materials, as well as the link to the weekly webinar which is held on Microsoft Teams. Students will be sent full joining details prior to the start date.

In order to ensure familiarity with Canvas and Teams, students are invited to explore our guide Using Teams and Canvas in your online course. This guide includes details of how to sign up to a live guided tour of the online environments before your course commences.

4. Teaching and learning

The learning outcomes of the course are achieved by:

Online course content, which**:**

- provides a structured introduction to the subject matter, concepts and methods of the subject discipline that you are studying
- facilitates the development of the cognitive skills of the subject discipline
- provides a context for discussion of issues and sharing of ideas.

Live webinars, which

- provide a structured context for active learning and discussion
- help to consolidate knowledge, and develop individual as well as collaborative means of learning.

Formative and summative assessments, which:

- enable students to develop knowledge and understanding of the subject and the concepts and methods associated with it
- helps students to develop powers of critical thinking and effective communication
- develop skills in presenting work according to the conventions of the relevant subject discipline
- enable assessment to be made of individual students' progress and abilities, and encouragement and guidance to be given
- encourage students to assess their own progress.

Independent study, which:

- provides an opportunity for students to prepare for discussions and assignments
- provides an opportunity to reflect on and consolidate learning.

5. IT requirements

To study in this format, you are expected to have some IT skills, and access to a computer and the internet. As you are taking an online course, you are required to engage with the Virtual Learning Environment (Canvas) for course materials. You will also need to have access to and some knowledge of how to use Microsoft Teams. You need to have some level of experience and skill including the use of Microsoft Word or similar word-processing package, email and internet browser, for which we recommend Google Chrome.

The computer you use should meet our recommended minimum computer specification, which you can obtain from the System Requirements page from our online support website. This page also includes information about the hardware that you will need to study on one of our online courses.

6. Expectations of study

By enrolling on this course, you agreed to abide by all relevant Department and University regulations.

Although this course is part-time it requires serious commitment from you. Most courses on this programme are credit-bearing courses of the University of Oxford. This credit can be used towards earning a university qualification, including Oxford's Certificate of Higher Education.

All students on the course are expected to work towards achieving its learning outcomes. That is, to acquire the knowledge and skills that the course is intended to impart. All students are expected to engage in independent study and to complete the assessments. While your tutor will provide academic support, you are responsible for your progress, which will depend in large part on your ongoing commitment and engagement.

We advise that you spend up to ten hours per week studying. This will include working through the weekly course materials, exploring any linked resources, engaging in discussion with your tutor and peers, and preparing your assessments. Such independent study may require careful scheduling at times to fit in with your other commitments.

Good organisational and time management skills should contribute to successful completion of the course. You will gain the most from it if you attend and participate fully in all the elements. This will benefit both you as an individual and the class as a whole and will make for a more dynamic and stimulating learning environment. Of course, we understand that unexpected events can occur and that, during a given week, it may not be possible for you to contribute as fully as you would like.

6.1 Online interactions

The practices of courtesy and respect that apply to working in any other context also apply when learning online. By enrolling on this course, participants agree to abide by the department's Online Etiquette Guidelines webpage. Please take a few minutes to read these guidelines. They explain what students can expect from one another, and how students and tutors can work together to create a respectful, inclusive, and engaging online learning community. Following these guidelines will facilitate participate with confidence and enable students to get the most from their online course.

6.2 Recording and transcription of webinars

Please note the policy on recording lectures by students on the webpage for the Educational Recordings Policy.

While the generation of transcripts is not expressly prohibited, either by the Educational Recordings Policy or by the Department, students should note that

- a transcript should only be made with the prior written permission of the tutor and the knowledge of the other participants (so that they are aware that transcription is on);
- any transcript should be for their personal use and not shared more widely;
- the transcript should be deleted at the conclusion of the course and its associated assessment;
- the student should be aware that the transcript isn't always accurate and that it may be hard to follow speech patterns;
- a transcript should only be made using MS Teams itself, and not through the use of any third-party systems or apps.

7. Conduct during the course

Freedom of speech and academic freedom are central tenets of university life. At the same time, the University does not tolerate any form of harassment or victimisation and expects all members of the University community to treat each other with respect, courtesy and consideration. Please note the Terms and Conditions you are expected to follow as a student.

In an online environment, it can be easy to forget that modes of online interaction can deprive us of the cues and non-verbal means that we normally use in face-to-face communications to interpret what someone is saying and feeling. Please follow your tutor's instructions on how they expect discussion to be conducted, and observe their instructions. Please also read carefully and observe the department's Online Etiquette Guidelines webpage.

8. Assessment submission dates

The dates for submission of assessment are given on your course website.

9. Guidance on producing assessments

Assessed coursework is an important element of learning, and all students are expected to complete the assessments.

Most courses offer a formative and a summative assessment. The formative assessment usually falls halfway through the course and is a practice piece which has no bearing on the final grade, providing instead an opportunity to receive helpful feedback. The summative assessment usually falls at the end of the course and is assessed on a pass/fail basis, and provides a second opportunity to receive feedback. It is the summative assessment that determines whether a student has passed the course.

Most courses carry credit points at first-year undergraduate level (FHEQ Level 4) in the form of Credit Accumulation Transfer Scheme points (CATS points); these can be accumulated to gain the Department's Certificate of

Higher Education or may be transferred to other higher education institutions. Earning CATs points depends upon being registered to earn this credit, as well as on passing the summative assessment. For more information, see our webpage on CATS points.

Passing the summative assessment also qualifies all students to receive a digital certificate of completion.

The Department welcomes all students who will benefit from attending our courses. This includes those whose circumstances militate against their completing the assessments. In these cases, the assessment requirement may be waived, but we do want you to understand that department takes your learning intentions seriously even if you do not submit assessments.

The course contents provide details on the formative and summative assessments that will be expected, and there will usually be options to choose from to cater to different interests. Your assignment needs to be directly relevant to your course and the materials provided as part of it because it is your opportunity to demonstrate what you have learned.

Assessment processes differ for Ancient Languages, which are not accredited. For these courses, the expectation is that students are set three pieces of coursework during the course for formative feedback, which can be spaced as the tutor sees fit. As a general guide, the effort and time that students put into the termly coursework in Ancient Languages should be equivalent to that taken to produce 1,500-word essays in other subjects. Tutors are advised to use the Student Answer Book provided so that the questions, answers and the Declaration of Authorship Form are included in one document.

10. Good academic practice, plagiarism, and use of generative AI

It is important that work produced at university level follows accepted academic conventions. When you use material or arguments (including quotations) from other writers' work it is essential to acknowledge your debt and to include a properly presented reference identifying the source.

10.1. Referencing

A reference is a specific referral to a published piece of work in support of a particular argument or statement of fact that you are making. You will depend on material from other writers for many of your assignments. If you do not acknowledge the materials of other writers, you are plagiarising. All quotations, however brief, must be acknowledged, as should ideas or paraphrased statements.

The main purpose of each reference is to provide all the necessary information for the reader to easily find your supporting material and to read more about your evidence or argument. References are also a good reflection of your understanding of the literature. Using them well enhances the quality of your writing. You are reminded, however, that over-reliance on quoted material, even where properly referenced, may restrict your opportunity to present your own material and this may affect marks awarded.

Full details of how to set out your references and bibliography are included in Appendix 2.

10.2. Plagiarism and use of generative AI

If you do not provide full references where they are necessary, you may be accused of plagiarism.

The University defines plagiarism as follows. Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Students should be aware that the Department actively checks submitted work for evidence of plagiarism, including self-plagiarism. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

For more guidance on what constitutes plagiarism and unauthorised use of AI, see the university's webpage on Plagiarism.

Appendix 7 of this handbook ('AI and Assessment Policy for Short Course Programmes') provides detailed guidance on permitted AI usage and how to declare if you have made use of AI in preparing assessments.

If the marker of your work suspects that parts of it have been plagiarised, are not wholly your own work, or have been generated through inappropriate use of artificial intelligence, the Chair of the Board of Examiners will be informed and your work may be referred to the Proctors for disciplinary action.

For more guidance on what constitutes plagiarism, see the university's webpage on Plagiarism.

10.3. Use of third-party proof-readers

A third-party proof-reader might include a friend, a family member or a professional engaged for this purpose. The University's policy on the use of third-party proof readers is set out on this page: Use of Third Party Proof-readers. Note that because third party proof-reading is not permitted for assignments shorter than 10,000 words, it is not permitted for any of your assignments.

11. Submitting your assessments

It is important to plan your work schedule carefully in order to ensure that you leave enough time to complete your coursework by the submission deadline. The University expects you to keep backup copies of your work in case of computer failure or loss or damage to the original file. Please be aware that such situations are not considered valid reasons for late or non-submission of assignments.

All coursework for formative and summative assessment should be submitted as an attachment, by email to the marking team in the Online Courses Office (onlinemarking@conted.ox.ac.uk). We cannot accept coursework which is submitted as a link connected to any cloud service, such as Google Docs. The coursework will be forwarded to the tutor for marking. Note that portfolios should be submitted in a single bundle rather than as separate pieces.

All assignments must have a completed Declaration of Authorship form submitted with them, including a declaration relating to the use of generative artificial intelligence (which you should complete even if you have not made use of AI). The form can be downloaded from your course's Canvas page. It can also be downloaded from Declaration of Authorship

2026-27. If you cannot access it by any of these means, you can request a copy from the Online Courses Office. If you cannot access it by either of these means, you can request a copy from the Online Courses Office.

11.1 Late submission

You are expected to plan your time in order to be able to submit your assignment by the deadline. If, however, if you find that you are not able to do so then you should refer to the Policy on Late Submission, which explains the circumstances and timescales within which you may apply for permission to submit late. An abbreviated version of policy containing only information that relates to this programme of Live Short Online Courses is provided below as Appendix 5.

To request permission to submit your work late, please contact latesubmission@conted.ox.ac.uk. Please note that your tutor cannot approve late submission requests and therefore you should not send a request to them.

Summative assessments that are submitted without gaining permission via the process explained above will be considered technical fails. As such, they will not be viewed by the marker, nor will they be marked, and feedback will not be provided to students.

There is no late submissions process for formative assignments, so work submitted late will not be marked and feedback will not be provided unless the department has been made aware of a student disability and has recommended a defined extension on these grounds.

11.2 Resubmission process

All students who fail their summative assessments, including failure on technical ground, will be offered a resubmission opportunity. Students invited to resubmit will be asked to produce an assessment on a different topic, or set of choices of topics, that will be provided to them.

12. Assessment grading and feedback

The assessment criteria against which assessment are marked are found in Appendix 4 of this handbook. The marker will provide feedback on your achievement and guidance on how to improve your work. Your work will

be marked ‘Pass’ or ‘Fail’ and will be assessed on the basis of the assessment criteria and your achievement of the learning outcomes of the course.

Feedback for the first formative assignment will normally be returned to students within two weeks of the deadline for submission. Feedback on assessments will normally be returned to students within eight weeks of the deadline for submission. Return dates for summative assessment in particular are subject to many factors and although every effort will be made to adhere to them, there may be circumstances in which this is not possible. Where the return date cannot be met, the department will contact students giving the anticipated date. Note that tutors do not and cannot provide additional feedback on request.

13. The Certificate of Higher Education

The Certificate of Higher Education programme enables students to use the credit that they gain from completing weekly classes, online courses, accredited weekend courses, linked day schools and courses in Oxford University Summer School for Adults towards gaining an Oxford qualification. If you are interested in registering for the **University of Oxford Certificate of Higher Education** you can find out more information on the website.

14. Fees

Students anticipating any delays or difficulties in paying their fees should contact the Course Administrator in the first instance and as soon as possible. Information on ways in which the Department or University may be able to help with funding can be found on our Funding webpage.

15. Facilities

Details of facilities and services offered by the Department covering such areas as funding, libraries, study skills and disability support are available on our website.

16. Providing feedback

Students are invited to give comments and feedback through evaluation questionnaires. Student feedback is regularly considered by Tutors, Directors of Studies and the Director of the Programme. Do take the time to complete the questionnaire as it helps the Department in its quality assurance and future planning.

17. Withdrawal from your course

Should you wish to withdraw from your course, please contact: onlinecourses@conted.ox.ac.uk.

18. Complaints and appeals

The University and Oxford Lifelong Learning hope that provision made for students at all stages of their course of study will result in no need for complaints (about that provision) nor for appeals (against the outcomes of any form of assessment).

If you do have a complaint or you are dissatisfied with the outcome of your assessment you should follow the our Complaints Policy.

Appendix 1: Guidance on producing your assessments

For additional guidance on producing assessment, students should see our online study help pages. The information provided here is intended to be complementary to the advice held there.

Starting out: understanding and planning your assignment

Read the assignment instructions carefully and check that you understand what you are being asked to do. Identify key instructions such as 'account for', 'compare and contrast', 'describe', 'discuss', 'evaluate'; or questions such as 'why', 'when', 'what', 'how' and so on. If you are asked to include examples, make sure you pay attention to the criteria those examples should fulfil. Use the instructions to help you to plan your approach and to determine the material you need to include and how you need to organise it. Make sure that you understand the meaning of unusual or specialised words or phrases. If there is anything that you don't understand, ask your tutor for advice.

Researching and finding resources

The materials provided as part of your course are key resources that you may use in your assignments. Your tutor may recommend that you consult additional materials.

You will almost certainly, however, want to look beyond these resources. There are many high-quality, freely available, information sources on the internet, but finding them can be challenging. Here are a few guides that may help to get you started:

- The Bodleian's Finding Library Resources Online webpage explains how to use the online library catalogue and other repositories to find reliable and high-quality open-access resources
- The Bodleian also list useful resources for some subject areas, including free and open-access online resources, on the Subject Resources Guides webpages

- The Bodleian Library also hosts a page on Guidance for Short Course Students

Reading and note-taking

It is helpful to make brief notes when reading. This will enable you to list the key points and the evidence that you need to produce your assignment and will help you to understand and digest what you have read. It is important to record the source of your notes and the relevant page numbers so that you can reference the material and ideas when you come to write up your work. Develop a system for storing your research notes and references.

Producing an essay plan and collecting material

Once you have done some preliminary reading it is useful to produce a plan for your essay. This will help you to organise your ideas and enable you to plan your research and gather relevant material from your sources in a way that serves the purpose of the assignment. Your plan should be a list of the main points which will form the basis of your argument or discussion. As your work progresses, you may discover that you need to modify your plan as your ideas change. Select your research material carefully, seeking guidance from your tutor if needed.

In terms of structure, an essay will consist of a beginning, a middle and an end. These are:

- **The introduction** which explores the meaning and significance of the question, provides context and indicates the approach to answering the question which the essay is to take.
- **The discussion** which develops a logical argument from a series of points and supports it with relevant evidence such as facts, examples, illustrations, data tables, etc.
- **The conclusion** which draws together your ideas, summarises your argument and demonstrates that you have answered the question.

Writing your essay

Many students find it difficult to start the writing process. You may find it convenient to write your introduction first but it is not essential to work through an essay from beginning to end. Some students prefer to write their essay in stages and then to combine the separate parts to produce the final polished version. Try to write clearly and precisely and avoid using so many examples that your points are lost in detail. A good rule of thumb is to make one main point in each paragraph of your essay.

Reviewing and editing your essay

It is always useful to produce a draft version of your essay. This will enable you to:

- Check that you have answered the question
- Re-order points to strengthen your argument
- Check grammar, punctuation and spelling
- Add or remove supporting evidence
- Check you have cited the information in your essay according to a standard reference system and that your essay has a properly formatted bibliography. Guidance on referencing and bibliography is provided in Appendix II.
- Check the length of your essay. You are expected to complete the task within the available word allowance, which is described in more detail in Appendix III

Other forms of written work

Much of the guidance given above can be applied to other written work, including short answers to coursework exercises. You may find the following tips useful.

Producing a project

For projects you need to collect, present and interpret information on a particular topic and to identify a central question. You will find it useful to produce a short draft outlining how you plan to tackle the project in order

to assess its feasibility; again, do submit your draft to your tutor as your formative assignment so that he or she can give you advice and guidance.

Writing a report

Reports recording research projects or practical exercises are structured differently from essays and usually include the following:

- aims which define the objectives of the project methods which describe how the project was planned and implemented and which discuss methodological strengths and weaknesses
- results which present the findings of the project or exercise in prose, tabular and/or graphic form
- conclusions which summarise and interpret the results, critically evaluate findings and show that the aims have been achieved.

Writing a review

Some assessment might ask you to review a book, a play, a film or perhaps even an exhibition. The review should be structured like an essay (with an introduction, middle and end) and include:

- a brief summary of the item being reviewed and full details of its authorship, direction or producers
- an evaluation of its strengths and weaknesses
- an indication of the sort of audience for which it is intended and whether it is enjoyable and accessible for that intended readership
- an assessment of its contribution to the subject

Most of these points apply if you are reviewing a play or a film, or are writing a report on a gallery or museum visit. For a film or play, instead of the name of the author and publisher you will include the director's name and the name of the production company. You will want to comment on performance aspects – such as casting, the interpretation of character by particular actors, lighting and scenic details. For a gallery or museum visit, you will include the title of the exhibition (if relevant) and its location and a summary of the pieces viewed. You will wish to comment evaluatively on the presentation of the exhibition, as well as your own critical responses to individual pieces.

Presenting your written work

It is important that work produced at undergraduate level follows accepted academic conventions. You will be familiar with many of these from your reading but applying them to your own work takes practice and patience. Mastering presentation conventions is one of the objectives of undergraduate study and your tutor can provide further advice as needed.

Appendix 2: Referencing

When you use material, information or arguments (including quotations) from sources you have read, it is important to acknowledge your debt and to include a reference identifying the source. If you do not, you may be accused of plagiarism, the consequences of which are set out above in this handbook.

Beyond avoiding plagiarism, learning how to reference properly is a crucial academic skill that underpins the production and validation of knowledge in the wider world. Referencing is how we trace where information has come from so that a reader can authenticate the source and appraise its reliability. Without referencing, we only have the word of the writer. In a piece of academic writing this is never sufficient.

The sections below provide guidance on how to reference sources in the main text of your assignment and how to create a bibliography for most standard subjects. In some subjects, for example music or art, you may need to refer to material such as specific passages of music or individual paintings in your assignment. Other subjects, such as Creative Writing, may not require referencing at all. Your tutor will advise you about the appropriate referencing conventions for your subject.

What is a reference?

When you use material or information from other authors in your assignment, you can do this directly using a quotation (reproducing the actual words of the author) or by using paraphrase (describing the author's idea or ideas in your own words). Direct quotations are usually reserved for important or provocative points, which need to be discussed or produced in support of an argument. Try to keep direct quotations as short as possible because one of the objectives of writing an assignment is to

express your own views in your own words. Short quotations should be placed in inverted commas ('like this'). Longer quotations, if used, should be indented from the main text and do not require inverted commas.

Any information that you use in your essay taken from elsewhere, whether paraphrased or inserted as a direct quotation, requires referencing. In some courses, if you have made use of generative artificial intelligence in your work (e.g. to generate an image) then you may be required to reference this as a source (see the AI Policy in Appendix 7 for guidance on this matter).

The two main ways of referencing are by using 'in-text' references or by placing the reference in a footnote.

For Short Online Courses, you may use any standard referencing system you choose. The requirement is that you use your system of choice systematically and consistently. We recommend, however, that you use the Harvard (Cite Them Right) system if you choose to use in-text references, and the MHRA system if you choose to use footnotes. We also suggest that you read through the following guides and aim to fully comprehend both systems, even if you know you are only choosing one. This will give you a richer contextual knowledge of how to reference, and provide a solid foundation in your academic education.

Using the Harvard system for in-text references

There are many versions of the Harvard referencing system, and we recommend that you use the 'Cite Them Right' version, but there are plenty of equally suitable variants. Note that access to the Bloomsbury Cite Them Right website has recently been put behind a paywall. However, a comprehensive guide is given below, and others can be found at the following free sources:

- The Open University Quick Guide to Harvard Referencing (Cite Them Right)

The Harvard system uses summary in-text references in rounded brackets (parentheses), including the author's surname, date of publication and, usually, a page number reference. Full details of the publication are then supplied in the bibliography or reference list at the end of the essay (details on this below). An example sentence would be:

> The city of Southampton has yielded extraordinary evidence for the existence of complex trading systems with its hinterland and beyond from the early eighth century onwards (Smith, 2008, p. 22).

Pay particular attention to the placement of commas and spaces in the reference. In this sentence, the reference indicates the surname of the author we are citing is 'Smith', the work was published in the year 2008, and this information was specifically taken from page 22. Note that where single pages are used, the abbreviation 'p.' stands for 'page', where a range of pages is used, you should use the abbreviation 'pp.' (e.g. Smith, 2008, pp. 22–31).

Where you want to include the author's name in the sentence itself, you would write instead:

> As Smith (2008, p. 22) has shown, the city of Southampton has yielded extraordinary evidence for the existence of complex trading systems with its hinterland and beyond from the early eighth century onwards.

The source you are using may, however, have multiple authors. In which case, the citation would be formatted as per the examples in this table:

One author	Two authors	Three authors	Four or more authors
(Smith, 2008, p. 22)	(Smith and Andrews, 2008, p. 22)	(Smith, Andrews and King, 2008, p. 22)	(Smith *et al.*, 2008, p. 22)
As Smith (2008, p. 22) has shown…	As Smith and Andrews (2008, p. 22) have shown…	As Smith, Andrews and King (2008, p. 22) have shown…	As Smith *et al.* (2009, p. 22) have shown…

Note that '*et al.*' should always be in italics, as it is a Latin term, and the '*al.*' should always end with a full stop as it is an abbreviation of a longer word.

If page numbers are not available (if, for instance, you are citing some forms of ebook or website), it is acceptable to substitute the page numbers for a different stable identifier, such as a chapter number, or even

the percentage of an ebook if you are reading on an e-reader, which might look like this:

> The city of Southampton has yielded extraordinary evidence for the existence of complex trading systems with its hinterland and beyond from the early eighth century onwards (Smith, 2008, ch. 1).

> The city of Southampton has yielded extraordinary evidence for the existence of complex trading systems with its hinterland and beyond from the early eighth century onwards (Smith, 2008, 67%).

Sometimes, you might need to reference a work that you have not directly accessed, but you have found cited in someone else's work. Usually, you would want to follow up and locate the primary source, but there may be reasons you cannot or might not want to. In such a case, you would use what is known as a secondary reference, which looks like this:

> The city of Southampton has yielded extraordinary evidence for the existence of complex trading systems with its hinterland and beyond from the early eighth century onwards (Smith, 2008, p. 22 cited in Andrews, 2020, p. 82).

In this instance, you are talking about how Andrews has discussed the work of Smith. But you might also find that two authors have made the same point independently, in which case you would include both in the same reference in chronological order with the earliest first as follows:

> The city of Southampton has yielded extraordinary evidence for the existence of complex trading systems with its hinterland and beyond from the early eighth century onwards (Smith, 2008, p. 22; Peters, 2012, p.101).

In your readings you may see the term '*ibid.*' used where the same source is cited in immediate succession. This is not used in the Harvard system: instead you must repeat the full reference.

3. Using MHRA for references in footnotes

You might prefer to put your references in footnotes. In this case, we recommend that you use the *Modern Humanities Research Association* style, abbreviated to 'MHRA'. MHRA uses superscript numbers in the text to reference footnotes found in the footer at the bottom of each page (as opposed to endnotes that are found at the end of the document, which is

a more rarely used system). You will need to learn how to insert footnotes using your word-processing software (in Microsoft Word, for instance, you will find the function in the 'References' tab). Full details for MHRA referencing can be found on the MHRA website, using the MHRA Style Guide.

Unlike the Harvard system, MHRA requires you to put more bibliographic details in the footnote when it is the first time you have referenced the source:

> The city of Southampton has yielded extraordinary evidence for the existence of complex trading systems with its hinterland and beyond from the early eighth century onwards.[1]

Note that in footnote 1 below, that full bibliographic details are provided, including the forename and surname of the author, the title of the work (in this case a book), the place of publication (London), the publisher (Bloomsbury), the date of publication and finally the page number. Pay close attention to placement of italics, commas, full stops and parentheses. For full details on referencing other kinds of sources such as book chapters, journal articles and webpages, see the following section on reference lists.

The second time you cite the same source, however, you can abbreviate the reference, in the following manner:

> Detailed examination of archaeological finds from Southampton has shown that levels of wealth remained stable throughout the 8th and 9th centuries.[2]

Note how in footnote 2 the title of the book has also been abbreviated to a shorter form, as this is not the first time we have referenced the same source.

Unlike in the Harvard system described above, if you cite the same source in immediate succession, you can abbreviate the reference even further by using the term '*ibid.*'. Note that '*ibid.*' is always in italics, and always ends

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[1] Andrew Smith, *The Medieval City of Southampton: trade, exchange and society* (London: Bloomsbury, 2008), p. 22.
[2] Smith, *The Medieval City of Southampton*, p. 48.

with a full stop, as it is an abbreviated Latin term. Here is an example of how to do this:

> The city of Southampton has yielded extraordinary evidence for the existence of complex trading systems with its hinterland and beyond from the early eighth century onwards.[3] Though unusually developed for their time, these early trade networks were of a considerably smaller scale than those that emerged in the late medieval period.[4]

In this example, we are referring to a later part of the same book (page 145 as opposed to page 22), and we are only able to use the abbreviation '*ibid.*' because there are no references between footnotes 3 and 4.

3. Formatting a reference list or bibliography using Harvard (Cite Them Right)

Whether you have used Harvard or MHRA, you will still need to provide a reference list or bibliography at the end of your essay. The formatting style for your reference list depends on the referencing style you have used in your essay. Thus, a reference list for an essay that uses Harvard will look different from one that uses MHRA.

A reference list is a list of all the sources you have referenced in your essay. Note that you will sometimes see the terms 'reference list' and 'bibliography' used interchangeably, as most of the time they are the same thing. However, they can be subtly different, and if you are providing a list of references you have cited in your work, then the correct technical term for this is a 'reference list'. A bibliography might also include works that are relevant, but not cited in your text. You should only every provide one or the other, never both.

Works will be formatted different in your reference list depending on the type of source they are. The most commonly encountered types of sources include books (monographs), edited volumes including chapters written by different authors, book chapters, ebooks, journal articles, and websites. If you want to cite a more unusual source seek advice from your tutor, or

[3] Andrew Smith, *The Medieval City of Southampton: trade, exchange and society* (London: Bloomsbury, 2008), p. 22.
[4] *Ibid.*, p. 145.

just make sure that you cite all sources of that nature in a consistent and systematic manner.

The table below provides examples of different kinds of sources, and how they would appear in a reference list. Pay close attention to the placement of spaces, punctuation, and italics as well as capitalisation conventions.

Type	Example references using Harvard (Cite Them Right)
Book (monograph)	Hills, C. (2003) *The Origins of the English*. London: Duckworth. Higham, N. and Ryan, M.J. (2013) *The Anglo-Saxon world*. Yale: Yale University Press. Bradley, R. (1998) *The passage of arms: an archaeological analysis of prehistoric hoards and votive deposits*. 2nd edn. Oxford: Oxbow Books.
Edited volume	Carver, M. (ed.) (2003) *The cross goes north: processes of conversion in northern Europe, AD 300-1300*. York: York Medieval Press.
Book chapter (from an edited volume)	Sofield, C.M. (2015) 'Anglo-Saxon placed deposits', in C. Ruhmann and V. Brieske (eds) *Dying Gods: Religious beliefs in northern and eastern Europe in the time of Christianisation*. Hannover: Niedersächsisches Landesmuseum, pp. 111–120. Hills, C. (2015) The Anglo-Saxon migration: an archaeological case study of disruption, in B.J. Baker (ed.) *Migration and disruptions: toward a unifying theory*. Florida: University Press of Florida, pp. 33–51.
Ebook	Morris, M. (2021) *The Anglo-Saxons: a history of the beginnings of England: 400 – 1066*. Cambridge: Pegasus Books. Available at: https://www.barnesandnoble.com/w/the-anglo-saxons-marc-morris/1138531451?ean=9781643135359 (accessed: 28 June 2022).
Journal article	Scull, C. and Naylor, J. (2016) 'Sceattas in Anglo-Saxon graves', *Medieval Archaeology*, 60(2), pp. 205–241.

	Crawford, S. (2004) 'Votive deposition, religion and the Anglo-Saxon furnished burial ritual', *World Archaeology*, 36(1), pp. 87–102. Available at: https://doi.org/10.1080/0043824042000192641 (accessed 23 June 2022).
Website	Oxford University Department for Continuing Education (2022) *Archaeology research*. Available at: https://www.conted.ox.ac.uk/about/archaeology-research (accessed 23 June 2022). *North Leigh Roman Villa* (2022) Available at: https://www.oxfordshirecotswolds.org/things-to-do/attractions/north-leigh-roman-villa-p54633 (accessed: 28 June 2022). Nb. In the first example, we know the author, which in this case is an institution. In the second example, we do not know the author (which is often the case with websites), so it is simply skipped.

Once you have finished your reference list, citing all these works, it would look like this:

Reference list

Adams, D. (1979) *The hitchhiker's guide to the galaxy*. Available at: http://www.amazon.co.uk/kindle-ebooks (accessed: 23 June 2022).

Bradley, R. (1998) *The passage of arms: an archaeological analysis of prehistoric hoards and votive deposits*. 2nd edn. Oxford: Oxbow Books.

Carver, M. (ed.) (2003) *The cross goes north: processes of conversion in northern Europe, AD 300-1300*. York: York Medieval Press.

Crawford, S. (2004) 'Votive deposition, religion and the Anglo-Saxon furnished burial ritual', *World Archaeology*, 36(1), pp. 87–102. Available at: https://doi.org/10.1080/0043824042000192641 (accessed 23 June 2022)

Hills, C. (2003) *The Origins of the English*. London: Duckworth.

Hills, C. (2015) The Anglo-Saxon migration: an archaeological case study of disruption, in B.J. Baker (ed.) *Migration and disruptions: toward a unifying theory*. Florida: University Press of Florida, pp. 33–51.

Higham, N. and Ryan, M.J. (2013) *The Anglo-Saxon world*. Yale: Yale University Press.

Morris, M. (2021) *The Anglo-Saxons: a history of the beginnings of England: 400 – 1066*. Cambridge: Pegasus Books. Available at: https://www.barnesandnoble.com/w/the-anglo-saxons-marc-morris/1138531451?ean=9781643135359 (accessed: 28 June 2022).

North Leigh Roman Villa (2022) Available at: https://www.oxfordshirecotswolds.org/things-to-do/attractions/north-leigh-roman-villa-p54633 (accessed: 28 June 2022).

Oxford University Department for Continuing Education (2022) *Archaeology research*. Available at: https://www.conted.ox.ac.uk/about/archaeology-research (accessed 23 June 2022)

Scull, C. and Naylor, J. (2016) 'Sceattas in Anglo-Saxon graves', *Medieval Archaeology*, 60(2), pp. 205–241.

Sofield, C.M. (2015). 'Anglo-Saxon placed deposits', in C. Ruhmann and V. Brieske (eds) *Dying Gods: Religious beliefs in northern and eastern Europe in the time of Christianisation*. Hannover: Niedersächsisches Landesmuseum, pp. 111–120.

Note that the works are arranged in alphabetical order. Works by the same author are listed in chronological order of publication.

Formatting a reference list or bibliography using MHRA

If you use MHRA, then your reference list will look slightly different from the Harvard style one. The table below provides the same list of references, but formatted as they would look using MHRA.

Type	Example references
Book (monograph)	Hills, Catherine, *The Origins of the English* (London: Duckworth, 2008). Higham, Nicholas and Martin Ryan, *The Anglo-Saxon world* (Yale: Yale University Press, 2013). Bradley, Richard, *The passage of arms: an archaeological analysis of prehistoric hoards and votive deposits,* 2nd edn. (Oxford: Oxbow Books, 1998).
Edited volume	Carver, Martin, ed., *The cross goes north: processes of conversion in northern Europe, AD 300-1300* (York: York Medieval Press, 2013).
Book chapter (from an edited volume)	Sofield, Clifford M., 'Anglo-Saxon placed deposits', in *Dying Gods: Religious beliefs in northern and eastern Europe in the time of Christianisation*, ed. by C. Ruhmann and V. Brieske (Hannover: Niedersächsisches Landesmuseum, 2015), pp. 111–120. Hills, Catherine, 'The Anglo-Saxon migration: an archaeological case study of disruption', in *Migration and disruptions: toward a unifying* theory, ed. by B.J. Baker (Florida: University Press of Florida, 2015), pp. 33–51.
Ebook	Morris, Marc, *The Anglo-Saxons: A History of the Beginnings of England: 400 – 1066* (Cambridge: Pegasus Books, 2021) <https://www.barnesandnoble.com/w/the-anglo-saxons-marc-morris/1138531451?ean=9781643135359> [accessed: 28 June 2022].

Journal article	Scull, Chris and John Naylor, 'Sceattas in Anglo-Saxon graves', *Medieval Archaeology*, 60.2 (2016), 205–241. Crawford, Sally, 'Votive deposition, religion and the Anglo-Saxon furnished burial ritual', *World Archaeology*, 36.1 (2013), 87–102 <https://doi.org/10.1080/0043824042000192641> [accessed 23 June 2022].
Website	Oxford Lifelong Learning, *Archaeology research* (2022). <https://www.lifelong-learning.ox.ac.uk/about/archaeology-research> [accessed 23 June 2022]. *North Leigh Roman Villa* (2022) <https://www.oxfordshirecotswolds.org/things-to-do/attractions/north-leigh-roman-villa-p54633> [accessed: 28 June 2022]. Nb. In the first example, we know the author, which in this case is an institution, in the second example, we do not know the author.

Once you have finished your reference list, citing all these works, it would look like this:

Reference list

Bradley, Richard, *The passage of arms: an archaeological analysis of prehistoric hoards and votive deposits*, 2nd edn. (Oxford: Oxbow Books, 1998).

Carver, Martin, ed., *The cross goes north: processes of conversion in northern Europe, AD 300-1300* (York: York Medieval Press, 2013).

Crawford, Sally, 'Votive deposition, religion and the Anglo-Saxon furnished burial ritual', *World Archaeology*, 36.1 (2013), 87–102 <https://doi.org/10.1080/0043824042000192641> [accessed 23 June 2022].

Higham, Nicholas and Martin Ryan, *The Anglo-Saxon world* (Yale: Yale University Press, 2013).

Hills, Catherine, *The Origins of the English* (London: Duckworth, 2008).

Hills, Catherine, 'The Anglo-Saxon migration: an archaeological case study of disruption', in *Migration and disruptions: toward a unifying* theory, ed. by B.J. Baker (Florida: University Press of Florida, 2015), pp. 33–51.

Morris, Marc, *The Anglo-Saxons: A History of the Beginnings of England: 400 – 1066* (Cambridge: Pegasus Books, 2021) <https://www.barnesandnoble.com/w/the-anglo-saxons-marc-morris/1138531451?ean=9781643135359> [accessed: 28 June 2022].

North Leigh Roman Villa (2022) <https://www.oxfordshirecotswolds.org/things-to-do/attractions/north-leigh-roman-villa-p54633> [accessed: 28 June 2022].

Scull, Chris and John Naylor, 'Sceattas in Anglo-Saxon graves', *Medieval Archaeology*, 60.2 (2016), 205–241.

Sofield, Clifford M., 'Anglo-Saxon placed deposits', in *Dying Gods: Religious beliefs in northern and eastern Europe in the time of Christianisation*, ed. by C. Ruhmann and V. Brieske (Hannover: Niedersächsisches Landesmuseum, 2015), pp. 111–120.

Note that the works are arranged in alphabetical order. Works by the same author are listed in chronological order of publication.

Appendix 3: Word counts

The maximum word count for your assignment will be included in the assignment instructions in your course, where you are also given the summary guidance that your word count is calculated including references and quotations, but not including the assignment title, the Declaration of Authorship and AI Use form, or the bibliography. Some assignments in some subject areas may have somewhat more complex demands, so the table below is included for full detail.

Note that exceeding the word count is forbidden, and that markers are obliged to read no further than a 3% leeway once the word count has been met. In other words, should you exceed the word count by more than 3%, the marker will not read any paragraphs or conclusions that may remain, and your mark will be based only on what the marker has read. Sometimes it can seem very hard to fit all your ideas into the word count, but this is precisely the purpose of the academic exercise. A good essay will be succinct, focused on the question and will be written concisely without excess detail, discussion, or digression.

Course:	Short Online Courses	Include in Word Count?
Document front:	Artificial Intelligence use declaration (see Section 11)	No
	Coursework/ assignment title/ question	No
	Table of contents/ figures/ authorities/ list of illustrations etc	No
Document main body or referred to from main body:	Chapter/ section headers	Yes
	Abstract	No
	Text body	Yes
	In-text reference	Yes
	In-text citation	Yes
	Footnote	Yes
	Endnote	Yes
	Table content	No
	Table caption	No
	Figure (chart) content	No
	Figure (chart) caption	No
	Illustration caption	No
	Screenshots	No
Document end:	Appendices (normally student-produced)	Yes
	Bibliography	No
	Descriptive catalogue	No
	Supplementary information not produced by student for the assessed work	N/A
	Index	No

Appendix 4: Assessment criteria

Summative assignments are assessed on a pass/fail basis, where the pass mark is 40%, according to the assessment criteria below.

Knowledge and understanding

- shows understanding of the requirements of the assignment
- displays knowledge of the subject matter
- demonstrates understanding of relevant ideas, contexts, issues and relationships

Selection and analysis

- selects appropriate ideas, evidence, data, techniques
- evaluates evidence/ analyses data or sources used to support argument or justify conclusion

Organisation and structure

- structures assignment according to the conventions of the discipline
- develops a logical and coherent argument
- shows ability to organise ideas, evidence, data to support argument

Communication and presentation

- uses language and/ or tables, graphs etc. effectively to communicate ideas

Appendix 5: Course regulations

Oxford Lifelong Learning shall offer a programme of short courses. Each short course will be approved by the Director of Studies in the relevant subject area and the Director of Short Online Courses or the Director of Oxford University Summer School (OUSSA) as appropriate.

1. The programme of short courses will consist of:

- **i.** two-hour classes held weekly across ten weeks;
- **ii.** two-hour classes held weekly across twenty weeks;
- **iii.** full-time courses of one week (OUSSA);
- **iv.** practical weekend courses;
- **v.** linked-day schools, online or face to face;
- **vi.** two-hour classes held weekly across five or six weeks.

2. Courses will be accredited at undergraduate FHEQ Level 4. Credit in the form of Credit Accumulation and Transfer Scheme (CATS) points shall be awarded to candidates who achieve a satisfactory standard in the assessed work set for each module.

3. Credit for each module will be awarded on the following scale:

- **i.** ten CATS points for the courses under 2.i;
- **ii.** twenty CATS points for the courses under 2.ii;
- **iii.** ten CATS points for the courses under 2.iii;
- **iv.** five CATS points for the courses under 2.iv;
- **v.** ten CATS points for the courses under 2.v;
- **vi.** five CATS points for the courses under 2.vi.

4. Credit awarded shall be unclassified.

5. Credit awarded to students who are formally registered for the Certificate of Higher Education may contribute towards the Certificate of Higher Education within the provisions of the regulations for that Certificate.

6. The form or forms of assessment will be chosen by the Course Tutor and approved by the Director of Studies or nominee, in relation to the intended learning outcomes for the course and will be of 1,500 words or equivalent per 10 CATS points.

7. Candidates who fail to satisfy the examiners will be permitted to resubmit the assessment on not more than one further occasion which shall normally be within three months of notification of the initial failure.

Appendix 6: Late submission policy

This appendix clarifies the Department's Late submission policy as it pertains to Live Short Online Courses, for students who are unable for good reason to submit work by the deadline. The policy aims to be clear, consistent, and equitable, and to permit a timely resolution.

1. Late Submission

The default position is that deadlines must be adhered to.

Students may apply for permission to submit late in circumstances where reasonable plans to study and to write an item of assessment have been affected such that they will not have an equitable amount of time to complete this before the deadline. Permission to submit late will not be granted where a student simply seeks more time to finalise their work.

The Proctors have delegated to the Department the authority to grant permission to submit late where valid reason can be shown.

2. Applying for permission to submit late

i. Timing

Students may request permission to submit late up to three weeks before the deadline. A response before the deadline will only be guaranteed if the request is made at least five days before the deadline. Until a response has been received, the student should presume permission to submit late without a penalty will not be granted and hence that late submission will incur a marks penalty.

Once the submission deadline has passed, permission to submit late can only be requested with the submission or within seven days of the submission. Where no submission is made within fourteen days of the deadline the assessment will be recorded as a fail.

ii. Process

Applications must be made via a Permission to Submit Late application form, available from the Online Courses Office.

Students are required to explain the circumstances that gave rise to the request and how these circumstances impacted on their ability to submit the work on time.

Supporting evidence will be required from one of the following:

a) From a doctor, if illness lasting more than seven days is the reason for the request
b) From an employer, if changes in working circumstances are the reason for the request and the request is to submit the work more than seven days after the deadline

Where an unforeseen event has a very material impact, students may be better served by requesting to suspend from the course.

3. Mark deductions

Where a request to submit late is not granted or work is submitted late without a request being made, marks will be deducted as follows:

a) Up to 24 hours late, loss of 5% of the mark awarded;
b) Between 1 and 7 days late, loss of 10% of the mark awarded;
c) Between 8 and 14 days late, loss of 20% of the mark awarded.

After 14 days the work will not be accepted for marking and the student will be recorded as having failed that item of assessment.

For work which is assessed as pass/fail only (which includes SOC-Live courses), mark deductions will not be applied. Where such work is submitted late without permission, the Chairman of the Board of Studies will make a decision on the appropriate penalty, which may include failing the work.

4. Impact of failure to submit work within 14 days

Failure to submit work within fourteen days of the deadline will lead to the assessment being recorded as a fail. The student will be required to resubmit, generally under a fresh title. Marks for resubmitted work following non submission are capped at a pass.

5. Appeal

Students have a right of appeal to the Proctors via the Director of the Department, in respect of mark penalties or decisions made arising from failure to submit work. Appeals must be made within fourteen days of the decision.

Appendix 7: AI and Assessment Policy for Short Course Programmes

AI and Assessment Policy

This policy outlines how Artificial Intelligence (AI) tools may or may not be used in the assessments you submit as part of your course. It defines categories of how AI tools might be used, and specific restrictions you must follow regarding these usages. It also explains, where and if appropriate, how you must comply with the policy by retaining the prompts and other materials you have submitted to an AI tool in the course of preparing your assignment, what you must formally declare on submitting an assignment, and how to do this.

In all cases, you remain responsible for the use of AI tools in your work and learning, and are encouraged to evaluate the utility, relevance, accuracy and verifiability of any information, advice, analysis or any other output of an AI tool, just as you would be for content derived from any source in your assessments.

AI Ethos Statement for Short Course Programmes

This AI policy applies to Oxford Lifelong Learning's short course programmes, specifically Short Online Courses, Weekly Classes, and the Oxford University Summer School for Adults (OUSSA). The courses on these programmes are predominantly set at first-year undergraduate level, and are designed to teach the core knowledge and skills of academic subjects. Also, as open-access courses, they are intended to be inclusive of all students, regardless of their access to, and experience of, AI tools. For these reasons, we have tailored the policy in such a way that the use of AI tools is not a requirement for the majority of courses, and not using them will not affect your ability to achieve the learning outcomes or meet the assessment criteria of your course. In unusual instances where an assessment requires the use of an AI tool, this will be made clear to you in your assessment instructions, and access to an appropriate AI tool will be provided.

It is essential that the planning and writing of your assessments comes from you, as this is a core part of your learning, which will not have taken

place if you use AI to do this for you. You are therefore not permitted to use AI tools for such things as interpreting the assignment task, planning and structuring the assignment, or generating substantive quantities of text or feedback. Nor may you use AI for coding purposes. However, you may use an AI tool to explore available resources, as well as to engage in light-touch evaluation and review of work that you produce, including help with grammar, spelling and translation, in order to hone and edit your work as well as seek advice on presentation. For those courses on the short course programmes where the use of AI tools is a core skill and learning outcome, a course-specific policy will be provided, and you will be given the necessary guidance and support to undertake your assignments.

Equitable access to AI tools

On Oxford Lifelong Learning's short course programmes, most students do not have access to the AI tools provided by the University of Oxford. This policy provides the reassurance that while AI tools may be used in a limited way, they are not generally required, and the course learning outcomes can be fully met without their use. On those courses where AI use is required, we will make sure that students have equitable access to the tools they need to perform the set tasks.

AI use declaration

Unless the assignment instructions of a particular course require you to record any permitted uses of AI tools, you will not need to submit with your assessments a declaration of how AI tools have been used in its preparation. You will, however, be required to submit with your assessment a 'Declaration of authorship and AI use form', which confirms that the work is your own, and that you have complied with this policy. The form can be downloaded from your course's Canvas page (for Live-Short Online Courses) or the 'Preparing your Assignment' on your course Moodle site (for Flexible Short Online Courses). It can also be downloaded from Declaration of Authorship 2026-27. If you cannot access it by any of these means, you can request a copy from the Online Courses Office.

In exceptional instances where substantive use of AI tools has been permitted, you will also be instructed on how to declare their use. This should be done on the same form. Usually, you will need to provide a record of prompts provided to an AI tool, and how their results were incorporated into your work. A 'prompt' includes any instruction or input

provided to an AI tool to guide its response. **It is your responsibility to retain this record**. It is also your responsibility to reference appropriately in your assessment content that has been generated by an AI tool.

If you are not required to record any uses of AI tools, you still need to be aware of what is, and what is not, permitted, and where use of AI needs to be attributed and referenced in the assignment itself.

Please follow the advice from the Bodleian Library on how to reference AI appropriately.

Accepted and restricted uses of AI on this course

Use the table below to understand how AI tools may or may not be used in the preparation of your assessment under specific categories of use. If you are in doubt, or have further questions, these should be directed in the first instance to the Online Courses Office (onlinecourses@conted.ox.ac.uk).

Category of use	Definition	Permissions	Example prompts
Planning and structuring	This includes initial work that explores options for possible responses to an assessment task, including understanding how the assessment task itself might be understood, and how a response might be structured, including putting together an essay plan or research proposal. It includes the generation and organisation of ideas that might go on to form the basis of an assessment structure, and it also includes exploring how a proposed response might be refined or broadened through brainstorming exercises.	You may not use AI to generate ideas or to explore how your assessment might be structured. AI should not influence any understanding of what an assessment task might mean, or how it might be approached.	AI prompts are not permitted.

Research and interpretation	This includes locating the scholarship and information necessary to respond to an assessment task. It includes the reading of that work and its interpretation, summary or characterisation in the case of writing and/or data. This also encompasses the processing of published information into notes or data into syntheses or thematic categorisations, and any other initial reorganisation or processing of information prior to its analysis.	You may use AI to locate sources pertinent to researching and preparing your assessment. AI should not be used to read, interpret, summarise or compare the sources with which you engage, and should not be used to undertake analysis, to reorganise or process text in any other way. You do not need to declare use of AI for these purposes.	*"Suggest the key scholarly sources for finding out more about…. Consider citation index as a key indicator of usefulness and reliability."*
Writing	This category includes the use of AI to produce text in a number of ways. This could be through the generation of greater or lesser quantities of text. Text might be generated by prompting an AI tool with an assessment question, but might also be generated from a variety of inputs including rough notes, whole drafts, or a whole range of multimedia sources. Text can also be produced as the outcome of using AI as a spelling and grammar aid.	AI should not be used to generate substantive quantities of text, but can be used in a limited capacity to correct grammar, punctuation and spelling, as a thesaurus to generate alternative words and phrases. AI may be used to identify ambiguities in phrasing or clarity. The limit on AI usage depends on quantity and extent of use. In this sense, AI can be used to correct words and phrases, but not whole sentences. AI may not be used to generate any substantive text that is submitted as part of an assignment, even if that text has been heavily edited, or has been generated by prompting an AI to rewrite an initial draft that you have produced. You do not need to declare use of AI for these purposes.	*"Provide feedback on grammar and spelling in the following paragraph…"* *"In what follows, identify phrases where meaning is unclear or grammatically incorrect…"*

Feedback and editing	This category pertains to the review of a piece of written work, and the production of feedback that may include suggested edits or alterations for the sake of accuracy, clarity or relevance. There is therefore some contingency with the above category of 'writing', in that suggested changes to a piece of work are likely to include the generation of alternatives that might replace the original in part or whole.	AI may not be used to generate feedback on written work except in the limited capacity to review and correct grammar, punctuation and spelling, as well as to review text for clarity and ambiguity. The limit to AI usage in these cases depends on quantity and extent of use. In this sense, feedback from an AI tool can be used to correct words and phrases, but not whole sentences. You do not need to declare use of AI for these purposes.	*"In the text that follows, identify ambiguous phrases and suggest some alternatives. Ensure suggestions are minimal, and do not suggest whole rewrites of sentences..."* *"Review this sentence for clarity. Would a non-specialist understand it, and is its meaning clear?"*
Format and presentation	This category includes the presentation and the formatting of any number of elements in an assessment and their arrangement. This category also includes referencing and bibliography, as well as the formatting of text, lists, headings and so forth.	AI may not be used to generate or provide feedback on any aspect of presentation, including referencing and bibliography. AI may not be used to review or alter typographical or any other aspect of the formatting of a document.	AI prompts are not permitted.

Images, data visualisation, video and audio	This category includes content that is neither text nor data, which in most cases is likely to be images, but might also include audio, and video. It pertains to the generation of such materials, their modification, and their analysis.	AI may be used to generate visual and audio materials, provided these are illustrative of, rather than central to, any of your analyses, methods or arguments. You may, for instance, use AI to produce a flow diagram of a process you have described elsewhere in a text. You may also use AI to produce visual or other content from using a data input that you have created. You may not use AI to alter images or audio so that they misrepresent the reality or evidence they are purported to represent. You do not need to submit a declaration form for this use of AI. However, it is essential that you include a caption with the generated content, attributing it appropriately, and specifying the extent of any manipulation clearly.	*"Produce a flow diagram that illustrates the process described in the following text..."* *"Produce a dendrogram of the familial relationships described in the following text..."* *"Using the data in sheet 1 of the attached spreadsheet file, produce a histogram showing the relative quantities recorded in column D."*
Coding and data analysis	This category includes the cleaning and analysis of data, including both the exploration of methods as well as their implementation. This category also includes the generation of code, its translation into other coding languages, debugging, its analysis and interpretation.	You may not use AI to write code, generate new code or translate existing code into any other coding language. AI should not be used to debug code. AI should also not be used to conduct analysis of any data. AI should not be used to provide explanations of sequences of code nor to look up formulas.	AI prompts are not permitted.

Transcription	This category includes the automated processes of image or audio data into text and the processing of that text	You may use AI to transcribe visual or audio data into text that will be submitted as part of your assessment. You may not use AI to process, encode or summarise that text.. You do not need to submit a declaration form for this use. However, you must indicate clearly and appropriately in the assignment text where you have used AI for this purpose. If you are processing interview data in this manner, specific permission from participants for this usage must be obtained, and acknowledged.	*"The attached image is an excerpt from a handwritten 16th-century legal document. Transcribe this image into text, highlighting any uncertainties. Do not edit, abbreviate or change any language for the purposes of clarification."* *"The attached audio file contains a 30-minute interview. Transcribe this into a plain text document."*
Translation	This category includes the use of AI to translate text or audio from one language into any other language	You may use AI as an aid to check translations at the level of words and phrases but not whole sentences. You may also use AI to generate translations of words and phrases. You do not need to declare use of AI for these purposes.	*"Is 'I do not know' an accurate translation of the French phrase 'je ne sais quoi'? If not, please suggest a more accurate translation"*


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