

Fwd: Hate crime discussion - May 18

education@consulateman.org education@consulateman.org

To: [REDACTED]@sheffield.ac.uk [REDACTED]

Thursday, May 27, 2021 at 11:08:42 AM British Summer Time

Dear [REDACTED],

Please see attached letters from the Chinese students who had difficulties in their study, thank you for your help.

Regards,

[REDACTED]

education@consulateman.org

From [REDACTED]  
Date: 2021-05-25 11:54  
To: education  
Subject: Fwd: Hate crime discussion - May 18

Dear [REDACTED]

To follow up with our conversation last week, please find the statement of the UoS on the hate crime incident in Sheffield below. It was published on theStar newspaper <https://www.thestar.co.uk/news/crime/leaders-of-sheffield-urge-to-make-things-better-to-reduce-hate-crimes-in-city-3245126>

Best regards

[REDACTED]

Statement

Malcolm Butler, Director of Global Engagement at the University of Sheffield, said: "One of Sheffield's strengths is its diversity and international community. At the University of Sheffield, we're proud that students and staff from more than 150 countries choose to make our city their home.

"The hate crime experienced by one of our students in the city centre was appalling and unacceptable, and we are doing everything we can to support the student. Incidents like this are thankfully very rare, but it is important that we send a clear message that hate crime and discrimination will not be tolerated in our city. We are committed to working with partners to ensure that Sheffield remains a safe city for everyone."

**Background information**

- The University of Sheffield takes all forms of hate crime seriously, and adopts a zero tolerance approach to any such incidents on campus.
- We encourage our students to let us know if they feel they have any worries or concerns, so that we can follow up and ensure they are aware of the support available to them.
- The University has a highly trained security team that is available 24 hours a day, 7 days a week, 365 days a year. If any of our students have concerns or want to report an incident, they should contact the security team on 0114 2224085 if the matter is not urgent. If urgent assistance is required they should call 0114 2224444.
- If any member of our community experiences any form of discrimination, we would strongly encourage them to use our Report and Support platform and to access the specialist support we have available.
- The University also employs two South Yorkshire Police Officers that are dedicated to the University. These officers act as a direct point of contact with South Yorkshire Police for ongoing investigations. The officers are always available to speak with students to offer reassurance, advice and guidance.
- The Head of Security at the University of Sheffield is the chair of the City's Hate Crime Priority group

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**Attachments**

**letters.docx** 25k

**old emails.docx** 800k

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Dear Officer from Manchester Education Section,

I hope this letter finds you well.

When you see this letter, you are requested for help from nearly 60 Chinese students, after going through really difficult situations. Our life and study have become a mess, while our university has never provided any effective response and help.

We are students from the Department of Politics and International Relations at University of Sheffield, with programme of MA International Political Economy. During our study here, we have gone through terrible learning environments.

First of all, **most of us do not have the opportunity to undertake optional modules.** During the epidemic, the time for issuing and processing visas by the Home Office was very slow, so that many students were unable to complete the pre-registration, and even didn't have the chance to join in courses normally or log in to their university Gmail mailbox. We asked for help many times. However, in November, when other universities opened normally: our university told us directly that if we wanted to have a class, I could only go back to China, or we would have a tuition refund directly.

At that time, the university insisted that students must have received their BRP in order to resume learning. However, the efficiency of CAS issue of the university and the work efficiency of Home Office cannot be controlled by a foreign student. When we completed pre-registration in the middle of the semester after waiting for so long, the university forcibly provided us with several less-popular optional courses to choose from, such as The War History in Europe, Feminism, Contemporary Global Security, Terrorism and War Violence, and Global Climate Change, etc. Those were very hard and the process was painful, it was difficult for us to ensure that we have qualified performance.

Secondly, **most of our students failed the second paper assessment of module POL6607 Approaches to Political Economy as it is so difficult.** MA Office directly removed us from the module of graduation thesis, and even told us not to take spring courses. What was worse, they did not provide any help, like a direct death notice generally telling us not to make any plans and efforts.

Thirdly, **we were told that we were not allowed to participate in the completion of the graduation thesis, but the graduation thesis accounts for 60 credits.** The university did not even give us the opportunity to study. How can we gain the credit? At the same time, by consulting with former students who also failed modules, we found that there are not any rules or arrangements about not allowing students to participate in the graduation thesis from the university's degree regulations.

Moreover, the university has always expressed that any student can ask for help in any situation. During this period, we continue to contact the university's appeal office,

department office, Graduate Office and Student Union for help. However, when the e-mail is sent out, it will be transferred to the head of our department to convey that **we have no chance.**

**Our questions to the university during the period have not been clearly answered:**

- 1. Is it a teaching accident that a large number of Chinese students fail modules?**
- 2. The university insists that we have not any chance. As programmes with a same credit system, when students from other programmes can re-study and apply for a graduation delay. Why not provide help to us who are a specific group?**
- 3. The current attitude of the university is that they won't deal with the letter in joint names. Originally we hoped that more people would have more influence, but the university recommended us to go through academic appeal procedures in the later stage. However, academic appeal is to solve scoring problems and correcting errors, which did not help our situation. At the same time, the university did not promise the response time and processing results of individual appeal. Under this circumstance, how can we believe in individual appeal?**
- 4. The regulations from MA The Department of Politics & International Relations Taught Student Handbook**

**(<https://sites.google.com/sheffield.ac.uk/politicsstudenthandbook/home>)**

**shows:**

To obtain a MA degree, students must complete 180 credits, including modules of 120 credits and a thesis of 60 credits, with a score of 50 points or higher in each module.

Students with 180 credits will pass the master's degree examination.

Students with 120 credits (excluding thesis) will be eligible for the postgraduate diploma.

Students with 60 credits (excluding thesis) will be eligible for a postgraduate certificate.

**We can't understand why the school has terminated our learning opportunities directly?**

**Our difficulties:**

Now we are unable to graduate, it is difficult for us to receive responses from the lecturer for help in the spring course. The tutors will all convey our requests to the department head. Therefore, it is difficult for us to complete even 60 credits, so we may not even get a postgraduate certificate, which means that after nearly a year's difficult study, our tuition and efforts are in vain.

We are really helpless and miserable now. Since October last year, Sheffield has made Chinese students have no courage to go out because of the incident of humiliating China, students wearing masks were humiliated during epidemic, the incident of group beating of Chinese and the shooting. We become submissive and our request for help from the university did not receive any effective information, which makes our families in endless pain and compassion. Expensive tuition makes us unable to bear the cost of air tickets and isolation fees. We are forced to be trapped in the UK. A large number of students have not been able to return to China for two years. Our homesickness cannot be expressed. What's worse, we have experienced the death of our relatives and can't accompany them for the last time.

It is so difficult to study during the epidemic period, but the university always speaks high sounding words, thinking that it has no loopholes, and we are not even qualified to refute. Now, we and our family are very angry and helpless, and we are unable to understand what the university's behavior and indifferent attitude. I can only give you all the information I can provide. I beg you to help us get justice.

### **Our appeals:**

We hope that the university can provide us with the following help below:

- 1. Give us a chance to retake the examinations**
- 2. Open the study channel of graduation thesis.**

We have been communicating with the university about those two needs from April to now. Whether we ask for help personally or by letter of joint names, the university has always been very cold and tough.

Our graduation thesis course has already begun, so we are looking for help because it is urgent. Once the university is closed for summer holiday, our complaints will be further delayed. When we receive the reply in August or September, we will not be able to complete our graduation thesis. Now regarding our bad situation, we can only ask for the help from the embassy. I hope you can stimulate the university to give the fastest reply. **We want to get the opportunity to obtain our degree certificate**, which will have a great impact on our future life.

At the same time, we refute the email from the lecturer in the form of comments, hoping to for reference significance for the embassy, and hope you can read it in detail. Both joint letters emphasize our difficult situation and needs, which have not received the help and support that can be provided (Many reasons are shown in the joint letter. Combining this letter and two joint letters, we believe that the staff of the embassy will have a clear understanding of our situation. At the same time, because of the failure of

two letters of joint names, many students have chosen to leave the group. At present, they cannot be contacted, and everyone is in very poor condition.)

Thank you very much.

The joint names of students:

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]
6. [REDACTED] [REDACTED]
7. [REDACTED]
8. [REDACTED]
9. [REDACTED]
10. [REDACTED]
11. [REDACTED] [REDACTED]
12. [REDACTED]
13. [REDACTED]
14. [REDACTED]
15. [REDACTED] [REDACTED]
16. [REDACTED]
17. [REDACTED]
18. [REDACTED]
19. [REDACTED]
20. [REDACTED]

21. [REDACTED]
22. [REDACTED]
23. [REDACTED] [REDACTED]
24. [REDACTED]
25. [REDACTED]
26. [REDACTED]
27. [REDACTED]
28. [REDACTED]
29. [REDACTED]
30. [REDACTED]
31. [REDACTED]
32. [REDACTED]
33. [REDACTED]
34. [REDACTED]
35. [REDACTED]
36. [REDACTED]
37. [REDACTED]

## Evidence

**The following is the university's very indifferent and tough reply:**

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I am sorry to have to advise you that you have failed the second and final attempt at the following module:

POL6607

To be awarded a Masters degree you must obtain 180 credits. Unfortunately, having failed POL6607 (30 credits), you cannot now achieve this. You will however, still be eligible for a Postgraduate Certificate if you successfully obtain 60 credits. You will not be able to take the dissertation module POL6713.

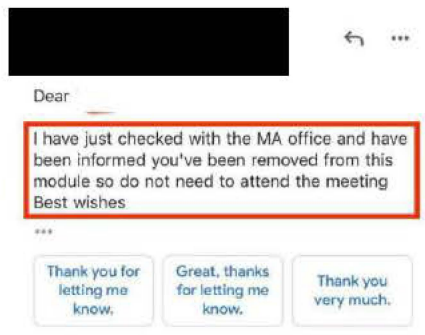
Once you have obtained 60 credits, you will not receive any additional credit even if you pass more modules, and will still only be eligible for a Postgraduate Certificate. For this reason, once obtaining 60 credits, you may wish to consider not continuing with your Spring modules.

In order to register for a Postgraduate Certificate, you should complete a Change of Status form available here: <https://www.sheffield.ac.uk/ssid/change-of-status/degree>.

I'm sorry to have to deliver this news to you, however it's vital that we inform you of this as soon as possible before you continue with your modules.

I understand that this news may come as quite a shock for you, and that you will need some time to process the information and deal with your disappointment. If you would like to seek some help and support from the University, please do not hesitate to contact SAMHS: <https://www.sheffield.ac.uk/mental-wellbeing> for some practical advice.





## The first Joint Letter

Dear Sir or Madam:

On our second thoughts, we decide to write this joint letter. This is crucial for us.

More than a quarter of students in this year's major are unable to obtain a degree, which is a matter of concern. We provide a written feedback on the whole, and the main reasons for the joint book are as follows:

### 1. Online teaching is not idealized

Throughout the outbreak, it is understandable that schools are constantly changing their teaching methods in accordance with government policies in order to provide students with the highest possible quality of instruction. This includes a series of pre-recorded sessions, whether it's a lecture or a stand-alone task, and feedback from the teacher at the end of each two-week session. But in fact,

the actual situation that students feel is quite different from what the school imagines. Not only reflected in online teaching is not as good as face-to-face teaching can get timely feedback from teachers. There is also the need to communicate with the teacher by e-mail before submitting the assignment, unable to contact the tutor in a timely manner, resulting in poor results. The school offers a Departmental Language Program for non-native English speakers. However, this major for students without relevant professional knowledge background, Even if the language has been improved, in the academic paper alone is still very difficult. In addition to students who want timely and effective guidance from their teachers, students are also looking forward to receiving rich learning resources. For example, although online libraries are available in the MUSE system, there are still documents that cannot be accessed through the University of Sheffield account and students are subject to high additional fees.

## 2. Outbreak of force majeure

Not a few students due to the outbreak, did not go to the United Kingdom to experience a year of valuable opportunities for graduate students. And they in China to carry out online courses need to wall-hanging VPN, although the school has to provide free VPN services,

but still from time to time there will be network problems, resulting in many international students in class encountered a lot of difficulties. And the time difference between China and the UK is 7-8 hours, and many international students can only attend classes at night (or even midnight), disrupting the original biological clock, which directly leads to inefficient learning for international students. When international students need constructive advice from their teachers, Gmail isn't just the only way for students to communicate with their teachers. But most teachers spend about one day of the week, which may not be enough for many students to get enough guidance. For international students in the UK, due to the limited learning environment, can only study in the apartment, student apartment network is widespread network signal interference. In order to avoid the gathering of students, the opening of the school library became an appointment time system, limiting group discussions among students of the same age. Due to the severity of the outbreak in the UNITED Kingdom, the adoption of measures such as the closure of cities has also brought about a certain degree of negative impact on the lives and learning of students, and international students in the United Kingdom alone overseas, under no small mental pressure.

3. Some suggestions on the teaching arrangements of this

profession

As international students, we respect the school's arrangements in the teaching calendar due to cultural differences. The entire graduate program is divided into three semesters, each with multiple holidays (Easter) arranged, interspersed with teaching weeks. During the holidays, students are unable to contact their tutors and schools in a timely manner, and after the holidays end, students are required to submit academic papers within a week. Even if students have a positive attitude towards academic, it is not helpful not to get professional guidance from their tutors. We also understand that other majors at the University of Sheffield have a very well-organized curriculum, with an average of 4-5 professional courses per week. But we have a professional course in 1-2 weeks, which seriously affects students' understanding of the course and high expectations of students' individual self-study ability. With regard to the retake, I am very grateful to the school for giving a free retake opportunity. But for students who have not yet completed the retake exam, they will end up with a master's degree instead of a master's degree, and the year's sinking costs are huge. The sunk costs include high tuition and accommodation costs, effort, time and effort to get a degree. If so, based on some force majeure factors, does the school consider giving these students one more chance, even if

it pays for it?

To sum up, about this year's online teaching students' real feelings, not just one or two students want an official answer. The following document links are the students' opinions, proving that the above feedback is true ideas, and there is a source of basis.

<https://docs.google.com/document/d/1Q3PI3R35wb38hXUUbLILm3O4hQKnW6Pq4FD4bYkObtA/edit>

The following is a list of students participating in the joint letter:

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]
6. [REDACTED]
7. [REDACTED]
8. [REDACTED]
9. [REDACTED]
10. [REDACTED]
11. [REDACTED]

12. [REDACTED]
13. [REDACTED]
14. [REDACTED]
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25. [REDACTED]
26. [REDACTED]
27. [REDACTED]
28. [REDACTED]
29. [REDACTED]
30. [REDACTED]
31. [REDACTED]
32. [REDACTED]
33. [REDACTED]

34. [REDACTED]

35. [REDACTED]

Kind regards

Thanks

## The school's response to the first joint letter

[REDACTED] [REDACTED]  
to me: [Email](#), [politics-admin@ox.ac.uk](#), [politics-admin@ox.ac.uk](#), [politics-admin@ox.ac.uk](#)  
Dear [REDACTED]

My name is [REDACTED]. Thank you for your email raising your concerns with us.

Please consider this email my formal response to your email, sent on behalf of yourself and a number of your fellow students. You have my permission to share this response with those students.

We recognise that this has been a challenging year for students, and we have provided additional support throughout.

All academic staff hold weekly office hours and bookable slots for students to seek 1-1 support from their tutors. Students are also provided opportunities to receive support by email. The Department also offers a robust personal tutoring system where all students are assigned an academic member of staff who can provide 1-1 academic support on all academic matters. Tutors offer bookable slots for tutoring sessions twice each semester, but they also offer additional slots on request. Students are regularly reminded of the academic support available through office hours and the personal tutoring system.

Academic staff provide both live online teaching in the form of lectures and seminars, as well as providing a range of pre-prepared content for students to work through at their own pace, including podcasts, pre-recorded lectures and discussion points, writing and reading tasks. The Department of Politics and IR has carefully developed a package of blended learning designed to support the online live classes with supplementary material to further strengthen students' knowledge and understanding.

Academic staff provide detailed written feedback on work submitted by students, and where students have struggled, they offer 1-1 support to help students understand how to improve their work. In assessing coursework this academic year, academic staff have been very mindful of the challenges students are facing because of the pandemic, and are taking these additional challenges into account when designing assessments, marking, and providing feedback.

The Department has a dedicated specialist in Technological Advanced Learning who has provided support and infrastructure development to ensure a quality online teaching experience. Where students have concerns about the quality of the VPN, these are referred in the first instance to that specialist staff member and then escalated to the University's technology and Digital Learning teams.

The University also provides a range of support for students to support their studies through a number of our central departments. Our English Language Teaching Centre and Writing Advisory Service are both available to support students throughout their academic programmes, and have been providing virtual support throughout the last year. Students in the Department of Politics and IR receive a comprehensive induction with the Director of Postgraduate Taught Programmes, the Director of Learning and Teaching, and the Head of Department, in which they are provided with full details of the wide range of support available, both for their academic needs and pastoral support. This includes providing information to them about the English Language Teaching Centre and Writing Advisory Service, as well as the Study Skills Centre. Students are also provided with a handbook detailing this support, and links for support services are clearly signposted through all their modules on Blackboard, the Virtual Learning Environment through which instruction and online teaching is managed. Students have also received frequent email communications from the Department supporting the support available for their academic and wellbeing needs, and encouraging students to seek support where it is needed to enhance their academic skills.

I hope I have been able to address your concerns for you, however, if you do remain dissatisfied you can raise your concerns formally by way of the Formal Stage of the University's student complaint procedure: <https://www.ox.ac.uk/students/students-and-student-support>. Independent advice or assistance putting together a case is available to students through the Student Advice Centre, part of the Students' Union. The SAC are very experienced in independently supporting students through the Complaints process. They also have [dedicated web pages](#) on complaints, which we would encourage students to review before submitting a complaint.

Dear [REDACTED]

My name is [REDACTED]

[REDACTED]

[REDACTED] Thank you for your email raising your concerns with us.

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**Commented [Sheffield1]:** The students asked the teacher to provide suggestions for draft essay through emails, but the teacher always refused to provide help. As a result, the 150 Chinese students in the course of POL6607 missed more than 70 students and 30 of them failed the Resubmit.

**Commented [Sheffield2]:** In fact, our personal tutor only called a meeting at the beginning of the first semester and made an appointment for our meeting according to the process. However, from Monday to Friday, many students missed the appointment due to personal reasons, and the teacher replied to arrange another time, But there was no response afterwards. The school did not provide an arrangement for two meetings in one semester. 90% of the Chinese student population did not communicate for the second meeting, nor did they receive any meeting notice.

**Commented [Sheffield3]:** We only have a 40-minute seminar for each course every two weeks, and there are no online courses. The corresponding recording and broadcasting programs for international students, any non-native students are very difficult in the self-study, and that only a short period of seminar, difficult personal issues and teachers to communicate effectively and answers. The bi-weekly courses and courseware are not sufficient, and our access to the online library is also restricted. Therefore, nearly 150 Chinese students, no matter how hard they work, their scores can only be between 50 and 55. For students in other majors, they have live online lectures and seminars every week, and the interaction between teachers and students is also very sufficient. They have their own chat box. Such as the Department of Management, the Department of Economics and the Department of Education. At the same time, their teachers all expressed that they can help to read the outline and drafts of the paper, so our specialty is very special and provides very little help.



offer 1-1 support to help students understand how to improve their work. In assessing coursework this academic year, academic staff have been very mindful of the challenges students are facing because of the pandemic, and are taking these additional challenges into account when designing assessments, marking, and providing feedback.

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**Commented [Sheffield4]:** Only after the paper is submitted, you can provide a response to the feedback. Before that, every student who asked for help via email has never responded or refused directly. We all have this evidence. We have called into questions to the teacher's feedback (please refer to the Google document link), but the school has not responded to the question.  
<https://docs.google.com/document/d/1Q3PI3R35wb38hXUUbLLm3O4hQKnW6Pq4FD4bYkObtA/edit>

**Commented [Sheffield5]:** The phenomenon of a large number of Chinese students failing course and passing low scores can prove that the school has not considered our plight.

**Commented [Sheffield6]:** When Chinese students use online classes, they have serious lag and operational difficulties. They cannot see the teacher's screen and cannot participate in the seminar discussion. Part of the feedback is provided to this link.  
This is totally incompatible with the excellent technology the school said, and it is even more unreasonable if the school says that we do not give feedback in time. Because we mentioned difficulties when we asked for help in our personal e-mails, the school always asked us to fill out the mitigation form and did not provide other help.  
<https://docs.google.com/document/d/1Q3PI3R35wb38hXUUbLLm3O4hQKnW6Pq4FD4bYkObtA/edit>

academic needs and pastoral support. This includes providing information to them about the English Language Teaching Centre and Writing Advisory Service, as well as the Study Skills Centre. Students are also provided with a handbook detailing this support, and links for support services are clearly signposted through all their modules on Blackboard, the Virtual Learning Environment through which instruction and online teaching is managed. Students have also received frequent email communications from the Department signposting the support available for their academic and wellbeing needs, and encouraging students to seek support where it is needed to enhance their academic skills.

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**Commented [Sheffield7]:** I provided evidence that the school did not provide support and help, and in the handbook provided by the school, I found a reasonable graduation credit system. But the processing result given by the school is very cruel, and it is completely different from the handbook.

**Commented [Sheffield8]:** We have requested help from multiple departments, but none of them responded. Only [REDACTED] responded to us. And our graduation thesis course has started, and it is now imminent. If the school delays processing the results, it will really affect our graduation and study. We reported to the school that we needed to participate in the graduation thesis course, but we never passed it

Yours sincerely

[Redacted signature]



2021/5/23

University of Sheffield Mail - POL6607 Approaches to Political Economy (AUTUMN 2020-21): POL6607 Assessment 1 FAQ



## POL6607 Approaches to Political Economy (AUTUMN 2020-21): POL6607 Assessment 1 FAQ

Reply-To: [redacted]@sheffield.ac.uk <no-reply@sheffield.ac.uk>  
[redacted]@sheffield.ac.uk [redacted]@sheffield.ac.uk

7 December 2020 at 22:15

Dear all,

I hope you are all doing well.

Myself and the POL6607 are getting a fair few emails about procedures and rules for the POL6607 assessment. I thought it would be useful to compile an FAQ in case others had the same question:

### How do I reference?

In the guidance, we recommend that you use footnotes as an equivalent to the in-text hyperlinks that are common in blogs. However, you're welcome to cite as you like, as long as it is clear and consistent. See the student handbook for more details: <https://sites.google.com/sheffield.ac.uk/politicsstudenthandbook/how-to-reference-and-avoid-unfair-means>

### Do footnotes count towards the word count?

If footnotes are references, then they do not count towards the word count. However, if footnotes are discursive or adding to the analysis, then they do count.

### Should I use hyperlinks to reference?

Our preference is that you avoid using hyperlinks, even though this is standard practice on blogs. This is because it might make it more difficult for us to follow up on references using the Turnitin system.

### Can I check my repetition rate on Turnitin?

No, you cannot. You only submit your assessment once, which is final. For details on plagiarism see the student handbook: <https://sites.google.com/sheffield.ac.uk/politicsstudenthandbook/plagiarism-collusion-and-unfair-means>

### Do I still need to reference like for an essay?

Yes. This is treated as a formal assessment, and the normal rules on plagiarism and unfair means will apply. See the student handbook for more details: <https://sites.google.com/sheffield.ac.uk/politicsstudenthandbook/plagiarism-collusion-and-unfair-means>

### Do I need to include the cover sheet like on other assessments?

Yes, you need to include a cover sheet. This is an important part of ensuring anonymous marking, so please do not include your name on the submission. The details of this are available on Blackboard and student handbook.

### Can you read a draft of my submission?

No, we are not permitted to read a draft of your assessment. If you'd like to discuss your assessment with us, then we recommend booking into our office hours.

I have also uploaded this to Blackboard for future reference. Do let me or your seminar tutor know if you have any questions.

Best regards,

[redacted]

<https://mail.google.com/mail/u/0/?ik=eccae8bde3&view=pt&search=all&permmsgid=msg-f%3A1685429186288066443&simpl=msg-f%3A1685429...> 1/1

**Commented [Sheffield9]:** The content marked by the red line can be seen: Our Tutor cannot help check draft.

## The second Joint Letter

Dear [REDACTED]

We are students of International political Economy, At present, nearly 50 people are facing the situation of failing to obtain a degree certificate. Now a lot of students are very anxious, eager to get in touch with you. We look forward to communicating with you, can make things too have a substantial progress.

We spent high tuition fees. Some of us came to the UK to study for a long distance, but we were forced to isolate ourselves in British student apartments due to the epidemic, and we were always at risk of infection. We spent high tuition fees. Some of us came to the UK to study for a long distance, but we were forced to isolate ourselves in British student apartments due to the epidemic, and we were always at risk of infection.

Our degree certificate in the UK needs to be verified at the study abroad center when we return to China. If we do not have a degree certificate, then we will not be certified for undergraduate and postgraduate qualifications after we return to China. If we do not have a degree certificate, then we will not be certified for undergraduate and postgraduate qualifications after we return to China. This will directly affect our future work, study and life,

especially after the family bears so much cost, we will waste a year of time and high tuition fees in vain. Therefore, we send this email to the school is not to make excuses and reasons not to recognize the fact that they have been failed, nor to blame the school's online teaching quality and course arrangements.

We fight for the opportunity just to be able to get a degree certificate, We are willing to cooperate with the school's arrangements in time, and we only hope to get the opportunity to reapply. If we cannot get the degree certificate, our classmates and our family will not accept this result, and we will always contact all parties for help. Because during the year of the epidemic, we have paid too much in order to study in the UK.

Because English is not our first language after all, so in the course of the class, there may be some differences between our acceptance and what the tutor thinks. Although the school is fully prepared for online teaching, the quality of remote teaching cannot be the same as that of face-to-face lessons, because when facing face-to-face lessons, we can communicate and talk directly with the teacher if we have any difficulties or problems, the problem is solved immediately. But in the process of online teaching, we have any problem that it is impossible to delay the teacher's time to explain to one of our students for a long time, because each class

has a prescribed time limit, we are embarrassed to waste time teacher and other students.

This is also a common problem of our Chinese students. We are embarrassed to email the teacher for advice because of a basic question, afraid of the teacher therefore questioned us. In addition, because English is not our first language, the problems in the classroom have not cultivated British thinking in our mental inertia system. So the question at that time was forgotten after class, and when we wrote the essay, the relevant knowledge points were not rich, which led to many failures.

Based on the above situation, our study has indeed encountered great difficulties. The content we learned did not meet the school's standards, which led to the failure of the course papers, but we really came to the UK to study with a sincere attitude. We don't want to lose the opportunity to study the dissertation because of the failure of an assessment in a course. In this difficult period, all of our classmates sincerely hope that the school will give us a chance to learn again. Because most of our classmates can't afford to study for another year of master's degree. Everyone really cherishes this opportunity to study in the UK.

We have sent emails to all development in the school before a long wait of 3 weeks, we have not received a response. We are a

student of the development of International Relations, and you are

██████████ Only you can help us if we encounter any difficulties or problems. You are our only hope, please, no matter what the consideration is, we hope that you could help us get out of trouble. So that we can continue to learn at the University of Sheffield, let teachers and professors to see our Chinese students positive, serious efforts attitude, successfully got a master's degree certificate, graduate.successfully obtained a master's degree certificate, and graduated successfully.

Looking forward to your reply as soon as possible!

Kind Regards,

Xxx

The following is a list of students participating in the joint letter:

1. ██████████
2. ████████████████
3. ████████████████████
4. ████████████████
5. ████████████████████



6. [REDACTED]
7. [REDACTED]
8. [REDACTED]
9. [REDACTED]
10. [REDACTED]
11. [REDACTED]
12. [REDACTED]
13. [REDACTED]
14. [REDACTED]
15. [REDACTED]
16. [REDACTED]
17. [REDACTED]
18. [REDACTED]
19. [REDACTED]
20. [REDACTED]
21. [REDACTED]

### Only one Response

[REDACTED] wrote to me on 28 April on behalf of you and

other students on the IPE MA programme about these matters.

I responded and have my permission for my response to be shared with all of you.

I have attached that letter [REDACTED] as well as my response for your information.

A number of students have also submitted appeals, and they now need to wait for the formal appeals process to conclude.

I have already addressed the issues raised and there is nothing further I can add.

Review of your case has to be pursued through the formal appeals process, and I

am not in a position to deviate from this.

Kind Regards,

[REDACTED]

**Commented [Sheffield10]:** The school does not guarantee the timeliness and results of the appeal's response, and the school's notice is that we can only solve the problem with an academic appeal, but our situation is not suitable for academic appeals, because we are not questioning the school's corrections. In circumstances, we are more suitable for Extenuating Circumstances Form, but the school said that it would not open the channel to appeal the results of the last semester. Our Dissertation course is never allowed to participate and start.