

Student Handbook 2019-20

Faculty of Social Sciences

Southampton Education School MA (Ed) Dissertation through flexible study

Disclaimer

This information is issued on the condition that it does not form part of any contract between the University of Southampton and any student. The information given has been made as accurate as possible at the time of publication, but the University reserves the right to modify or alter, without any prior notice, any of the contents advertised. It should therefore be noted that it may not be possible to offer all modules or components of a programme in each academic session.

This handbook is available in alternative formats on request.

Welcome from the Faculty of Social Sciences Associate Dean

Dear Students,

Welcome to the University of Southampton and good luck on the year to come. As an incoming student on one of our postgraduate taught programmes, you've already demonstrated your ability through your undergraduate studies, and we're glad you've decided to continue your education with us at Southampton. Within the Faculty, you may also like to know that there are numerous staff who have chosen the role of ensuring the quality and innovativeness of your experience at Southampton. My role, as Associate Dean, is to provide leadership to this group of staff, developing educational strategy and ultimately overseeing all matters to do with your education and its assessment and quality. I have a commitment to ensuring the best possible student experience and, if all is working well, I will be like the duck on the pond - calm on the surface but paddling hard underwater.

In all of our endeavours, we aim to provide a distinctive flavour to our education, both when bringing students from all over the world to Southampton, and when taking Southampton to the world. It is our hope and intention that you too will experience our different and cutting edge way of doing things, and that you will thrive and succeed in your studies and in all that University can offer you outside of your studies. Most of all, we hope that you will be happy during your time with us. This will shine through, and your positivity will be a beacon for friends, for opportunity and for achievements. Our staff are ready and willing to help you on that journey and we will be delighted to hear from you.

For now though, welcome to what we hope will be a 'home from home', and good luck for your year to come.

With best wishes,



Jim Anderson
Associate Dean (Education)
Professor of Mathematics
J.W.Anderson@soton.ac.uk

Welcome from the MA (Ed) Flex programme leader

Dear Students,

It is truly a pleasure to welcome you to the new Academic Year. I hope you will have an enjoyable and above all, 'flexible' experience with the course. Please note that in this handbook much of the content is generic across University programmes so may at times feel less relevant to the personalised 'Flex' programme. Do look carefully at the content in the appendices which recognises the unique and special nature of your course.

Good luck for the year and do feel free to contact me if you have any thoughts or ideas for the development of the programme.

Best wishes,



Dr John Schulz
MA (Ed) Flex Programme leader
Senior Teaching Fellow
J.B.Schulz@soton.ac.uk

The information contained within your MA (Ed) Dissertation through flexible study handbook is designed to provide key information applicable to you and your programme during the 2018/19 academic year.

It will complement the University's Student Portal. You can access the Portal by logging on to [SUSSED](#), using your user name and password, and clicking on the Students tab in the top navigation bar. It is important that you make use of these resources as they support the regulations relating to your obligations and that of the University while you are a student at the University of Southampton.

It also provides helpful information on matters such as housing, finance, leisure, healthcare and support facilities.

Resource	Web link
School of Education	https://www.southampton.ac.uk/education
Faculty website	Faculty of Social Sciences
School staff information	<p>Our Masters programmes are staffed by a range of individuals with a diverse range of research interests and educational experiences. The Programme Leaders are responsible for its organisation. The different modules within each programme are the responsibility of individual Module Tutors.</p> <p>Issues relating to particular modules should be directed towards the specific Module Tutors/Supervising Tutors, whereas issues relating to the programme as a whole should be directed towards one of the programme leaders.</p> <p>Programme Leader: MA (Ed) Dissertation through flexible study</p> <p>Name: Dr John Schulz Email: J.B.Schulz@soton.ac.uk Telephone: +44 (0)23 8059 7458; Internal 27458 Office: 32/2023</p> <p>Programme Leader: Advanced Programmes</p> <p>Name: Dr Andri Christodoulou Email: a.christodoulou@soton.ac.uk Telephone: +44 (0)23 8059 9538; Internal 29538 Office: 32/2017</p> <p>Further staff information: Southampton Education School</p>
Programme and module descriptions	<p>Your programme structure (i.e. which modules make up your programme) is available in your programme specification and via the on-line programme catalogue which is accessible via Banner Self Service.</p> <p>To find links to broad generic descriptions of the programmes and modules, follow links to your programme</p>

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1. General Information

1.1 Your student office

Team responsibilities: Manage and co-ordinate the delivery of key student life cycle activities within the Faculty. Provide a range of administrative services to the students and staff within the Faculty in support of enrolment, induction, student record maintenance, assessment, progression, attendance monitoring, awards and graduation.

Education & Law Student Office Building 4, Room 1003, Highfield Campus, Southampton, SO17 1BJ	eds-studentoffice@soton.ac.uk
Opening Hours: 09:00 – 17:00 Monday – Friday	Tel: +44 [0]23 8059 5804 Internal: 25804

You should visit the Student Office for all general queries relating to the administration of your programme (this may include coursework submissions and collection of feedback, module registration changes, special considerations requests, sickness self-certification forms, suspension and withdrawal requests).

1.2 How we keep in touch with you

Email

We will use your University email account to contact you when necessary. We will not use any other email accounts or social networking sites and you are likely to find that emails go astray if you use them to communicate with the office and/or your supervising tutor. **It is your responsibility to check your University email account regularly** and you must not let your inbox exceed your storage limit.

Notification that you are due to exceed your storage limit will be sent to your University email account and you should take immediate action as you will be unable to receive further emails once your storage limit has been exceeded.

The most effective way for us to communicate more generally with Flex students about opportunities is through Blackboard. This will automatically send alerts to your University email when there is an announcement.

Written Correspondence

Formal correspondence regarding your programme of study (e.g. suspension, transfer or withdrawal from programme, academic performance (including progression/referral information), issues of academic integrity, student complaints and academic appeals) will be sent to your term-time (TT) or permanent (PM) address listed as active on your student record. You are responsible for advising the University if you change your permanent or term-time address. The University will not be held accountable if you do not receive important information because you failed to update your student record.

Use of social networking sites

We understand that students are increasingly using social networking sites to interact with members of their student community. You should note that any behaviour that affects other members of the University community or members of the general public in ways which might damage the standing and reputation of the University may be subject to [disciplinary action](#) within the scope of the University's Regulations.

1.3 Confirmation of your student enrolment status

The Student Office can provide you with a certificate to confirm your status as a student (e.g. for bank account opening purposes). Please ensure that you give at least 48 hours' notice of your requirements (longer at peak times such as at enrolment or during the examination periods).

Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information.

In accordance with policy, a scale of fees exists for the provision of certificates, transcripts and award certificates. Please see point 11 '*Transcripts, Certificates and Award Letters*' within the [fees section](#) of the University Calendar.

Your award certificate will be produced using the legal name data you have provided within your student record. Please make any necessary amendments to your record immediately a change occurs to ensure that your certificate contains accurate information. Changes are made via [Banner Self Service](#).

2. Supporting you through your studies

2.1 The role of your Personal Academic Tutor and other key academic staff

The University operates a tutor system to help support and advise students in their academic study. As a student, you can expect to be allocated a [Personal Academic Tutor](#). Your Personal Academic Tutor (PAT) may or may not be one of the teaching staff you see in the course of your studies, but their role in this context is to provide advice and support to you throughout your study, and to help review your academic progress. You can expect to see your PAT at key points through your University career and, if you need to, you can contact them more frequently. Sometimes, your PAT may refer you to other areas for support. They may refer you to individual support services, or to your student office for information, or to a Senior Tutor.

The **Senior Tutor** will have a more specialised understanding of supporting students and may support you if you have a particular problem. You can also contact the Senior Tutor if you wish to change your allocated PAT.

Southampton Education School	Ros Hyde	R.M.Hyde@soton.ac.uk
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The University expects that you will engage with your PAT, attend the scheduled meetings, respond to messages from your PAT, and notify your PAT (or Senior Tutor, if you prefer) if you are experiencing problems which are affecting your performance, attendance or progress in your studies. In particular, you should contact your PAT if you feel your performance in any forthcoming examinations will be affected by ill health or other special considerations and check with your PAT if you plan to cite him/her as a referee for job applications.

The Senior Tutor is available to PATs and students regarding **any matters** that may be affecting academic progress

2.2 What to do if you are ill

It is important that your doctor (as well as your Personal Academic Tutor) is immediately informed of any illness that is likely to affect your studies. If appropriate, your GP may inform your Personal Academic Tutor that you are experiencing some health difficulties that may affect your academic performance. This will be done with your consent and you may wish the details of your illness to be withheld from your Personal Academic Tutor, although you should think carefully about this (your tutor will, in any case, respect your privacy).

More information can be found in the [General Regulations - Attendance and Completion of Programme Requirements](#).

2.3 External factors affecting your attendance or performance in your studies

We expect you to take responsibility for your studies to ensure that your full academic potential can be realised. However, sometimes difficulties can arise that can affect you.

If you are absent from an examination or other assessment or have other grounds for believing that your studies have been affected by external factors you must bring this to the attention of your Personal Academic Tutor or to the Student Office immediately. Whilst we recognise that students can sometimes be reluctant to discuss cultural, sensitive or personal issues, it is essential that you bring problems affecting you to our attention immediately so that we can determine how best to help you.

2.4 Special considerations

If you believe that illness or other circumstances have adversely affected your academic performance, this is known as [Special Considerations](#). If you wish for these to be considered by the School you must complete a [Special Considerations Form](#). **It is important that you submit this to your School in a timely manner and prior to the Board of Examiners.**

All claims must be substantiated by written documentary evidence, for example a medical certificate or GP/consultant letter, self-certification (although self-certification will not be regarded as evidence in relation to your examination performance) or a statement from your Personal Academic Tutor. The purpose of asking for supporting documentation is for you to be able to corroborate the facts of your submission.

All claims will be reviewed by the Special Considerations Board which meets regularly throughout the year. The Student Office will contact you via your University email account to let you know once approval has been made.

2.5 Fitness to Study

The [Fitness to Study](#) policy applies to enable the University to respond appropriately to situations where visible signs of illness, mental health difficulties, psychological, personality or emotional disorders may have a profoundly disturbing impact on the functioning of an individual student and or the wellbeing of others around them. The University has a positive attitude towards those with impairments and is committed to maintaining students' wellbeing. The policy identifies the procedure and support available to both students and staff when a student becomes unwell and/or presents a risk to self and/or others.

2.6 Suspending your studies

Should you feel that you need to take some time out from your studies, known as [suspending your studies](#), you should first discuss this with your Personal Academic Tutor. A Suspension Request form should be obtained, completed and returned to the Student Office. Please note that, if you wish, you can suspend your studies in order to undertake an internship or period of industrial training outside of normal vacation time.

2.7 Withdrawing from your studies

If you no longer wish to continue with your studies, a Withdrawal Notification form should be obtained, completed and returned to the Student Office. Further information can be found in the [General Regulations - Transfer, Suspension, Withdrawal and Termination](#). The Students' Union Advice Centre has developed a <https://www.susu.org/support/advice-centre.html>.

3. Your safety

3.1 University/Faculty/School Health and Safety Policy and further information

The University's Health, Safety and Risk website, covering the Health and Safety Policy Statement and Management System, which defines commitment, governance, responsibilities and management of health and safety is available here:

<https://sotonac.sharepoint.com/teams/HealthSafetyRisk>

Ensuring student health and safety is a major goal of the University. As a new student you will have received information on Personal Safety and H&S/Fire Safety as part of your 'Southampton Welcome'. Both new and existing students should also take a look at the following links for further information:

The Faculty of Social Sciences H&S sharepoint pages:

<https://sotonac.sharepoint.com/teams/FacultyofSocialSciences/SitePages/Health-&Safety.aspx>

You can also receive support from the Students' Union – SUSU at:

<http://www.susu.org/support>

3.2 Local arrangements

Key local Health and Safety arrangements are as follows. If you have questions relating to any of the following information please contact a member of the Faculty Health and Safety team, details of which you will find at the end of this section.

3.3 Action in the event of a fire



If you notice or suspect that there is a fire you should immediately raise the alarm by operating the nearest fire alarm call point (one will be located on the wall as you leave the building). The fire alarm is a continuously ringing bell.



On hearing the fire alarm you should immediately stop what you are doing and make your way out of the building by following the green emergency exit signs to the nearest exit, shutting doors behind you as you leave. Do not stop or return to collect personal belongings. Lifts will not operate when the alarm sounds.

NOTE: If you have a permanent or temporary mobility impairment that affects your ability to use stairs to exit a building then you should have a Personal Emergency Evacuation Plan (PEEP). If this is not the case, please contact your personal tutor for further assistance.

In any event, should you be isolated when the alarm sounds, please call 3311 from an internal telephone or 02380593311 from a mobile phone.



On leaving the building make your way to the assembly point. Ensure any car parks or roads are kept clear for emergency vehicles. Do not re-enter a building until you are told it is safe to do so by the Fire & Rescue Service, the senior Fire Warden or Security staff.

Fire extinguishers are provided in buildings but should only be used by those trained in their use and only if it is safe to do so.

Evacuation alarms are tested weekly. The times of these tests are detailed near main entrances to buildings. When tests take place the bell will ring for no more than a few seconds.

If you have a permanent or temporary mobility impairment that affects your ability to use stairs to exit a building then you should have been notified to Health and Safety personnel in order for a PEEP to be developed. If this has not been done please contact the Health and Safety team using the details overleaf.

3.4 Assembly points

Building	Assembly point
B2	South of Building 4, on the grass area between the Turner Sims and the Staff Centre, well away from the buildings
B4	South of Building 4, on the grass area between the Turner Sims and the Staff Centre, well away from the buildings
B6	South of Building 4, on the grass area between the Turner Sims and the Staff Centre, well away from the buildings
B32 (Education)	South of Building 32 on the Jubilee Plaza area before the Service Road and the Library.
B34 (Education)	Area around flag pole in front of University library.
B39 (S3RI)	Car park in front of B54
B44 (Geography / Psychology)	Grassed area in front of University Health Service Building (North end of Physics building).
B44a (Psychology)	Car park in front of B44 (Shackleton)
44 Chamberlain Rd (Psychology)	Car park in front of B44 (Shackleton)
B54 (Mathematics) and B56	Grassed area adjacent to Turner Sims Concert Hall
B58 (Social Science)	Grassed area adjacent in front of University Health Service
Other buildings	Check the emergency information that should be displayed on a noticeboard in teaching rooms.

3.5 First Aid



In the event of an accident causing injury, the nearest first-aider should be contacted. Their details are displayed on signs in corridors. Alternatively, contact security on 3311 using an internal phone and they will assist. Following treatment, the incident must be reported to your line manager/supervisor and the Faculty Health and Safety team.

3.6 Incident Reporting



If you are involved in an accident or incident, spot a hazardous situation or are concerned that you are being asked to do something without the necessary information, instruction or training that would ensure your safety, please report this to your supervisor and the Faculty Health and Safety team. The circumstances can then be investigated and measures put in place to minimise

future risk.

Incidents can be reported online at: <https://www.southampton.ac.uk/healthandsafety/incident-report.page>

3.7 Induction and Training

As a new student you should have the following expectations with regard to Health and Safety:



- To be made aware of local emergency arrangements and H&S contacts on your first day.
- To receive a local induction before using any laboratory or workshop area. This will identify hazards and make you aware of particular procedures in place to help ensure your safety.

- That risk assessments and other written arrangements that maintain good H&S in all your activities will be brought to your attention by your supervisor.

3.8 Building Access

Most University buildings are open to all from 08.00-18.00 Mon-Friday excluding University and public holidays.

ALL undergraduate students - must leave buildings by 18.00.

Postgraduate students - Access by ID card may be available by approval of your Head of School, to postgraduate students (depending on student status and/or circumstances) from 06.00-23.00. If permission is granted, buildings are to be clear by 23.00 and remain so until 06.00 (Closure Period).

3.9 Out-of-Hours Policy

The Out-of-Hours Policy covers the Closure Period from 11.00pm through to 6.00am the following day and applies to every day of the year, including weekends and Public Holidays. You must have received approval to work during the closure period from your Head of School and this must be documented using **the Out of Hours form** available from the link

<http://www.southampton.ac.uk/estates/what-we-do/security.page>

When you are present in the building you should have access to a completed copy of this form, along with your University ID.

3.10 Further information

More detailed information, forms and links to other sources of advice are available on the [FSS H&S site](#).

3.11 Contact Information

A student's primary contact should be their supervisor. However, the following contacts may be used if necessary:

Health and Safety Contacts				
Aloma Hack	Health and Safety Liaison Officer	4/3063 63A/1013	023 8059 3025	A.J.Hack@soton.ac.uk
Gary Griffiths	Health and Safety Co-ordinator	63A/1013	023 8059 4994	G.B.Griffiths@soton.ac.uk
Health, Safety and Risk Directorate				
HSR general and specific enquiries	Please contact HSR directorate if local contacts are not available	26 University Road	023 8059 3951	m.k.ridley@soton.ac.uk
Security - Central Control Room (CCR)				
CCR	023 8059 3311 (Emergency)	023 8059 2811 (Enquiries)		unicc@soton.ac.uk

4. Your Academic Programme

4.1 The academic year and the programme structure

The structure and modular content provided within the programme specification is specific to your own programme.

You can view the most up to date version of the programme specification [SUSSED](#).

4.2 Attendance

The [University attendance regulations](#) details the University expectations relating to attendance. On the MA Ed Flex programme you do not have any particular sessions where attendance is required but you are responsible for keeping in regular contact with your supervising tutor and attending any meetings you have arranged with them or notifying them if you are no longer able to attend. This includes meetings through Skype and pre-arranged telephone calls.

4.3 Additional Costs

You may incur additional costs because of your programme, for example for materials, field trips or books. General programme costs are located in the programme specification. Modules that are optionally available to select also include information on module specific costs.

5. Teaching and Learning Skills

5.1 Time management

It is your responsibility to manage your time in order to ensure that you keep up to date with the material presented and with the requirements of the programme. Deadlines for work submission should be adhered to otherwise marks will be deducted via the imposition of a [late submission penalty](#). For the three modules prior to the dissertation on the MA Ed Flex programme you agree submission dates with your supervising tutor.

If you decide to follow any of the taught MSc or online MSc modules, the framework of when lectures and classes occur and deadlines for submission of work will be made available to you well in advance, but if you are unclear about any aspect of your module you should talk this through with your module lead or programme lead. This knowledge will allow you to plan your life based on how you know you work best. Effective use of your time will allow you to perform well on your course and to enjoy student life.

One of the work-place skills you should aim to acquire at University is the ability to manage multiple priorities. If you have problems in this area please discuss them with your Personal Academic Tutor.

5.2 Lectures

A single lecture slot lasts 45 minutes. It is therefore vital that you arrive promptly in order to gain maximum benefit from the time. Each lecturer will present material using either handouts or require you to make your own notes. Transcribing lectured material into a form that you find most useful is an important part of the learning process. You should ensure that you understand the material and, if you have difficulty in understanding or applying the knowledge, use recommended textbooks or the assistance of teaching staff during tutorials to gain understanding.

It is your responsibility to develop your ability in a given subject. How well you have acquired that ability and the associated knowledge is gauged by the assessment process. Lectures are provided for your benefit and you should take full advantage by ensuring you attend all of the lectures in a given module. If, for any reason, you are unable to attend, ensure that you get hold of a copy of the notes or handouts from your module lead.

5.3 Use of electronic recording devices or mobile phones in lectures or classes

Out of courtesy to staff and other students, please ensure that mobile phones are switched off in lectures and seminars. You are advised that lectures are the copyright property of the lecturer and permission to audio-record a lecture must be personally sought from the lecturer before proceeding.

If you wish to use an electronic device to take notes in a lecture, you should do so in a way that does not cause disruption to those sitting near you.

If you have a health condition for which additional support is needed, you may, following assessment by the University's educational support services, make appropriate arrangements with staff for recording lectures.

5.4 Tutorials/supervisions

Group tutorials/supervisions are timetabled for some modules. These sessions are intended for you to develop your problem solving skills as well as for you to discuss further with an experienced member of staff any particular lecture material you are finding difficult to understand. It is essential that you come well prepared for these sessions. These sessions are one of the most effective ways of reinforcing the lecture material.

5.5 Independent or Self learning

Independent study or self-directed learning involves using libraries, data retrieval systems, internet, etc, or in a group working on coursework, reading the lecture material or reading around the subject. This should also develop your investigative and problem solving skills in furthering understanding of the subject, creating links with other modules - past and present - and providing a broadening of your educational experiences and knowledge base.

Self-learning is your personal responsibility and your commitment to the programme. It requires discipline, motivation and focussing on achieving individually set targets. It enables you to reach your full potential academically, develops your personal skills and helps establish a successful professional career. This forms a key part of the MA Ed Flex programme. If you have any difficulties you should contact your supervising tutor in the first instance or the Programme leader.

5.6 Southampton Education School seminars

The Southampton Education School runs a comprehensive seminar programme throughout the year. If you are a full-time student you are strongly encouraged and expected to attend as many of these seminars as possible, which provide an excellent source of ideas about the latest research in a wide range of education related fields, and can stimulate your thinking about how to carry out key elements of the research design process such as data collection and analysis and applying theoretical and conceptual frameworks to the results of education research.

Please also see information in Appendix 1 about other opportunities that you can access freely.

5.7 Key skills

Key skills are those skills which can be applied to other disciplines and fields of work. Employers are increasingly seeking to employ individuals with well-developed key skills. More can be found on the Academic Skills pages of the [library website](#).

5.8 Faculty/School Policy on referencing

In Social Sciences degree programmes, the Harvard referencing system is preferred. Speak to your module lead before using any other referencing system. Details about how to use the Harvard referencing system can be found through the following library link:

<http://library.soton.ac.uk/sash/referencing>

5.9 Academic integrity: The University Policy

The University expects that all students will familiarise themselves with the [Regulations Governing Academic Integrity](#).

The Students' Union Advice Centre has developed a <https://www.susu.org/support/academic.html> for students.

5.10 Fitness to practise

Some option modules provide students with the opportunity to undertake experiential 'Critical Observation' visits. During the period of study and especially during visits to learning contexts there will be vulnerable adults and/or children. All students selecting such modules will be required to have up-to-date Enhanced Disclosure and Barring checks in place. Concerns about students leading up to, during or subsequently may require that students are able to demonstrate their Fitness to Practice

6. Assessment and Examinations

6.1 Coursework assessment and submission

On the Flex programme coursework submission dates are flexible and arranged with your supervising tutor. You submit your assignments to the Flex Blackboard. PLEASE ENSURE THAT YOU ALSO NOTIFY THE STUDENT OFFICE AND YOUR TUTOR ON THE DAY YOU SUBMIT OTHERWISE MARKING AND FEEDBACK MAY BE DELAYED. All work is double blind marked so you need to upload the assignment in the first and second marking portals.

If you choose to submit an assignment for a module on the MSc programme then these requirements apply. A number of modules include coursework assignments as part of the assessment. Coursework can often occupy a large amount of time and balancing your time across your full programme of study is important. Conversely, students who forget or do not bother to hand in work can make it very difficult for themselves to achieve their full academic potential.

It is your responsibility to ensure assignments are submitted in on time. You are advised of submission dates for assignments well in advance and should be submitted as advised by your module tutors. This will normally be via online submission using the Blackboard virtual learning environment. Blackboard can be accessed from any location with a stable internet connection, therefore it is **your responsibility** to ensure that you have access to Blackboard in good time to submit all files associated with your assignment either on or before the deadline. Failure to ensure you have an appropriate and stable connection will not be accepted as a reason for late submission unless we are aware that access to Blackboard is compromised for all students. If you know that you will not have internet access on the day the assignment is due then you will either need to submit your assignment early or make a paper submission to the Student Administration Office before 4pm on the day of the published deadline. Please note that you are required to upload **TWO** copies of your work for double blind marking.

Whenever you submit an assignment, whether directly to the Flex blackboard or to another module, when you submit via Blackboard you will receive an email receipt for your assignment submission. You are advised to retain these receipts emails as proof of submission and you should retain an exact electronic copy of each assignment you have submitted. Please do not rely on a single electronic copy. We recommend that you have copies of your assignments backed up in more than one location.

All coursework should be accompanied by a completed Coursework Submission/Feedback form and submitted to the Student Office by not later than the published date and time. If other arrangements are in force for submission of a particular piece of coursework, this will be advised by your module lead. For additional information concerning submission you should refer to the individual module handbooks.

However, assignments:

- Must have a title page giving the title of the assignment, Student ID Number, Module title and code, Programme title and the name of the Module Tutor.
- Must have a header with the Student ID Number and Module Code.
- Must be saved using only the Module Code and Student ID Number.
- Must have a declaration of authorship.

6.2 Penalties for late coursework submission

When coursework is set a due date for submission will be specified and there will be associated penalties for handing in work late. The University has a [uniform policy for the late submission](#).

Work submitted up to 5 days after the deadline should be marked as usual, including moderation or second marking, and feedback prepared and given to the student. The final agreed mark is then reduced by the factors in the following table.

University Working Days late	Mark
1	(final agreed mark) * 0.9
2	(final agreed mark) * 0.8
3	(final agreed mark) * 0.7
4	(final agreed mark) * 0.6
5	(final agreed mark) * 0.5
More than 5	Zero

6.3 Coursework extensions

If you know there will be a valid reason why you cannot submit the work at the given date you must contact the Student Office as soon as possible. You should complete an Extension / Special Considerations form, which should provide adequate detail of the reasons why you are seeking an extension. Your completed form should be submitted to the Student Office who will arrange for your request to be reviewed. The Student Office will contact you via your University email account to let you know once approval has been made.

It is your responsibility to request an extension in a timely manner.

See paragraph 2.4 above.

6.4 Coursework and examination feedback

Feedback comes in many forms and you must learn to recognise the merits of all of these. The [Student Feedback Policy](#) provides an overview of formal feedback.

Formal feedback is well documented and the following paragraphs identify ones that you are officially entitled to.

Informal feedback is just as important and comes in the form of individual chats with your Personal Academic Tutor, module leaders or project supervisors, or group meetings with academics after a lecture or practical session. Also tests and quizzes on Blackboard, which are available for several modules, can provide valuable feedback on how you are progressing.

All coursework will be marked and returned to you, accompanied by feedback which will relate to the standard of your work and the reasons for the mark/grade given. You should note that all marks are considered provisional until they have been reviewed and confirmed by the Board of Examiners. This feedback will typically be returned within four weeks following your submission. Large assignments (e.g. your dissertation/project work) may take slightly longer to be returned. Bear in mind that if you hand in work late, your feedback may be delayed.

Where appropriate, for example with smaller problem solving exercises like calculations, the lecturer will decide if feedback should be given individually, or reported back to the whole group. You are, however always free to ask the lecturer personally how you are progressing.

6.5 Access to coursework/examination scripts

Students are entitled to view their examination scripts on request to the Faculty/School. You are only permitted to view an examination script to enable you to see how you can improve your future performance and no mark or other annotation on the script is negotiable or open to alteration. The absence of annotation on a script does not mean that it has not been marked.

6.6 Release of results

Students will be given, as a matter of course, the marks they obtain in each individual module of study after they have been ratified by the Board of Examiners. More information can be found in [the Release of Marks procedure](#).

These marks will be made available by your Student Office according to the procedures of the Faculty. In certain cases, such marks at the time of release may be provisional only and subject to change by a subsequent Board of Examiners. It will be made clear when marks are provisional.

You should note that the official transcript of your marks would normally show the latest mark obtained in each subject with a note, where appropriate, that it was obtained at repeat or referral attempt.

6.7 Prizes

Students who achieve an overall average of 70% or more and/or 70% or more for the dissertation will be recommended for a Dean's award. .

6.8 Final assessment

At the end of your programme, your overall performance will be assessed. If you satisfy the academic standards necessary, the examination board will recommend you for award.

A Postgraduate Diploma in Educational Studies (PgDip) may be awarded to students who have successfully completed the taught component of the Master's degree or its equivalent, but who elect, or who are obliged to exit from the Master's programme without having successfully completing a dissertation.

A Postgraduate Certificate in Educational Studies (PCES) may be awarded to students who have successfully completed sufficient taught modules of the Master's degree or its equivalent, and who have elected, or who are obliged to exit from the Master's programme prior to completing all of the taught components.

7. Staff/Student Liaison: getting your voice heard

7.1 Module Survey

The Faculty aims to consult with and to provide opportunities for all students and staff to make their views known. You are encouraged to offer your comments/suggestions to members of staff and feedback is requested once a year through an online survey. Comments and suggestions at other times are always welcome and can be sent to your supervising tutor or the Programme Leader.

7.2 Module Reports

Your feedback to the annual programme survey will be reflected upon by the Programme Leader and will be included in the Annual Programme Report. This is available via SUSSED under the 'programme specific information' tab.

7.3 Staff Student Liaison Committees

Staff-Student liaison committees (SSLC) have representatives from across each programme. These committees have the role of monitoring the organisation and management of the student programmes, to note any difficulties that students may be encountering, and to take advice about ways of improving the programmes. We would be delighted to hear from anyone who would like to represent the MA Ed Flex on the Masters SSLC. Please contact the Programme leader in the first instance.

7.4 Student Representation

Through the [Students' Union](#) you will be invited to elect your Faculty representatives (Faculty Officers, Academic Presidents, Academic Vice-Presidents and Course Representatives) who co-ordinate the student voice on Faculty/School committees to enable your voice to be heard.

More information on the Students' Union officers and their roles is available on the <https://www.susu.org/representation/index.html>

8. Careers and Employability

The [Careers and Employability Service](#) provides support to students at all levels of study and has a range of opportunities on offer. Research¹ shows that graduates with no previous work experience are unlikely to be successful during the selection process and over 30% of positions will be filled by graduates who have already worked for that organisation. We provide drop-in advice, 1:1 guidance, workshops, skills sessions, Careers Fairs and employer led events to support your career planning as well as the following opportunities:

8.1 Excel Southampton Internships

The [Excel Southampton Internship Programme](#) offers 4-12 weeks paid internships which enhance your CV, expand your network and open graduate recruitment opportunities

8.2 Business Innovation Programme

The [Business Innovation Programme](#) provides an opportunity to develop your business acumen, team working and problem-solving skills by working on an 8 week project put forward by local businesses or not-for-profit organisations.

8.3 Year in Employment Placements

The [Year in Employment](#) is a work placement of up to 12 months duration taken after your second year of study enabling you to develop the skills employers value and gain insight to an industry of your choice. Eligibility criteria is available [here](#) please check before applying.

8.4 Volunteering Bank

[Volunteering](#) is a great way to help you gain many of the skills employers are looking for, build your network and develop yourself in new ways. Opportunities vary in duration and the type of role advertised.

8.5 Employability events

The Careers and Employability Service work closely with departments and Faculties to provide targeted careers support within and alongside your curriculum. Activities and opportunities may be appear within the timetable, or be advertised. Examples include lectures and workshops, online learning options, and events featuring alumni/employers. There are often opportunities to connect with organisations that offer themed events focused on employability. Some companies, Schools and Colleges offer projects linked to dissertations or specific research. Details of events and opportunities are set out below:

- Tailored undergraduate employability workshops and/or talks linked to your programme of study, including drawing your attention to career opportunities relating to your degree.
- New for the 2017/18 academic year, is a “Your Future Career” event. This has been specifically designed for those students studying your subject. This comprises employer talks, workshops and a networking event. Career areas covered as part of this event are some of the most popular for students studying social sciences degrees, including Civil Service Faststream, Office for National Statistics, Teaching, Marketing, Banking and Finance among many others.

¹ [High Fliers 2016](#)

- Employer Talks - A comprehensive programme of employer talks and presentations runs throughout the academic year covering a wide range of career sectors. These are a really great way to discover more about a particular organisation or career, and to receive some key advice on how to do well in the recruitment process. Booking a place on these events will be through the Event Calendar <https://www.southampton.ac.uk/careers/students/events-workshops-fairs/calendar.page>
- Business Innovation programme – a unique opportunity to work in a team of four students on a real-life business issue of a local business or not-for-profit organisation. You will receive some dedicated training from IBM to support you. See: <http://www.southampton.ac.uk/careers/students/work-experience/business-innovation-programme.page>
- Career mentoring programme -An opportunity to gain invaluable knowledge and expertise from a mentor especially chosen for you to support your transition into the graduate job market. See: <http://www.southampton.ac.uk/careers/students/mentoring.page>
- Excel internship programme - offers paid internship opportunities during vacation periods and at term-time that enhance your CV, expand your network and open graduate recruitment opportunities. See: <https://www.southampton.ac.uk/careers/students/work-experience/excel.page>
- Year in Employment - is a great opportunity to complete a work placement between your second and third year as part of your degree. This placement year will help you develop fantastic skills and successful students will graduate with the Year in Employment on their degree transcript. See: <https://www.southampton.ac.uk/careers/students/work-experience/year-in-employment.page>
- Volunteering - can develop many of the skills employers are looking for, such as leadership, teamwork and organisation. You can try out different career ideas by volunteering which may help you decide if the voluntary sector is right for you. See: <https://www.southampton.ac.uk/careers/students/work-experience/volunteering.page>
- Student Enterprise - is a creative and rewarding field. Engaging in its activities will offer you opportunities which you may otherwise never encounter. Southampton students have created businesses on the east coast of Africa. Other students have created start-ups which are operating in the heart of London. Excluding business start-up however, countless students have gone to employers as entrepreneurial agents with experiences which make them uniquely employable. See: <https://www.southampton.ac.uk/careers/students/enterprise/index.page>
- Advice, Information and Guidance - Our Drop-in Service provides an opportunity for you to have a conversation with one of our advisers to assess how the service can best meet your present needs. We may refer you to appropriate resources, activities or information, including small and large group sessions, talks, campus events and individual help sessions. See: <https://www.southampton.ac.uk/careers/students/talk-to-an-advisor.page>
- MyCareer - is our online careers site, which allows all University of Southampton students and graduates to easily find out about everything we have to offer, including finding jobs and opportunities – see: <https://www.southampton.ac.uk/careers/students/mycareer-user-guide.page>

The Education School Employability Lead is Dr. Maria Kaparou. Employability events for each year group are arranged and will normally appear in your timetable.

8.6 Professional accreditation

The programme **does not** provide any professional accreditation, however it does provide a strong foundation for those seeking to become involved in Early Years and or Primary teaching via our PGCE University led route to Qualified Teacher Status. (QTS).

8.7 Curriculum Innovation

The programme has been designed to provide considerable flexibility of choice. You have scope to select individual option modules of interest.

8.8 Programmes with a Minor

If your degree is eligible, there is the opportunity to study a Minor subject alongside your main programme of study. The Minor will be in a different area to your subject. More information is available on the [minors website](#).

9. Further study opportunities

Successful completion of a Master's degree need not mark the end of your academic study. If you have developed an interest in and passion for research in Education you may wish to consider applying to study our PhD in Education which we offer to both full-time and part-time students. Details of our PhD programme are available via the Southampton Education School website (www.education.soton.ac.uk) and you should take up any opportunity to get to know our postgraduate research students so you can ask them about their experience on the PhD.

10. Regulatory Issues

We hope that you will be satisfied with your experience during your time as a student at the University of Southampton but we do recognise that, on occasion, things can go wrong. If you have a concern about any aspect of your experience at the University we encourage you to raise it as soon as the concern arises. It is always better to let us know that you feel there is a problem as soon as possible so that the matter may be resolved quickly. You may alternatively wish to consult with your student academic president if it is an issue in common with other students. Please be reassured that you will not suffer any disadvantage or recrimination as a result of raising a genuine concern, student complaint or academic appeal.

10.1 Academic appeals

Provided you have grounds, you may appeal against any academic decision made by the University. There are some exceptions and you should note you cannot appeal against a decision that has been made in the proper exercise of academic judgment. The [Regulations Governing Academic Appeals by Student\(s\)](#) outlines the regulations and procedure that should be followed should you wish to make an academic appeal.

The Students' Union Advice Centre has developed a [Guide for students](#).

10.2 Student complaints

The [Regulations Governing Student Complaints](#) sets out the process that should be followed should you wish to raise a complaint about a matter relating to either the facilities and services provided by the University, its academic programmes, and the conduct of University staff, and which has materially affected you.

10.3 Dignity at work and study

The [University's Dignity at Work and Study Policy](#) applies to the conduct of staff and students, in the context of their University work of study, or which otherwise affects the working, learning or social environment of the University. Fair criticism of staff or student performance or conduct will not be considered to be bullying or harassment provided that those involved are treated with dignity, courtesy and respect. Any allegation of harassment, bullying or victimisation will be treated seriously, regardless of the seniority of those involved, and anyone found to have behaved unacceptably may be the subject of disciplinary action up to and including dismissal or expulsion.

10.4 Student Discipline

As members of the University community, all students are expected to conduct themselves with due regard for its good name and reputation and are required to comply with the University's Regulations at all times. Any allegation of misconduct will be considered within the [Student Discipline Regulations](#), in accordance with the evidence and circumstances presented. Information for students on discipline is available from the [Student Services website](#).

Appendix 1: MA Flex Education Outline

This appendix covers some topics that are specific for the MA flex programme.

The MA flex programme is designed for education professionals who are keen to investigate areas of specific interest to themselves through a combination of independent study and small-scale research, usually in their own work contexts. Designed as an innovative and flexible alternative to a traditionally taught Masters programme, it offers you an excellent opportunity to develop your knowledge, expertise and skills across a series of related assignments, building up to dissertation. Patterns of tutor support are negotiable. The programme is also suitable for groups working more collaboratively, and can be tailored to address organisational needs. The wide range of expertise in the School of Education means that we can accommodate diverse educational topics, such as:

- Approaches to pedagogy
- Curriculum change and innovation
- Educational evaluation
- Educational innovation
- Educational management
- History education
- Inclusion and social justice
- Language and literacy in education
- Mathematics in education
- New technologies in education
- Out-of-School Learning
- Policy and practice
- Post-Compulsory Education and Training
- Science and health education
- Special Educational Needs
- Work-based training and lifelong learning

Programme modules

The formative and summative assessment procedures for the programme are designed to meet the learning outcomes of the programme and are as follows:

- **Three assignments EDUC6281, EDUC6282 and EDUC6283** (maximum word lengths 4000 words, 8000 words and 12000 words respectively, or equivalent) relating to the topic of the dissertation will be completed during the period of study. Each assignment represents one module of study, and titles and content are arrived at through student/tutor discussion. Although the assignments will be in the same general area as the dissertation, *each must be distinctive and material may not be replicated*. As a guide, but subject to individual needs and negotiation, it is expected that both shorter assignments will be completed within a year of registration (see Section 2); it is likely that the longest assignment will be completed during the second year of study, prior to commencement of the dissertation. All assignments must be completed successfully before the dissertation can be submitted. They are assessed using the Advanced Programmes Typical Performance Indicators (copy at end of this Handbook).
- **A dissertation EDUC6342** (15000-17000 words, or equivalent) at the end of the study period. This is marked and summatively assessed, using the same Typical Performance Indicators.

The Flex programme code is EDUC0506.

Each assignment is the assessment outcome of one module within this programme, and you will need to submit each assignment with the correct code, as follows:

Module code	Nature of assessed work	Maximum word length	Credit gained
EDUC6281	Assignment	4000 words	10 ECTS (20 CATS)
EDUC6282	Assignment	8000 words	20 ECTS (40 CATS)
EDUC6283	Assignment	12000 words	30 ECTS (60 CATS)
EDUC6342	Dissertation	15000-17000 words	30 ECTS (60 CATS)

Given the degree of self-motivation required for the Flex programme, a 'learning contract' between the prospective student and the programme tutor is implemented as follows:

Student: 'It is understood that the MA(Ed) Flex is unlike a traditional taught MA(Ed) or MSc (Ed); and that while the programme contains personally-tailored learning support, the programme nonetheless requires a high degree of student self motivation. It is understood that a fully worked out dissertation proposal must be prepared and accepted before admission to the programme and that reasonable

access to email and other appropriate communications is required. It is understood that, within reason, student/tutor contact can occur outside normal university working hours.'

Tutor: 'It is understood that the MA(Ed) Flex is unlike a traditional taught MA(Ed) and that the programme is personally tailored as far as possible to the needs of the student and that student/tutor contact can occur within reason, outside normal university working hours.'

Recognition of Prior Learning (RPL)

If you have M level credits from the Southampton PGCE programme, awarded no later than five years previously, these are normally accepted subject to confirmation by the programme leader and office at the point of acceptance. The assumption is that a common theme of 'education' exists. An application form is available on request from the Student Office.

If you have M level credits from another institution, awarded no later than five years previously, you will need to apply for RPL, submitting your evidence with the RPL form at the point of application. Please inform our office when you submit your application if you wish to be considered for RPL. You are normally expected to provide an official transcript and supporting documentation, such as examples of your academic work and mark sheets (which will be returned to you), but should consult the office or programme leader about this at the time. Following review of your application, you will be notified of the outcome; if RPL is agreed, you may be granted 10, 20 or 30 ECTS credits (20, 40 or 60 CATS). Please note that for RPL to be granted, the onus is on you to demonstrate that your previous work is *substantially related to your Flex course of study*, and contributes towards its coherence.

It is possible for alternative qualifications or experience to be considered for RPL, subject to a detailed application, supported by clear evidence of how this experience relates to the intended learning outcomes of the Flex programme.

The maximum number of credits that can be accepted is 30 ECTS (60 CATS). Most Flex students choose to use their RPL in place of the 12000 word assignment. However, it is possible to use it against the two shorter assignments (4000 and 8000 words) if student and tutor agree that this is more appropriate. RPL marks do not count towards the final degree classification

Programme structure

The MA (Ed) Flex is available for part-time study over a two-year fee-paying period, which, in practice, allows up to 36 months to complete the degree if required through a procedure known as 'writing up'. You are encouraged, however, to complete within 24-30 months. The Flex is structured around a pattern of modules, assessed by way of a series of progressively more demanding assignments leading to the final dissertation module. The diagram below shows the *typical* progression for students, without and with credits reflecting Recognition of Prior Learning (RPL, formerly APL). The grey extension area represents the additional flexibility built into the programme.

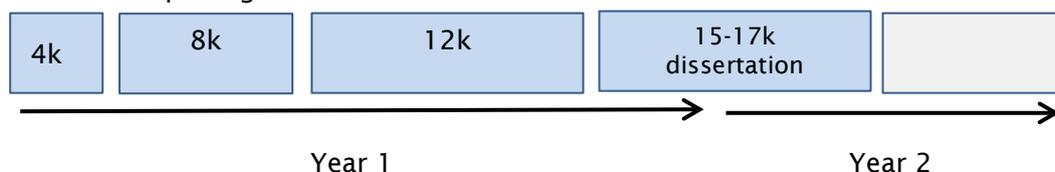
The diagrams below indicate the most typical study patterns

(a) With no RPL credits

Part-time: completing over 24-36 months



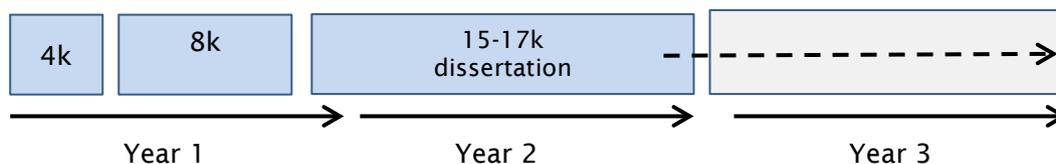
Full-time: completing over 12-18 months



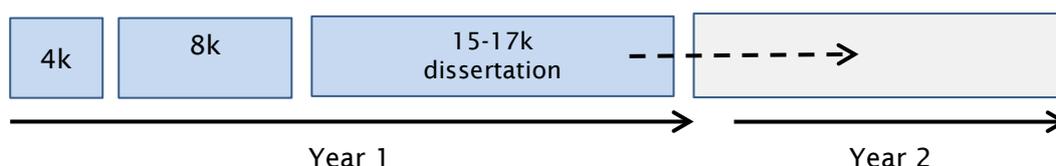
(b) With RPL credits of 30 ECTS (60 CATS)

You are required to complete a provisional study plan at the commencement of your studies, to be agreed with your supervising tutor, which enables you both to monitor your progress to ensure you stay on track within the allowable period. This will be reviewed at the beginning of each academic year and also in early summer at the point when your progress is discussed at Advanced Programmes Review Board.

Part-time with 30 ECTS (60 CATS) credits from RPL: completing over 24-36 months



Full-time with 30 ECTS (60 CATS) credits from RPL: completing over 12-18 months



Studying on the MA (Ed) Flex

Modes of study

You will work independently, in your workplace or from home, with the support of tutorials and access to all library services for students, including electronic journals. Your studies are likely to include a balance of literature-based reading and writing, and independent research activity. In addition, you will have the opportunity, where your circumstances permit, to participate in the broader academic life of Southampton Education School: for example attending lectures, seminars and accessing online learning and teaching resources.

Tutorials

Given the non-traditional nature of the Flex, your studies are structured through tutorials with a tutor who will normally assist you on a one-to-one basis. Your tutorials will, where possible, be tailored to your requirements and can take place outside normal university hours (including, by arrangement, evenings, weekends and vacations), and email, telephone or webcam technology can also be used to substitute for face-to-face tutorials where issues of distance make this more appropriate. You should negotiate with your own tutor what format you would find most useful. The number of face-to-face tutorials varies greatly from student to student, but typically would vary between about three and eight tutorials per annum; tutorial duration can also be negotiated.

Your tutor will assist you in many ways, in response to your needs, for example by:

- helping you to plan your course of study, and establishing expectations regarding your progress
- agreeing an appropriate framework and outline schedule for tutorials

- finding your way around University systems, as needed, such as using Blackboard, finding journal papers in the library databases, etc
- negotiating agreed deadlines for submission of assignments
- discussing and clarifying the questions relative to your investigation
- shaping your assignments and dissertation
- making suggestions about how to find useful literature in the field of study
- helping you develop a more theoretical perspective appropriate to your field of study
- producing a manageable dissertation subject
- ensuring ethical procedures are followed, and supporting with ERGO submissions for ethical approval
- advising on academic reading and writing
- helping you understand how your work will be assessed
- helping you with issues of methodology, data analysis and interpretation
- ensuring you are aware of the dissertation conventions outlined in the Advanced Programmes Handbook

You will normally be asked to submit some written work to your tutor in advance of the tutorial, and should be aware that tutors can only read and comment on your work if given sufficient advance notice.

As a Flex student, it is possible for you to request feedback on extended sections of your academic work, and to request feedback with a particular focus. However, you should remain aware that any such comments are provided to support the development of your work, and not to make any preliminary judgments on assessment of the work. It remains your responsibility to complete the work to the required standard. Tutors will not identify every individual error, or comment on multiple drafts of the same piece of work.

Additional sessions

Flex students complete much of their work independently but are also encouraged to take advantage of a number of opportunities that are available through the School to meet with others and discuss relevant topics. For further details please see the Flex Blackboard site:

- You are welcome to attend sessions on the taught Masters programme that are relevant to you. Those related to educational research methods, citation and referencing and academic integrity may be most helpful. You should do this in consultation with your supervising tutor and the relevant module lead.
- The School runs single afternoon sessions on different topics as part of its Research Training Programme which may be relevant to your studies.
- You may be interested in accessing relevant material from the online Masters.
- Please see section 5.6 and the Flex Blackboard site for details of Southampton Education School seminars.
- Students have commented positively on the academic writing skills sessions run by the library.

Intermediate Exit Awards

From 2014-15, where circumstances make it difficult for a student to complete the full Flex programme, it is possible for students to exit early with an intermediate qualification:

- **Postgraduate Certificate in Education (PG Cert)** - credit value 30 ECTS (60 CATS)
- **Postgraduate Diploma in Education (PG Dip)** - credit value 60 ECTS (120 CATS)

If you believe that such an outcome would be of interest, then please discuss your situation with your tutor and the programme leader. University regulations are not straightforward, particularly where a student has RPL, and we would wish to advise you on the basis of your individual circumstances.

Examples of MA flex contexts

There is in reality no typical 'Flex' student, apart from the fact that all are enthusiastic and independent, self-motivated individuals. The following vignettes are indicative student profiles,

which convey the wide range and nature of Flex students, and demonstrate the diverse ways in which it is possible to structure your studies.

□ Jon (36) works locally in a branch of the health services, with a remit for training other professionals. Although his knowledge of his subject area is excellent, he is keen to develop a deeper understanding of approaches to training colleagues. He submits a proposal which involves an exploration of workplace learning via the research literature, an analysis of possible barriers to effective adult learning, a project in which he interviews his trainees about their training needs and, for his dissertation, an action research project in which he plans, implements and evaluates a new approach to training. He meets his tutor regularly, and completes his part-time degree in 2½ years.

□ Heather (26) completed a primary PGCE with Masters credits at Southampton, and is keen to use her credits within their five-year lifespan. She opts for the Flex as a way of pursuing her passion for exploring literature with her pupils. For her dissertation, she plans to research the impact of collaborative 'shadowing' of a children's book award on her pupils' developing views of themselves as readers, over a six month period. To prepare for this, she first explores the value of using modern literature in the primary classroom, then submits an assignment about children's identities as readers, incorporating a small group interview. Her credits exempt her from the third assignment. Heather finds her studies invigorating and professionally valuable, completes in two years with Distinction and uses her degree to support an application for promotion.

□ Shakira (40) works in student services in a new university. She is well qualified with a good first degree and additional professional qualifications. Her research interest is in the area of student support. She plans to investigate how student support systems have developed over the years; how different Universities structure student support services; and how well, in her own workplace, students' perceptions of the support offered match institutional intentions. The Flex programme not only enables her to develop an excellent knowledge of an area in which she can effect change, but enables her to balance her study with a busy and unpredictable home life. Unfortunately, unanticipated domestic problems interrupt her studies, and she completes in 3½ years after a period of suspension.

□ Dave (53), a senior teacher, lives in Jersey and is of the opinion that Flex provision would suit him ideally. He submits a preliminary dissertation proposal on the history of education in the Channel Isles. After a telephone interview the proposal is modified and re-presented successfully. He meets with his tutor regularly via webcam over a three year period, supported by email. Dave reviews the literature to identify significant gaps, carries out a documentary analysis to explore changes in education policy and culture and goes on to investigate education as perceived by former pupils and teachers in the 1930s and 1960s through individual interviews. He enjoys the challenge of using a range of research methods, and has aspirations to publish his findings in due course. After being awarded his MA Ed. degree, he enrolls as a part-time PhD student.

□ Jane, Barry and George teach in a school working hard to improve GCSE attainment. They get together to form a Flex study group; Jane's focus is Modern Languages, Barry's Mathematics and George's Geography. They decide to focus on developing an enquiry-based approach to teaching their subjects, making heavy use of an intranet. They ensure that their dissertation project proposals are distinctive, but exploit the benefits of working in a collaborative manner. School management is supportive of the group and agrees to contribute towards the fees as well as offering a small amount of dedicated study time, in the expectation that outcomes will be disseminated for the benefit of all. They all complete successfully in two years, finding the group approach very helpful and having some group tutorials in school.

Appendix 2: Assessment Typical Performance Indicators

This table indicates the standards of work expected at Masters level. You should view these as indicative of 'typical performance' and illustrative of the quality of work at each level. The emphasis placed on the individual items will depend on the assessment concerned. Some items inevitably impact on others. For example, if you do not engage with any literature sources it makes it impossible to demonstrate an appreciation of the issues and make related critical points. Your tutors will use this table to support summative and formative feedback. There will inevitably be some professional judgement involved in deciding on a particular mark. Word Count: We reserve the right to penalise gross over or under wordage in assignments or dissertations. The stated word limit is a maximum figure.

Assessment Items	38% and less - Fail	42-48% - Fail	52-58% - Pass	62-68% - Pass (with Merit)	72% and over - Distinction
Analysis of Literature and Research	You have provided very limited evidence of reading any relevant sources and/or materials.	Your work indicates some evidence of reading and understanding relevant sources.	It is evident that you have a sound understanding of relevant literature sources and you have consulted a range of source material.	You have demonstrated a high level of understanding of major relevant sources. You have summarised and used these in a relevant manner.	You have produced evidence of a critical application of a wide range of relevant sources. You have shown that you fully appreciate and understand these materials.
Synthesis and Utilisation of Evidence	You have provided insufficient evidence that you understand the basic issues. Your work is primarily descriptive; explanation is facile and includes too much unsubstantiated opinion.	Your work is mainly descriptive. Many points are not adequately substantiated. You have demonstrated a limited understanding of the basic issues.	It is evident that you have a sound understanding of the main issues. You provide an acceptable commentary by synthesising evidence and materials from different sources.	It is apparent that you have a high level of appreciation of main issues. You demonstrate an ability to make appropriate critical points. You provide a comprehensive commentary by synthesising evidence and materials from several sources.	You have provided some original perspectives on the issues. You set sources and alternative views in context. You have systematically evaluated the relative merits of materials and research evidence in relation to your own work.
Consideration of Research Methodology	Your work does not provide sufficient evidence of any consideration of research methodology or methods.	You have described some aspects of methods used/adopted but you have not made it clear if these are adequate or appropriate.	You have identified appropriate research questions. You have described methods of data collection, either in your own research or that found in your source literature. You have demonstrated that they are appropriate to the issues under investigation. You have noted the scope and limitations of the approach approaches adopted.	It is evident that you have methodological awareness. You have devised relevant research questions and described appropriate methods. You have explained the scope and limitations of the approach/approaches adopted.	You have devised perceptive research questions and demonstrated methodological understanding describing and explaining appropriate methods. You situate your methodological approach in context and relate this to your work.

Assessment Items	38% and less - Fail	42-48% - Fail	52-58% - Pass	62-68% - Pass (with Merit)	72% and over - Distinction
Integration of Theory and Practice	There is no convincing evidence that you understand the relationship(s) between practice and theoretical models and/or approaches.	You have described some aspects of the relationship between theory and practice. You have described theoretical models and/or approaches.	You have made some critical points relating to theory and practice. You have demonstrated competent use and understanding of theoretical models and/or approaches. You have noted aspects of the relationship between practice and theory. Your conclusions are well developed; based on relevant argument and evidence. Generally you reach sound conclusions based on appropriate argument and evidence.	You have provided a good critical commentary linking theory and practice. You have made good use of relevant theoretical models and/or approaches, identifying concepts and assessing issues. You have described the relationship between practice and theory. Your conclusions are well developed; based on relevant argument and evidence.	Your work identifies and locates important concepts. You detail the nature of the theory/model and/or approaches concerned. You have explained the complexity of such relationships noting critical points from the literature. You provide a comprehensive, critical assessment of the issues explaining how this relates to your own work. Your conclusions are well developed; based on relevant argument and evidence.
Structure	You have not demonstrated a clear structure in most aspects of your work. You have not provided convincing evidence of an ability to handle argument in a coherent manner.	Your work tends to be sectioned with limited coherence. The case you present is unclear and poorly defined. Your argument is not sufficiently coherent or has inconsistencies.	You provide a clear thesis statement which generally guides your work. You generally make use of accurate constructions. Your work is structured with clarity and cohesion. You provide evidence which indicates an ability to handle argument coherently. You relate your conclusions to the case presented.	You provide a clear, relevant thesis statement which clearly identifies the direction/focus of your work. Your argument is accurately constructed. You provide a well-structured clear line of reasoning. Your work is sustained and coherently argued. Your clearly relate your discussion and conclusions to the focus of your work.	You provide a clear, relevant and well developed thesis statement that identifies the direction/focus of your work and clearly informs your selections and choices. The case you present makes consistent use of accurate constructions. You explain and provide a very well structured clear and cohesive case. You sustain the structure of your work in a coherently argued manner.
Presentation	The errors of syntax and/or vocabulary in your work interfere significantly with meaning. You have not followed academic conventions in the presentation of references and citations. Your work may not reflect the required length.	You have made some attempt to adhere to grammatical and/or academic conventions. You have made numerous errors and these form a barrier to comprehension. Your work may not reflect the required length.	Your work is competently presented. Generally it follows grammatical and/or academic conventions. Although there are some errors, these do not impede comprehension. Your work reflects the required length. With a few exceptions references and citations are consistently and accurately presented.	Your work is presented to a high standard. With a few exceptions your work follows grammatical and/or academic conventions. It is of an appropriate length. References and citations are consistently and accurately presented.	You have presented your work to a very high standard. It consistently follows grammatical and/or academic conventions. It is of an appropriate length. References and citations are consistently and accurately presented.

Appendix 3: Faculty Categorical Marking Scheme

Students studying modules within the School of Education will be marked according to the following categorical marking scheme in order to avoid any ambiguity in the standard achieved.

Category	Numerical Grade
Distinction	100
	90
	85
	78
	72
Pass (with Merit)	68
	65
	62
Pass	58
	55
	52
Fail	48
	45
	42
	38
	28
	18
	0