

Student Handbook 2019-20

Faculty of Social Sciences
Southampton Education School
MSc Education
MSc Education Management & Leadership
MSc Education Practice & Innovation

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.

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1. Welcome

Welcome from the Faculty of Social Sciences Associate Dean (Education)

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

The information contained within your programme handbook is designed to provide key information applicable to you and your programme during the 2019/20 academic year.

It complements 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
Faculty website	Faculty of Social Sciences
Faculty staff information	Dean of Faculty, Social Sciences: Professor Jane Falkingham Associate Dean of Education: Professor Jim Anderson Associate Dean of Research and Enterprise: Professor Sally Brailsford/ Professor Rebecca Hoyle Associate Dean of International: Professor Sabu Padmadas
School website	https://www.southampton.ac.uk/education/
School staff information	<p><i>Programme Leader</i></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><i>Associate Programme Leader: Student Experience</i></p> <p>Name: Dr Cristina Azaola Email: M.C.Azaola@soton.ac.uk Telephone: +44 (0)23 8059 3896; Internal 23896 Office: 32/2021</p> <p><i>Army Programme Leader</i></p> <p>Name: Neil Twentyman Email: N.G.Twentyman@soton.ac.uk Telephone: +44 (0)23 8059 3555; Internal 23555 Office: 32/2129</p> <p><i>Senior Tutor</i></p> <p>Name: Dr Rosalyn Hyde Email: r.m.hyde@soton.ac.uk Telephone: (023) 8059 9217; internal 29217 Office: 32/2095</p>
Programme and module descriptions	<p>Descriptions relating to your programme can be found via the programme pages on the web, and on Blackboard.</p> <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 starting from the Faculty web pages.</p>

2. General Information

2.1 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.

Law & Education Student Office

Building 4, Room 1003,
Highfield Campus, Southampton, SO17 1BJ

MSc Education

Tel: +44 [0]23 8059 3949

Internal: 23949

Email: eds-studentoffice@soton.ac.uk

MSc Education (Army pathway)

Tel: +44 [0]23 8059 7460

Internal: 27460

Email: sesets@soton.ac.uk

Opening Hours: 09:00 – 17:00 Monday - Friday

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).

2.2 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. **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.

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.

2.3 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](#).

3. Supporting you through your studies

3.1 The role of your Personal Academic Tutor

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 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 Personal Academic Tutor at key points through your University career and, if you need to, you can contact them more frequently. Sometimes, your Personal Academic Tutor 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 Personal Academic Tutor.

The Senior Tutor at Southampton Education School is Dr Rosalyn Hyde (R.M.Hyde@soton.ac.uk).

MSc Education (and pathways) students: You will be allocated a Personal Academic Tutor as soon as your studies commence. Once you are allocated a Dissertation Supervisor (usually in January), the role of the Personal Academic Tutor is passed onto your supervisor. This means that from that point and until you complete your studies your dissertation supervisor will also act as your Personal Academic Tutor.

MSc Education (Army cohort) students: You will be allocated a Personal Academic Tutor as soon as your studies commence (usually this will be a continuance from your PGCE Prof Dev studies). Once you are allocated a Dissertation Supervisor (usually in September or April after completion of your taught modules), the role of the Personal Academic Tutor is passed onto your supervisor. This means that from that point and until you complete your studies your dissertation supervisor will also act as your Personal Academic Tutor.

The University expects that you will engage with your Personal Academic Tutor, attend the scheduled meetings, respond to messages from your Personal Academic Tutor, and notify your Personal Academic Tutor (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 Personal Academic Tutor if you feel your performance in any forthcoming

examinations will be affected by ill health or other special considerations, and check with your Personal Academic Tutor if you plan to cite him/her as a referee for job applications.

3.2 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](#).

3.3 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, have missed a coursework submission deadline 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.

3.4 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 you must complete a [Special Considerations Form](#). **It is important that you submit this in a timely manner and prior to the Board of Examiners. You will need to submit any Special Considerations forms to your Student Office.** The dates of Special Considerations Boards and Board of Examiners for MSc Education are published on the MSc Education Timetable available on the MSc-Education-Administration Blackboard site.

All requests 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/requests 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 of the outcome of your claim.

3.5 Student Support Review

The [Student Support Review Regulations](#) are in place to support students if concerns are raised about their health, wellbeing or behaviour which may be impacting on their academic progress and/or general management of life at University or on placement. The regulations seek to be both supportive and to actively engage with students prior to decisions made about their fitness to study. The regulations and supporting documents identify 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.

3.6 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.

3.7 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> for students.

4. Your safety

4.1 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>

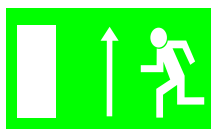
4.2 Local arrangements

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.

4.3 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.

4.4 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 the 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.

4.5 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.

4.6 Incident Reporting



future risk.

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

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

4.7 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.

4.8 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).

4.9 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 **Form 1.5** available from the link <http://www.southampton.ac.uk/estates/what-we-do/security.page>

You are required to present a completed copy of the form, together with your University ID when requested by Security Staff.

4.10 Further information

More detailed information, forms and links to other sources of advice are available via the links provided in part 1.1 of this document.

4.11 Contact Information

A student's primary contact should be their Personal Academic Tutor or dissertation 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

5. Your Academic Programme

5.1 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 via [SUSSED](#).

For the MSc Education (and pathways) programme, the taught components of the programme are delivered in modular form and typically run over two semesters, which are further structured into two parts (Semester 1a and 1b; Semester 2a and 2b). The teaching weeks are followed by a reading week during which time is given for preparing and submitting coursework. The semesters overlap the traditional three term structure which still determines the pattern of vacations at Christmas and Easter (See Figures 1 and 2 in Appendix A).

The MSc Education programme for the British Army will be made available to army students via Blackboard as part of their module information after enrolment (please note this enrolment is coordinated by the Army sponsor at Andover, for more information contact Neil Twentyman). The structure of the bespoke MSc Education programme for the British Army is provided in Figures 3 and 4 of Appendix A.

5.2 Registration and amendment to optional modules

Most programmes will have a number of optional modules. If applicable, you will need to select a certain number of optional modules to complete your portfolio of modules and fulfil the credit points as required for the programme.

Once you have registered your options, it is possible for you to make changes but there are restrictions. The substitution of modules is not allowed (i.e. you cannot take an extra module in semester 2 to replace a semester 1 module in which you failed to perform well).

You may request a change to your optional module choice up to the **end of week 2** in each semester. You should complete a Change of Module form to specify your request (forms can be obtained from the Student Office). If your optional module choices clash in your timetable, then you will need to amend your optional choice accordingly by contacting the Student Office immediately.

You should regularly check your online student record for details of your registered modules. This is particularly important after you have made any changes and will help to maintain the accuracy of your student record. It will also save time and confusion during the examination period.

Information about the option modules for MSc Education will be provided during Induction and at the start of the programme. Option modules are taught in Semester 2a.

5.3 Attendance

The [University attendance regulations](#) details the University expectations relating to attendance.

At Southampton Education School it is expected that every student will achieve a minimum attendance rate of 80% in each module's teaching sessions and will attend all assessments except in exceptional circumstances.

5.4 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.

6. Teaching and Learning Skills

6.1 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](#).

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.

6.2 Lectures and Seminars

It is vital that you arrive promptly at taught sessions in order to gain maximum benefit from these sessions. 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 and seminars 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.

6.3 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 and seminars are the copyright property of the lecturer and permission to audio-record a lecture or seminar 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.

6.4 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 and seminar material.

6.5 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.

6.6 Southampton Education School seminars

The Southampton Education School runs a comprehensive seminar programme throughout the year, as well as additional support workshops on ethics, the dissertation process, and study skills. If you are a full-time student you are *strongly encouraged and expected* to attend as many of these seminars and workshops 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.

6.7 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](#).

6.8 Faculty/School Policy on referencing

At Southampton Education School students are expected to use the Harvard 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>

A workshop on how to use references in coursework will be offered to all students in Semester 1a.

6.9 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.

Additional support workshops on Academic Integrity and Research Ethics, including how to apply for ethical approval by the University via [ERGO](#) will be offered during Semesters 1 and 2. **You are expected to attend these sessions.**

7. Assessment and Examinations

7.1 Coursework assessment and submission

Most modules include coursework assignments as part of the assessment. Coursework can often occupy a large amount of time. It is worth noting that getting a few extra marks on an assignment may not justify the extra time spent. 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. All coursework on the MSc Education programmes are submitted online 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 published 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 submission by email to the Student Office before 4pm on the day of the published deadline.

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 cover page, which should include the following information.

- Must have a title page giving the title of the assignment, Student ID Number, Module title and code.
- 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, as provided below:

‘I confirm that the material contained in this assignment is all my own work. Where the work of others has been drawn upon it has been properly acknowledged according to appropriate academic conventions. I have read the university’s definition of plagiarism and the related regulations and am aware of the potential penalties, which may be incurred for breaches of these regulations.’

A copy of a cover page template is available on the MSc Education Administration Blackboard site.

7.2 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](#).

7.3 Overlength work

Although the types, lengths and styles of assessed written work vary considerable between disciplinary contexts, the production of written work to a specified length is an important transferable skill that you are expected to develop during your studies. The ability to produce concise, clear writing to a determined length is fundamental both to academic work and to professional working life. Where relevant and appropriate, written assessments may specify a word limit either as a single figure or as the upper limit of a range. Your work will be overlength if you go even one word over the stipulated length or upper limit. There are no complicated penalties to apply. Instead, overlength work will be addressed through marking solely that proportion of work that falls within the word limit.

Your individual module lead will provide further details via their Blackboard sites and in the module handbooks. This approach to overlength work does not apply if a piece of work has no word limit, however, you should attend to any length guidance given by your module lead.

7.4 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 a 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 and prior to the original deadline.**

See paragraph 3.5 above.

7.5 Coursework and formal 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 seminar.

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. B). The absence of annotations on submitted coursework does not mean that it has not been marked. Coursework marking follows the Categorical Marking Scheme (Appendix C).

The feedback you receive will be:

- **timely** - allowing you to learn from your work
- related to the **learning outcomes** for that piece of work
- **constructive** and **honest** – allowing you to take the comments on board, learn from your mistakes and understand why you did well.

For the feedback to be effective, it is important that you work with the feedback given and identify how you can improve your work in the future. Should you need further information about your work, get in touch with whoever marked the coursework.

Feedback may be made available online or can be collected from the Student Office. You will be contacted when feedback is ready. For some kinds of assignment, other arrangements will be made and the module lead will explain those to you.

7.6 Formative Feedback on Work in Progress

Details about coursework assignments and what is expected are included in module handbooks or outlines found in the programme specification. Further clarification may be sought from the appropriate module lead. You may have a tutorial with your module tutor(s), which may be in the form of an individual or group tutorial.

‘Work-in-Progress’ may be sent to the relevant tutor for feedback in the form of formative comments prior to submission but this is not obligatory. This may be done once, and only once, but it is your responsibility to ensure that this is done in good time so the tutor may read your

work and provide comments in time for you to submit your completed assignment. This needs to be agreed with your tutor.

It is not permissible for your tutor to provide detailed feedback on the entire assignment. Tutors may provide detailed feedback on short specific sections of the assignment or general comments about the assignment outline. You should be aware that these comments are provided to support the development of your work and not to make any preliminary judgments on assessment of the work. You need to understand that it is still your responsibility to complete the work to the required standard.

Typically, formative feedback may include comments on:

- content
- structure and format
- academic writing style
- sources of evidence (e.g. literature)
- consistent errors

Tutors will not:

- be able to comment on work received unreasonably close to the submission deadline
- prejudge any expected grade
- identify every individual error
- comment on work that is poorly presented
- provide summative assessment /mark the work
- comment on more than one draft for each submission

7.7 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](#).

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.

7.8 Prizes

The Dean's List awards are available to individual students on the MSc Education programmes. The awards are made for exceptional performance as a student of the Faculty of Social Sciences. *Exceptional* performance (70% or above) across the full range of summative assessments in a particular part or across their programme of study (which will incorporate academic and practice-based assessments), *and exceptional* performance (70% or above) in a dissertation. **Nominations are not needed for this particular category as these students will automatically receive the award.**

All students who meet these criteria will be awarded the Dean's Award.

It is thus possible for Masters students to receive Dean's Awards for their performance on their taught modules, the Level 7 dissertation and the overall Programme Average.

The prizes

All successful students will receive a certificate and letter from the Dean to attach to their CV or equivalent. Both will state the reason for their nomination.

7.9 Final assessment

At the end of your programme, your overall performance will be assessed.

If you satisfy the academic standards necessary, the Board of Examiners 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.

7.10 Graduation

Graduation takes place in July each year. Full details are sent to students from the Graduation Office. Graduation invitations are sent out in May each year, before the examination results are known, so that the Graduation Office can get an approximate idea of numbers attending. Each graduand is entitled to two guest tickets. If more are required, a written application should be sent to the Graduation Office well in advance of the ceremony (Students are advised that graduation ceremonies last at least one hour and consequently may not be suitable for small children).

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.

8. Staff/Student Liaison: getting your voice heard

8.1 Module Survey

The Faculty/School 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 for each module undertaken. On the last day of teaching for each module you will receive an email with a link to a module survey where you can provide your feedback and suggestions for the module. The module surveys are usually open for 2-3 weeks after teaching is completed.

8.2 Module Reports

Your feedback to module surveys will be reflected upon by the module leader and will be included in the Module Report. Module reports are available via SUSSED under the “programme specific information’ tab.

8.3 Staff Student Liaison Committees

Staff-Student liaison committees 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.

8.4 Student Representation

Through the [Students’ Union](#) you will be invited to elect your Faculty/School 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 [Students’ Union Representation webpages](#).

9. 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:

9.1 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

9.2 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.

9.3 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.

9.4 Employability events

The Careers and Employability Service work closely with departments and Faculties to provide targeted careers support within and alongside your curriculum. A range of employability talks and activities has been organised for you and these are advertised on the MSc Education Timetable, as well as via announcements on Blackboard. The Careers and Employability Service might also offer opportunities to connect with organisations that offer themed events focused on employability. Some companies offer projects linked to dissertations or specific research.

For Advice, Information and Guidance see below:

- 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>

10. Further study opportunities

Perhaps you are considering further postgraduate study. The first thing to realise is that you need to make a well informed decision and therefore the key is to obtain all the information you need. The Faculty/School always aims to retain its best and brightest students for research. However when collecting information about postgraduate studies, you should cast your net wide. You need to select an area that interests you – a difficult task in itself because you will also seek an area that has good employment prospects.

¹ [High Fliers 2016](#)

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.

11. 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.

11.1 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 <https://www.susu.org/support/academic.html> for students.

11.2 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.

11.3 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.

11.4 Student Non-academic Misconduct

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 Non-academic Misconduct Regulations](#), in accordance with the evidence and circumstances presented. Information for students on non-academic misconduct is available from the [Student and Academic Administration web pages](#)

Appendix A: MSc Education Programme Outline

Southampton Education School is committed to the advancement of knowledge through critical and independent scholarship and research. It seeks to develop and sustain a research base through its intake of graduate students and to provide a learning environment in which research skills can grow and prosper. The communication of knowledge in such an environment involves staff at the forefront of their fields within the discipline of education, and is supported by the University's various welfare and support services.

Through the stimulation of intellectual enquiry, Southampton Education School aims to equip you with the knowledge and skills needed to think critically, and have an impact on professional practice. At the Southampton Education School, teaching is regularly assessed, evaluated, reviewed and monitored with this in mind and with a view to encouraging innovation in the delivery of programmes.

The MSc Education is a modular Masters Programme which, if students select a particular combination of modules, can also result in following a named pathway. The overall aim of this programme is to examine critically the relationship between educational research and educational practice in a range of learning contexts. The aims of each pathway are to provide you with experiences relevant to your needs as educational practitioners with a focus on a particular aspect of education.

The generic aims of the MSc Education Programme are to:

- i. Enable you to examine critically the nature of education, learning, teaching and educational practice in the context of policy through different perspectives such as: global, national, regional, organisational, institutional and through to the individual learning setting;
- ii. Provide you with a range of opportunities for studying and assessing the relationship between learning theory and practice in educational and training settings;
- iii. Facilitate raising your levels of knowledge, perceptions and ability to reflect critically on a range of educational matters such as: values; globalisation; innovation and control;
- iv. Provide you with opportunities to engage with current debates in educational research;
- v. Offer you opportunities to study the nature of and issues related to educational research methodology and for you to develop methods and techniques for data collection, analysis and interpretation;
- vi. Enable you to consider the nature and influence of evidence and its scope to support effective education;
- vii. Develop your understanding of complex inter-relationships and roles within educational contexts such as leadership and management and learning and teaching;
- viii. Develop your skills and abilities in critical and independent thinking and capacity for managing your own learning, development and employment.

The diagrams below summarise the overall delivery pattern if you are studying following the programme on a Full-Time (Figure 1) or Part-Time (Figure 2) basis (for further information on these programmes please contact Andri Christodoulou, a.christodoulou@soton.ac.uk). Figure 3 and Figure 4 provide the overall delivery pattern for the bespoke routes for the British Army (for further information on one of the bespoke routes for the British Army please email Neil Twentyman at N.G.Twentyman@soton.ac.uk).

Figure 1: Summary of Full-Time MSc Education Programme Structure 2019-20

<p>Semester 1a Oct-Nov</p>	<p>Education Research Practice and Methods (EDUC6456) Part 1</p>	<p>Understanding Education Research (EDUC6353) 10ECTS/20CATS Compulsory</p>	<p>Learning & Teaching (EDUC6347) 10ECTS/20CATS Compulsory</p>	
<p>Semester 1b Nov-Jan</p>	<p>Education Research Practice and Methods Part 2 10ECTS/20CATS Split in two parts Compulsory</p>	<p>Pathway Modules M&L Pathway students attend: Leadership in Education (EDUC6345) 10ECTS/20CATS <u>Core</u> for pathway. Option for MSc generic. P&I Pathway students attend: Inclusive Practices in Education (EDUC6359) 10ECTS/20CATS <u>Core</u> for pathway. Option for MSc generic. MSc Education-Generic Pathway students attend ANY of the two above.</p>		<p>Dissertation EDUC6342, 30ECTS/60CATS <u>Core</u></p>
<p>Semester 2a Jan - Apr</p>		<p>Pathway Modules M&L Pathway students attend: Management in Education Organisations (EDUC6349) 10ECTS/20CATS <u>Core</u> for pathway Option for MSc Generic P&I Pathway students attend: Investigating Innovations in Learning and Teaching (EDUC6344) 10ECTS/20CATS <u>Core</u> for pathway Option for MSc Generic MSc Education-Generic Pathway students attend ANY of the two above.</p>	<p>Option Modules Choose one of following two: Globalisation and Education Policy (EDUC6350) 10ECTS/20CATS Option OR The Social Context of Education and Lifelong Learning (EDUC6340) 10ECTS/20CATS Option</p>	
<p>Semester 2b Apr-Sept</p>	<p>Dissertation (EDUC6342) 30ECTS/60CATS <u>Core</u></p>			

Figure 2: Summary of Part-Time MSc Education Programme Structure 2019-20 (Year 1) and 2020-21 (Year 2)

Year 1		Year 2			
Semester 1a Oct-Nov	Understanding Education Research (EDUC6353) 10ECTS/20CATS Compulsory	Semester 1a Oct-Nov	Education Research Practice and Methods (EDUC6456) 10ECTS/20CATS -PART 1- Compulsory	Learning and Teaching (EDUC6347) 10ECTS/20CATS Compulsory	Dissertation [Core]
Semester 1b Nov-Jan	MSc Pathway Module 1 M&L Pathway students attend: Leadership in Education (EDUC6345) 10ECTS/20CATS Core for pathway. Option for MSc generic. P&I Pathway students attend: Inclusive Practices in Education (EDUC6359) 10ECTS/20CATS Core for pathway. Option for MSc generic. MSc Education-Generic Pathway students attend ANY of the two above.	Semester 1b Nov-Jan	Education Research Practice and Methods (EDUC6456) -PART 2- Compulsory		
Semester 2a Jan - Apr	MSc Pathway Module 2 M&L Pathway students attend: Management in Education Organisations (EDUC6349) 10ECTS/20CATS Core for pathway Option for MSc Generic P&I Pathway students attend: Investigating Innovations in Learning and Teaching (EDUC6344) 10ECTS/20CATS Core for pathway Option for MSc Generic MSc Education-Generic Pathway students attend ANY of the two above.	Semester 2a Jan - Apr	Globalisation and Education Policy Option [Formative and summative assessment] OR The Social Context of Education and Lifelong Learning Option [Formative and summative assessment]		
Semester 2b Apr-Sept		Semester 2b Apr-Sept			

Figure 3: Summary of MSc Education (Army Cohort) programme structure - October Start



Army Cohort		
October Start		
On enrollment	RPL for 3 modules (if eligible)	Dissertation 
October	Context of Lifelong Learning	
January	Investigating Innovations in T & L	
May	Training Models and Evaluation	

Figure 4: Summary of MSc Education (Army Cohort) programme structure - March Start

Army Cohort		
March Start		
On enrollment	RPL for 3 modules (if eligible)	Dissertation 
March	Context of Lifelong Learning	
June	Investigating Innovations in T & L	
November	Training Models and Evaluation	

Appendix B: Typical Performance Indicators used for Assessment of Coursework and Dissertations

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.

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 C: Faculty Categorical Marking Scheme

Coursework submitted for modules on the MSc Education programmes 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