Advanced Programmes Handbook 2010-2011
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1. Welcome

Welcome to the School of Education. We hope you find your time with us enjoyable, academically challenging and useful in aiding reflective analysis of your professional role.

This handbook is designed for those studying Advanced Programmes. Additionally, there is a School of Education Handbook that addresses school-wide issues and individual Programme Handbooks; should you have a query not addressed to your satisfaction in any of these, please feel free to contact the Postgraduate Office.

1.1 Postgraduate Office

Postal address:

Postgraduate Office
School of Education
University of Southampton
Highfield
Southampton
SO17 1BJ

Telephone:

+44 (0) 23 8059 3476

email:

soepadm@soton.ac.uk.

Adrian C. Halnan
Director of Education and Advanced Programmes

Richard Harris
Associate Director of Advanced Programmes
2. Overall Aims of the Programme

The School of Education 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, the School of Education aims to equip you with the knowledge and skills needed to think critically, and have an impact on professional practice. At the School of Education, 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 aims for Advanced Programmes are identical to those formulated by the University for all of its Master’s level programmes. At Master’s level, you are expected to develop:

- The ability to identify, develop and use a variety of learning strategies.
- The ability to interpret, conceptualise and evaluate critically literature, objects, artefacts and images and to relate them to practice as appropriate.
- The ability to synthesise ideas and research findings.
- The ability to formulate and test new ideas from a variety of approaches, justify the foundations of those ideas and (in practical work) successfully implement them.
- The ability to test ideas including the application of models as appropriate, using a variety of research designs, methodologies, measurements and techniques of analysis.
- The ability to present ideas and research findings in a well-structured and convincingly argued way, such as oral presentations, written papers and practical work.
- The ability to exercise independent judgement and critical self-awareness, using this to reflect upon own practice and that of others.

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. Details of these pathways can be found in the appropriate programme handbooks.

3. Staff

The programme is staffed by a range of individuals with a diverse range of research interests and educational experiences. Each programme is led by a programme tutor who is responsible for its organisation. In addition, the different modules within each programme are the responsibility of module tutors.

Issues relating to particular modules should be directed towards the specific module tutors, whereas issues relating to the programme as a whole should be directed towards the relevant programme tutor.

3.1 Programme Tutors and Contact Details

MSc Computer Based Learning and Teaching (CBLT)
Name: Monty Paul
Email: J.R.M.Paul@soton.ac.uk
Telephone: +44 (0)23 8059 8406; Internal 28406
Office: 32/1023

MSc Educational Practice and Innovation (EPI)
Name: Alan Harding
Email: A.J.Harding@soton.ac.uk
Telephone: +44 (0)23 8059 3481; Internal 23481
Office: 32/2017
MSc Education by Dissertation through Flexible Study (Flex)
Name: Doreen Challen
Email: D.M.Challen@soton.ac.uk
Telephone: +44 (0)23 8059 3553; Internal 23553
Office: 32/2095

MSc Institutional Management and Leadership (IML)
Name: Chris Downey and Natasha Rumyantseva
Email: C.J.Downey@soton.ac.uk
N.rumyantseva@soton.ac.uk
Telephone: Chris +44 (0)23 8059 3707; Internal 23707
Natasha + 44 (0) 2380593773; Internal 23773
Office: Chris 32/2019 Natasha 32/2101

MSc Mathematics Education
Name: Julie-Anne Edwards
Email: J.S.Edwards@soton.ac.uk
Telephone: +44 (0)23 8059; Internal 2
Office: 32/2029

MSc Specific Learning Difficulties (SpLD)
Name: Julia Kender
Email: J.Kender@soton.ac.uk
Telephone: +44 (0)23 8059 2611; Internal 22611
Office: 32/2121

3.2 Administrative Staff
The Postgraduate Office (PGO) is your main point of contact with any queries. They can direct you to the relevant person or pass on your query.

The contact details for the PGO are as follows:
Email: soepgadm@soton.ac.uk
Telephone: +44 (0)23 8059 3476; Internal 23476
Office: 32/1049

School of Education Reception telephone: +44(0)23 8059 3475; Internal 23475

3.3 International Officer
As a School we attract students from around the globe. Obviously settling into a new environment and working within a different cultural context can present a number of challenges. For overseas students we have an International Officer whose role is to provide an additional level of support relating to student welfare.

Name: Zhen Li
Email: Z.Li@soton.ac.uk
Telephone: +44 (0)23 8059 7416; Internal 27416
Office: 32/22121
4. Overarching Programme Structure

Advanced Programmes are normally timetabled mid-week in University Semester time: Semester One runs approximately from October through January; Semester Two from February through June. Semesters are divided into two and are called 1a, and 1b, and 2a and 2b. Some of the weeks are scheduled as directed private study, to coincide with school half-term closures. Class / group teaching normally involves a minimum of six sessions each half-semester. Specific times and locations vary from programme to programme but sessions start at 17.00. Some programmes differ from this model, for example offering more intensive periods of teaching or distance learning opportunities; where relevant these are outlined in the appropriate programme handbook.

The following pathways to Master’s degrees are available:

- A two-year part-time programme consisting of six taught units; two per semester for three semesters, followed by dissertation studies and a dissertation.
- A one-year full-time programme consisting of six taught units; four during Semester One, and two more plus dissertation studies plus a dissertation during Semester Two.

The School of Education also offers a two-year part-time programme of Flexible Study involving three (longer) assignments and a dissertation, which offers a different model of study. This programme does not require students to attend traditional taught sessions, but instead they keep in regular contact with supervisors through tutorials. Application for this route is normally restricted to students who have already demonstrated an ability to pursue independent academic scholarship to a high standard.

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 relevant 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.

Programmes of study vary considerably in the variety of modules that are regularly available. You are advised to consult individual programme handbooks for details and to liaise directly with Programme Tutors.

4.1 Key Dates

<table>
<thead>
<tr>
<th>Semester</th>
<th>Week beginning</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Misc/Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sem1a 1</td>
<td>04-Oct-10</td>
<td>Module 1</td>
<td>Module 5</td>
<td>Induction on Friday 1-Oct-10</td>
</tr>
<tr>
<td>Sem1a 2</td>
<td>11-Oct-10</td>
<td>Module 1</td>
<td>Module 5</td>
<td></td>
</tr>
<tr>
<td>Sem1a 3</td>
<td>18-Oct-10</td>
<td>Module 1</td>
<td>Module 5</td>
<td></td>
</tr>
<tr>
<td>Sem1a 4</td>
<td>25-Oct-10</td>
<td>Reading week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sem1a 5</td>
<td>01-Nov-10</td>
<td>Module 1</td>
<td>Module 5</td>
<td></td>
</tr>
<tr>
<td>Sem1a 6</td>
<td>08-Nov-10</td>
<td>Module 1</td>
<td>Module 5</td>
<td></td>
</tr>
<tr>
<td>Sem1a 7</td>
<td>15-Nov-10</td>
<td>Module 1</td>
<td>Module 5</td>
<td></td>
</tr>
<tr>
<td>Sem1a 8</td>
<td>22-Nov-10</td>
<td>Tutorial/writing week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sem1b 1</td>
<td>29-Nov-10</td>
<td>Module 2</td>
<td>Module 6</td>
<td>Submission Deadline Mods 1 &amp; 5 Monday 6 Dec 2010</td>
</tr>
<tr>
<td>Sem1b 2</td>
<td>06-Dec-10</td>
<td>Module 2</td>
<td>Module 6</td>
<td></td>
</tr>
<tr>
<td>Sem1b 3</td>
<td>13-Dec-10</td>
<td>Module 2</td>
<td>Module 6</td>
<td></td>
</tr>
<tr>
<td>Sem1b 4</td>
<td>03-Jan-11</td>
<td>Reading week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sem1b 5</td>
<td>10-Jan-11</td>
<td>Module 2</td>
<td>Module 6</td>
<td></td>
</tr>
<tr>
<td>Sem1b 6</td>
<td>17-Jan-11</td>
<td>Module 2</td>
<td>Module 6</td>
<td></td>
</tr>
<tr>
<td>Sem1b 7</td>
<td>24-Jan-11</td>
<td>Module 2</td>
<td>Module 6</td>
<td></td>
</tr>
</tbody>
</table>

1 A student following a part-time Master’s programme will normally have classes on the same night of the week for the (two-year) duration of the programme.
Additionally there are important review points. During the year there are two formal review boards:

12 May 2011 – this is for part-time Year 2 students;
11 July 2011 – this is for full-time and part-time Year 1 students.

The purpose of these review boards is to scrutinise your work and decide whether you have permission to proceed to the next stage of your studies. Normally you assemble your assignments in a portfolio and submit it directly to the Postgraduate Office. The portfolio is given an overall grade according to a scheme (contained in the handbook) that reflects the assignment grades.

These portfolios, or a sample of them, are sent to external examiners with the corresponding dissertations, for moderation. When students successfully progress to the dissertation stage, Programme Tutors identify and obtain suitable dissertation supervisors, if this has not already been done.

There are two external examiners’ meetings in the year where colleagues from other institutions moderate the marking of students’ assignments as part of our quality assurance process. These meetings are on:

3 December 2010;
10 June 2011.

Students are NOT expected to attend any of these meetings. You will be informed of the outcomes of the meetings by letter and email.

4.2 School of Education seminars

The School of Education runs a seminar programme throughout the year. Details can be found on the School of Education Website at: http://www.education.soton.ac.uk/research/research_seminars/ (but this location is likely to change during the academic year). You are welcome to attend these seminars, which are often a source of ideas about the latest research in a field or can stimulate ideas about how to carry out research.
5. **Expectations and Entitlements**

5.1 **Studying at Master’s level**

Some people experience difficulties in the early stages of a Master’s degree programme, and students who are returning to academic study after a number of years away typically take time to adjust. This need not be a cause for concern; it is normal. Some take time to adapt to organising their own patterns of study, finding ways of using seminars and tutorials effectively, and getting back to the routine and challenge of writing assignments; there are short-term constraints on reading and written work, and longer-term issues in relation to the dissertation topic.

If you find you are struggling due to medical, academic, professional or personal reasons you should consult with your Programme Tutors and / or other members of the school. There is a wealth of information, advice, experience, guidance and support available within the University and within the School; please take advantage of these services and resources.

The number of hours spent in lectures and tutorials is small compared to the number of hours of scholarship you are expected to devote to reading and preparing assignments. You should be prepared for this. You should have realistic expectations of what can be achieved in a given period and take the time to organise themselves effectively and efficiently.

5.2 **Contact with tutors**

There will be times during your studies when you need to make contact with your tutor. Email is usually the best means of contact. Obviously tutors are busy and there are times when they are away, but we endeavour to respond to all emails within 4-5 working days at the latest. This is important to remember especially if you are approaching a submission deadline and need to contact your tutor urgently. If you do not hear from your tutor within this time please try contacting them again or contact the Postgraduate Office who may be able to contact your tutor for you.

5.3 **Attendance**

You should consult individual programme handbooks for programme details and make appropriate arrangements to attend all taught sessions. There is an expectation that you will attend all taught sessions and at least 80% of taught sessions.

Full-time students are expected to be based in the University at all times during University and School of Education calendar dates. **Requests for leave of absence during these periods will be granted only under exceptional and extenuating circumstances.**

The University is required by UK border authorities to know the whereabouts of overseas students. It is essential therefore that overseas students formally submit a request for any leave of absence from the University to the Director or Associate Director Advanced Programmes via the Postgraduate Office.

5.4 **Assignments**

5.4.1 **Formative Feedback on Work in Progress**

Details about assignments and what is expected are included in module specifications or outlines. Further clarification may be sought from the appropriate module tutor. You may have a tutorial with your module tutor(s), which may be 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 as a whole. You should be aware that these comments are provided to support the development of your 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

5.4.2 Submission of Assignments

It is your responsibility to ensure assignments are submitted in on time. You are advised of submission dates for assignments well in advance, but generally the submission date is approximately two weeks after the end of the module.

Each assignment, together with a completed Assignment Cover Sheet, should be submitted to the Postgraduate Office by the published deadline.

The correct Programme Code, Module Code and Student ID Number should be entered on all Assignment Cover Sheets. The bottom half of the Assignment Cover Sheet is returned to you as a receipt.

You are advised to retain these receipts as proof of submission and you must retain an additional copy of each assignment as submitted. Please do not rely on an electronic copy if not secured and backed up in more than one location.

If necessary, when the Postgraduate Office is closed, you may submit assignments by post, but they must be sent by ‘next day guaranteed delivery’ with a completed Assignment Cover Sheet and a SAE for the return of the receipt. You are advised to contact the Postgraduate Office if you have not received a receipt within ten working days. It is absolutely essential to email (soepgadm@soton.ac.uk) and/or leave a telephone message (023 8059 3476 or internally 23476) for the Postgraduate Office to alert them if an assignment has been submitted in this way.

We are unable to take responsibility for assignments submitted which do not follow these requirements.

For programmes that accept or require assignment submission in electronic form, you should refer to: http://www.soton.ac.uk/~submitpg/

For additional information concerning submission you should refer to the individual programme handbooks.

Assignments should normally be produced electronically using one-and-a-half line spacing. In an effort to reduce paper consumption they should be printed on both sides of good quality A4 paper. Margins should be at least 3.5cm to allow room for annotations and corrections by way of feedback. The quality of the printing and general presentation should be of a high standard. Illegible work will be returned. Some programmes have additional or alternative requirements and students are advised to consult individual Programme and Module handbooks.

Assignments should respect the right of individuals to privacy, and should only contain gender-specific text where appropriate and necessary.

More particularly, assignments:

- Must have a title page giving the title of the assignment, student name and Student ID Number, Module title and code, Programme title and the name of the Module Tutor.
- Must have a declaration of authorship.

Typically, there are six assignments for a Masters Degree programme.

Cover Sheets are available from the Postgraduate Office, or from the School of Education website.
• Must always cite the sources of ideas that you take from others. You must ensure that you do not reproduce verbatim or near verbatim extracts from works other than as referenced quotations.

Quotations shorter than two lines (approx) or 25 words (approx) may be included in inverted commas in the normal run of text. Longer quotations should be indented. Quotations of longer than 200 words should be avoided, as should the overuse of quotations. The citation reference for quotations should give the page number(s).

• Should NOT normally use foot notes.

• May use appendices for more substantial elaborations (e.g. copies of questionnaires, observation schedules, transcripts, policy guidance documents and so on). They should be numbered.

• Appendices and List of References do not count towards word length.

• May include charts, graphs and tables. It is preferable if these are included within the main text and they must follow labelling conventions consistently.

• Should use the name-date system for referencing in text (for example (Erben, 1998)) and the List of References should follow the Harvard system, which is the preferred system across the University.

For the purposes of Master’s level programmes in the School of Education the reference text for correct citation is Pears, R. & Shields, G. (2008) Cite them right: the essential referencing guide. Newcastle upon Tyne: Pear Tree Books. This publication should be consulted where there is any question as to the correct form of a citation or reference. For instances not covered below you are advised to consult published guidelines.

Accurate and consistent referencing is an important part of assignments and dissertations, and due care should be taken presenting them. The important thing is to be consistent and to include all the necessary information. The following represent just a few examples of how you should set out your references in your List of References.


Pears and Shields (2008) publication provides advice and examples about how to set out ‘in-text citations’

Should generally and where appropriate, preserve the anonymity of those who participate in research as subjects. The School of Education has guidance for students and staff who are conducting research on human subjects, and an ethics checklist. These are available from the School of Education website http://www.education.soton.ac.uk (Current Students ➔ Post Graduate Students ➔ Student Notice-board). These should be used under the guidance of your tutor or supervisor.

5.4.3 Marking of Assignments

The PASS Mark for all Modules is 50%.

Following marking, the assignment is returned to you with a copy of the Assignment Report Form (ARF); this will outline the strengths of your work and areas for development, which should be used to improve subsequent assignments. In some cases work will be second marked to provide a level of moderation.

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* Plagiarism or any other breach of Academic Integrity is a very serious offence and students should err on the side of caution when attributing work. A summary of the University’s Policy on Academic Integrity can be found in the School of Education Handbook and on the University website. Students found guilty of plagiarism may be subject to one of a number of penalties, the most serious of which involves termination of programme and/or deprivation of award.
You should normally have your work returned within five weeks of submission. As from September 2010 all assignments will be marked using percentages. Marks are provisional; they are subject to moderation and confirmation at Review and/or Exam Boards and in line with University regulations.

5.4.4 Extensions for Assignments

You should be aware that requests for an extension are not granted automatically. Any formal request for an extension must be made in good time. Requests for extensions may be refused if there is insufficient evidence or time to assess the evidence. Requests for extension may be granted ‘in-full’, granted ‘in-part’ or not granted.

Requests for extensions fall into three categories:

a) those up to and including 7 days need to be approved by the programme tutor and authorised by the Associate Director of Advanced Programmes;

b) those in excess of 7 days but no more than 14 days need to be approved by the programme tutor and authorised by the Associate Director of Advanced Programmes;

c) those over 14 days will require the additional approval of the Deputy Head of School (Education).

Requests for extensions cannot be made in person directly to the Postgraduate Office by students. You must use the Extension Request form available via http://www.soton.ac.uk/~submitpg/extension

On receipt the form will be sent for approval by the relevant Programme Tutor and recorded by the Postgraduate Office. You need to appreciate that one of the implications of seeking an extension is that you may not get your feedback before you submit your next item of course work.

Grounds for an extension to a submission date will be based around those required of ‘Special Considerations’. (see below)

5.4.5 Late Submission of Assignments and Special Considerations

Work which is submitted late without an extension being approved will be penalised.

Work submitted after the deadline will be marked as usual, including moderation or second marking, and feedback prepared and given to you. However the final agreed mark is then reduced by the factors in the following table.

<table>
<thead>
<tr>
<th>University Working Days late</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(final agreed mark) * 0.9</td>
</tr>
<tr>
<td>2</td>
<td>(final agreed mark) * 0.8</td>
</tr>
<tr>
<td>3</td>
<td>(final agreed mark) * 0.7</td>
</tr>
<tr>
<td>4</td>
<td>(final agreed mark) * 0.6</td>
</tr>
<tr>
<td>5</td>
<td>(final agreed mark) * 0.5</td>
</tr>
<tr>
<td>More than 5</td>
<td>Zero</td>
</tr>
</tbody>
</table>

If there are mitigating circumstances that you wish to be taken into consideration you will need to submit a special considerations form (available from www.soton.ac.uk/quality/assessment/special_cert.html). This will be considered after your assignment has been marked. **The special considerations form must be submitted at the same time as the assignment.** A Special Considerations Panel will examine the circumstances and make recommendations to the Board of Examiners who will normally ratify these recommendations. The Special Considerations Panel will consider the circumstances and decide whether the original mark or the penalised mark should stand.

The University has a well establish process for the consideration of exceptional circumstances which are reviewed from time to time.

Exceptional circumstances arise outside the reasonable control of the student and prevent them from either demonstrating or acquiring the skills, knowledge or competencies required to meet the learning outcomes associated with a module or programme of study.

A non-exhaustive list of examples of commonly accepted grounds are:

- Bereavement – death of a close relative or significant other
- Serious short term illness or accident (the nature of which in an employment context would have led to an absence on sick leave)
- Evidence of a long term health condition worsening
• Significant adverse personal or family circumstances
• Other significant exceptional factors that are outside the students control (eg Jury Service) or for which there is evidence of stress caused.

A non-exhaustive list of examples of commonly rejected grounds are:

• Alleged statement of a medical condition without reasonable evidence (medical or otherwise) to support
• Alleged medical circumstances outside the relevant assessment period or learning period for which extenuating / special circumstances have been applied for
• Alleged medical condition supported by ‘retrospective’ medical evidence – that is, evidence that is not (contemporaneous) in existence at the same time as the illness, e.g. a doctor’s note which states that the student was seen (after the illness occurred) and declared they had been ill previously
• If there is a reasonable case that circumstances relied on were foreseeable or preventable
• Long term health condition for which student is already receiving reasonable or appropriate adjustments
• Minor illness or ailment, which in a work situation would be unlikely to lead to absence from work
• Financial issues
• Personal computer or printer problems.
• Poor practice e.g. no back up of electronic documents
• Claims that students were unaware of submission deadlines or examination dates and times
• Late disclosure of circumstances on the basis that students “felt unable” or “did not feel comfortable” confiding in a staff member about their extenuating / special circumstances
• Poor time management
• Holidays

Full details of all Regulations are available from: http://www.calendar.soton.ac.uk/.
Quality, Policy and guidance is available from: http://www.soton.ac.uk/quality

5.4.6 Resubmission of Assignments

Where an assessment fails to meet the requirements to gain a pass mark (50%) including non-submission, you will have an opportunity to resubmit this piece of work on one further occasion. This is normally resubmitted within two weeks for full time students and four weeks for part time students from the time the assignment has been returned. A resubmitted item will only be eligible for a pass mark.

6. Suspension of Studies

If serious problems arise that force an interruption in studies, you may apply for a suspension of candidature. Suspension effectively means that study ceases temporarily. Suspension of candidature are normally granted for periods of up to six months at a time, provided evidence is submitted in advance by yourself and the request is supported by the Programme Tutor. Each request is considered on its own merits. Prior to returning to study, you would normally be required to demonstrate that the issues which resulted in the suspension have now been satisfactorily resolved. It is expected that you would not accumulate a total of 18 months suspension during your candidature.

In order to suspend your studies you need to write to or email the Postgraduate Office, outlining your intention to suspend. This will be copied to your Programme Tutor and the Associate Director Advanced Programmes who will consider your request.

If you are an overseas student, any suspension or extension of studies is likely to have significant implications for your Visa. You are urged to discuss your suspension with your tutor and the Visa Guidance team in Student Services; further details can be found at: www.southampton.ac.uk/sais/visa/defferingsuspendingcourse.html.

7. Types of Assessment

As part of each module you will be expected to complete a number of tasks. These will either be formative or summative in nature, and are likely to take a number of different forms. It is important that all tasks are completed so that you may make the best progress possible.

Typically such tasks may take the form of an essay, a report, presentation (either individually or collaboratively), the creation of web pages or the writing of an assignment and dissertation.
You will receive formative support in working towards summative assignments, but it is important that you keep records of any discussions rather than rely on memory.

8. The Dissertation

Generic advice on your dissertation can be found through Sussed ⇒ SRN tab ⇒ Postgraduate Students link ⇒ Postgraduate Masters Dissertation link.

8.1 Dissertation Supervisors

The Programme Tutor is responsible for allocating a dissertation supervisor to each student; usually someone with a particular expertise in the chosen topic. Thereafter, it is your responsibility to maintain regular contact with your dissertation supervisor. The task of the supervisor is to help you decide on the specific topic for your dissertation, suggest relevant resources and generally oversee the process. You are entitled and obliged to consult your supervisor on a regular basis throughout the period of your supervision. Work in progress should be seen by (and discussed with) your supervisor and you are advised to allow time for making amendments.

It is helpful if a schedule of meetings (typically four) between students and supervisors is arranged at the start of the dissertation period. Should progress prove slow or particularly difficult, you should contact your supervisor at the earliest opportunity to review the situation. If you are unable to attend a tutorial you should give sufficient notice to your supervisor.

Dissertations are marked twice; firstly by the supervisor and independently by another tutor.

8.2 Research Governance

No data collection involving human participants can commence until approval has been granted by the Research Governance Office.

All research that involves human participants is subject to approval by the University’s Research Governance Office. No data collection involving human participants can commence until this approval has been granted. You will be required to complete the appropriate paperwork and will receive support for this from your module tutor, during the Dissertation Studies module and from your supervisor. It is important that you take responsibility for producing these in a timely manner so that you may start your data collection in good time to meet the dissertation submission deadline.

8.3 Dissertation submission and extensions

The deadline for dissertations to be submitted is no later than 31st March in the year following the completion of the taught component. There is an earlier opportunity to submit if required normally 24th September in the same year following the taught component. This is available for students who have managed to complete the dissertation over the summer holiday period.

As with assignments the same regulations governing the late submission apply to dissertations (see section 5.4.4)

8.4 Production and Submission of Dissertations

Two bound copies of the dissertation must be submitted, to the postgraduate office, by the submission deadline, together with separate (unbound) copies of the Title Page and the Abstract (see below). Both copies of the dissertation are retained by the University. You are recommended to keep additional personal copies. An electronic copy on CD/DVD is also required with the ‘Master Copy’. This electronic copy should be exactly the same as the hard copy submitted.

If in doubt about any procedures or if further information is required you should contact your supervisor or the Postgraduate Office.

Please ensure that you update your contact details via the Student Record System Self Service (SUSSED ⇒ Resources (Tab) ⇒ SRN Quick Links ⇒ Your Personal Information) when you submit your dissertation because this is the contact information that will normally be used by the PGO.
The dissertation should be presented in accordance with the following guidelines, unless the nature of the work makes that impossible, but above all, dissertations should be neat, tidy, easy to read and presented in a consistent manner:

- The dissertation should be typed on each side of good quality A4 paper with one-and-a-half line spacing.
- Use a type-face of adequate size and legibility (in general capital letters should be at least 2mm high, and lower case letters 1.5mm high)
- Each side should have adequate margins all round of at least 15mm plus a 'binding edge' margin of at least 40mm to allow for guillotining.
- The pages should be numbered after the title page. Preliminary pages should be numbered using Roman numerals and the main body of the text using Arabic numerals. Appendices, figures and tables should be numbered using Roman numerals. Numbering should be in the centre of the page, either at the top or the bottom, but consistent throughout.
- The dissertation needs to be stiff bound (see www.southampton.ac.uk/printcentre/binding/binding.html).
- Generally and where appropriate, the anonymity of those who participated in the research should be preserved. The guidance of your supervisor is critical in this respect.
- Gender specific text should be avoided.
- The order of contents and details of presentation are as follows:

  **Cover.** The front cover must copy the information and the layout of the title page. One copy must be marked 'Master Copy' in the top right hand corner, although both copies are of equal quality. The date on the dissertation should be the year in which it is examined. The student’s name should appear in full on the cover. (A sample copy is available gratis from the Postgraduate Office).

  **Blank Page.** Normally included as part of the binding process.

  **Title Page.** As for cover.

  **Statement of authorship.** The following authorship statement must be included in the dissertation (A full size A4 copy is available gratis from the Postgraduate student notice board on the School of Education website):

  > I confirm that the material contained in this dissertation is all my own work and where the work of others has been drawn upon, it has been properly acknowledged according to appropriate academic conventions. No portion of this work has been submitted or is currently being submitted in support of an application for another degree or qualification of this or any other university or institute of learning.

  Signed …………………..

  **Acknowledgements.** At the author's discretion, but normally includes recognition of help given, copyright, etc.

  **Contents Page.** This page lists, chapter by chapter, the contents of the dissertation, and should include the Summary, Appendices and Bibliography. Each item must have a page reference number in the dissertation.

  **List of illustrations & diagrams.** If appropriate, including page number references.

  **Abstract.** A précis of the work in about 250 words.

  **Body of the dissertation.** Students are obliged to consult their supervisors for guidance on content and layout. Section 4.1 above (Working on Assignments) offers
guidance on the use of footnotes, referencing, and so on. Illustrations and photographs may be included if they are mounted on paper of the same size and quality as the A4 text sheets. Photographs should be printed legibly. Folded material can either be bound with the text (usually expensive), or, once suitably numbered and indexed, gathered into a pocket inside the back cover.

- Referencing should follow the Harvard system, as used for assignments (see section 5.4.2).
- **Binding specifications are as follows:** Dissertations should be 'Stiff Bound'. Please note that in the past some dissertations have been returned because they were incorrectly bound. For each copy the Print Centre will require pre-printed covers (see above) on cream coloured sheets of card (which will be stuck to mounting board by the binders).
- Students should allow plenty of time - at least one month - for typing, proof reading, correcting and binding the dissertation. The University Print Centre (Building 36 just to the rear of Hartley Library) can carry out the binding for a reasonable sum, given adequate notice. Further information can be obtained direct from the Print Centre: print@soton.ac.uk 023 8059 3603 or 023 8059 4605 Fax: 023 8059 3280 web: http://www.print.soton.ac.uk/

9. **Exam Boards, the Role of External Examiners and the Grading of Degrees**

9.1 **Criteria for sending work to External Examiners**

The following works are normally sent to External Examiners:

- All dissertations and portfolios graded 'Distinction'.
- All dissertations and portfolios graded 'Fail'.
- All dissertations and portfolios where grades are in dispute.
- At least a one-third sample of dissertations and portfolios from each course, including a sample of B and C grades (if possible).
- All pieces of work where the course has three or fewer students.

9.2 **Examination Boards**

Examination Boards normally convene in November and June. They meet to record the results for each student:

- Greater than or equal to 70%: Pass with Distinction.
- 60 – 69%: Pass with Merit
- 50 – 59%: Pass.
- 40 – 49%: Fail
- 25 – 39%: Fail
- Less than 25%: Fail

Any item of work awarded with a pass mark may be subject to minor corrections.¹

After each Examination Board, a Pass List is raised on the notice board in Building 34. The list is subject to Senate approval. The Postgraduate Office writes to all candidates informing them of the outcome of the Examination Board.

9.3 **Grading of assignments and dissertations**

The general university guidelines for the marking of assignments and dissertations are located at: www.calendar.soton.ac.uk/sectionIV/progression-regs.html.

With the exception of work from the MA(Flex), all Master’s degree students submit six assignments of 4,000 words (max) or its equivalent, and a dissertation of 16,000 words (max).

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¹ The definition of ‘minor corrections’ is included in this handbook Section 9.4
Each portfolio of work is given an overall mark which determine the class of the Master’s degree

Students are advised that the School of Education reserves the right to penalise gross over/under wordage in assignments and dissertations.

9.3.1 Consequences of getting less than 50%

Students failing to satisfy the examiners will normally be required to retake any failed modules in the following year, at their own expense and irrespective of any syllabus change. It is the student’s responsibility to find out from the relevant Programme Tutor whether any such changes have taken place. Failure to meet the criteria for progression on this occasion will normally lead to the student’s registration on the programme being terminated.

If you fail to obtain a Pass on one or more modules there are serious implications for your candidature on the programme.

9.3.2 Re-submission of assignments

Students normally have the right to resubmit on one occasion each assignment that has marked at less than 50%. A re-submitted assessment will be capped at 50%. A re-submitted assignment cannot be re-graded if it is not re-submitted within the time agreed. The time allowed for re-submission of assignments is agreed with the Programmed Tutor, normally two weeks for full-time and four weeks for part-time students, and the approval of the Director of Advanced Programmes and recorded by the Postgraduate Office.

9.4 Definition of minor corrections

Minor corrections are defined as amendments that do not require more than a short period of time to make and which in the view of examiners, are not sufficiently serious to require a full resubmission of the dissertation.

Minor corrections include the following:

- Typographical errors,
- Minor amendments and / or the replacement of, or additions to, the text, or to references or diagrams. For example, the replacement or addition of one or two paragraphs of text, the replacement or addition of one or two pages, the replacement or addition of a few references, the replacement or addition of a table or figure, or the correction of a few errors of spelling or syntax, such that they could reasonably be done in a short period of time.

However, if the errors, though trivial individually, are so numerous as to suggest either carelessness on the part of the candidate, or so intrusive as to detract substantially from the argument of the dissertation, the examiners are justified in requiring a full resubmission.

Details of the nature and extent of the corrections to be made are given to the candidate. The corrections are carried out by the student under the guidance of the supervisor, who is responsible it is to ensure that they are carried out to the satisfaction of the internal examiner and to advise the Chair of the Examinations Board and Programme Director.
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).

11. Student Support

11.1 Personal Tutors

At the start of the programme your Programme Tutor will allocate you an personal tutor. The role of the personal tutor is essentially pastoral.

11.2 Student Representation and the Student/Staff Liaison Committee

Students are involved at all levels of administration for Advanced Programmes within the School of Education. The student contribution in the past has been significant and continues to be genuinely valued.

- Each programme of study has a Programme Board, comprising the module tutors who teach on the programme and chaired by the Programme Tutor. There is one student member on each Programme Board.

- The provision of Master’s, Diploma and Certificate programmes at the School of Education is overseen by the Advanced Programmes Board. It includes all the Masters Programme Tutors and is normally chaired by the Advanced Programmes Director. There is one student representative on the Advanced Programmes Board.

- There is a student/staff liaison committee. Each programme elects a student representative to sit on this committee which meets at least three times a year. This is an important means of providing feedback to the programme. These meetings may be held electronically if it proves difficult for students to attend the meetings in person (this is dictated by the extent to which students representatives are part-time or full-time and therefore which days they are available). The agenda for the meeting is normally set by the student representatives and it is an important part of their role to consult with their peers to ensure they represent the views of the student body.

11.3 Policies, Procedures and Additional Support

The University provides:

- library support in the form of targeted sessions given by the librarian responsible for Education, explanatory leaflets and on-line tutorials (www.soton.ac.uk/library/)
- study skills support is available at www.studyskills.soton.ac.uk/
- Computing support from iSolutions in the form of organised, subject-specific sessions and on-line tutorials (www.southampton.ac.uk/isolutions/ ) and helpdesks.

The University takes student welfare very seriously. As such there are a range of support services. Student Services (www.southampton.ac.uk/studentservices/) will be able to address the vast majority of student. The following services outline some of the support that is available.

First Support Team
Tel: 023 8059 7488 (27488 internal) / 023 8059 4822 (24822 internal)
Email: firstsupport@soton.ac.uk
Anyone concerned about a student may contact them for advice. Confidential support for students who are emotionally or psychologically affected by an incident or occurrence. THIS IS THE FIRST POINT OF CALL FOR CRISIS INCIDENTS: They have an emergency 24 hour call out service which can be accessed through security out of office hours. The wellbeing team can respond quickly and will call in other services as necessary. They have links to the Chaplaincy too (www.chaplaincy.soton.ac.uk ).
Security  Central Control Room - for any incidents or emergencies, security members of staff will come to a student on campus, in halls or in the surrounding areas of Southampton immediately. Tel: 023 8059 2811

University Counselling Service
Email: counser@soton.ac.uk Tel: 023 8059 3719 (internal 23719)
This team of friendly and professional counsellors will help students who are facing personal or academic difficulties.

Assistive Technology Service
Tel: 023 8059 3030 (internal 23030)
Email: ad6@soton.ac.uk Tel: 023 8059 7233 (internal 27233) Text: 0771 7993 484
This provides specialist assessments for students with disabilities and specific learning difficulties(dyslexia), many of whom are eligible for the Disabled Students’ Allowances (DSAs)

Dyslexia Services
Tel: 023 8059 2759 (internal 22759)
Email: dyslexia@soton.ac.uk
This supports students who are dyslexic, dyspraxic or have other SpLD. Most of these students will qualify for a DSA.

Enabling Services
Tel: 02380 597726 (internal 27726)
Email: enable@soton.ac.uk
They support students who have a disability, health condition, mental health difficulty or temporary disability. They can provide advice, information or specialist equipment and ask for adjustments to courses and facilities.

English Language
We run year-round courses for International and EU Erasmus students who want to improve their English
Telephone: +44 (0) 238059 3344
Email: elaccess@soton.ac.uk
Fax: +44 (0) 238059 2157
Rebecca Swire
Admissions Co-ordinator
12. 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 made relevant 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. Although ± 10% is acceptable we encourage you to view the stated word count as a maximum figure.

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Analysis of Literature and Research</th>
<th>Synthesis and Utilisation of Evidence</th>
<th>Consideration of Research Methodology</th>
<th>Integration of Theory and Practice</th>
<th>Structure</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>39% and less</td>
<td>You have provided very limited evidence of reading any relevant sources and/or materials.</td>
<td>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.</td>
<td>Your work does not provide sufficient evidence of any consideration of research methodology or methods.</td>
<td>There is no convincing evidence that you understand the relationship(s) between practice and theoretical models and/or approaches.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>40-49%</td>
<td>Your work indicates some evidence of reading and understanding relevant sources.</td>
<td>Your work is mainly descriptive. Many points are not adequately substantiated. You have demonstrated a limited understanding of the basic issues.</td>
<td>You have described some aspects of methods used/adopted but you have not made it clear if these are adequate or appropriate.</td>
<td>You have described some aspects of the relationship between theory and practice. You have described theoretical models and/or approaches.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>50-59% - PASS</td>
<td>It is evident that you have a sound understanding of relevant literature sources and you have consulted a range of source material.</td>
<td>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.</td>
<td>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 adopted.</td>
<td>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.</td>
<td>You provide a clear, well-structured clear line of argument. 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.</td>
<td>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.</td>
</tr>
<tr>
<td>60-69% - Merit</td>
<td>You have demonstrated a high level of understanding of major relevant sources. You have summarised and used these in a relevant manner.</td>
<td>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.</td>
<td>You have explained the scope and limitations of the approach/approaches adopted.</td>
<td>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.</td>
<td>You provide a clear, relevant thesis statement which clearly identifies the direction/focus of your work. Your argument is accurately constructed. You provide a very well structured clear line of reasoning. Your work is sustained and coherently argued. You clearly relate your discussion and conclusions to the focus of your work.</td>
<td>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.</td>
</tr>
<tr>
<td>70% and over - Distinction</td>
<td>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.</td>
<td>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.</td>
<td>You have devised perceptive research questions and demonstrated methodological understanding in selecting and explaining appropriate methods. You situate your methodological approach in context and relate this to your work.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
13. Other Information

Whilst every care has been taken to ensure that the information contained in this booklet is accurate, it does not form part of any contract between the student and the University or its representatives. Students are strongly advised to speak directly with Programme Tutors and to seek guidance from other members of the department, faculty or University should a situation arise that seems to warrant it.

Students are further advised to consult the University’s information booklets, the School of Education Handbook and the appropriate Programme Handbook for more information.

The School of Education is committed to excellence in everything it does. Student welfare is of paramount importance in this respect and student feedback is always welcome. If you think the School can improve its service in any way, please do not hesitate to contact us.