

Masters in Educational Practice



Llywodraeth Cymru
Welsh Government

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Assessment Handbook



Contents

1 General

2 Assessment of Modules

3 Marking of Assessed Work

3.1 Marking Criteria

Table 1: Glossary of Assessment Terms

Table 2: Attributes of Professional Practice

3.2 Marking of Assessed Work

4. Determining the Overall Award Classification

4.1 Awards, Weightings and Award of Merit and Distinction

5. Assessed Coursework

5.1 Guidelines for Formatting Coursework

5.2 Submitting Coursework using Learning Central

5.3 Submission Dates: 2016/2017

5.4 Penalties for Late Work or Non-Submission of Assessed Work

5.5 Requests for extensions

6. Feedback and Disclosure of Marks

6.1 Feedback

6.2 Disclosure of Module Marks

7. Failing a Module

8. Extenuating Circumstances

9. Disability and Dyslexia Service (DDS)

10. Unfair Practice

10.1 Plagiarism

10.2 University Unfair Practice Procedures

11. Verification and Appeals

Appendix 1 – Extenuating Circumstances Form

Appendix 2 – Assessment Dates 2016/17

Key contacts: <http://walesmep.ac.uk/contact/>

Please note that this Handbook can be made available in other formats, such as Braille, audio tape, large print, on disc or on coloured paper. Please contact the MEP Office to request a suitable format to meet your needs.

Whilst this handbook was deemed correct at the time of going to press, The School of Social Sciences, Cardiff University, reserves the right to withdraw or amend information and or content at its discretion.

You should retain this book as it also contains general information which will be relevant to your studies throughout the programme.

1. General

This handbook outlines procedures relating to the assessment of the Masters in Educational Practice. You should retain it as it may be necessary to refer to it throughout your time on the programme. You will be notified of applicable changes.

The Masters in Educational Practice (MEP) is a Masters Level (Level 7) award defined by the Credit and Qualification Framework for Wales (CQFW) and the Quality Assurance Agency (QAA) framework for higher education qualifications. The main characteristics of a Masters level degree can be found at: <http://www.qaa.ac.uk/publications/information-and-guidance>

Cardiff University School of Social Sciences (SOCSI) seeks to ensure that students have access to a variety of formative and summative assessment strategies that are valid, equitable and reliable.

Formative Assessment: this is assessment that enables learners to reflect on their progress and receive feedback. This feedback may be given in written and/or oral form and may include self and peer assessment. Formative assessment enables learners to plan future learning and development and does not contribute to students' final awards or their classification.

The MEP recognises the benefits to student learning that can be derived from formative assessment and seeks to enhance provision in this area. Modules and units of study provide opportunities for formative and on-going assessment and feedback, thus enabling learners to take responsibility for their learning.

Summative Assessment: this is assessment that contributes towards final marks and/or their classification. Summative assessment provides a measure of student achievement set against the learning outcomes for a defined unit/module of learning, and indicates a standard of performance.

Throughout your programme you will be given the opportunity to undertake a variety of summative assessment tasks or components. The MEP Programme Team is responsible for considering the suitability and variety of assessment strategies, for co-ordinating the scheduling and quantity of assessment and for ensuring that assessment is designed to support effective student learning.

2. Assessment of Modules

Normally, modules are assessed by coursework (e.g. essay, assignment, presentation) conducted during the period in which each module is completed.

Module descriptions indicate how modules are to be assessed and full details will also be provided at the start of each module.

If you are awarded a module mark above 50% (the minimum pass mark) you are NOT permitted to re-sit or re-submit work in an attempt to gain a higher mark. **If you are awarded a module mark of less than 50% you will be offered the option to re-submit on one further occasion.**

In these circumstances you are required to attend to the issues identified in the assignment feedback and to re-submit the original task(s) as appropriate. The maximum mark that can be achieved for a resit following failure is 50%.

3. Marking of Assessed Work

3.1 Marking Criteria

The MEP uses categorical marking for assessing individual module components.

In determining the marks for each module specific assessment criteria are used that link directly to the learning outcomes for a particular module. Please see Learning Central for specific assessment criteria and learning outcomes for each module. The assessment criteria can be found by selecting the 'Tasks and Assessment' section in the left hand menu in each module.

The assessment criteria for awards consist of a general set of standards for different mark bands.

Different assessments impose different demands and so the relevance of specific criteria (e.g. knowledge, analysis, application, presentation – see Table 1) – may vary from one assessment to another and will be reflected in the weightings attached to each. As a practice-based professional programme, weight is given to application and analysis and, in particular, to the demonstration of high quality and enhanced professional practice.

Assessment criteria include 'presentation and transferable skills' and so the overall marks awarded will partly reflect the standards achieved in written and/or oral expression. An exception is made for work submitted by students identified as deaf or dyslexic, where minor errors of spelling and grammar are not penalised.

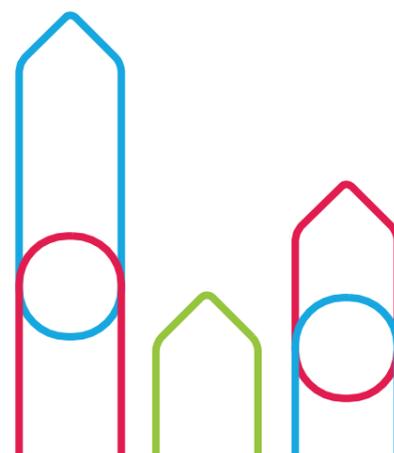


Table 1: Glossary of Assessment Terms

You will find the following terms included in the module assessment criteria.

1 Knowledge

This is the basic foundation for effective learning. It requires and uses powers of memory and recall. It represents a database of facts, principles, ideas and arguments.

2 Comprehension

This is the basic component of understanding. It reflects the ability to use knowledge in specific, limited contexts, rather than the capacity to develop or connect various bits of knowledge.

3 Application

This intellectual skill represents the ability to draw upon, and use appropriately, a wide range of knowledge to address questions and issues. The knowledge involved is in part factual but also includes ideas, concepts, principles, technical expertise and theories.

4 Analysis

This skill involves the capacity to dissect information, arguments and ideas. It includes the ability to discover and investigate the basic structure of an idea and, to reveal hidden meanings, problems and issues. It requires the separation of fact from opinion and the ability and confidence to stand back and look for logical consistency, completeness, relevance and usefulness.

5 Synthesis

This refers to the ability to build on the component parts of an idea or argument in order to develop further ideas. It involves the capacity to engage in constructive, critical assessment of ideas and arguments and to appreciate their implications.

6 Evaluation

This involves the ability to come to personal judgements based upon a critical review of the available facts, information and views. It involves intellectual problem solving: the willingness, desire and ability to select from competing solutions through systematic evaluation of the alternatives.

7 Presentation/ Transferable Skills

This refers to written and/or oral skills. It includes such things as logical structure, coherence and clarity of expression, spelling and grammar and the use of ICT and numerical data. It also requires that sources are acknowledged and properly referenced. Where appropriate it also refers to the ability to work effectively as a member of a team.

Table 2: Attributes of professional practice?

The table below identifies the professional practice attributes that are central components of the MEP programme. They will form an integral part of the specific assessment criteria and learning outcomes for each of the modules.

| | |
|--|--|
| Knowledge and understanding – drawing on the evidence base of literature, policy, legislation, research | Can identify and critically analyse issues relevant to professional practice. Demonstrates a clear understanding of how theory and practice are inter-related and are likely to impact on the outcomes for children and young people in their school. Independent thinking is applied to literature and policy-making and the links with practice are explicit. Issues related to this are analysed with critical awareness. |
| Professional impact on children and young people | Able to assess the impact of teaching and learning strategies used to support the learning needs of children and young people in their school. Demonstrates awareness of ethical issues related to the development of practice. Able to deal with complex issues systematically and present sound arguments for the development of practice that will have a positive outcome for children and young people in their school. |
| Professional inquiry and dissemination of outcomes | Able to identify issues related to enhancing learning for their students that can be addressed by systematic professional inquiry. Develops a relevant focus for inquiry which aims to enhance learning, and consider the ethical issues involved in inquiring into that area. Critically evaluates the inquiry, its successes and limitations, and communicates conclusions clearly to specialist and non-specialist audiences, showing how the inquiry has impacted upon outcomes for the children and young people with whom they work. |
| Professional learning within a knowledge generating community | Able to critically analyse, evaluate and reflect upon their own practice and how this is related to wider practice and policy within the school. Demonstrates critical awareness of key concepts of collaborative professional development and teacher leadership. There is evidence of critical reflection on dissemination strategies and understanding of effective ways of engaging actively with the wider community. |
| Professional skills and attributes | Demonstrate self-direction, critical reflection and originality in tackling and solving problems that enhance the outcomes for children and young people in the school. Able to problematise and make visible to others decisions taken in complex school-based situations. Able to communicate fluently and accurately in a range of modes and show strong awareness of the conventions of a range of forms of presentation for professional audiences. Able to communicate clearly in a professional and concise manner when required. |

3.2 Marking of Assessed Work

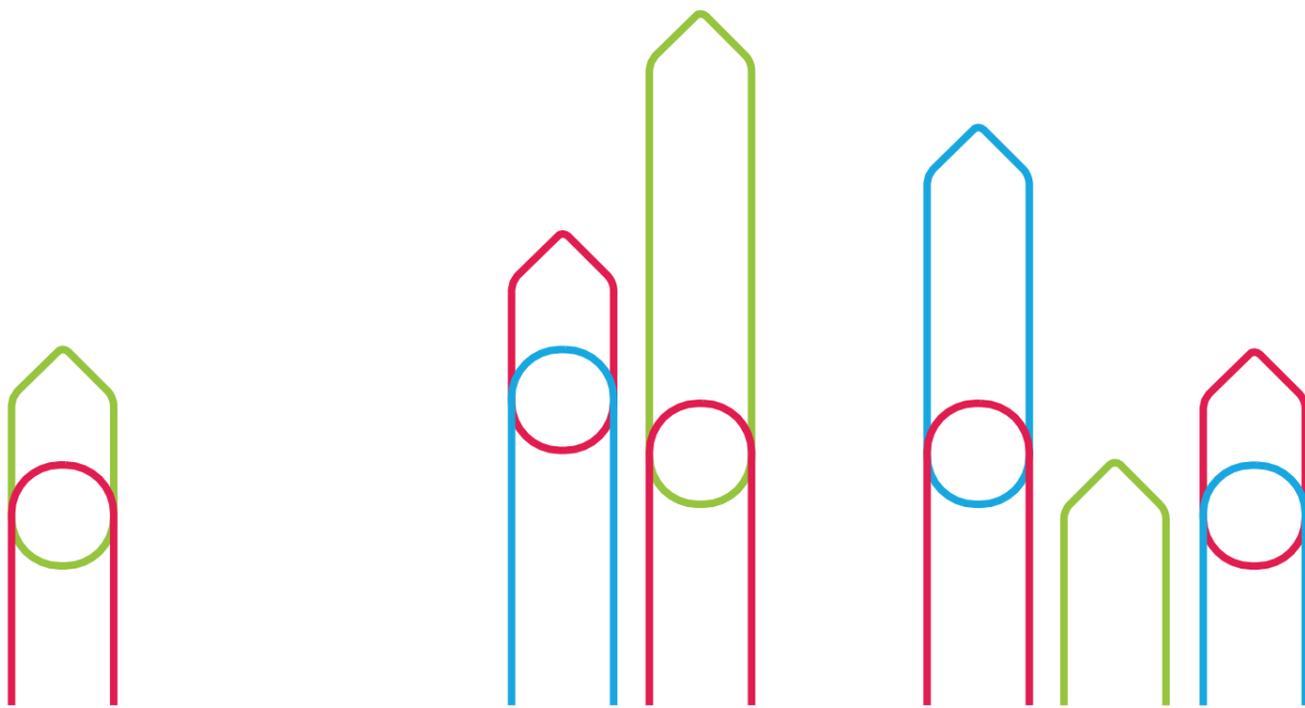
There will be a Lead Assessor for each module, usually the Module Convenor. He/she will provide guidance, and detailed marking criteria, to aid the first marking process. All assessed summative work will be first marked by University academic staff. A sample of between 20% and the square root of the total number of scripts marked will be second marked by a University Tutor.

All assessments which achieve a fail grade at first marking will be second marked. First and second markers reconcile marks in accordance with Cardiff School of Social Sciences Assessment Policy, applying the moderation of marks where appropriate. In cases of dispute a third, independent, marker will decide as to the appropriate mark. The first marker will be responsible for providing feedback to students on performance in the assessment.

All Teacher Inquiry Projects will be double marked by University academic staff. If there is a dispute between markers a third independent marker will decide on an appropriate mark.

In order to achieve consistency across markers and modules we undertake to do the following:

- as practicable, minimise the number of markers;
- ensure self-consistency of individual markers through support by peer review and staff training;
- utilise bespoke marking criteria and published module learning outcome statements as the basis for marking;
- employ categorical marking for all 100% weighted assessments and all module component marks; where an assessment is made up of several component marks an overall average mark for the module will be awarded;
- engage in sample marking and standardisation across all markers and across all institutions led by a lead assessor (prior to actual marking)
- internal moderation of assessed work, via second marking; cross moderation, led by Lead Assessor;
- external examiners will scrutinise a sample of assessed work to provide assurance to the University that the assessment process has been conducted fairly and that standards have been met;
- in accordance with the Senate Assessment Regulations, all examinations, coursework, projects and class tests are marked by student ID number. Final projects are not marked by number, but are all subject to the appropriate process of double marking.



Notes

1 Sampling for internal moderation

Sampling of assessments for moderation is based on a random sample of between 20% and the square root of the total number of scripts. The lead assessor will provide a written account of the scrutiny and recommendations.

2 Reconciling marks (moderation of first marks)

In the case of internal moderation it is not permissible to change only the marks of the sample being moderated. The first marker must decide how to review and adjust ALL marks in light of the feedback from the lead assessor. There are four possible outcomes to this:

where marks are deemed to be consistent and in line with the School's Assessment Framework then the original marks are confirmed;

where marks are deemed to be consistent but out of line with the School's Assessment Framework (and across the entire sample) then, following discussion with the lead assessor, the first marker must decide whether to alter the marks of all students by the addition or subtraction of one or more categorical marks;

where marks are deemed to be inconsistent or out of line with the School's Assessment Framework but only over a range of marks within the sample then, following discussion with the lead assessor, the first marker must decide whether to alter all marks within a given range by the addition or subtraction of one or more categorical marks;

where marks are deemed to be inconsistent across the entire sample then the lead assessor should second mark all items and any differences should be reconciled using the normal process for second marking.

3 Cross moderation

The lead assessor will receive and scrutinise a sample of work, agreed marks and feedback from each first marker from each institution.

Where marks are deemed to be consistent and in line with the School's Assessment Framework then the original marks are confirmed.

Where marks are deemed to be consistent but out of line with the School's Assessment Framework (and across the entire sample) then following discussion with the first marker the lead assessor must decide whether to alter the marks of all students allocated to that marker by the addition or subtraction of one or more categorical marks.

Where marks are deemed to be inconsistent or out of line with the School's Assessment Framework but only over a range of marks within the sample then following discussion with the first marker the lead assessor must decide whether to alter all marks provided by that marker within a given range by the addition or subtraction of one or more categorical marks.

Where marks are deemed to be inconsistent across the entire sample provided by a first marker then the lead assessor should arrange for the second marking of all items marked by the first marker and any differences reconciled by the normal process for second marking.

4 Academic judgement

The Social Sciences are discursive disciplines, in which the use of categorical marking recognises the level of precision that can realistically exist within many assessment tasks. Assessment requires the exercise of academic and/or professional judgement and marking schemes and/or assessment criteria are used to support this judgement. Appeal applications that question the academic and/or professional judgement of assessors are not admissible.

4. Determining The Overall Award Classification

Degree classifications are calculated in accordance with Senate Regulations for Postgraduate Taught Schemes of Study and based on a weighted arithmetical average of final module marks.

- 4.1 Awards, Weightings and Award of Merit and Distinction** The programme operates under Cardiff University Senate Regulations for Modular Postgraduate Taught Programmes (page 66): (https://www.cardiff.ac.uk/_data/assets/pdf_file/0011/406010/Academic-Regulations-Handbook-2015-2016.pdf) The programme is structured in three stages, each offering the possibility of an exit award. As you successfully complete modules to the value of 60 credits you are eligible either to exit at that stage with an appropriate award OR to continue to the next stage. The award structure is as follows:

| Number of credits gained | Stage | Exit Award |
|--------------------------|-------|--|
| 60 | One | Postgraduate Certificate in Educational Practice |
| 120 | Two | Postgraduate Diploma in Educational Practice |
| 180 | Three | Master of Educational Practice |

Award of credit and eligibility to progress are determined by the MEP Examining Board. It shall award credit in a module where a student has achieved a module mark of 50% or more. In accordance with Senate Regulations it may award a student credit in failed modules up to the value of 30 credits where the module mark is at least 45% and the student's level/year result in that level/year, in all contributing modules, is at least 55%. Credit will not be awarded for failure to gain 50% in Module One as this is a required module and must be completed to continue with modules 2,3 and Year 2 of the programme or to gain any of the exit awards.

To qualify for the award of the Master in Educational Practice students are required to achieve 180 credits, that is, to pass all taught modules of the programme (120 credits) and to pass the extended project (60 credits).

Students must achieve 120 credits from the taught modules before formally proceeding to the project stage.

At Stage One: Students who have been awarded 60 credits (which must include successful completion of Module 1) shall EITHER progress to the next stage of their programme; OR be awarded a Postgraduate Certificate. To be awarded a Postgraduate Certificate with Distinction a student must achieve a Final Average Mark of 70 or above. To be awarded a Postgraduate Certificate with Merit a student must achieve a Final Average Mark of 60 to 69.

At Stage Two: Students who have been awarded 120 credits shall EITHER progress to the project stage of their programme; OR be awarded a Postgraduate Diploma. To be awarded a Postgraduate Diploma with Distinction a student must achieve a Final Average Mark of 70 or above. To be awarded a Postgraduate Diploma with Merit a student must achieve a Final Average Mark of 60 to 69.

At Stage Three: Students who have achieved 180 credits shall be awarded a Master in Educational Practice. To be awarded a Master's degree with Distinction, a student must achieve a final mark of 70 or above, AND a mark of at least 70 in the extended project, AND achieve an average mark of at least 65 in the taught modules.

To be awarded a Master's degree with merit, a student must achieve a final average mark of 60 or above, AND achieve a mark of at least 60 in the extended project, AND achieve an average mark of at least 55 in the taught modules.

The final mark will be calculated as the overall average, rounded to a whole number between 0 and 100, of the module marks achieved, the contribution from the taught modules and dissertation being weighted according to the rules adopted by the MEP Board of Study, as shown below.

| Stage | Weighting |
|----------------|---------------------------|
| Taught Modules | 2/3 (66.6%) (Modules 1-8) |
| Dissertation | 1/3 (33.3%) (Module 9) |

Module marks are presented as whole percentages only. The overall weighted average is calculated to one decimal place. For module assessment comprising several components, the individual components shall be given as whole numbers and the overall module mark recorded as a whole number. (Marks of .5 and above are rounded up to the next whole number).

5. Assessed Coursework

5.1 Guidelines for Formatting Coursework

Coursework should be formatted in the form of a single file, created using Microsoft Word unless advised otherwise.

IMPORTANT

Your file name should be your student number, module code and the language in which you have submitted your assignment e.g. 0612345 – SIT000 English.doc or 0612345 – SIT000 Welsh.doc

Although there will be some variation in style and presentation, depending on the nature of the assessment task and any data you are using, there are some common rules that each essay or assignment should follow. These are:
Numbers NOT names: in order to ensure that work is marked as fairly as possible, it is important that you do not put your name on your coursework. Instead, put your student number at the top of the first page. You are not required to use a cover sheet.

Word length: each module will specify a recommended word limit for assessments which you should try to adhere to. All assessed work is marked on the basis of its strengths and weaknesses when measured against the published module criteria and the requirements of the task that was set. The recommended word length is important as it forms the reference point from which markers will determine how well your work demonstrates the required learning outcomes. Work that is substantially below the recommended length will almost certainly fail to provide sufficient depth or detail and may be marked down accordingly. Work that exceeds the recommended word length will be judged against the published module criteria and essays that are judged to be hampered by not being concise due to poor writing, repetition, digression and other failures will lose marks at the assessor's discretion. Please note that the total word count should only include the words typed by the student and should not include the text in the reference list.

Format and Style:

we advise the following

(though some assessment tasks may specify particular requirements)

font size – ARIAL 12

paragraph spacing for main text – 1.5 line spacing margins – at least 2.5 cm or 1" all round

page numbers – at foot of each page

charts and tables – should have clear captions and be included at the appropriate point in the text and not as an appendix

Reference list and in-text citations – should use the Harvard system.

In citing references you are required to use the HARVARD style. Information sheets explaining how to cite sources are available from the library or on the Cardiff University website

at: <https://intranet.cardiff.ac.uk/students/your-study/study-skills/manage-cite-and-reference-information/citing-and-referencing>

Language: your assessments are expected to conform to professional standards of respect and dignity. In social science writing this usually means avoiding gendered language wherever possible and avoiding the use of offensive, discriminatory or racist terms. The general rule is not to specify a person's ethnicity or gender unless it is necessary but to use an alternative formulation, such as a neutral word (person instead of man or woman), a plural (they instead of he or she), or an explicit acknowledgement that either gender is legitimate (s/he). In the case of people with disabilities, you should avoid identifying individuals solely by the medical name attached to their condition (or even worse, a stereotypical label) but instead identify them as a person with, e.g., a visual impairment, dyslexia or cerebral palsy.

Further guidance on appropriate language is available from the British Sociological Association Website, at: <https://www.britisoc.co.uk/equality-diversity/>

Plagiarism and Good Scholarship: plagiarism is the attempt to pass off someone else's work as your own. It occurs when you copy, either exactly or in close paraphrase, text that someone else has written but do not acknowledge their authorship. The text that you copy may be from a journal article, book, web page, lecture notes or even another student. In each case, however, it is still plagiarism and, as such, you simply should not do it. If your work does contain un-attributed text that is copied from an unacknowledged source then you run the risk of getting zero for the coursework and being referred to the University's Unfair Practice Committee.

Fortunately there are several ways to avoid plagiarism and, if done properly, these techniques will improve your mark rather than reduce it. For example, citing work shows that you have actually read it and reading is something that you are encouraged to do. Obviously you should avoid lengthy verbatim extracts, but if you summarise these in your own words, whilst also acknowledging the original source in a citation, then you will be rewarded for this. In other words, avoiding plagiarism is not just a matter of avoiding getting caught. It is also a matter of developing the habits of good scholarship that are actually rewarded in the assessment process.

Self Plagiarism You should avoid the submission of the same and/or very similar work for more than one assessment. This is considered unfair practice, which is defined in the Academic Regulations Handbook as “any act whereby a person might obtain for him/herself or for another, an un-permitted advantage leading to a higher mark or grade than his/her abilities would otherwise secure”.

It is also not acceptable to reproduce material which you have used in other work/assessment for other programmes at another HEI e.g. for your PGCE. This is categorised as ‘self-plagiarism’. If in doubt, you should consult your Mentor or the Module Convenor.

Electronic Detection of Plagiarism and Unfair Practice:

Your work will be submitted to an electronic plagiarism detection service. This will highlight any text copied from other sources. You must ensure that you correctly identify all quotations and ideas that you have paraphrased by following the academic conventions for Harvard referencing. Failure to do so might constitute unfair practice and could result in action being taken.

(See point 1.10 on https://www.cardiff.ac.uk/_data/assets/pdf_file/0011/406010/Academic-Regulations-Handbook-2015-2016.pdf)

Further information on how to avoid plagiarism and unfair practice can be found on Learning Central.

Using Turnitin Formatively:

You will have the opportunity to use the Turnitin software formatively before making your final submission. When you use Turnitin formatively your work will not be submitted to the software’s database. Detailed guidance on how to use the Turnitin software formatively will be provided through Learning Central and at Learning Event Days.

Anonymity and confidentiality: in reporting the outcomes of classroom inquiry you should ensure that the identities of children or staff are anonymised. Only use photographs and video recording if it is essential to do so and where, in the conduct of your inquiry you have followed the necessary protocols. Store all forms of data – written, electronic, and visual – in a secure place. If you should have any queries about this contact the Module Convenor for the relevant module.

For your records: you are required to retain an electronic and paper copy of your work for your own records.

5.2 Submitting Coursework using Learning Central

You will be required to submit summative assessments and some formative work through the MEP Virtual Learning Environment.

Guidance on how to submit assessments electronically will be provided on the Virtual Learning Environment and you should review this in good time before submitting your first assignment.

If, however, there is a problem, for example, if the file appears incomplete or will not open, then you need to tell us as soon as possible and PRIOR to a submission deadline. Contact programme support: 02920 870947, SOCSI eLearning Team 02920 870969 (email - socsi-elearning@cardiff.ac.uk) or, out of hours, contact the Cardiff University IT Service Desk:

Contact by telephone: 02920 874487 (Reduced service 5-10pm)

Contact by email: it-servicedesk@cardiff.ac.uk

You are strongly advised NOT to leave submission until late in the submission period. For most assignments you will be able to submit up to two weeks before the deadline. After the 2 P.M. cut off on the final day, no work will be accepted and students will be awarded a zero mark unless there is documented evidence of extenuating circumstances (such as illness). The submission link will disappear at 2 P.M. exactly.

Work sent by post, fax or email will be regarded as a non-submission UNLESS THERE IS A PRIOR AGREEMENT DUE TO EXTENUATING CIRCUMSTANCES. <https://intranet.cardiff.ac.uk/students/your-study/exams-and-assessment/extenuating-circumstances> You MUST check on Learning Central to see that your submitted work has safely arrived. It is YOUR responsibility to check that your work has been successfully submitted and that you have a receipt for your submitted work.

If you have not received a digital receipt please email or telephone the MEP Office immediately in order for us to support you in the best possible way. Failure to check will NOT be accepted as an extenuating circumstance.

5.3 SUBMISSION DATES: 2016-2017

Deadlines for Submission of Assessed Coursework

Please see appendix 2.

Resitting assignments.

If you have failed a module (or modules) there will be an opportunity to re-present work on one further occasion. You will be advised of the deadlines for resubmission and the procedures for submitting your work in the feedback on your failed script.

Work which is submitted after the due deadline without valid extenuating circumstances and/or an extension approved by the Extenuating Circumstances Committee will be awarded a mark of zero. Work sent in by post, by fax or email to your tutor will be regarded as a non-submission and will be awarded a mark of zero unless the alternative arrangement has been agreed in advance.

Please refer to section 8. All requests will be considered by the Extenuating Circumstances Committee. You must submit an Extenuating Circumstances Form (see Appendix 1) with supporting documentation, such as a doctor’s letter. The completed form and supporting documentation should be submitted to SOCSI-extenuatingcircs@cardiff.ac.uk and copied to WalesMEP@cardiff.ac.uk.

6. Feedback and Disclosure of Marks

6.1 Feedback

Feedback is provided not just to let you know how well you have done, but also so that you can improve your learning. You will receive written assessor comments with a percentage mark for each module assessment.

These will be available via Learning Central using student number identifiers. The assessor’s commentary will highlight strengths and weaknesses observed against the marking criteria for the module. You should read the feedback alongside the criteria.

As a student you should be proactive in discussing your feedback and progress with your Mentor. We will aim to provide you with feedback on your assessed work within four weeks of the final submission date.

As the evidence in the following links show, you have to be active in talking about feedback and using feedback to your advantage:

<https://www.brookes.ac.uk/students/upgrade/study-skills/feedback/>

Cardiff University’s policy on feedback can be found here: <https://intranet.cardiff.ac.uk/students/your-study/exams-and-assessment/getting-feedback/getting-feedback>

6.2 Disclosure of Module Marks

You will receive provisional marks for each module. These will be made available to you on the Grademark system on Learning Central.

Your Mentor will have access to your marks for each module in order to support your progress on the programme. Should you wish to request that your mentor is not allowed access to your marks please contact WalesMEP@cardiff.ac.uk prior to the assessment period for the Module.

Confirmed marks will be sent to you by the University Registry after the Examination Board has met. Confirmed marks are NOT given out by the MEP Office.

7. Failing a module

If you receive a module mark of less than 50%, your assignment may be re-submitted in the re-sit period. In line with University regulations, the mark achieved on resubmission will be capped at 50%. If, because of extenuating circumstances, you do not achieve a pass mark of 50%, your re-submission may be regarded as a ‘first attempt’ and the mark will not be capped.

8. Extenuating Circumstances

There will be times when “real life” situations impact upon a student’s ability to engage fully with the MEP Programme and Cardiff University has a number of processes and procedures in place to deal with these eventualities. These include: Consideration of Extenuating Circumstances which may impact a participant’s performance in assessment.

Extenuating Circumstances are those that are:

- severe and exceptional; and
- unforeseen or unavoidable; and
- close in time to the Assessment, or where the student can demonstrate that the circumstances continued to have an impact on their academic performance in the Assessment.

Such circumstances may be considered to have had an adverse impact on the student’s academic performance in Assessment and/or have prevented a student from submitting a Coursework Assessment.

It is important that you make us aware of any Extenuating Circumstances, especially in advance of any assessment submission deadlines. If you think that you are not able to meet a deadline, or on reflection met a deadline but think that there were circumstances that adversely affected your performance, you should complete an Extenuating Circumstances Form.

<https://intranet.cardiff.ac.uk/students/your-study/exams-and-assessment/extenuating-circumstances>

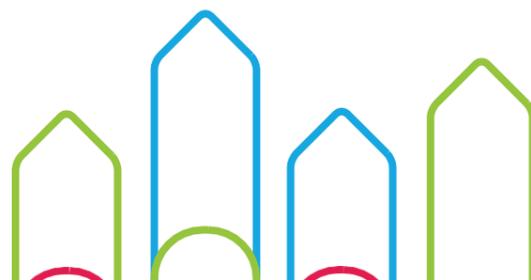
These are also available on the VLE or from the MEP Office (walesmep@cardiff.ac.uk Tel: 029 2087 0947). Failure to meet an assessment deadline without approved Extenuating Circumstances will result in a mark of zero. Retrospective requests will be considered and only granted where it can be shown that there was good reason preventing you from making a request in advance of a deadline. Extenuating Circumstances do NOT include circumstances that can be foreseen and planned for. Where possible, foreseeable professional or personal circumstances should be discussed and planned for between the MEP Mentor and student.

Guidance

Students should be encouraged to report any circumstances that they believe have impacted negatively on their performance in an Assessment. They should be advised that any information they submit will remain confidential, where possible, and will be considered with due sensitivity.

The list below illustrates the kinds of circumstances that may affect a student’s performance. The list is not exhaustive and other circumstances may arise that will have a significant impact on a student’s performance.

- Serious short-term illness or accident;
- Bereavement - for example the death of a close relative or friend, partner or significant other;



Evidence of a long-term health condition worsening or a change in symptoms;
 Significant adverse personal/family circumstances;
 Being a victim of a serious crime;
 Disability or impairment where it has not been possible to put required adjustments in place;
 School inspection where there is no more than four weeks' notice given to the school;
 Exceptional professional commitments.

The list below illustrates the kinds of circumstances that are unlikely to be accepted as Extenuating Circumstances. The list is not exhaustive:

Statement of a medical condition without reasonable evidence (medical or otherwise) to support it;
 Medical circumstances that occur outside the relevant Assessment or learning period for which appropriate adjustments have already been made (e.g. Extensions, Specific Provision);
 Minor illnesses or ailments which, in a work situation, would be unlikely to lead to absence from work;
 Long-term health conditions for which the student is already receiving reasonable and appropriate adjustments to Assessments;
 Computer, printing or other IT-related problems;
 Poor time management;
 Holidays, weddings or other family-related events;
 Paid employment or other financial issues;
 Attendance at, or participation in, sporting, musical or other events;
 Where there is a reasonable case that the circumstances reported were foreseeable or preventable.

Completed University's Extenuating Circumstances Forms must be accompanied by independent supporting evidence. This may include a:

Medical/health certificate which confirms illness for a defined period;
 Photocopy of a death certificate;
 Letter of support/explanation from a support service at the University (for instance, a statement from the Disability and Dyslexia Service);
 Letter of support/explanation from a third party (such as a police report, counsellor's letter, local authority report, line manager – head of department / Headteacher etc.).

All cases of Extenuating Circumstances that are applied for are considered by an Extenuating Circumstances Committee, which operates under Cardiff University's established procedures. Normally, in approved cases, the Committee will grant an extension to a deadline, though other action may also be appropriate. All decisions of the Extenuating Circumstances Committee will be communicated within 10 working days of the date of application. If an application is made less than 10 working days before a submission deadline and you have not been advised of the outcome, it is recommended that you submit any work completed by the deadline date to ensure that, if the application is unsuccessful, they will still have a mark and feedback for the assessment. Should your application be successful, you will have the opportunity to improve and resubmit the work by an agreed extension deadline.

Further details about Extenuating Circumstances and the form students should complete can be found at:

<https://intranet.cardiff.ac.uk/students/your-study/exams-and-assessment/extenuating-circumstances>

9. Disability And Dyslexia Service (DDS)

The Student Support Centre Disability and Dyslexia Service (DDS) at Cardiff provides confidential advice and support for students who are disabled or who have a specific learning difficulty (dyslexia), mental health difficulty or long-term medical condition. Their services are provided for both prospective students and those students who are already enrolled at Cardiff. For more details of these services, please go to the following website: <https://intranet.cardiff.ac.uk/students/directories/teams/view/58180-disability-and-dyslexia-service> or visit them at Student Support Centre, 50 Park Place, Cathays, Cardiff, CF10 3AT.

Students who are registered as deaf or dyslexic will not be penalised for minor errors in spelling and grammar. These students will not be given an extension for coursework submission, unless they also have extenuating circumstances. Deaf and dyslexic students are expected to take full advantage of the assistance and strategies offered by the Student Support Service.

10. Unfair Practice

10.1 Plagiarism

See section 5.1. If you have any doubts as to the nature of plagiarism (including 'self-plagiarism') and how to avoid it, you should discuss the matter with your Mentor or Module Convenor.

10.2 University Unfair Practice Procedures Unfair Practice in Assessments:

<https://intranet.cardiff.ac.uk/students/your-study/exams-and-assessment/sitting-your-exam/cheating-and-unfair-practice>

11. Verification and Appeals

A student may appeal against a University assessment on one or more of the following grounds only:

the mark(s) and/or result published by the University contain arithmetical errors or errors of fact;
 there are defects or irregularities in the conduct of the examinations and/or other assessments or in written instructions or advice relating thereto which were not known to the Examining Board, and such defects, irregularities or advice are shown to have had an adverse effect on the student's performance;
 there are extenuating circumstances which were not known to the Examining Board, and the student can show good reason why such circumstances could not have been made known to the Examining Board when the student was assessed, and these are shown to have had an adverse effect on the student's performance.

The Social Sciences are discursive disciplines, in which the use of categorical marking recognises the level of precision that can realistically exist within many assessment tasks. Assessment requires the exercise of academic and/or professional judgement and marking schemes and/or assessment criteria are used to support this judgement. Appeal applications that question the academic and/or professional judgement of assessors are not admissible.

Any student who wishes to appeal against a decision of the Examining Board must submit an appeal to the Director of Registry on the relevant forms, which are available from REGOS, 30-36 Newport Road, Cardiff or from the following website: https://intranet.cardiff.ac.uk/students/your-study/exams-and-assessment/results/appeals?utm_source=linkfixer&utm_medium=redirect&utm_campaign=%2Fregis/sfs/exams/verification/index.html

Appendix 1 – Extenuating Circumstances Form

Part 1: Guidance notes - When to use this form

You may occasionally experience personal circumstances such as: illness; the death of close family or friends; worsening of a long-term condition; or other factors which seriously disrupt your ability to study and/or affect your performance in an assessment. We refer to these as extenuating circumstances.

The University defines Extenuating Circumstances as circumstances which:

- have prevented you from performing at your usual level in an assessment or examination; and
- are severe and exceptional; and
- are unforeseen or unavoidable; and
- are close in time to the affected assessment or examination.

The University has several options to support students who are experiencing extenuating circumstances. You can use this form for the following purposes:

- i. To apply for an extension—if you are not able to meet a set deadline for an individual assessment because of your extenuating circumstances. Applications for extensions need to be made to your School before the scheduled submission date using this form.
- ii. To apply for an Examining Board remedy – if you believe that your performance in an assessment has been negatively affected by your circumstances and no other adjustments have been made (e.g. an extension), or your circumstances have changed since an adjustment was made. It is important that you report your

circumstances as soon as they arise and by the deadline provided by your School in your Programme Handbook.

All applications must be made using this form and supported by written evidence (evidence may include: a doctor's letter which confirms illness for a defined period; a photocopy of a death certificate; a letter of support/explanation from a support service at the University (if you have been or are accessing the service); or a letter of support/explanation from a third party). Where evidence is not immediately available you should submit the form and specify what the evidence is and when you will be providing it.

Examining Board Remedies

The remedies available for extenuating circumstances are usually another attempt at the assessment if you have failed or an extension if you have made an extension request application, though there are other remedies for final year students. However, some extenuating circumstances relate to Protected Characteristics listed in the Equality Act 2010; where this is the case other remedies are available. Therefore, if you believe your circumstances relate to a protected characteristic and you would like this to be considered, please complete section 4b of the form. Find further information about this at <https://intranet.cardiff.ac.uk/students/your-study/exams-and-assessment/extenuating-circumstances>

Independent advice is available from the Students' Union Advice and Representation Centre, located on the 3rd floor of the Students' Union: telephone +44 (0) 29 2078 1400 or email advice@cardiff.ac.uk.

Part 2: Your Details

| | | | |
|----------------|--|-------------------|--|
| Name | | Student Number: | |
| Programme: | | Year of study: | |
| Email address: | | Telephone Number: | |

Part 3: Your Application

Please tick the box(es) to indicate which type of application you wish to make:

| | |
|--------------------------|---|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> (a) an application for an extension request |
|--------------------------|---|

Please specify your requested extension deadline(s)

| Module / Unit Code | Module / Unit Title | Published assessment deadline(s) | Requested extension deadline(s) |
|--------------------|---------------------|----------------------------------|---------------------------------|
| | | | |
| | | | |
| | | | |

extension granted as indicated above to be considered by Extenuating Circumstances Sub-GroupApplication copied to: Decision copied to: Signature of Chair of Examining Board (or nominee)
Date Module Leader Year Tutor Ext Circ file Personal Tutor Student Ext Circ file

Part 7: Receipt

Please complete the student information section of the receipt prior to submission of the form.

Receipt for submission of Extenuating Circumstances Form:

| | |
|------------------|--------------|
| Students Name: | School Stamp |
| Student Number: | |
| Date Submitted: | |
| Received by Name | |
| Signature | |

Appendix 2 – Assessment Dates 2016/17

| Module No. | Module Code. | Module Title | Final Date for Submission |
|------------|--------------|---|---------------------------|
| 1 | SIT801 | Introduction to Teachers' Professional Enquiry | 2 P.M. 02 May 2017 |
| 2 | SIT802 | Behaviour Management | 2 P.M. 05 September 2017 |
| 3 | SIT800 | Child and Adolescent Learning and Development (0-19) | 2 P.M. 12 September 2017 |
| 4 | SIT809 | Developing Literacy and Numeracy across the curriculum | 2 P.M. 24 April 2017 |
| 5 | SIT810 | Overcoming the impact of poverty on pupil attainment and developing inclusive approaches to pupils with ALN | 2 P.M. 05 September 2017 |
| 8 | SIT807 | Leadership | 2 P.M. 24 January 2017 |
| 9 | SIT808 | Teacher Inquiry Project | 2 P.M. 07 November 2017 |

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