

Masters in Educational Practice

Programme Handbook



Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk



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Glossary

ALN	Additional learning needs
EWC	Education Workforce Council
HEI	Higher Education Institution
NQT	Newly Qualified Teacher
NUS	National Union of Students
PRD	Practice Review and Development
PRDP	Practice Review and Development Portfolios
QAA	Quality Assurance Agency
QTS	Qualified Teacher Status
SCONUL	Society of College, National and University Libraries
VLE	Virtual Learning Environment

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

Calendar link: https://learningcentral.cf.ac.uk/bbcswebdav/pid-4150505-dt-content-rid-7032992_2/courses/SOCSI-MEP-INFO/MEP%20Calendar%2016-17%20v2.pdf

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. Introduction and overview

Welcome to the Masters in Educational Practice (MEP) programme. This is an exciting and challenging new professional award which will support you and develop your skills as a beginning teacher. You will benefit from peer support, as well as support from an MEP Mentor and Academic Tutor which will promote individual engagement and sharing of good practice via face-to-face meetings and on-line activities and resources.

This is a modular part-time programme, normally completed within 3 years. The programme has been funded by the Welsh Government to meet its objectives in terms of literacy, numeracy and reducing the impact of poverty on attainment; as well as three additional core areas that have been identified as priorities for newly qualified teachers (NQTs): additional learning needs, behaviour management and reflective practice.

Successful completion of the full programme will lead to the Cardiff University Award of Master in Educational Practice. This is a Level 7 award, the general characteristics of which are set out by the Quality Assurance Agency (QAA) for Higher Education in the following document: <http://www.qaa.ac.uk/en/AssuringStandardsAndQuality/Documents/Masters-Degree-Characteristics-2010.pdf>

As a participant on the programme, you are a postgraduate student of Cardiff University and subject to its rules and procedures in all matters relating to programme delivery, assessment and feedback and student experience. The Cardiff University Student Handbook provides information about general University postgraduate facilities, the students' union, academic resources and support services, all of which are available to you for the duration of the programme. <http://www.cardiff.ac.uk/learn/wp-content/uploads/2015/Handbook-E.pdf>

The MEP is housed within the Cardiff University School of Social Sciences whose teaching is research-led, providing students with the latest ideas from internationally recognised scholars who are themselves shaping the future of their respective fields. See: <http://www.cardiff.ac.uk/social-sciences>

The programme is delivered, assessed and supported by an alliance of four excellent universities: Cardiff, Aberystwyth, Bangor and the Institute of Education, University of London. This alliance brings together world-leading expertise in initial and continuing teacher professional development and in programme delivery.

The programme is modular and, for successful completion, you will need to acquire 180 credits. The programme is structured to be taken alongside your teaching practice. To complete the programme successfully and gain the award you are expected to take all modules. Given the unique nature of the programme we are unable to offer exemptions for prior Masters Level credits.

The programme comprises four 15 credit modules and two 30 credit modules plus a 60 credit extended project based on action-led enquiry that you will undertake with the support of your MEP Mentor and school. We expect the modules to be taken in

numerical order and over a three year period. However there is some flexibility to enable condoned interruptions of study. An indicative calendar for the programme is set out in Appendix One. Module One must be taken first and the Leadership module must precede the project. The modules are:

- An Introduction to Teachers' Professional Enquiry
- Behaviour Management
- Child and Adolescent Learning and Development (0-19)
- Developing Literacy and Numeracy across the Curriculum
- Overcoming the impact of poverty on pupil attainment and developing inclusive approaches to pupils with ALN
- Leadership
- Teacher Inquiry Project

The programme is organised so that you can undertake the modules alongside your teaching practice. For each module you have access to high quality resources, provided electronically through a virtual learning environment. This will enable you to work through the materials at your own pace. The programme and modules are designed to be practice-based in the sense that what you are required to do to undertake the programme is largely based in your own classroom and wider school practice, supplemented by wider reading and engagement with the programme learning resources. At the start of each module there will be face-to-face learning events and throughout the programme you will be supported by an experienced MEP Mentor and have access to a university Academic Tutor. The programme requires you to engage in supported, but often independent, study. There will also be opportunities to work as a wider community of practice in face-to-face and on-line group discussions.

As a predominantly practice-based programme, the MEP will draw upon your own experiences in your own classroom and school, your innovative work and your everyday practice as the basis for improving your professional learning. A reflective and systematic enquiry based approach underpins the MEP programme. It is intended to support teachers in becoming critical enquirers and in striving to secure higher standards of learning and teaching.

Central to your engagement and learning, and to the delivery and assessment of the programme, is the MEP virtual learning environment (VLE) operated via Cardiff University's system, known as Learning Central. The VLE will not only house programme learning materials, resources and assessments, but will also provide

the means by which you submit assessments and interact with Cardiff University, your MEP Mentor and other participants on the programme. You will have access to the VLE as a registered student of Cardiff University. Your student registration will also give you access to a Cardiff University email account and on-line resources including electronic journals. You will be issued with an ID card which will give you access to Cardiff University buildings, including libraries. To obtain this you will need to bring proof of identity – such as either a passport or a driving licence – to the first face-to-face learning event. Your University ID card also serves as your National Union of Students (NUS) card.

We will use the VLE and email as the principal means of communication with you and will minimise paper-based communications. It is important, therefore, that you check your Cardiff University email address regularly and, when engaged on a particular module, look on the VLE to see if there have been any announcements relating to that module.

For all general enquiries about the MEP, including those regarding academic or pastoral support, in the first instance contact the MEP Office via walesmep@cardiff.ac.uk or by telephone on (029) 208 70947.

The MEP Programme Co-Directors are Dr Caroline Daly and Emmajane Milton.

Your MEP Mentor will provide you with support and guidance throughout the programme. You will be given contact details of your MEP Mentor and will also be able to communicate with them via the VLE.

The programme is delivered through the medium of both English and Welsh. This means that all information and resources specifically authored for the programme will be available in both languages. You will, however, be referred to other information and resources, such as academic journal articles, which are available only in English. You can choose to have an English or Welsh speaking MEP Mentor and we will do our best to accommodate your choice. You can choose to submit your assessments (and receive feedback) through the medium of English or Welsh. You are asked to indicate your preferences at the start of the programme.

You are required to attend the Learning Event at the start of each module; if you are not able to attend the event you were initially allocated, you should contact the MEP Office to see if it is possible for you to attend an alternative location. You must also submit coursework assessments by the stated deadlines. Missing a deadline is taken to be the same as not attending an examination and without approved extenuating circumstances you will be given a mark of zero. For more information on extenuating circumstances please see page 10.

2 Programme aims and learning outcomes

The MEP is a practical and practice-based programme that will draw heavily upon your own experiences in your classroom and your ongoing professional development. The MEP will be based upon forms of professional learning which utilise an enquiry based and systematic reflective approach. This will support you in becoming a highly skilled reflective practitioner with a focus on improving learning outcomes and raising standards.

2.1 The overall aim of the MEP is:

To enable newly qualified teachers to develop critically informed analysis of their practice and use this as a basis to improve it and to enhance the learning of pupils.

A clear programme of pedagogy will support you through a variety of on line, face-to-face and virtual professional learning, enquiry tasks and written work. The content of the programme has been carefully designed to develop and deepen critical awareness and understanding about the most effective teaching and learning as well as to increase understanding in the specialist areas that comprise the content of the MEP.

2.2 The MEP programme will engage you in professional learning, deep enquiry and systematic reflection that will substantially improve your teaching and learner outcomes. These will include:

- critical analysis and reflection on practice;
- critique of relevant literature, research and policy;
- teacher enquiry as a basis for the development of practice;
- professional collaboration (and independent learning through professional learning communities and professional networks).

2.3 Programme learning outcomes will provide you with an opportunity to:

- enhance and extend your practitioner knowledge, skills and expertise;
- embed critical reflection within your reflective practice;
- understand the differential performance of disadvantaged students;
- understand how to take responsibility for your own professional development;
- look beyond your own practice/school and engage in collaborative professional learning;
- participate in and eventually lead professional learning networks;
- gain increased expertise in the teaching of literacy and numeracy along with other national priorities;
- promote national consistency in best practice and share what works through professional collaboration and learning networks;
- link to national professional standards and performance management as an integral part of Practice, Review and Development (PRD).



2.4 Engagement in these processes will enable you to:

- develop and improve your professional practice to improve the outcomes for children and young people;
- develop and extend your understanding of current thinking in relation to the key professional learning areas (child development, literacy, numeracy, reducing the impact of poverty on attainment, Additional Learning Needs, behaviour management, reflective practice, leading learning and action enquiry);
- develop and extend your ability to analyse, critique and develop your own and others' practice;
- develop and deepen intellectual, organisational, personal, communication and professional skills;
- engage in and eventually lead professional learning networks within and between schools
- plan and sustain your professional development throughout your career.

3 Award structure

To receive the award of Master in Educational Practice, you need to gain 180 credits. All modules are compulsory and are designed to support your professional development and teaching practice.

Taught modules have a credit value of 15 or 30 credits and the extended project at the end of the programme is worth 60 credits.

The programme operates under Cardiff University Senate Regulations for Modular Taught Postgraduate

Programmes: 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. 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 average module mark at that stage is at least 55%. Those who fail to meet the requirements of a particular stage will be required to withdraw from the MEP.

A note on statutory induction: while the MEP is taking place alongside statutory Induction for Newly Qualified Teachers, decisions in relation to the successful completion of induction must, under statute, remain with the relevant Local Authority and are not part of this programme.

Continued eligibility: to be eligible to remain on the MEP programme you must continue to meet the requirements of the EWC in relation to your statutory period of induction, maintain your registration with the MEP and be employed in a state maintained primary or secondary school in Wales on at least a 0.4 contract or equivalent. Those who do not meet these requirements may be eligible to transfer credits they have obtained to another Masters programme or to take an Interruption of Study until a new contract has been secured.

4 Programme content and engagement in the programme

Typically, you will be engaged on the programme for a period of three years. Modules will normally be taken in numerical order. Module One MUST be taken first, and Module Eight MUST be taken before the extended project. The typical cycle of the programme is set out in Appendix One.

As indicated above, the programme comprises six taught modules plus an extended project. At the start of each module you will attend a compulsory one-day regionally based learning event which will provide you with:

- an overview of the module and its intended learning outcomes;
- an introduction to the key content and concepts underpinning the module;
- an introduction to the resources and tasks available to support your independent learning and interactions with your MEP Mentor;
- information regarding the assessment of the module.

All module materials will be available to you via the VLE. Common to all modules is a focus on:

- Latest research;
- Effective strategies;
- Reflective practice and enquiry approaches.

Stage One of the programme establishes critical reflection and classroom enquiry as a foundation for professional development at Masters Level. During your first modules you will be supported in engaging with relevant reading and in identifying, prioritising and analysing your own practice as the starting point for enquiry.

Stage Two of the programme provides the opportunity for you to deepen your learning, providing thematic contexts in which you can critically analyse your practice, plan for development and further learn how to inquire into and evaluate your actions. Each module requires you to engage with key readings and identify specific issues from the classroom as the focus for analysis and planned development. Module Eight provides a basis for the following action enquiry. There will be an emphasis on how developing leadership skills are supported and enhanced. You will learn how to lead school focused innovation and change. The evidence relating to instructional leadership and distributed leadership will be available as part of the specific leadership learning resource. The process of systematic action enquiry will be further exemplified through on-line materials that will illuminate and illustrate how curriculum/ classroom/ pedagogical innovation can impact directly on improving learner outcomes and raising standards.

Stage Three comprises an extended project which involves undertaking, evaluating and sharing a school-based action enquiry. You will be advised that you may commence this stage but that continuation will be subject to confirmation that you have acquired the necessary credits from previous stages. The action enquiry must relate directly to the content of at least one of the key priorities of literacy, numeracy, reducing the impact of poverty on attainment and ALN.

Learning will be assessed through a) structured and specified responses to the on line resource and b) the quality of reflective writing that draws directly on your classroom and school experience. The assessment for each module is outlined in the relevant Module Description.

The majority of the content of the programme will be delivered through on line professional learning resources and relevant research evidence, including case studies of effective professional practice within Wales and from the wider International community. The MEP will use the VLE platform at Cardiff University to host the programme, including learning and teaching materials, online learning communities, moderated support for online learning, e-resources, links to e-library facilities, assessment guidance and support materials and electronic coursework submission where appropriate.

Recommended Minimum System Specification – In order to engage with the online learning resources and activities you will need regular access to a computer with internet access. Further details are available on our website at <http://walesmep.ac.uk>

5 Support for learning and additional support

To support your learning and participation on the programme you will have:

- an MEP Mentor for the duration of the programme, who will be an experienced practitioner;
- Academic Tutor support from across the alliance. Your Academic Tutor will be responsible for leading a particular module, its design and delivery and for providing academic support for that module;
- access to a student support team with an overall responsibility for pastoral care for all students on the programme.

You will have regular on-line and face-to-face contact with your MEP Mentor. MEP Mentors will also attend learning events and provide learning opportunities by working collaboratively with you in identifying your professional needs, planning for the next stage in your learning, drawing appropriately on induction and performance management outcomes to help guide your engagement with MEP learning and assessment tasks. This includes:

- identifying, with you, progress towards meeting the learning outcomes for each module of the programme, determining ongoing professional learning needs for development and how the programme can best support your individual progression;
- supporting you to engage in professional learning with teachers and other professionals within the school and the wider school context, focusing on improving professional practice to impact on outcomes for pupils;
- questioning and challenging you to further develop understanding of what you have learnt and help you to understand how this learning could be used to improve professional practice;
- supporting your critical reflection on the outcomes for pupils you teach and how your practice has impacted on these outcomes;
- supporting you to develop and apply diagnostic skills to identify pupils' progress and needs and to select appropriate interventions to ensure successful outcomes;
- working with you to apply and further develop the skills of enquiry and skills in identifying, critically analysing and using classroom-based evidence to further improve professional practice;

supporting you to analyse evidence of the impact of professional practice on outcomes – a skill that you will need in your assessed work – and supporting you to identify what constitutes valid evidence of pupil progress and how this can be used to demonstrate improved teacher practice;

- undertaking formative assessment of your progress and providing timely feedback;
- acting as a conduit between you and the student support team in relation to any pastoral issues.

MEP Mentors will have most regular contact with the students they are mentoring. While MEP Mentors will often be the initial point of contact for students, oversight of pastoral care across the programme is provided by the student support team. If you have any queries regarding circumstances that might impact upon your performance on the programme, taking time away from study for professional or personal reasons or withdrawing from the programme please contact the MEP Office (walesmep@cardiff.ac.uk Tel: 029 208 70947).

For each module there is a Module Convenor and Co-Convenor and module team who will provide learning opportunities in the form of:

- on-line support and face-to-face workshops which support each module, supporting you to engage with and make use of relevant theory and the wider professional knowledge base to develop practice further;
- guidance on developing and evaluating teacher enquiry approaches which are based on critical reflection on practice and informed identification of relevant priorities for development;
- guidance on participation in online learning tasks which support critical engagement with the module themes and which prepare teachers for assessment;
- formative as well as summative feedback on assessment tasks with a specific feed-forward element.

The student support team will be available to discuss and advise on matters that might impact on your engagement on the programme.

As a student registered on the MEP you will have also have access to Cardiff University's student support services, such as counselling, financial advice and online support and guidance for study and the avoidance of plagiarism. There are also a disability and dyslexia service (<https://intranet.cardiff.ac.uk/students/directories/teams/view/58180-disability-and-dyslexia-service>), and chaplaincies.

You will:

- have access to the Cardiff VLE (Learning Central) and libraries, including appropriate levels of support;
- have access to the learning resources of Bangor and Aberystwyth Universities which include Welsh medium resources and those specific to Wales via the SCONUL system (see below);
- be offered dual registration with the UCL Institute of Education, (details of this will appear on Learning Central).

This dual registration means that you will have full access to the unparalleled materials held within the Institute of Education's Newsam Library and the University of London's Senate House Libraries. The Newsam Library and Archives hold extensive collections of current and historical materials on education. Of particular relevance to the MEP are:

- The journals collection – with over 4,000 titles available electronically;
- A wide range of other electronic resources, such as databases, electronic books, documents and websites, linking to the very latest information;
- The Curriculum Resources collection, displaying examples of schoolbooks and teaching materials for all levels and all school subjects. There are also the Senate House Libraries which constitute one of the world's most significant collections in the arts, humanities and social sciences and which have strong online capabilities.

Alliance HEIs are all SCONUL members with lending services enabling borrowing between libraries at Bangor, Aberystwyth and Cardiff Universities. Further information on SCONUL is available in your Welcome pack and also on the following website: <http://www.sconul.ac.uk/sconul-access>

Specific Provisions

The University will permit adjustments to the arrangements for the conduct of Assessment for students with disabilities and for students with other support needs to enable all students to have the same opportunity to demonstrate the achievement of specific learning outcomes, without compromising academic standards.

Where a student has completed a declaration of disability, the assessment of need shall include consideration of any adjustments required for Assessment as part of that process. In order to receive specific provisions to support students learning requirements students must contact the university's Student Support Disability and Dyslexia Service (DDS).

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.

6 Assessment

The assessment tasks for each module are designed so that they enable you to meet the learning outcomes of that module. You will be provided with details of the assessment of each module at the start of the module.

It is essential that you:

- follow the instructions given for the assessment of each module
- submit your assessments by the stated deadlines;
- follow the guidance provided for properly referencing your work, and for avoiding unfair practice and plagiarism.
- Details of the above together with other information about assessment and assessment policy including information about extenuating circumstances, generic assessment criteria, feedback arrangements and how to submit your assessments are provided in a separate **Assessment Handbook**.

You should note that if an assessment is awarded a pass mark or above, you may not resubmit with the intention of improving your mark. What you should do in the case of a failed assessment is set out in the Assessment Handbook.

Anonymity and confidentiality: in reporting the outcomes of school, staff and children enquiry 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 enquiry you do so, make sure that you follow the necessary protocols. You should ensure that you store all forms of data – written, electronic and visual – in a secure place. If you have any queries regarding appropriate use of anonymity and confidentiality then you should discuss this with your MEP Mentor or an Academic Tutor.

The University policy on Data Protection can be found here: <http://www.cardiff.ac.uk/public-information/policies-and-procedures/data-protection>

7. Rights and responsibilities

As a participant on the MEP you are a student at Cardiff University and therefore subject to a number of rights and responsibilities. You are also a member of Cardiff University's Students' Union. Our Student Charter informs you of what you can expect from the University and the Students' Union and what is expected of you. There are eight communities each with useful information and links to all related services that you might need to know about. <http://www.cardiff.ac.uk/for/current/student-charter/>

If things do not meet your expectations then see <http://www.cardiff.ac.uk/for/current/student-charter/expectations/>

You should always seek to:

- Raise any issues at an early stage and seek advice if they are not resolved;
- inform the University promptly of any changes to your circumstances;
- inform us if your experience is adversely affected by the behaviour of fellow students or staff; seek advice immediately if your academic progress or any other aspect of your experience gives you cause for concern.

As a student registered on the programme you are subject to Cardiff University's regulations and disciplinary procedures. These policies and procedures are there to ensure the quality of the student experience and of the qualification which you are working towards.

- Academic Regulations https://www.cardiff.ac.uk/_data/assets/pdf_file/0009/432666/ARH-16-17-Complete-English-complete.pdf
- Data protection
- Equality and Diversity
- Freedom of Information
- Resolution of Student Concerns https://www.cardiff.ac.uk/_data/assets/pdf_file/0017/200429/Procedures-for-the-Resolution-of-Students-Concerns-Issues-January-2014-English.pdf
- Student Conduct <https://intranet.cardiff.ac.uk/students/your-study/your-rights-and-responsibilities/student-behaviour-and-discipline>
- Academic Integrity
- Plagiarism and Unfair Practice <https://intranet.cardiff.ac.uk/students/your-study/exams-and-assessment/sitting-your-exam/cheating-and-unfair-practice/plagiarism>



You also come under Cardiff University School of Social Science's procedures for:

- Assessment;
- Feedback on Assessment.

(full details are provided in the Assessment Handbook.)

Student use of IT

Responsible use of University IT facilities

When using Cardiff University IT Facilities you will need to comply with the Cardiff University IT Regulations and Acceptable Use Policy.

Anyone found in breach of the regulations will be subject to the appropriate disciplinary code. Regulations are available [here](#).

Remember that you agree to abide by the regulations each time you log on and it is therefore important that you are aware of their content. In particular, users must not divulge passwords to anyone else or leave computers unattended while logged on – you will be held responsible for any misuse of University IT facilities via your account in these circumstances.

Online Social Networking – Safe Use Guidance

Social Networking sites, such as Facebook and My Space, and also social games, such as Second Life, give the ability to share information about yourself and others quickly and easily. Please be aware that, when using such technology via the University IT facilities, the University IT Regulations and Acceptable Use Policy continue to apply.

When using such technology it is important to be aware of the risks and take steps to protect yourself and your personal information. Be careful about how much information you divulge about yourself – posting personal information could lead to unwanted attention including identity fraud.

Be careful what you say or show about yourself and others – do not post details which you might find embarrassing later, e.g. something you would not want family members/ your employer/ a future employer to see. As a professional teacher working with other younger and older students you should be careful to maintain a “professional identity”.

Check the privacy statement of the site you are using to see what you are signing up and agreeing to. Also use the sites' privacy settings to determine who can view your profile and contact information.

8. Quality assurance and student voice

Cardiff University is responsible for all matters relating to delivery, management and quality assurance of the MEP programme. Cardiff University, the School of Social Sciences and, in turn, the MEP programme employ rigorous quality assurance processes.

The MEP is managed on a day-to-day basis by the MEP Programme CoDirectors, and supported by an academic, administrative and technical team from across the HEI alliance.

The MEP Board of Studies provides a link between the MEP and the Cardiff School of Social Sciences management structure. The Board of Studies performs all duties assigned to a Board of Studies under Cardiff University's Senate Regulations. It oversees day-to-day programme organisation and delivery, the management of student progression and extenuating circumstances and other routine matters. The Board of Studies regularly reviews and updates programme documentation and schedules and organises the marking of assessments. It is also responsible for annual programme review and evaluation. The Board of Studies is chaired by the Dean for Education and Students for AHSS, and includes academic colleagues responsible for programme delivery across the four institutions.

There is a Staff-Student Panel for the programme and student representatives from that panel are invited to the Board of Studies meetings.

As a participant on the MEP you will:

- be provided with opportunities to provide feedback on your experience of the programme in the form of feedback questionnaires, regional face-to-face discussion groups and other online feedback;
- be represented on the Board of Studies;
- be consulted in the processes of programme evaluation.

We value student voice and our approach has been developed in partnership with students.

See: <https://www.cardiffstudents.com/your-voice/>

Student voice is an opportunity for you to express your opinions and take part in decision making regarding planning, implementation and evaluation of your educational experience.



9. Academic progress, unfair practice and appeals.

You are expected to engage fully in the programme and your engagement and progress on the programme will be monitored by the Academic Progress Committee, operated as part of the Board of Studies. Failure to engage in the programme could lead to your exclusion from the programme. Details can be found at: <https://intranet.cardiff.ac.uk/students/your-study/your-rights-and-responsibilities/attendance-and-engagement>

It is important that you understand the rules about unfair practice – plagiarism, collusion and cheating, including presenting other people's work as your own. Further guidance is provided in the Assessment Handbook. If you break the rules you will be subject to Unfair Practice

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

It is illicit to reproduce material which you have used in other work/assessment for this programme or other programmes at another HEI e.g. in your PGCE. You should be aware of this 'self-plagiarism'. If in doubt, students should consult their Mentor or the Module Convenor.

If you have a complaint or grievance or wish to appeal against the outcome of a complaint or grievance you should follow Cardiff University's procedures (see below). In the first instance you are advised to contact the MEP Programme Co-Directors.

<https://www.cardiff.ac.uk/public-information/students-applicants/complaints>

Any marks you receive for your work are provisional until confirmed, following the meeting of the Examining Board. You cannot appeal the decision of the Examining Board unless you believe there has been an error in the Board's decision. Appeals are only permitted within limited grounds:

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

10. Extenuating circumstances, absence and Interruption of study

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](#) and forward it to socsi-extenuatingcircs@cardiff.ac.uk

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 or order of service;
- > 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>

Interruption of Study where it is necessary for a participant to take some time away from study due to personal or professional reasons

Interruption of Study (IoS)—this applies to authorised absences of more than 10 consecutive study days for students. An Interruption of Study should not normally exceed 12 months for any category of student.

If there are circumstances that impact on your ability to study over a longer period of time, you may need to apply for an Interruption of Study. An Interruption of Study can be granted on the following grounds: ill health, parental leave, exceptional professional commitments, compassionate grounds, financial hardship, academic grounds and contractual grounds that impact on eligibility. Depending on the module(s) affected, students may be able to re-engage with that module in the following annual cycle and in the meantime take an alternative module out of number order (excepting modules 1, 8 and 9). Alternatively, their studies may be delayed by up to one year. The maximum period they have to complete the programme is five years—this includes the time taken for Interruption of Study. Please note that students cannot apply for an Interruption of Study within 10 working days of an assessment deadline. Further details regarding student absence and Interruption of Study can be found

at: <https://intranet.cardiff.ac.uk/students/your-study/changes-to-your-studies/absence-and-interruption-of-study>

Enquiries concerning IoS should be addressed to the MEP Office (walesmep@cardiff.ac.uk Tel: 029 2087 0947) in the first instance.



11. Frequently asked questions

A set of FAQs is provided on the MEP website www.walesmep.ac.uk). These include:

- What is the MEP and how will it benefit me?
- How much time will I need to spend working on the MEP?
- What provision is made for Welsh-medium and bilingual provision? What happens if I need to take a break from the MEP?

Other FAQs include:

Q. What are the consequences of failing a piece of assessment?
A. The pass mark for each assessment is 50%. If you fail an assessment you are given one opportunity to resit the assessment in the resit period. You do not have to undertake a new task but can instead address the shortcomings of the original and you will be provided with feedback on your original submission to help you with this. The maximum mark that can be achieved for a resit following failure is 50%. If you fail on the second attempt you will be required to withdraw from the programme.

Q. What are the consequences of failing to submit an assessed essay on time?
A. You will be deemed to have failed by non-submission. You will be permitted to make a 'second attempt' at the assessment with a capped mark of 50%.

Q. What can be done if I am experiencing problems with my MEP Mentor?
A. Please contact Kirsty McQueen (McQueenKJ1@cardiff.ac.uk). Depending on when the problem is reported, every effort will be made to allocate a new MEP Mentor if the problem is considered irreconcilable.

Q. What should I do if I wish to make a complaint?
A. In the first instance you should contact one of the MEP Programme Co-Directors. If your complaint is against one of the MEP Programme Co-Directors, you contact the Head of the Cardiff School of Social Sciences. Otherwise you should follow the Cardiff University procedures.

Q. What happens when a piece of coursework assessment is investigated for unfair practice?
A. The School of Social Sciences operates a common policy and procedure across all programmes. In such a case you will be notified of this following the release of your mark and feedback (any unfair practice allegation will not be contained within this). <https://intranet.cardiff.ac.uk/students/your-study/exams-and-assessment/sitting-your-exam/cheating-and-unfair-practice>

Q. What do I need to get a merit or distinction in the programme?
A. In order to be eligible for a merit award in the programme your final mark (the combined weighted average of the marks for each of the modules) must be between 60% and 69%. In addition you must achieve a mark of at least 60% in the Project module and have an average mark of at least 55% in all the taught modules. In order to be eligible for a distinction award in the programme your final mark (the combined weighted average of the marks for each of the modules) must be 70% or more. In addition you must achieve a mark of at least 70% in the Project module and have an average mark of at least 65% in all the taught modules.

Q. What if I cannot attend a module learning event?
A. Please contact the MEP Programme Administrator as soon as possible. It may be that you can attend a learning event at an alternative venue.

Q. Who do I contact if there are circumstances affecting my performance on the programme?
A. Please contact the MEP Programme Administrator as soon as possible. You should submit an Extenuating Circumstances Form.

Q. What should I do if I cannot access the VLE?
A. Please contact the MEP Technical Support Team for advice. Their contact details are:

E-mail: SOCSI-elearning@cardiff.ac.uk

Telephone: (029) 208 70969



