

**UNIVERSITY OF CAMBRIDGE
FACULTY OF EDUCATION**

**INFORMATION FOR
MPHIL STUDENTS &
SUPERVISORS**

**GENERAL HANDBOOK
2011-12**

This Handbook is provided by the Faculty of Education for both students and academic staff who teach and examine on the MPhil programme. It

- Offers practical advice;
- Provides guidance on procedures and good practice;
- And sets out the rights and responsibilities of students and staff.

It should be read in conjunction with:

- The University Regulations, which set out rules that apply across the University and programme specific regulations;
- The Route Handbook for the thematic Route you are following (if applicable)
- The Board of Graduate Studies Code of Practice for Graduate Research Degrees <http://www.admin.cam.ac.uk/offices/gradstud/policy/quality/cop/>

Supervisors and others involved in guiding and assessing research students should familiarize themselves with this document and those listed above and refer to them in case of difficulty.

Students and staff will be deemed to be familiar with these documents in the event of any dispute or review.

The information in this guide is, as far as possible, accurate at the date of publication.

August 2011

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1. The Faculty of Education

The Faculty of Education offers a number of full-time and part-time routes: BA, PGCE (Primary and Secondary training for teaching), Advanced Diploma in Educational Studies, Certificates in Further Professional Studies, MEd, MPhil, EdD and PhD. There are more than 70 academic staff in the Faculty and over 1,000 students.

The Degree Committee of the Faculty of Education is responsible for the general supervision of the work of graduate students on the Masters and Doctoral programmes. Responsibility for the day-to-day organisation, teaching and supervision of graduate students rests with the various programme managers, route co-ordinators and supervisors (see below). The current Head of the Faculty of Education is Professor Peter Gronn. Full details about the Faculty can be found on the Faculty website www.educ.cam.ac.uk. General information about graduate study in the University can be found on the Board of Graduate Studies website: www.admin.cam.ac.uk/offices/gradstud/

2. The University and Colleges

Cambridge University is a complex institution in which the faculties, colleges and other bodies have varying degrees of autonomy. The University, through faculties and their departments, is responsible for the academic support and supervision of graduate students; the colleges are responsible for their members' general welfare. Graduate students must be accepted by both a University department (e.g.the Faculty of Education) and by a college.

On acceptance into membership, each student is assigned to a college tutor whose role is to help with any problem outside the responsibility of the Faculty. Tutors are usually Fellows of the College with special academic interests of their own, and are unlikely to be expert in the student's own field of study. Contact with tutors is therefore, like other contacts made at college with teaching staff and fellow students, an opportunity for broadening interests and horizons. S/he is there to give help and advise about non-academic or college matters and is kept in touch with a student's academic progress. The college is responsible for collecting the University Composition Fees and the College Fees. On successful completion of the route, your college is responsible for presenting you for your degree at a Congregation of the Regent House.

University regulations for degrees are published in the University Statutes and Ordinances (available at <http://www.admin.cam.ac.uk/univ/so/>). Copies of these regulations, and clarification of them, may be sought if necessary, from the Secretary of the Degree Committee or from the Board of Graduate Studies.

3. Staff

Head of Faculty	Professor Peter Gronn	pg348@cam.ac.uk
Masters Programme Manager	Dr Paul Andrews	pra23@cam.ac.uk
Deputy Masters Programme Manager	Dr Keith Taber	kst24@cam.ac.uk
MPhil Chair of Examiners	Dr Richard Hickman	rdh27@cam.ac.uk
MPhil Senior Examiner	Dr Catherine Burke	cb552@cam.ac.uk

Thematic Route Coordinators:

Educational Research	Dr Pam Burnard	pab61@cam.ac.uk
	Dr Paul Andrews	pra23@cam.ac.uk
Arts Culture and Education	Dr Pam Burnard	pab61@cam.ac.uk
Critical Approaches to Children's Literature	Professor Morag Styles	ms104@cam.ac.uk
Educational Leadership and School Improvement	Dr Sue Swaffield	ses42@cam.ac.uk
Mathematics Education	Dr Tim Rowland	tr202@cam.ac.uk
	Dr Andreas Stylianides	as899@cam.ac.uk
Perspectives on Inclusive and Special Education	Richard Byers	rb218@cam.ac.uk
	Dr Nidhi Singal	sn241@cam.ac.uk
Politics, Development and Democratic Education	Dr Caroline Hart	cfsscr2@cam.ac.uk
Psychology and Education	Dr Liz Winter	eaw53@cam.ac.uk
Research in Second Language Education	Dr Michael Evans	mje1000@cam.ac.uk
Child and Adolescent Counselling	Dr Colleen McLaughlin	cm10009@cam.ac.uk
	Dr Carol Holliday	cah66@cam.ac.uk
Research Methods (MPhil Strand)	Rosemary Deaney	rld29@cam.ac.uk

Administrative Staff

Administrative support and guidance for Masters students is provided by the Higher Degrees Office who are based in Room 2S1 of the DMB. The team is as follows:

Higher Degrees Admin Coordinator	Freya Willis	fv221@cam.ac.uk
PhD Administrator	Emma Rixon	er206@cam.ac.uk
Masters Administrators	Christine Zwierzanski	cz215@cam.ac.uk
MPhil	Emma Rixon	er206@cam.ac.uk
MPhil Ed Res	Hayley Bell	hab41@cam.ac.uk
MEd		

For general enquiries please email: graduate@educ.cam.ac.uk

Full details of all academic staff of the Faculty can be found on the Faculty website:

<http://www.educ.cam.ac.uk/people/>

4. MPhil Research Methods Strand

Full time students on all of the thematic routes except Educational Research (and students registered to study for the MPhil through supervised study only, the 'individual' route) are required to attend the MPhil Research Methods Strand. This is a key component of the thematic course and comprises ***one-third*** of the total teaching time for each route. Teaching groups include all students on the relevant thematic routes. Sessions run over two terms. The course offers support in the principles and procedures of educational enquiry, and in the conduct and writing of the thesis. Attendance at Research Methods sessions is compulsory. Supervisions should not be scheduled during session times.

The initial aim is to develop students' understanding of different research strategies - the kinds of assumptions that they depend on, the kinds of reasoning that they involve, the kinds of purposes that they

are fit for, and practical and ethical issues concerning their associated methods. There is also an emphasis on fostering skills in critically appraising and synthesising published research studies. The course additionally aims to develop the understanding and skills needed to design, conduct, analyse, interpret and report a small-scale research study for thesis presentation. Core sessions are supplemented with workshops, for example introducing practical search skills and use of bibliographic software. A suite of Options is offered in the Lent Term, with topics representing a comprehensive range of approaches and methods.

MPhil Research Methods Strand Coordinator: Rosemary Deaney

5. Timing of sessions

Please refer to your route handbook for a detailed timetable of sessions. All MPhil students (other than those on the Educational Research route or the Individual Route) need to refer to the MPhil Research Methods Strand Handbook for a timetable for these sessions, alongside their route handbook - which details the schedule of teaching sessions for their route.

6. Arrangements for Student Representation and Feedback

There are four elected student representatives (one MEd student and one MPhil student and two from amongst the Doctoral students) who represent the interest of graduate students at various committee levels within the Faculty. Elections take place early in the Michaelmas term. The University as a whole is committed in principle to listening to its students, and the representatives provide an important mechanism for taking up areas of student concern with the relevant bodies within Faculty. Students are invited to approach their representatives with queries and concerns as these arise. The representatives can speak informally to the Programme Managers or Higher Degrees Coordinator about matters raised with them. Often concerns can be dealt with quickly in this way, but when this is not possible the representatives have the option of asking for an item to be included on the agenda of the relevant Faculty committee for formal discussion.

The MPhil programme is evaluated annually. Students are asked to complete an anonymous questionnaire by their route coordinator. The group is then given the opportunity to discuss any concerns they have about their route with an evaluator (who will be a member of Faculty staff who teaches on another Masters route). The route coordinator will not be present at this discussion. The evaluator then uses the results of the questionnaires and the oral discussion to write an evaluation report. A response is written by the route coordinator and the response is then considered by the Masters programme managers and any issues referred on to the Masters Management Group and Standing Committee for Higher Degrees. The programme is also evaluated by the External Examiners for the programme who consider samples of student work and route literature and meet with the route coordinator. All External examiners provide a written report at the MPhil Exam Board in September. This report is available to students on request.

Supervision is evaluated through termly student questionnaires. If concerns are raised in these questionnaires, the student is offered the opportunity to discuss these further with either the route coordinator or the MPhil programme manager, as appropriate.

7. Faculty of Education Research Students' Association (FERSA)

The Faculty of Education Research Students' Association, FERSA, aims to increase the welfare of research students within the Faculty of Education, and to foster a supportive and inclusive community that promotes strong educational research. FERSA also provides a series of student organised events offering opportunities for interaction and collaboration within our Faculty and beyond. These include:

- FERSA Seminar Series, a supportive venue where students present their ongoing work
- Peer Learning and Writing Group, a group designed to promote community and foster mentorship
- Academic Exchange Seminars, a series of popular day-long exchanges with Oxford and other higher education institutions
- Kaleidoscope, a student conference held in June that draws participants from across the United Kingdom and beyond
- Student-run methods, IT and computing workshops
- Weekly PhD Lunch Dates, informal lunch-time meetings between PhD students

A weekly newsletter will keep you updated regarding these and other activities. You are very welcome to all FERSA events, and to become actively involved in the association. Committee members are elected in Easter and Michaelmas terms. The Faculty organises separate elections for MPhil, PhD, and Student Faculty Board representatives who also sit on the FERSA Board, as well as representatives from the five academic groups.

8. Practical Information about the Faculty of Education

8.1 The location of Faculty facilities

There is a plan at Appendix C of this handbook showing the different buildings on the Hills Road site. Graduate teaching takes place in both the Mary Allan Building (MAB) and the Donald McIntyre Building (DMB). Staff tutorial offices are located in both of these buildings as well as the Science Education Centre (SEC) and Trumpington House (TH). The library, photocopiers, the café and computing facilities are all based in the Donald McIntyre Building. The Higher Degrees Office is located on the second floor of the Donald McIntyre Building.

8.2 Access to the Donald McIntyre Building

The opening hours of the building are on the website at: <http://www.educ.cam.ac.uk/about/>

The telephone number for reception of DMB is 01223 767600.

If exceptionally you need access outside these times, please contact the Facilities Manager (Patrick Boydell) in advance (tel: 767727)

The doors to the building can be opened with the university card which will have been issued to you by your college.

8.3 Access to other buildings

The Mary Allen Building is open 24 hours a day. The telephone number for MAB reception is 01223 507111. The Science Education Centre has a security door which is operated by University Card or through a code entered on a keypad. Students needing to gain entry to SEC should ask the relevant member of staff for the current code.

8.4 Catering

The cafeteria in the Donald McIntyre Building serves a range of drinks, sandwiches, salads and snacks as well as hot meals. The opening times are available on the Faculty website at:

<http://www.educ.cam.ac.uk/services/administration/facilities/catering/>

The cafeteria is one of three catering outlets on the Hills Road site: there is also a Buttery and Dining Hall within Homerton College, both of which may be used by staff and students of the Faculty of Education.

8.5 Car Parking

No parking is available for students other than for those who are registered disabled. Alternatives are set out on the Faculty webpage. If you need to park in exceptional or one off circumstances, please contact

Reception in the DMB.

8.6 Notice Boards, Pigeonholes (Hard Copy Mail Boxes) and Electronic Mail

Pigeon holes (hard copy mail boxes for graduate students) are located on the ground floor of the DMB near the cafe. There is a notice board for Higher Degrees students on the ground floor of DMB, next to the student pigeonholes and also one for PhD students in the PhD room (2S6 DMB). Faculty reception will accept messages for Faculty staff, and place them in the staff pigeonholes. Mail for staff on other university sites can be sent by the internal University Mail Service (UMS). There is a pigeonhole for UMS mail in the post room opposite reception. Any mail addressed to students will be placed in student pigeonholes as will notes from academic and administrative staff.

Each member of staff and student has an email address which is published on the website www.lookup.cam.ac.uk. E-mail is encouraged as the preferred channel for rapid communication, and students should get into the habit of checking their @cam email address regularly.

Despite the significance of E-mail, students should ensure that they regularly check their pigeon holes (hard copy mail boxes) and notice boards.

8.7 Access to Postal Services and Use of Faculty Stationery

Access for students to both the internal University Mail Service (UMS) and the Post Office Mail is available to those students who require this in order to make arrangements for their research.

Faculty stationery ('headed' with the crest of the University and the name and address of the Faculty) is available to students from reception for communications relating to their research. Students are urged to be as economical as possible in the use of these resources. Students should be aware that letters written (for example to schools) on Faculty letterhead may appear to the recipient to have official University sanction. Students should therefore ask their supervisor to approve any such letters before posting.

8.8 Photocopying

The library has two photocopiers for student use. Cards of £1 or £3 can be purchased from the Library Issue Desk. You will be charged a deposit of £1 the first time you purchase a card, and this deposit will be returned to you on request at the end of your route. Copies cost 5p for A4 sheets and 10p for A3. There is also a photocopier available for student use in room 1S4 of DMB. Cards for this machine are sold by the Finance Office (3S30 DMB). The minimum value card that can be bought for this machine is £10. Copies cost 5p for A4 sheets and 10p for A3. **Please note that cards purchased from the Finance Office can not be used on the machines in the library.**

8.9 Noise Abatement in the Donald McIntyre Building

Noise can be an issue for those working in DMB, particularly in the open-plan working areas where at certain times the sound levels from activity and conversation elsewhere in the building can rise to a very high level.

- Sound from conversations in the Street or in any of the public areas above it carries easily so keeping volume down (and relocating elsewhere for lengthy interchanges) is especially helpful.
- Privacy is an issue too; you may not be aware that your conversations can be overheard at quite a distance!
- The most appropriate place for mobile phone calls is on the enclosed staircases as these areas are mostly self-contained (or outside, weather permitting).
- Raising awareness of the noise issue among visitors and fellow students coming into the building would be very helpful; please remind visitors to keep their voices down and to refrain from using mobile phones in public areas.

8.10 Emergency Information

Information can be found on the Faculty website about issues pertaining to emergency situations like weather conditions or health alerts. Please check the Faculty website <http://www.educ.cam.ac.uk/> regularly for updated information.

9. Library Facilities

Full details of the tailored services and facilities specifically provided for your course by the Faculty of Education Library & Information Service can be found on the Faculty Library CamTools site (<https://camtools.cam.ac.uk/>) in the section Masters & PhD. This includes information on using the physical library, located in the Donald McIntyre Building, together with access to a wide range of electronic resources such as e-journals & ebooks which are available to you as a student of Cambridge University.

If you have any enquiries about the Library, please do not hesitate to contact Angela Cutts, the Faculty Librarian, or Emma-Jane Batchelor, the Deputy Librarian.

10. IT and Audio-Visual Facilities

10.1 IT Services

The Faculty's IT facilities are located in the Donald McIntyre Building. Three Teaching Rooms are equipped with computers: 1S4 has 21 Windows PCs, 1S7 has 19 Windows PCs, 1S5 has 13 Apple Macs. There is a range of peripheral equipment available, such as scanners and printers, and each room also has an interactive white board. Printing is a charged service, and print credit can be purchased online with a credit or debit card, minimum payment is £5. All rooms are available during the building opening hours, but are used (particularly in Michaelmas Term) for some timetabled teaching; staff are often willing to allow other students to use vacant machines, on request.

All of the computers are directly connected to the Cambridge University Data Network (CUDN) allowing fast access to the Internet. There is a wide range of academic, educational and productivity software available. All our communal-access computers use the University's Public Workstation Facility (PWF) system. This means that a single password will give you access to a personal desktop and file storage space on any PWF workstation in the University (there are over 1500 around the campus), for further information and a list of the software, please see: <http://www.cam.ac.uk/cs/pwf/>.

A brief introduction to the IT facilities, including the use of PWF computers, Hermes email and Raven web-authentication including CamTools (the University's virtual learning environment used to support teaching programmes and courses, see below) will be given as part of your course.

The University also provides central facilities through the University Computing Service situated on the New Museums Site near the city centre. On the New Museums Site, the Phoenix User Area, Phoenix Teaching Room, Titan Teaching Rooms and Balfour Macintosh Room are available 24 hours a day, 7 days a week, with key access out of standard hours. Standard hours are 0800 - 1830 Monday to Friday, and 0800 - 1300 on Saturday. The key gives site access from both Corn Exchange Street and Pembroke St wicket gate. Keys may be obtained from University Computing Service Reception against a deposit of £10.

The UCS also offers excellent taught and self-study IT courses for commonly used systems and applications. Termly details are posted on notice boards at the Faculty; information is also available from the UCS Reception and website: <http://training.csx.cam.ac.uk/>

Students should note that IT support can also be found in their colleges. Colleges differ widely in the level and organisation of their facilities but most will have an identified IT Manager or Computer Officer to whom

enquiries should be made, it is suggested that students seek advice regarding their own machines from their colleges' in the first instance.

The IT team is based on the ground floor of the Donald McIntyre building, comprising the following people:

		E-mail	Phone
Jay Pema	IT Manager	it-support@educ.cam.ac.uk	50858
Matt Ilett	Senior IT Technician	it-support@educ.cam.ac.uk	50858
Paul Hayes	Network Technician	it-support@educ.cam.ac.uk	50858

Website: <http://it-office.educ.cam.ac.uk/>

10.2 Use and Misuse of Computer Facilities

The attention of students is drawn to guidelines for the use of computing facilities issued by the University's Information Strategy and Services Syndicate. These guidelines can be found at:

<http://www.cam.ac.uk/cs/iyss/>

You should read these guidelines thoroughly, as you will have agreed to abide by them in the course of your registration.

10.3 Purchasing Software

It is not possible for the Faculty to provide any assistance with the purchase of computer software to students. The best academic deals on software are generally available online. Proof of student status can be obtained from your course office, if necessary.

The University Computing Service does negotiate some deals for the purchase of software by individuals. The online catalogue is here: <http://sales-web-server.csx.cam.ac.uk/software/>. In our experience, one good benchmark for academic software for students is <http://www.pugh.co.uk/>.

Students should note that copyright law prohibits the copying of software from Faculty computers to personally-owned computers, and licensing law prohibits the installation of Faculty-owned software on personally-owned computers.

10.4 Lapwing and eduRoam – Wireless Hotspots

The Faculty has wireless hotspots available throughout the Donald McIntyre Building. The Science Education Centre and Trumpington House also have some wireless capacity. You will need to use your Raven password to use this facility. There is no wireless internet in the Mary Allan Building.

Students also have access to eduRoam, for further details please see: <http://it-office.educ.cam.ac.uk/computing-educ/wireless/>

10.5 Audio-Visual Equipment

Students are strongly advised to consult technical staff at the earliest opportunity when any research involving the use of AV equipment is being planned. There are often shortcuts or well-tried methods available which such discussions will reveal.

A wide range of equipment is available from the AV Support Service in the Donald McIntyre Building including video and audio recording and editing equipment, transcribers, digital cameras and associated items. Once you have decided which materials and equipment you will need, bookings should be made by e-mail directly. AVS staff can also help you to select the right equipment for your research needs and can show you how to use it.

Please note that requests for long-term loans of equipment will need to be authorised by senior technical staff or by your supervisor. Equipment may not be taken out of the UK without written authorisation from your

supervisor (an e-mail is satisfactory) including a statement that the equipment will be adequately insured against loss or damage

Facilities for the preparation of conference presentation materials, OHP transparencies, reports and binding, together with related advice on methods and design may also be available.

Students should consult their supervisor if their research requires items of equipment or specialised materials which are not currently available in the Faculty.

At certain times of the year equipment and facilities are heavily used - students wishing to use particular equipment, or who require printing or copying to be undertaken for questionnaires etc, must discuss their needs with the AVS staff well in advance and book as early as possible.

List of loan equipment: <http://www.educ.cam.ac.uk/services/avs/loanstock/>

10.6 The AV Support Service

The AV Support Service Helpdesk is located in room GS6, in the Donald McIntyre Building. Students can call in to the Helpdesk with questions and to book equipment. Staff are often busy and away from the desk so it is usually best to make contact via e-mail or telephone using the following contact details for all enquiries and bookings:

AVS Helpdesk av-support@educ.cam.ac.uk
AVS Helpdesk telephone 67711
AVS 'Duty Technician' 50803 or 07917 535 803 (telephone for urgent technical support)

LTS Staff	Room	e-mail	telephone
Andrew Borkett	DMB GS6	av-support@educ.cam.ac.uk	67711
Peter Miles	MAB G11	av-support@educ.cam.ac.uk	67588

Website: <http://www.educ.cam.ac.uk/services/avs>

11. IMPORTANT: HOW TO ENSURE YOU RECEIVE OUR EMAILS

Administratively it is impossible for us to keep track of everyone's personal preference when it comes to emails. It is your responsibility to ensure that you receive all of the emails that are sent out. Emails from the HD office are sent to your @cam email address. You are also signed up to camtools with that address. If you would like to divert emails that are sent to your @cam email address to an alternative one please follow the directions below:

Re-direct your Hermes webmail to your home e-mail

1). Access Hermes webmail at:

<https://webmail.hermes.cam.ac.uk>

2). Sign in using your CRSid (Cambridge user name – e.g. ptw21) and password

3). Click on the 'Manage' icon at the top of the page

4). Under 'Mail; Processing' click on 'Redirect'

5). Type in your home e-mail address (not your school one, unless you access this regularly during the holidays)

6) Tick the two check boxes and click 'Apply'

Messages sent to Hermes (such as those sent via CamTools) should now be directed to your chosen e-mail address so that you don't miss them.

If you think you may not be receiving emails that your fellow students are receiving please alert the HD office as soon as possible.

12. CamTools – Online Resources and Activities on the Masters Programme

Most Masters students will have additional online (Internet-based) resources and activities for at least part of their route.

The online resources will not be a 'stand-alone' teaching session. Nor are they intended as an online textbook, since there are plenty of textbooks in the University libraries. Instead, the online resources are designed to support and extend your seminars, though the way they are used will vary depending on which route you are taking.

You will need no specialist computing knowledge for the online part of your route, just some general experience of using a computer to browse the Internet.

The online resources will be available to use at any computer with an internet connection, so you can work from home, school, in the Faculty or in your college. The vast majority of the resources should be accessible on a slow home Internet connection.

Your route will be using an online tool called CamTools. CamTools is what's known as a Virtual Learning Environment (VLE) or a Virtual Research Environment (VRE). VLEs and VREs are collections of web-based tools to support teaching, learning, research and administration.

Before you start your course, you will attend an introductory session which will make sure that you can log on and know how to use the tools.

Once you have received your CRSID and password, and attended the introductory session you can log in to CamTools from:

<https://camtools.cam.ac.uk>

12.1 Technical Help

If you are having problems with a CamTools site, please first look at the 'CamTools support' link included at the bottom of every CamTools screen, or go to 'Advice & Support' on the front page of CamTools. If this doesn't help you, contact your site maintainer or send an email to camtools@educ.cam.ac.uk

12.2 Higher Degrees Admin CamTools Site

<https://camtools.cam.ac.uk>

After you have logged in with your Raven ID and password, click on [FoE: Higher Degrees Office Students] in your list of courses and projects.

This site was set up by the Higher Degrees office as an efficient way of providing up to date information to students. It covers the MPhil, MEd and PhD programmes and is used as a way of providing information on issues affecting all routes, eg. examination procedures, timetable changes, graduate events, etc.

Any new developments or procedures will be announced to site members by email and will appear in the announcements section to the right on the home page. If you are looking for documentation (eg. route handbooks, guidance on submission, forms for the Graduate Finance Committee) you will need to select Documentation from the menu on the left.

Please do try to check this site regularly as it will contain important information. If there is additional information that you think it would be helpful to have on this site, please contact the Higher Degrees Office and let us know. We would welcome your ideas.

12.3 Checking your preferences to ensure you receive CamTools messages

If you have not set a preferred email address in the Lookup directory then you won't receive emails from any of the CamTools sites that you become a part of. To fix this situation please follow the directions below as soon as possible as you will miss important announcements.

CamTools reads your email address from Lookup. If you have suppressed your Lookup details, or if you haven't got an email address in Lookup, CamTools won't know how to email you. To get emails from CamTools:

- * Go to <http://www.lookup.cam.ac.uk>
- * Log in with your Raven ID and password
- * Click on the 'your page' link below the search box.
- * You will see your data – click on [Edit].
- * Make sure that you have not ticked 'Suppress' for any section.
- * Your email address should be set to your @cam email address. Type it in the first [Email addresses:] box

All tools using the University LDAP service will now use this email address. (Though it will take about 24 hours before the settings switch over). If you do not regularly check your @cam email account, please follow the instructions at Section 11 above to redirect your email to another account.

If you have any more problems please contact the Faculty CamTools team (camtools@educ.cam.ac.uk).

13. Assignments

13.1 General Guidance

MPhil routes, (apart from the 'individual' route by supervised study only) requires you to write two essays and a thesis. Students' first essays are normally literature-based, second essays normally have a methodological focus and theses are expected to be more empirical. The topics you select to study will clearly need to be of interest to you but should also draw on the content of the route units you are studying. Normally, a student is expected to write in relation to themes addressed in the route. You should discuss what is best for you with your supervisor, but some general preliminary advice is offered here. Broadly, two approaches to an essay or thesis are possible:

a) A literature based discussion

Here, your essay or thesis would be based largely or exclusively on existing published material. You would undertake an in-depth study of the literature which focuses on the problem you have identified. This would be followed by a detailed synthesis and critical analysis of the literature. You need to inform your audience of the issues involved and of the current state of research evidence.

In a thesis you must provide a rigorous evaluation of the methods used and of the conclusions drawn from the studies or theories which the literature puts forward. In writing this kind of thesis, you are not necessarily seeking to make a new contribution to the body of knowledge or the collective understanding of the subject. Rather, you are increasing both your own and your audience's awareness of the topic. The strength of the thesis will depend on the degree and level of critical analysis you can achieve.

b) A practical project and/or empirically-based research

This kind of writing marries your theoretical and practical knowledge with analytical skills to consider evidence about a particular problem or issue. Hypotheses from empirical data and theories are tested against each other. The onus is on you to define the problem to be studied, seeking the co-operation of any host organisation. Any approach to an organisation with which you have no direct connections should only be made after advice from your supervisor.

A thesis of this type should review relevant literature; frame an appropriate research question (or questions); indicate that methodological considerations have been addressed in designing the research programme; organise and report on data; analyse and interpret data; and consider implications for practice and practitioners arising from the research, which may take the form of recommendations.

13.2 Preliminary Advice on Designing and Writing Your Thesis

13.2.1 Identifying and selecting a topic

Identifying and selecting a focused topic for your research is frequently regarded as the most difficult element in the whole thesis process. Experience suggests that personal interest is important. The formal, taught parts of the route are likely to have aroused particular areas of interest for you. Your professional interests and career path will also indicate various potential areas for research. People tend to work better when they are enthusiastic about their work and the same remains true in research. The best theses are written by people who have a real interest in the area they have chosen. You will be exploring specific issues more fully and in greater depth than has been covered in the route. Consequently, it is important that you are highly motivated, self-disciplined and interested in your topic.

13.2.2 Timing

Since you must complete your thesis within a specified time limit, it is essential to work backwards from the intended date of submission (see 13.3.3 below). Consider how much time is needed in order to undertake different elements successfully. For instance:

- i) Word-processing the final thesis (How much time is needed? What about allowing for proof reading, problems, delays etc?);
- ii) Writing up/polishing the various drafts following supervisions;
- iii) Analysing the data;
- iv) Carrying out the research, including any 'false starts';
- v) Reviewing literature.

Most thesis completion problems arise because of poor time management rather than lack of capability. You need to show professionalism in undertaking your research in the same way as you would in any work situation: **time constraints are not acceptable reasons for delay.**

13.2.3 Access to information

A major problem facing any researcher is difficulty in gaining access to information. Other people are often unavailable when you need to speak with them; interviews are time consuming – and mutually convenient times sometimes difficult to organise. Questionnaires can be returned late, or not at all. A key point to remember is that data collection inevitably takes longer than you have allowed. It is important to bear in mind difficulties and limitations you expect to encounter when you are analysing information. Some information will be confidential within the organisation or at a personal level. It must therefore be excluded from the study or clear confidentiality arrangements must be made and outlined in the final report.

13.2.4 Ethics

Good educational research is only possible if there is mutual respect and confidence between investigators and participants, and to this end all students must consider the ethical implications of their proposed research. This is particularly important when the researcher has a position of power over the research, e.g. teacher (as researcher) investigating children; or head teacher researching aspects of her/his colleagues' practice. Indeed, for many students a variety of permissions may be necessary before data collection may commence.

Throughout the course and on various occasions students will be invited to consider the ethical dimensions of their work. The guidelines published by the British Educational Research Association (BERA) are particularly helpful and students can expect to be asked to discuss them in relation to their proposed research with their supervisors.

All Faculty members, students and staff, must carry out an ethical review of their planned study *before* they commence any fieldwork (data collection). The Faculty Ethics Checklist sets out the process that must be followed and should be completed and discussed with your supervisor when designing your research. (Students following the Psychology and Education route will be advised of the specific ethics guidelines related the BPS requirements of their course.) All students other than Psychology & Education students (who have a separate form provided by their route coordinator) must submit the Research Ethics Checklist with their thesis. The form should be submitted loose (not bound in) and must be signed by your supervisor. It can be downloaded from: <http://educ.cam.ac.uk/services/administration/resources/>

For the BERA guidelines visit

<http://www.bera.ac.uk/files/guidelines/ethical1.pdf>

13.2.5 Methods of enquiry

Review the methodologies available then choose what appears suitable to support the research topic selected. Where your chosen approach involves, for instance, surveys or questionnaires, it is important to avoid projects which create significant demands on your time or money – e.g. large or expensive surveys or samples. Your methods must be capable of providing data to illuminate the research question posed, and allow you to draw specific conclusions. You will be expected to describe, to justify and to critique the methods that you use for collecting your data.

13.2.6 Literature review

A review of research literature is an important element in the research process. Its purpose is to help you to identify and review existing and relevant information, so that you can demonstrate your understanding of the current body of knowledge and how this relates to your own research. It can also help you to consider the wider relevance and implications of a professional challenge you are currently facing. In developing your literature review it is important to demonstrate that you are not merely presenting the thoughts of others in a non-critical manner. You will also need to bring an explicit critical judgement to the literature you review, in the light of specific guidance you will have received on your route. The final form and content of the literature review is your own responsibility: A supervisor can give guidance where necessary, but cannot structure or write the review for you.

13.2.7 Links

A thesis must be logically ordered with a clearly defined beginning, leading through sound and analytical discussion to well-supported conclusions and/or recommendations. Each individual chapter must connect with both its predecessor and its successor so that it adds to the central arguments you make.

13.2.8 Data analysis and interpretation

Simply collecting large amounts of data without carrying out any real analysis is of no value or merit. It is essential that you analyse the data you include and justify its inclusion in terms of the research questions that you formulate. Any analysis you make must be relevant to the problem you are investigating and be consistent with the kinds of data you have collected. You must also ensure that having analysed your data you then interpret the findings.

13.2.9 Conclusions and recommendations

Conclusions and recommendations must be drawn logically from the analysis and content of your writing. Each recommendation you make, or conclusion you reach, must be supported by arguments previously explored. You might find it helpful to consider the implications of what you have found out in relation to, for example, professional practice, school improvement and policy making.

13.2.10 Appendices

It is important to manage the inclusion of material in your appendices carefully. Any material which you include must articulate with the text of your thesis or essay. Appendices (not included in the word count)

should also include sufficient extracts from your data and/or analysis to illustrate the methodological techniques employed and substantiate the claims you make in the presentation and discussion of your findings. However, it is important to understand that a reader should be able to read and follow your arguments without having to read an appendix. If you find yourself referring your reader to an appendix to make sense of what you are trying to say then you are saying it incorrectly.

So to sum up....

- Your topic should have a practical as well as an academic interest;
- It should be possible to explain why the study is needed;
- Consider carefully the resources needed to investigate the topic properly:
 - time;
 - your research skills;
 - your personal and professional interests;
 - data availability;
 - finance available (e.g. to pay for travel/postage).

When writing, try to show the reader that you have:

- written to your title;
- reviewed relevant literature;
- linked your research and writing logically;
- analysed data rather than merely included it;
- made conclusions and recommendations;
- avoided plagiarism;
- included clear references;
- respected confidentiality/anonymity.

You might also find it useful to keep in mind the Assessment Criteria listed at 15.2 below as you develop your thesis.

13.3 Guidance on Submission of Assignments

13.3.1 Titles

Titles for the essays and thesis must be discussed with Supervisors. The HD office will email you to request titles at the appropriate times. The deadlines for emailing your title to the HD office are as follows:

Essay One:	18 November 2011
Essay Two:	24 February 2012
Thesis:	5 March 2012

Once students have submitted a final title it is important that they write to that title. That title should also denote as clearly as possible to the reader the nature of the assignment e.g. case study, or survey, or theoretical exploration. General headings such as 'Leadership in Secondary Schools' should be avoided. If a student feels that the nature of their study has substantially changed since the submission of their title then it is possible to re-negotiate the title. They are advised to see their supervisor about this.

13.3.2 Ethical Guidelines Checklist (see also 13.2.4)

All students (other than Psychology & Education students, who have a separate form provided by their route coordinator) must complete the Research Ethics Checklist prior to commencing work on their thesis. The form should be signed by the supervisor and submitted to the HD office by **5 March 2012**. It can be downloaded from:

<http://www.educ.cam.ac.uk/services/administration/resources/>

13.3.3 Risk Assessment for Fieldwork

All students carrying out fieldwork (either in the UK or abroad) should complete a risk assessment form and submit it to the Higher Degrees office together with their Ethical Guidelines Checklist by **5 March 2012**. For further information about fieldwork and risk assessment please see Section 18 below. The risk assessment form is available on the FOE: Higher Degrees Student 2011/12 CamTools site at www.camtools.cam.ac.uk

13.3.4 Word Limits

For all Masters Routes (other than the individual route)

Students will be required to submit two essays of between 6,000-6,500 words and a thesis of up to 20,000 words. These word limits are exclusive of the abstract, the title page and the table of contents as well as footnotes, tables, appendices, reference lists and bibliography. Students are required to state clearly on the title page an accurate word count, which does not exceed the word limit.

For Masters Students on the Individual Route

Students studying on the individual route do not submit any essays but are required to submit a thesis of up to 30,000 words, exclusive of the abstract, the title page and the table of contents as well as footnotes, tables, appendices, reference lists and bibliography. Students are required to state clearly on the title page an accurate word count, which does not exceed the word limit.

Consequences of Exceeding the Word Limit

- If the student states that the word count is exceeded or if the assessor suspects that the submission exceeds the word count then the electronic copy of the assignment will be audited
- If the word count is exceeded then the submission is normally read to the word limit (allowing the relevant paragraph to be completed), and marked accordingly.
- A penalty notice will be issued after each submission exceeding the word limit.

13.3.5 Submission Dates and Where to Submit

The deadlines for the submission of assignments are as follows:

Essay 1 (6000-6,500 words)	Essay 2 (6000-6,500 words)	Thesis (& Ethical Checklist) (Up to 20,000 words)
Friday 2 December 2011	Friday 16 March 2012	Monday 16 July 2012

In each case, you should **submit two hard copies** to the Higher Degrees Office in Room 2S1 of the DMB by 4pm on the date given (where work is posted in, the work must be received, not posted, on the submission date.) You are also required to upload your assignment by the submission date on to the CamTools site: FoE Higher Degrees Students 2011/12. Instructions are set out below:

How to upload your assignment on to CamTools

- Ensure that your work is in one document and is in PDF format
- Label it as follows with no punctuation: Surname/ First Name/ Route/ Type of Assignment (for example: Villis Freya RSLE Thesis)
- Go to www.camtools.cam.ac.uk
- Select the site: Higher Degrees Student 2011/12
- Select 'Assignments' from the left hand tool bar
- Select the relevant Assignment from the list (for example, MPhil Essay 1)
- Select 'Add attachments'

- Browse and select your document
- Select 'continue', then 'submit', then 'ok'
- You will receive an email confirmation that your submission has been made

How to present the Essays

Pages should be securely fastened and preferably comb bound. Pages should be numbered and should include a title page stating:

- full title of the assignment
- initial(s) and surname of the author
- route
- submission date
- the name of your supervisor
- a word count

The second page should include a signed declaration:

- a description of the sources from which information is derived, the extent to which you have used the work of others and how much of the assignment you claim as original work. Words such as the following are typically used: *'I hereby declare that the sources of which I have availed myself have been stated in the body of the essay and in the bibliography and the rest of the work is my own. This essay does not exceed 6,000 – 6,500 words in length.'*

Each essay should include a full list of references cited in the text following the style recommended (see Appendix A).

How to present the Thesis

The presentation of the thesis should follow normal conventions for work of this type (see Appendix A).

The first page of thesis must provide:

- full title of thesis
- initial(s) and surname of author
- the following words: *Thesis submitted in part-fulfilment of the requirements for the degree of Master of Philosophy of Education in the University of Cambridge Faculty of Education.*
- year of submission
- name of supervisor
- route
- a word count

The second page should include:

- an abstract of not more than 300 words describing the whole thesis;
- a signed description of the sources from which information is derived, the extent to which you have used the work of others and how much of the thesis you claim as original work. Words such as the following are typically used: *'I hereby declare that the sources of which I have availed myself have been stated in the body of the thesis and in the bibliography and that the rest of the work is my own. This thesis does not exceed 20,000 words in length (or 30,000 words for the individual route).'* Or you can use the Board of Graduate Studies declaration found at http://www.admin.cam.ac.uk/offices/gradstud/admin/forms/bgs_mphil_certificate_of_submission.pdf.
- If any practical help with data gathering has been used there should be a declaration which clearly states the role of the assistant and the extent of the help provided. The statement should quantify the number of hours/days of help provided and the nature of the tasks carried out.

Dissertation Deposit Form

All theses awarded a 66 or above will be placed in the Faculty library for a period of five years. Please submit a signed dissertation deposit form with your thesis (this does not need to be bound in). This confirms that you give permission for your thesis to be stored in the library if it receives a 66 or above. The form is available on the HD CamTools Student site or can be obtained by emailing graduate@educ.cam.ac.uk

Thesis Binding information can be found at Appendix C

13.3.6 Requesting an Extension

Assessed work must be submitted by the specified submission dates. Extension requests should be made at least a week before the submission date. Requests made in the last few days before submission, and those made on or after the date of submission, will not be accepted unless they are made due to exceptional and unforeseen circumstances. **Where an extension has not been granted and work is submitted late, the work will be assessed and feedback given, but the mark will be capped at 60.** This is to ensure fair procedure for all students in having the same amount of time to complete and submit assignments.

Students may apply for an extension to the specified deadlines to submit work only where the reasons for application are significant. "Pressure of work" alone will not be accepted. Most problems arise because of poor time management (see 13.2.2 for advice on how this can be avoided). We recommend, therefore, that students show professionalism in undertaking their research and plan accordingly.

When considering whether to grant an extension, the Senior Examiner will consider carefully the effect that the extension will have on future assignments and whether the supervisor will need to be available during the period of the extension.

- **A request for an extension should be made in writing, on an extension form (available on the CamTools HD Student site, or by email from the HD office), at the earliest opportunity setting out the grounds for the request.**
- The request must be supported and signed by your supervisor (or accompanied by a supporting email from your supervisor) before it will be considered. All extension requests on medical grounds must have attached a signed letter from your General Practitioner (the medical doctor you are registered with whilst studying in Cambridge). All completed extension requests should be submitted to the Higher Degrees Office, and NOT to the Senior Examiner.
- Students who have been granted an extension and find they are unable to submit to the agreed deadline, have to apply AGAIN to extend the extension. It must not be assumed that the original extension can be carried forward.

Extensions for students with dyslexia

Board of Graduate Studies guidance for students wishing to obtain extra time in exams can be found at www.admin.cam.ac.uk/offices/gradstud/current/examination/special.html. Any student sitting an exam who has a report from an Educational Psychologist recommending that they are granted extra time will be granted 25% extra time in examinations. In practice, there are very few examinations for students on the Masters Programme in this Faculty, other than British Psychological Society (BPS) exams for those on the MPhil/MEd Psychology and Education.

There is no automatic entitlement to extra time for coursework for dyslexic students. Students with dyslexia who would like an extension should apply in the usual way (as described above) attaching a copy of their Educational Psychologist's report and recommendation. Requests will be considered by the Senior Examiner

on a case by case basis. Students with dyslexia should discuss with their supervisor whether a package of additional study skills support from the Disability Resource Centre may be helpful.

All extension requests will be considered by the Senior Examiner and students will be notified of the outcome as soon as possible thereafter.

13.4 Procedure for Exam Entry

The Higher Degrees office is responsible for making the exam entry each year on behalf of all Masters' students. Exam entries are put onto CamSIS, the University database. All students **apart** from those following the Individual Research Route will be entered as Option B students, submitting Essay 1, Essay 2 and the thesis. Individual route students are entered as Option A students, submitting the thesis only.

Students may receive a letter from their College giving their Exam Entry details and asking them to confirm the entry. Please check your entry is correct (see above). If it is not you should contact the HD Office and let them know.

14. Plagiarism

14.1 University Statement on Plagiarism

The following is the University's statement on plagiarism for undergraduate and graduate students. It should be read in conjunction with Appendix A 'Guidelines for Submitted Work: Referencing and Presentation'.

The General Board, with the agreement of the Board of Examinations and the Board of Graduate Studies, has issued this guidance for the information of candidates, Examiners and Supervisors. It may be supplemented by course-specific guidance from Faculties and Departments.

Plagiarism is defined as submitting as one's own work, irrespective of intent to deceive, that which derives in part or in its entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity.

Examples of plagiarism include **copying** (using another person's language and/or ideas as if they are a candidate's own), by:

- **quoting verbatim** another person's work without due acknowledgement of the source;
- **paraphrasing** another person's work by changing some of the words, or the order of the words, without due acknowledgement of the source;
- **using ideas** taken from someone else without reference to the originator;
- **cutting and pasting** from the Internet to make a pastiche of online sources;
- **submitting someone else's work** as part of a candidate's own without identifying clearly who did the work. For example, buying or commissioning work via professional agencies such as 'essay banks' or 'paper mills', or not attributing research contributed by others to a joint project.

Plagiarism might also arise from **colluding** with another person, including another candidate, other than as permitted for joint project work (i.e. where collaboration is concealed or has been forbidden). A candidate should include a general acknowledgement where he or she has received substantial help, for example with the language and style of a piece of written work.

Plagiarism can occur in respect to all types of sources and media:

- text, illustrations, musical quotations, mathematical derivations, computer code, etc;
- material downloaded from websites or drawn from manuscripts or other media;
- published and unpublished material, including lecture handouts and other students' work.

Acceptable means of acknowledging the work of others (by referencing, in footnotes, or otherwise) vary according to the subject matter and mode of assessment. Faculties or Departments should issue written guidance on the relevant scholarly conventions for submitted work, and also make it clear to candidates what level of acknowledgement might be expected in written examinations. Candidates are required to familiarize themselves with this guidance, to follow it in all work submitted for assessment, and may be required to sign a declaration to that effect. If a candidate has any outstanding queries, clarification should be sought from her or his Director of Studies, Course Director or Supervisor as appropriate.

Failure to conform to the expected standards of scholarship (e.g. by not referencing sources) in examinations may affect the mark given to the candidate's work. In addition, suspected cases of the use of unfair means (of which plagiarism is one form) will be investigated and may be brought to one of the University's Courts. The Courts have wide powers to discipline those found guilty of using unfair means in an examination, including depriving such persons of membership of the University, and deprivation of a degree.

14.2 How to avoid plagiarism

The stylistic conventions for different subjects vary and you should consult your supervisor about the conventions pertaining in your particular subject area. Most routes will issue written guidance on the relevant scholarly conventions and you are expected to have read and to follow this advice (see Appendix A 'Guidelines for Submitted Work: Referencing and Presentation'). However, the main points are:

- when presenting the views and work of others, you must give an indication of the source of the material; conventions for this vary, but one approach would be to write: '*... as Sharpe (1993) has shown*', and give the full details of the work quoted in your bibliography;
- if you quote text verbatim, make this completely evident; again conventions will vary but you might say: '*The elk is of necessity less graceful than the gazelle*' (Thompson, 1942, p 46) and give the full details in your bibliography as above;
- if you wish to set out the work of another at length so that you can produce a counter-argument, set the quoted text apart from your own text (e.g. by indenting a paragraph) and identify it in a suitable way (e.g. by using inverted commas and adding a reference as above). NB long quotations may infringe **copyright**, which exists for the life of the author plus 70 years.
- if you are copying text, keep a note of the author and the reference as you go along, *with the copied text*, so that you will not mistakenly think the material to be your own work when you come back to it in a few weeks' time;
- if you reproduce an illustration or include someone else's data in a graph or table, include the reference to the original work in the legend, e.g. '*(figure redrawn from Webb, 1976)*' or '*(= data from Webb, 1976)*';
- if you wish to **collaborate** with another person on your project, you should check with your supervisor whether this might be allowed and then seek permission (for research degrees, the permission of the Board of Graduate Studies must be sought);
- if you have been **authorised to work together** with another student or other researchers, you must acknowledge their contribution fully in your introductory section. If there is likely to be any doubt as to who contributed which parts of the work, you should make this clear in the text wherever necessary, e.g. '*I am grateful to A. Smith for analysing the sodium content of these samples*';
- be especially careful if **cutting and pasting** work from electronic media; do not fail to attribute the work to its source. If authorship of the electronic source is not given, ask yourself whether it is worth copying.

The Golden Rule

The examiners must be in no doubt as to which parts of your work are your own original work and which are the rightful property of someone else.

14.3 Self plagiarism

For most MPhil students (excepting those registered for the Individual Route), three pieces of submitted work will be examined at the end of the course. Each of the essays and the thesis contribute to the final MPhil mark, and each has a strict word limit. Part of the work of the external examiners who scrutinise the provisional marks awarded for students' work is to confirm that the marks awarded are merited by the work submitted. Examiners will expect to see that there is no substantial overlap between any of the three assessed pieces of work that might imply that the same work was being submitted to seek multiple credit (for example, substantive sections of text that are submitted both as part of an essay, and as part of a thesis). It is of course perfectly acceptable that the submitted essays represent work undertaken whilst developing the project that is subsequently reported in the thesis, and so relate to the same topic area and research questions. This might imply considerable overlap *of the topics* discussed, but the examiners will expect to see sufficient progression between the essays and the thesis to demonstrate that the treatment of these areas in the thesis reflects considerable additional work (to develop depth, breadth, critique etc.) justifying further credit to be awarded. Examiners have in the past highlighted work where material from the submitted essays appears to have been included in substantially the same form as part of the thesis, and commented that this is not acceptable.

14.4 Use of Turnitin UK text matching software

The Faculty uses Turnitin UK text matching software to detect plagiarism in assessed work. The Faculty's policy for the use of this software can be found at Appendix C. All students will be asked to complete a consent form for submission of their work to Turnitin UK at induction.

15. Examination and Assessment Procedure

15.1 MPhil Examination Board

To qualify for the MPhil degree students must satisfy the examiners in each of the assessed elements. All work submitted will be assessed by two Internal Assessors and students will receive notice of their provisional marks together with written formative feedback. A selection of work is considered by External Examiners and marks are provisional until confirmed at the MPhil Examination Board on **Monday 17 September 2012**.

Thesis grades will be distributed to students as soon as possible after the examination board.

15.2 Assessment Criteria

The categories and criteria used by the examiners in their assessments are as follows:

Focus of the Study: The determination of a clear and ethically acceptable focus which satisfies the specification of the assignment in question is expressed in an approved title and may address an appropriate professional purpose.

Knowledge and Understanding: Knowledge and Understanding of the field of study, including central concepts, issues and debates relevant to:

- substantive questions relating to the specific topic(s) of the research
- methodological questions relating to the form(s) of research envisaged
- the broader context of thought and practice in which the field of study is located

Knowledge and understanding of research and professional literature relevant to the field of study.
Knowledge and understanding of research methodology relevant to the field of study and the research envisaged.

Development of Argument: The development of an overall argument which:

- is logically, analytically, systematically and clearly developed
- is internally consistent
- reflects critically upon and justifies methodological decisions, indicating clearly the sort of enquiry which is being undertaken and how decisions have been informed by ethical considerations
- is based on appropriate forms of evidence and on an appropriate selection and deployment of a range of material from relevant literature in the form of allusion, reference and quotations
- reveals accuracy and judgement in interpretation of material from relevant literature and from other sources
- recognises and takes account of intellectual and practical complexities
- is well judged (avoiding premature judgments and unsupported assertions and generalisations)
- is interesting and thought provoking
- offers clear conclusions which attempt to answer the question(s) addressed and which are based on the argument developed
- is alert to its implications for future research, educational policy and professional practice, as appropriate

Development of Project: The development of a project which:

- identifies a set of research questions clearly
- provides a well thought out rationale and justification for the formulation of the research questions
- provides a thorough account of relevant ethical considerations for completing the project and disseminating the findings

- provides a clearly articulated research design for which a rationale and justification is offered
- employs appropriate research methods accurately and rigorously
- makes relevantly innovative use of concepts, methods and modes of reporting

Critical Engagement and Judgment: The exercise of critical engagement and judgment which goes beyond the mere reporting of existing knowledge and which is revealed in:

- probing and exploring the meaning, adequacy and significance of central concepts, arguments, claims and assumptions found in relevant literature and existing scholarly and professional debate and practice
- taking into account existing scholarly and professional knowledge, research and experience in the development of an overall argument and project
- providing a rationale and justification for the selection of issues and sources addressed and for the research methods adopted
- identifying and reflecting on ethical aspects of the work and key issues arising, including the ways in which any problems or dilemmas were, or could have been, resolved
- including a judgment about the character and status of research findings referred to
- presenting an analytical and appropriately judged reflection on professional experience in relation to the issues under consideration
- offering an analytical and appropriately judged reflection on research methodology which is brought to bear on the argument and project being developed
- developing an overall argument in the light of a consideration of lines of criticism and objection to which it might be open
- offering significantly original, imaginative and innovative insights into, and perspectives upon, the matters addressed and the research attempted
- indicating the scope, significance and implications of the argument developed

Structure and Organisation: Structure and organisation which:

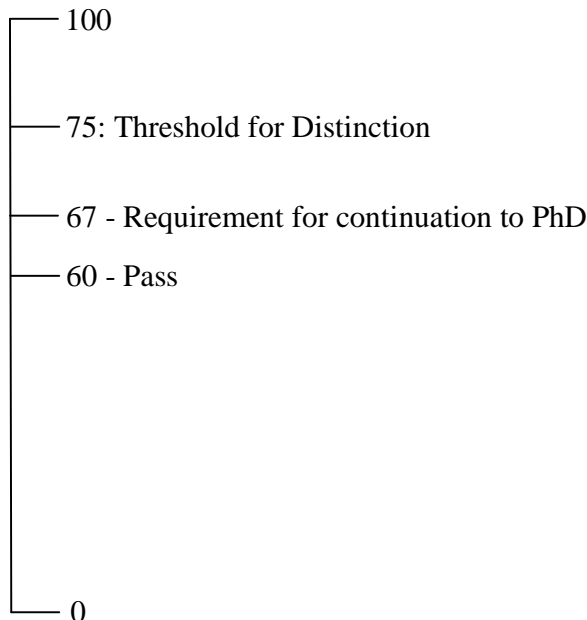
- indicates and justifies at the outset the nature, purpose and character of the work which is being undertaken, offering a programmatic indication of the structure of the essay
- locates the writer biographically where appropriate
- offers a clear structure to the essay with sections and sub-headings which are transparent and clearly 'signposted' for the reader
- is 'driven' throughout by the argument being developed in a sustained way throughout the essay
- contains a development of the argument throughout the essay

Presentation: Presentation which:

- involves the use of clear and accurate English
- indicates which 'voice' is being represented at a given time
- uses a range of presentational devices appropriately (e.g. tables, bullet points etc)
- conforms to stipulated conventions of layout and presentation
- states the exact word count
- does not exceed the word limit

15.3 Guidance in Relation to Marks

Faculty Marking Scale for Masters Work:



In order to pass the MPhil/MEd, students must receive a mark of 60 or above in the two essays and the thesis.

Assessors will not give feedback beyond that provided on the form returned to the student with their mark. If the student wishes to discuss their result in more detail and receive guidance for future assignments, they should contact their supervisor.

The Internal Assessors' assessments are provisional and subject to the final decision of the Examination Board, where marks for each student will be agreed.

15.4 Examination of Individual Route Students

All students following the individual route will be subject to an oral examination at which both assessors (or suitable replacements) will be present.

15.5 Arrangements for borderline students

15.5.1 Assessment

- a) During the course students receive formative assessment from supervisors, lecturers and peers. This takes place informally for individuals and groups of students.
- b) Written summative and formative assessment is also received from the internal assessors who mark route work (essays or their equivalent).
- c) If Essay 1 or Essay 2 does not meet the assessment criteria, then a student may be invited to meet an assessment panel for a formative review.

- d) In most circumstances the assessment panel will consist of at least two people drawn from the Chair or Senior Examiner, the two assessors and the supervisor.
- e) In the formative review, the student will be invited to talk about his or her work, including the process of studying as well as the final product. The student will be asked whether he or she would like to revise and re-present the essay. In most cases the assessment panel will give the student the opportunity to re-present the relevant essay for marking and subsequent submission at an agreed date (which will be no later than 1 May for essay one and 16 July for essay 2 of the year the thesis is submitted).
- f) The assessment panel will offer specific advice for improving the essay to a point where it would meet the assessment criteria. The written report of this conversation will be sent to the student, supervisor, Senior Examiner and any other assessment panel members.
- g) A student who is re-presenting an essay is entitled to one additional hour of supervision to help in the preparation.
- h) The re-presented essay will be re-marked by the original assessors or appropriate replacements if the original assessors are not available. The student will receive written feedback focusing on whether the revised work has developed in the recommended areas and now meets the assessment criteria.
- i) The essay will be re-marked in readiness for submission to the Examination Board.
- j) The mark of the re-presented essay will be capped at 60 (pass).
- k) Only one essay may be re-presented in this way.

15.5.2 Examination

- a) All marks are provisional until the relevant Examination Board.
- b) Students whose work fails to meet the assessment criteria at the end of the course will be invited to attend an oral examination ('viva'), focusing on the thesis and/or the essays (or equivalent assignments), and on the general field of knowledge within which they fall [*Statutes & Ordinances*, Chap VII, pp.472].
- c) The oral examination is a part of the examination process and will not be offered until the end of the course when all work has been submitted. Further guidance for students required to attend an oral examination is set out at 15.7 below.
- d) Students who revise and re-present an essay before the Examination Board may have their essay re-marked at a pass level or a fail may be confirmed (see above). A pass grade will be taken to the Examination Board, with the essay identified as having gone through the re-presentation process and therefore capped at that mark. A confirmed fail mark will stand, without the possibility of further revision and re-presentation.
- e) If a re-presented essay fails, a student may choose to take this forward to the final examination. It will not then be possible to pass the course unless the remaining assignments are completed successfully and the Examiners decide to offer the student the opportunity to defend his or her work in an oral examination. If the student then passes the oral examination, the course will be passed.
- f) Students carrying a failed essay forward should be given the opportunity to discuss their future on the course, with the supervisor, route co-ordinator and/or Masters Manager. Advice may be given at this point about alternative ways forward which might include taking an Advanced Diploma.
- g) *Exceptionally* the oral examination may be waived where the Examiners view the student's position as irredeemable, provided that the student had been given the possibility of attending an oral examination and has been made aware of the seriousness of his or her position.

15.6 Arrangements for Oral Examinations

Students will be advised by Friday 31 August 2012 if they will be required to attend an oral examination. The examination will be scheduled for between this date and the MPhil Examination Board on Monday 17 September 2012. **Students who are planning to be overseas between 31 August – 17 September should be aware that they may be required to return to Cambridge for an oral examination and the Faculty will not be able to cover the cost of travel.**

15.7 Further Guidance for those attending an Oral Examination ('Viva')

1. University regulations require that the oral examination must be carried out by both assessors of the thesis (or suitable replacements if necessary), regardless of whether the failed work is the essay or the thesis. The external examiner may be invited to attend for moderation purposes. [Guide to Examiners. Assessors and the External Examiners:
<http://www.admin.cam.ac.uk/offices/education/examiners/>]
2. The **assessors** may use the oral for a variety of purposes. These may include: seeking clarification of problem areas; probing the student's knowledge of the general area of knowledge and establishing the authorship of any parts of work for which the provenance is unclear.
3. The **student** should use the oral in support of his or her work and to demonstrate his or her knowledge of the subject area.
4. The student will have the opportunity to provide evidence of their knowledge and understanding of the topics covered in the light of the assessors' feedback. They will be required to prepare in advance a 10 minute (maximum) presentation that addresses the any weaknesses raised by the assessors. Oral examinations usually last for between 30 minutes and an hour.
5. Following the oral examination the assessors will agree their recommendation to the exam board and complete a joint report and recommendation form. The student will be informed of the final decision after the Exam Board meeting.
6. A student who is required to attend an oral examination due to a provisional fail mark is entitled to one additional hour of supervision to help prepare.
7. The student should contact their supervisor to request support in preparing for the oral examination and to discuss it afterwards. If they are unable to contact their supervisor they should inform the HD office **as a matter of urgency**.

15.8 Examination Allowances and Review of examinations

A student who fails to be approved for the MPhil will be advised of the two main types of provision that exist in the University's Regulations for reviewing the outcome of an examination:

- i) Examination allowances (in cases of hindrance in the preparation for or taking the examination)
- ii) Review of the results of examinations (in cases of failure where the student believes he or she has been unfairly treated)

Further details can be found in the '*Code of Practice for Graduate research degrees and certificates of postgraduate studies*' available at the following address:

<http://www.admin.cam.ac.uk/offices/gradstud/practice/>

The above Regulations do not cover the case of a student who has passed the examination but has not been allowed to continue to PhD; if he or she considers there are grounds for complaint, he or she should refer to the Student Complaint Procedure (see Section 17).

Students, Supervisors and Examiners should be aware that there is no provision in the University's Regulation for questioning the academic judgement of the Examiners; only cases involving extenuating circumstances or alleged unfair treatment will be considered.

15.9 Retention of Assignments by the Higher Degrees Office and Submission of work to the library.

Theses and essays awarded a mark of 66 or above will be placed in the Faculty library. Essays will be retained by the library for one year and theses for five years. **It is essential that students retain a copy of their work. The Higher Degrees Office does not accept responsibility for retaining copies of work.**

15.10 Graduation

The MPhil Exam Board will take place on Monday 17th September 2012. The results of the Exam Board are subject to final confirmation by the Degree Committee who meet on 24th September 2012. After the Degree Committee students will be emailed with their result (including the assessors' comment sheets for the thesis).

On successful completion of the degree, the student's College is responsible for presenting them at a Congregation of the Regent House. Students should contact their College Praelector to ask about the arrangements and dates of congregations. **Please note that it is not possible for a student to graduate before the Degree Committee has conferred their degree at their meeting on 24th September 2012.**

15.11 Requesting Transcripts

Transcripts can be obtained through the Student Administration and Records Office:

<http://www.admin.cam.ac.uk/univ/degrees/certificates/>

The office has an extremely high volume of transcript and certificate requests. It may take 28 days to dispatch requests on receipt of payment. Please read the order form carefully for information on the level of detail the transcript provides.

16. Graduate Supervision: Guidance and Code of Practice

All graduate students reading for the MPhil work closely with a supervisor (or in some cases, with two joint supervisors). Supervisors are allocated by the route coordinator.

Supervisors are members of the academic staff of the Faculty of Education who are formally appointed to oversee the work of students either throughout their course or period of study or for particular assignments. Students will be formally notified of their supervisor or supervisors.

This code is designed to clarify central features of the arrangements, expectations, responsibilities and entitlements relating to the process of supervision. It also indicates procedures to be followed in the case of certain kinds of difficulty which may be experienced with regard to supervision. The aim of the code is to contribute to the achievement of effective supervision for all graduate students within the Faculty.

This code should be read in conjunction with the university *Code of Practice for Research Students* at <http://www.admin.cam.ac.uk/offices/gradstud/policy/quality/cop/>

16.1 Supervisors and Tutors

In this collegiate University, there is a division of labour between *Supervisors* and *Tutors*. *Supervisors* are appointed by the Faculty and are responsible for oversight of the academic work of students (for example, the route of study and individual study plans and progress) and for providing guidance and detailed feedback on these matters. *Tutors* are appointed by the students' College, and are responsible for more general pastoral care and personal well being of students during their time as a graduate student. For example, matters relating to the shape and direction of students' research should be raised with their supervisor and matters relating to finance and accommodation with their tutor. Supervisors and tutors play complementary roles. Tutors receive copies of supervisor's reports. Students can help their supervisors and tutors to work together – should it prove necessary – by making sure that the supervisor knows who is acting as tutor and the tutor know who is acting as supervisor. If students feel it would helpful to consult with other members of the Faculty for advice about their research when it covers an area which falls outside of the expertise of their supervisor they should discuss this with their supervisor who will be able to advise on appropriate staff members to contact and help liaise.

16.2 Supervision Arrangements

On the Educational Research route, a supervisor will be appointed in the light of his or her specialised expertise relating to the area of research and enquiry covered by the student's thesis topic. The supervisor will work with the student throughout their period of study. On routes other than Educational Research, the supervisor may change for each of the assessed assignments according to the topic. The supervisor is responsible for providing feedback on progress to students throughout their route of study.

In the case of students reading for other thematic routes leading to the MPhil, arrangements for supervision are made by the route co-ordinator, who will allocate an assignment supervisor from the teaching team for each assignment on the basis of expertise in the particular topic of each assignment. The supervisor is responsible for providing feedback on assignments and progress throughout the route.

16.3 General Responsibilities of Supervisors and Students

The main specific duties of the supervisor are to offer advice on the planning and execution of the student's programme of study, investigation or research, to provide detailed feedback on progress (through, for example, comments on drafts of work) and to offer support and guidance in the timely submission of work of an appropriate nature and standard for the degree for which the student is registered. Supervisors give approval for empirical work or field work conducted by the student, and will assist in making appropriate contacts. Supervisors also ensure that students are receiving appropriate research training, give guidance on ethical issues relating to research and have a more general duty of providing academic leadership. Supervisors can be approached to advise on career development and to provide personal references in support of students. Any serious concerns about unsatisfactory performance and progress will be communicated by

supervisors to students in writing, copied to the relevant route coordinator and the Masters Programme Manager. Supervisors write regular reports on the progress of students on CSRS. These reports are viewable by the student, the Board of Graduate Studies, the Degree Committee of the Faculty, the Head of Department and College Tutors. The supervisor is accountable for student supervision in the first instance to the Masters Programme Manager.

Supervisors have a right to scrutinise all the results produced by a student where they feel this is appropriate. The ownership of the results remains with the student. Supervisors are not expected to act as copy editors or proof readers: responsibility for ensuring that copy editing and proof reading is done to the requisite standard rests with the student.

Students are expected to apply themselves diligently to the various aspects of their research, to show considerable individual initiative in the conceptualisation and realisation of their work and to pursue their own interests and lines of argument under the guidance of their supervisor. Students should seek the approval of their supervisor before embarking on any empirical work or field work, and in particular satisfy the supervisor that they have carefully completed the Faculty Ethics Checklist. Through this process students should ensure that ethical considerations relating to their research (including matters relating to plagiarism and to intellectual property rights) are fully satisfied. It is important for students to be open and honest with their Supervisor about the progress of their work and about any particular difficulties they may be experiencing. Students should keep in regular touch with their supervisor throughout their programme of study.

Notwithstanding the comments and advice offered by supervisors, students retain overall responsibility for the form, content and quality of the work submitted for final assessment.

16.4 Frequency

A meeting between a supervisor and a student in Cambridge for academic purposes is called a 'Supervision'. The minimum expectation in the Faculty is that supervisor and student will normally meet at a frequency indicated by student entitlement to supervision (set out below at 16.6), to plan work, to discuss work in progress and to develop the future direction of the research. There are likely to be occasions where, by mutual consent, meetings will be longer, or more frequent, to allow important issues to be properly discussed: equally, there may be times where lengthy discussion is not necessary and meetings can, again by mutual consent, be shorter, or less frequent. Where important issues need discussion, a meeting can be requested by either student or supervisor, and should normally take place within a week of the request. Students who have been granted extensions should note that supervision is not normally available during August.

16.5 Entitlement

MPhil students are entitled to the equivalent of 11 hours of one-to-one supervision during the course of an academic year (within term time), although the pattern and frequency of one on one and small group supervisions will vary from route to route.

16.6 Location

Meetings normally take place in the supervisor's office, or in some other place which will allow the meeting to proceed without distraction or disruption.

16.7 Times and Dates

Times and dates of meetings are arranged by mutual agreement between supervisors and students. In some cases, students will be expected to take the initiative in contacting their supervisor. E-mail is particularly suitable for arranging meetings. A regular system for maintaining contact with the supervisor should be agreed. Every effort should be made to avoid the re-arrangement of scheduled meetings without due cause or notice. Supervisors should always be informed when, for whatever reason, students are unable to attend a meeting at an arranged time.

16.8 Content, Structure and Organisation

To maximise the productivity of meetings, supervisors and students should normally agree the specific topic or focus of the meeting in advance.

Normally, students will be expected to submit some written work (for example, drafts of an outline of the structure of an essay or thesis or sections of text) which will form an important part of the basis of the discussion in the meeting. **This written material should be submitted according to a deadline agreed with the supervisor, which will allow the supervisor sufficient time to read and reflect upon it.**

Normally, supervisors will meet students to discuss submitted work within two weeks of its submission. Material may be submitted to supervisors by e-mail with their prior agreement.

It may be helpful for students in preparing for supervisions for them to write down anticipated questions and queries in advance of the meeting. Supervisors vary in the detailed way in which they conduct supervisions. Some will annotate drafts of pre-submitted work as a basis for discussion: others will provide written feedback in the form of notes. Common to all supervisions is an opportunity for students to engage in extended discussion of their work with supervisors. Students should expect to receive detailed feedback on their work and should feel free to raise any queries and difficulties which emerge. Students should discuss and agree with supervisors how many drafts of a particular assignment supervisors are willing to read and comment upon. Students should also feel free to set the agenda of meetings by making suggestions and comments to their supervisor. Students should remember that supervisors welcome and expect critical discussion on issues arising in the research being undertaken, and that disagreements between supervisors and students on academic matters can be fruitful in relation to the development of independent judgment. At the end of each supervision, students should agree a focus for the next meeting, and the nature of the work which should be completed in advance of it.

If, for whatever reason, students have had difficulty in making as much progress as they had expected prior to a supervision, they should be honest about this. If students feel that they are making good progress for the time being without the assistance of their supervisor, they should keep their supervisor in touch with the development of their work.

16.9 The Use of Email

As indicated earlier, email is the preferred means of communication within the Faculty. Difficulties can arise, however, in relation to the submission of drafts of work by students to supervisors via e-mail attachment. Students should therefore bear in mind the following guidelines:

- (a) Students should discuss with their supervisors a mutually convenient method of submission of drafts of work. The two methods of submission are via hard copy to the supervisor's faculty pigeonhole (hard copy mailbox) (or other indicated address) or via e-mail attachment to the supervisor's e-mail address. Mutual agreement between supervisor and student may favour one or other of these modes of submission, or a combination of them. It is important that modes of submission be clearly agreed between supervisor and student so that misunderstandings and other difficulties can be avoided.
- (b) Students sending documents via e-mail attachment to supervisors should check that their material can be successfully downloaded and printed out by the receiver. A number of incompatibilities can arise which can inhibit successful transmission and these need to be identified as soon as possible.
- (c) Students applying for a grant/scholarship and wishing to request a reference from their supervisor, should not send the relevant material relating to the request to the supervisor via e-mail attachment only. Material sent via this means only may be overlooked. It is therefore advisable for students to provide their supervisor with a hard copy of the information about the funding body, the application form, and a letter requesting a reference indicating clearly the date by which the reference should be returned and the address to which it should be sent.

16.10 Cambridge Graduate Supervision Reporting System (CGSRS)

CGSRS is the University's online progress reporting system for graduate Supervisors. The reports, once submitted, are available to the student who may also comment on the report (via their CamSis self service page). They are also read by the Department/Faculty, Degree Committee, College and Board of Graduate Studies, who all take an interest in the student's progress. Supervisors are encouraged to give an honest

appraisal of the student's progress but to do so in a manner that can be used positively to provide useful feedback. The Board of Graduate Studies expects Supervisors to submit progress reports on a termly basis.

Students should proactively seek to read their supervision reports and to discuss any concerns with their Supervisor. Not having read the reports will not be accepted as a reason for ignorance of their contents in cases of dispute.

16.11 Difficulties Relating to Supervision

Supervisions, if they are fulfilling their purpose, should present students with intellectual difficulties.

Very occasionally, students become concerned about aspects of their supervision experience which go beyond intellectual difficulties inherent in their work. Such concerns can include disagreements and conflicts with supervisors, dissatisfaction with aspects of supervision, difficulties in making contact with supervisors, and so forth.

The Faculty is committed to ensuring that students receive appropriate and effective supervision throughout their period of study. Student evaluations of supervisions are carried out at different stages during the route of the academic year (see Section 6).

The Faculty is concerned that difficulties relating to supervision of the sort indicated above should be dealt with promptly, clearly and fairly. It is important that difficulties should be raised in an appropriate way at an early stage. Details of the Complaints Procedure are set out below.

16.12 Unsatisfactory Progress

If a supervisor is concerned about a student's progress they will submit a report on CSRS and alert the Masters Programme Manager. If the Masters Programme Manager feels it is necessary, a meeting with the student will be set up with the Supervisor and the Masters Programme Manager or the route coordinator.

The concerns will be put to the student and possible remedies explored. Notes will be taken of the meeting and a record of the meeting given to the student. If deadlines are set for work to be submitted, or patterns of required attendance set out, or any other reasonable requirements stated, these will be specified in writing.

If it is evident that the student is suffering from ill health or other personal difficulty, he or she will be referred to the College Graduate Tutor, who may then work with the Supervisor to try to help the student's progress. In some circumstances, the University's Occupation Health Service or Counselling Service may be consulted.

Reasonable time will be allowed for improvement. However, should unsatisfactory progress or non-compliance with the reasonable requests of the supervisory team persist, the Masters Manager will assemble full documentation of the problem and inform the student that the matter will be referred to the Degree Committee with a recommendation that he or she should not continue on the course. The student concerned will be invited to respond in writing to the case made by the Masters Manager. The student's response will be submitted with the other material to be considered by the Degree Committee.

17 Complaints Procedure

Any student wishing to make a complaint should follow the following procedure:

1. In the first instance, difficulties should be raised if at all possible with the Supervisor. Some difficulties arise because of misunderstanding and can best be dealt with through open explanation and discussion.
2. If difficulties cannot be resolved by discussion with the supervisor, they can then be raised with the Route Coordinator and then, if necessary, the Masters Programme Manager. Contact details are available at Section 3 above.
3. If the difficulties remain unresolved they can be raised with the Head of Faculty.

In the event that it is not possible to resolve a difficulty at the Faculty level, students may wish to make a formal complaint. For details of the University's Student Complaints Procedure, please see below:

<http://www.cam.ac.uk/cambuniv/studenthandbook/complaints/procedure/>

Students should remember that their College Tutor is an important source of advice and help and in exceptional cases Tutors may be able to act as an advocate in relation to difficulties relating to supervisors or any University authority. Students may also consult graduate student representatives who are members of faculty committees and have an important role to play in discussion and advice.

Where relevant, the University's policy on Bullying and Racial and Sexual Harassment can be consulted. Any comments on this guidance and code of practice will be welcome. Please contact either the Higher Degrees Coordinator.

18. Research and Fieldwork

18.1 Research in Schools and Other Institutional Settings

Research of whatever kind undertaken by students is planned and realised under the guidance of the supervisor, who should always be consulted for advice and support (see 'Graduate Supervision: Guidance and Code of Practice', above). As described earlier, all research should follow a prepared research design that has been evaluated by the Faculty ethical clearance procedures, and subsequently approved by the supervisor. Inevitably some change to the details of research procedures are likely once research is underway, but the students should keep the supervisor informed of any substantive changes in plan and seek advice on whether such changes might be seen to circumvent the findings of the initial ethical review.

Some students may wish to undertake research in schools or other educationally significant institutional settings, either in this country or overseas. Research of this kind must be discussed in detail with the supervisor. Independent contact should not be made by the student with the school or other institutional setting without the approval of the supervisor. The Faculty works with a large number of local schools in securing professional placements for students on routes of initial teacher training, so it is important for schools not to be overloaded with requests for access. Consultation will also allow the vast range of knowledge about schools possessed by members of the Faculty to be put to good use in advising students about the most appropriate schools to approach for their particular research project. Supervisors may have contacts and links with schools and other institutional settings and can make valuable suggestions about fruitful possibilities. Supervisors will also provide guidance about professional and ethical principles and procedures which apply to research involvements of this kind.

Timing needs to be carefully considered in relation to research involvements with schools and other institutional settings. Arrangements cannot be made at short notice. It should be noted that secondary schools are generally preoccupied with examination preparation in the Easter Term and cannot always easily accommodate visitors who wish to undertake research.

18.2 Criminal Record Bureau Checks

In the UK, criminal record checks (CRB checks) are required for people who have '*regular and unsupervised access with children and/or vulnerable adults*'. The CRB definitions for regular, unsupervised access with children and/or vulnerable adults can be found at:

www.crb.gov.uk/

It is important to consider whether a CRB check will be necessary in order to carry out your research. Most schools will not allow a visitor who does not have a current CRB check to have a private conversation (e.g. interview) with pupils, nor to spend time observing children in any room where a teacher is not supervising. (Some schools will be more strict than this and will not allow any access to classrooms or student play areas for such visitors). As schools are following a legal responsibility to safeguard children, they cannot overlook these rules on the basis of a recommendation from the Faculty or University. Please discuss this with your supervisor and your route coordinator as soon as you have decided on your research topic. **It takes around eight weeks to carry out a CRB check so it is vital to plan ahead.** If you do require a check, please contact Ursula Clarke (urc20@cam.ac.uk) who will arrange this for you.

18.3 University Regulations on Residency for MPhil students

When planning fieldwork to be carried out either abroad or elsewhere in the UK, MPhil students should be aware of the following:

- University regulations require students to be in residence for all three terms.
- There is a small amount of flexibility. The Easter term is 70 nights long. Students are required to be in residence for 53 of these nights. A couple of weeks spent away collecting data is therefore permissible.
- Students are, of course, free to be away out of term time.

In practice this means that field work abroad in preparation for writing an MPhil thesis would, in most cases, be most likely to be effectively carried out during the vacation following the Lent term with, if necessary, a couple of weeks added to the vacation time at the beginning of the official Easter Term.

Please discuss carefully with your thesis supervisor the timing of your own projected research to ensure that it does not contravene university regulations and plan accordingly. **The above statement is University policy and is non-negotiable.**

There is no need for MPhil students to apply to the Board of Graduate Studies for leave to work away.

18.4 Responsibility for Students Undertaking Fieldwork

Where a student's fieldwork requires them to travel overseas, the following health and safety guidance applies (this is standard advice for all in the University and more information is also available on the University insurance webpage <http://www.admin.cam.ac.uk/offices/gradstud/policy/welfare/health/fieldwork.html>):

- The University has a legal duty of care towards its students whilst on fieldwork.
- The supervisor and the student should ensure that **any** project is risk assessed and appropriate measures taken to control the risks. The supervisor will question the student about their practical arrangements (where they will stay, how they will travel) to satisfy themselves that the student is handling the trip in a sensible manner. If the level of risk is found to be too great, even when appropriate control measures have been put in place, then the student will be advised by the supervisor not to undertake the particular project.

- The student should take out full medical and personal accident insurance, together with travel insurance.
- The following should also be considered by both the student and the supervisor:
- Care should be exercised in assessing the nature of any current hostilities in the country that the student proposes to visit, particularly as foreign visitors have in the past been used as hostages for the purposes of driving home a particular political message.
- All appropriate medical advice should be obtained by the student prior to leaving this country to avoid unnecessary potential long term illness.
- In some countries particular areas of the country may be the only problem areas and this should be investigated and discussed with the student prior to departure.
- If the field trip is likely to involve any physically challenging territory the appropriateness of the student to meet this physical challenge should be assessed before agreement is given to their undertaking such field work.

The Health and Safety Division and the Occupational Health Unit can provide advice on risk assessments and precautionary measures for field work.

Students going on fieldwork must complete, in consultation with their supervisor, and submit a 'Fieldwork Risk Assessment Form' to the HD Office by **5 March 2012** (available at www.camtools.cam.ac.uk). Please see Section 13.3.3 above.

The Foreign and Commonwealth Office website is full of information on countries that you may find useful. Their website address is <http://www.fco.gov.uk/en/>.

Students should be aware that the Faculty is not able to provide financial assistance for fieldwork costs for MPhil students.

19. Sources of Advice and Support

If students have any general queries relating to their work in the Faculty of Education they should in the first instance contact the Higher Degrees Office (graduate@educ.cam.ac.uk).

On academic matters, in the first instance, students should contact their supervisor (and/or the route co-ordinator) and then the Masters Programme Manager.

On more wide ranging matters, students should contact their College Tutor. The College Tutor is an important source of advice and support on personal, financial and accommodation matters. College Tutors receive copies of reports on academic progress from supervisors and liaise as necessary with supervisors on advice and support with an academic dimension.

In the wider University, the University Counselling Service and the Graduate Student Union can be contacted for advice and support. Details of these bodies can be found on the University website.

The University has a policy on sexual and racial harassment and the Faculty has developed procedures to advise students concerned about such issues. The contact person within the Faculty is Colleen McLaughlin (cm10009@cam.ac.uk). The website of the Board of Graduate Studies can be accessed through the University website.

Other sources of information are the *Graduate Union Handbook*; *CUSU Guidelines for Graduate Study* and the *Cambridge Women's Handbook*, each of which is normally available through Colleges on arrival. The CUSU website can be accessed through the University website.

If students have queries, problems or uncertainties of any kind, they are strongly encouraged to raise them in an appropriate way as soon as possible. Please do seek advice sooner rather than later.

Other useful sources of advice are listed below:

Cambridge University Graduate Union, 17 Mill Lane. Cambridge (Tel: 01223 333312)

www.gradunion.cam.ac.uk

The Graduate Union offers many services to individual students. It is situated just opposite the Fitzwilliam Museum. Membership is free and the services provided such as binding, photocopying, and equipment hire are all offered at low cost. The Graduate Union also has black academic gowns for hire at very nominal charge.

The Cambridge University Centre, Granta Place, Mill Lane Cambridge

www.unicen.cam.ac.uk

The University Centre overlooks the River Cam. The Centre is open from 9am to midnight seven days a week. There are cafeteria and waiter-service restaurant facilities, together with extensive public rooms and a bar. The public rooms include games (table-tennis and billiards) rooms, TV rooms, and reading rooms with excellent provision of daily newspapers and an assortment of periodicals. Private parties can be held there by arrangement. The Centre issues its own membership card, which is free for graduate students.

The University Counselling Service, 14 Trumpington Street, Cambridge

<http://www.counselling.cam.ac.uk/studentcouns/students>

Occasionally students may find the need for outside help and may want to talk to someone confidentially about their problem. The UCS offers one to one counselling and group sessions. You do not need to be referred by anyone but just ring up for an appointment between 9.00-16.00, Monday to Friday, or leave a message on the answerphone at other times. The service is free to any student at the University and their spouses.

The University Language Centre

www.langcen.cam.ac.uk

The Language Centre is on Downing Place (tel. 01223 335058 or email enquiries@langcen.cam.ac.uk). The Centre provides support and advice for students encountering language difficulties, offering one to one consultations when required. They have provided the following advice to overseas students:

If you feel you need help with your English, have difficulty understanding how to progress with your academic writing, listening, reading or speaking skills, or have questions or issues related to adapting to your new academic and cultural surroundings, please contact the Language Centre to make an appointment.

The Language Centre's **English for Academic Purposes** programmes are specifically designed to support the needs of the growing population of incoming postgraduate students to Cambridge University from abroad: <http://www.langcen.cam.ac.uk/eap/eap.php?c=1>

The In-Sessional Support Programme provides support during the academic year and is tailored to the individual needs of the student. This support is designed to cater to the academic English needs of postgraduates, postdocs and undergraduates and consists of focused two-hour workshops and one-to-one supervisions with an EAP supervisor.

The EAP In-Sessional Support Programme is not conceived as an additional route, but is intended to support students in addressing any language issues they may have so that they become more autonomous language

learners. Whilst the focussed workshops cover the wider generic aspects of English at both undergraduate and postgraduate level, the supervisions are tailored to the needs of the individual student.

There is also **continued self-access support throughout the academic year**. Small group tutorials, a student-initiated online discussion forum, regular informal conversation hours for sustained oral practice and vocabulary building as well as additional social gatherings enrich the In-sessional route.

1. Linguistic Difficulties

Below is a list of common language problems experienced by international students at Cambridge:

In Listening

- Understanding lectures
- Understanding work instructions
- Following informal conversations
- Understanding regional and foreign accents in English
- Understanding jokes, sarcasm, idiomatic expressions and colloquialisms

In Speaking

- Participating in seminars
- Giving accurate presentations
- Using English in social contexts
- Using jokes, sarcasm, idiomatic expressions and colloquialisms
- Communicating in different situations – face-to-face, on the phone etc.

In Writing

- Taking lecture notes
- Writing papers (following the appropriate style, register and conventions)

In Reading

- Understanding reading matter
- Understanding technical terms
- Reading at adequate speed
- Developing reading strategies

The Language Centre is happy to help you identify your strengths and weak areas and recommend appropriate strategies in the various skill areas.

2. Social Adjustment

It is important to note that the most common phases of social acculturation follow a similar pattern to linguistic adjustment:

- **Phase 1:** enthusiastic introduction to a new culture and environment marked by determination, dedication, energy and high expectations of performance (self and other), and typically known as the 'honeymoon stage';
- **Phase 2:** frustration upon facing the unknown and feelings of uncertainty about how to interact appropriately; can be marked by a loss of confidence;
- **Phase 3:** pressure to perform and be accepted;
- **Phase 4:** succumbing to the pressures combined with building a certain resistance against new values, identities, and ways of expressing oneself;

- **Phase 5:** learning to cope and coming to terms with one's new environment; building an understanding of the language and environment; building a new language and cultural identity.

Students who have previously been abroad are less likely to experience phases 2 and 4. However, all students tend to experience phases 1, 3 and 5.

Please make an appointment with the Language Centre to discuss how to cope best with issues of social adjustment, particularly when they begin to affect your academic progress. *All conversations will be treated in the strictest confidence.*

The key to language progress and social adjustment is to speak English as much as possible, take every opportunity to interact with the English culture by joining student societies or clubs, becoming involved in college activities, reading English newspapers and journals weekly, listening to the English radio and making the most of free lectures, concerts, films, and theatre performances around the University.

Finally, the culture of independent learning is very strong at Cambridge. Students are expected to 'go and get help' themselves. Therefore, here are some valuable tips:

- Do not wait for your supervisor or tutor to approach you. Take the initiative to make regular appointments with your supervisor and make it a point to meet termly with your tutor.
- Question your own ideas and perspectives as much as possible and discuss them as widely as possible to maximize your learning process.
- Ask whenever you are unsure about something. It's customary behaviour in England and a necessity in Cambridge.

For additional tips on planning, drafting and revising papers and presentations, becoming more autonomous in using English, interacting socially in English and refining your intercommunication skills, advice is available through the Language Centre: <http://www.langcen.cam.ac.uk>

20. Applying to Intermit

There may be occasions where a student needs, for unforeseen personal or work circumstances, to intermit his/her studies. A student wishing to intermit should first discuss their request with their supervisor and gain their support.

Students wishing to intermit must do so through their self service page. For further guidance on this, please refer to the following page of the Board of Graduate Studies website:

<http://www.admin.cam.ac.uk/offices/gradstud/current/procedures/intermission.html>

All intermission requests are considered by the Faculty's Degree Committee. Students should make their requests **well in advance**. Intermission requests on medical grounds **must** be accompanied by a supporting statement from your doctor. **Applications will not be considered unless they are complete with all the required signatures, including that of the supervisor.**

21. Disabled Students

The **Disability Discrimination Act Part IV (DDA)**, makes it unlawful for educational institutions, such as the University and the Colleges to discriminate against disabled students. The legislation includes all "services" provided to students including teaching, assessment, and access to information. The Act defines disability widely, including individuals with physical, mobility, visual or auditory impairments, medical

conditions or mental health difficulties, and those diagnosed with specific learning difficulties such as dyslexia and dyspraxia. Disabled students should discuss their particular support needs with either their Tutor or Advisers in the Disability Resource Centre. The Department's Disability Liaison Officer (DLO) is Milly Bodfish (mab52@cam.ac.uk / tel. 767614). The DLO is a member of staff who has volunteered to act as a contact person on disability issues, and is able to provide further information on disability and the University. There are two Committees in the University with responsibility for addressing disability issues, the Joint Committee on Disability (JCD) and the Disability Forum. The JCD is responsible for overseeing the implementation of disability legislative and strategic development across the University whereas the Forum provides an opportunity for disability issues to be raised by those providing front line services and by disabled staff and students through their representatives.

22. Health and Safety

Health and Safety Policy

It is the policy of the Faculty of Education to ensure that as far as it is reasonably practicable, the health, safety and welfare at work of its entire staff, students and all other persons who may use or visit the Faculty's premises.

The Head of Faculty has the duty and legal responsibility for the implementation of this Faculty policy.

In order for the Head of Faculty to fulfill his/her obligations to carry out these responsibilities he/she has delegated duties to the Faculty Health and Safety Officer and members of the Resources, Services and Safety Committee and all staff in a supervisory role. They must recognise that in this respect they have the responsibility for those whom they supervise. This means promoting and practicing good working standards, ensuring Faculty equipment is maintained in a safe condition, ensuring that instructions are in place and are being followed and reporting/investigating accidents in order to identify and implement remedial measures. In the Faculty of Education where students are involved this person is the teaching officer connected with the teaching of undergraduate studies or the academic supervisor.

No work shall be undertaken in the Faculty unless suitable and sufficient assessment of risk has been carried out by the appropriate person. This will be the person who supervises the activity, whether it be a field trip, practical task, office based or teaching. A Risk Assessment form can be found on the Faculty's website.

The following nominated Faculty staff are concerned with safety and they should be consulted if guidance is required: - Faculty Secretary, Faculty Health and Safety Officer (Patrick Boydell). Any suggestions regarding the improvement of health and safety practices within the Faculty of Education are always welcome and should be submitted to the Resources, Services and Safety Committee or the Secretary of the Faculty in writing.

All employees and students within the Faculty of Education must carry out their work in a safe and responsible manner, commensurate with their own level of skill, training, knowledge and attainments.

It is the aim of the Faculty that by example and training, staff and students should be encouraged to develop good safety practice. All those staff having a supervisory roll, at whatever level, are expected, so far as is reasonably practicable, to identify any hazards associated with the premises and substances for which they are responsible and to take steps to ensure that health and safety will not be endangered.

It is the responsibility of **all staff and students** to take reasonable care to ensure their own safety and that of those around them.

22.1 Safety Management – Who is Responsible?

Post	Current Post Holder	Room No.	Tel No.
Head of Faculty	Prof Peter Gronn	3S5	767611
Faculty Health and Safety Officer	Patrick Boydell	GS11	767727

22.2 Fire Safety

In the event of a fire and on hearing the fire alarm, all staff, students and visitors must leave the building by the nearest exit as quickly and calmly as possible, closing doors as they leave and assembling in the staff car park at the rear of the building. Do not use the lift or re-enter the building until told to do so by the Senior Fire Officer or the Faculty Fire Officer (Philip Vale).

Nominated fire wardens will evacuate their designated areas and check “Refuge Points” for disabled staff, students and visitors who may require help to be evacuated.

Nominated Fire Wardens in DMB

Ground Floor: Camilla Burgess and Allen Saunders

Library: Emma Batchelor

First Floor: Ursula Clarke and Karen Webb

Second Floor: TBC

Third Floor: Pauline Mason and Philip Vale

Trumpington House: Nichola Daily

Fire Wardens responsibilities: To ensure that all occupants resident in their designated area are alerted to the fire alarm and that all rooms and refuge points are physically checked.

22.3.1 Accidents and Emergencies

In an emergency call (1) 999 for police, fire and ambulance, and call University security on 101.

If you have an accident, health condition of any other related issue please contact the Health and Safety Office on 01223 (7)67614.

Any injuries or incidents should be reported to the Health and Safety Officer and an accident report must be filled out.

Current First Aiders are:

Title	First Name	Last Name	Location & Tel.
Ms	Camilla	Burgess	DMB (67610)
Mr	Peter	Miles	MAB (67588)
Ms	Natasha	Fegan	ERP Lab (67508)
Mr	David	Carter	DMB (67624)

If you need first aid assistance:

- during office hours please call reception on 67600.
- out of office hours contact Security on 31818
- If you are in MAB call the Porters’ Lodge on 747111

First aid boxes are kept on each floor of the Donald McIntyre Building, on the ground floor of Trumpington House, in the foyer of the New Science Block and at the Porter’s Lodge in MAB.

22.4 Accidents, Health Conditions and Near Misses

If you have an accident, health condition or any other related issue please contact the Health and Safety Officer, Milly Bodfish on 67614.

Any injuries or incidents should be reported to the Health and Safety Officer and an accident report must be filled out.

22.5 General information on Health and Safety

Information on Health and Safety can be found on the Faculty Website at <http://www.educ.cam.ac.uk/services/health/>

22.6 First Aid and Fire Safety at Homerton College

If you discover a fire or require first aid while attending lectures at Homerton College please contact the Porter's Lodge, located in the Mary Allen Building - Main Entrance. The telephone number for the Porters' Lodge is +44 (0)1223 747111. Information about fire safety and refuge points can be found in each lecture room on the site. If you are unsure about procedures please contact the Porters' Lodge for clarification.

23. Continuing to a PhD

PhD Programme Manager Dr Hilary Cremin hc331@cam.ac.uk

PhD Administrator Emma Rixon er206@cam.ac.uk

23.1 Application Process

23.1.1 Details of how to apply to continue to a PhD are available on the following page of the Board of Graduate Studies website:

<http://www.admin.cam.ac.uk/offices/gradstud/current/continuing/>

When making an application, students should examine their financial status. Regardless of academic ability, students will not be admitted until they have provided the Board of Graduate Studies with proof that they have funding available for the full period of study (please see 24.3 below on 'Seeking Funding for PhD').

Students wishing to continue from the Masters to PhD are required to achieve:
Either 1) an average of 67 across both sections with the thesis counting as double-weighted (eg: (Essay 1 + Essay 2 + thesis + thesis) divided by 4 = 67 or above.
Or
2) a straight mark of 67 or higher for the thesis.

23.1.2 You will need to write a research proposal of approximately 1,500 words addressing the following issues:

a) **The topic that you propose to research**

This should consist of a clear outline of the research question or questions and an analytical justification of the choice of topic on academic and educational grounds.

b) **The research context**

Relate your proposed research to other work in its field or related fields, and indicate in what ways your research will differ; you might mention monographs on the subject, as well as important theoretical models or methodological exemplars: this is a chance to show your understanding of the background against which your research will be defined

c) The contribution that your work will make to the field

This is your chance to show how you have arrived at your position and recognised the need for your research, and what it is that makes it both new and important; you should indicate what areas and debates it will have an impact on, what methodological example it sets (if appropriate) - in short how it contributes to knowledge and to the practice of your subject. Give examples of the sort of evidence you might consider, and of the questions it might help you to raise. Show that you are already thinking about the area in detail and not only in outline.

d) The methodology and methods to be used in your study

This section should describe the methods and methodology you propose to employ as well as a justification for the suitability of these methods in addressing your research purposes

At the top of your proposal, you should write the name of the academic group within which you consider your research interests to be located.

The quality of this research proposal is a very important factor in deciding whether to offer a place to an applicant. It should be submitted together with the application form to the Board of Graduate Studies. Further guidance is available at:

<http://www.educ.cam.ac.uk/courses/graduate/doctoral/admissions/index.html>

23.1.3 Upon receipt by the Faculty, applications go initially to the PhD Managers and are then forwarded to the appropriate academic group to be considered by those members who are most likely to be interested in the area of research envisaged. If students have identified a potential supervisor, the application will be sent to him or her. Applicants may be called for interview by the prospective supervisor(s) to discuss the feasibility of the proposal and to assess the applicant's potential to carry out doctoral research.

23.1.4 Decisions regarding admission are made by the Degree Committee, on the recommendation of the PhD Programme Managers, the prospective supervisor(s) and advisor(s) and the appropriate academic group. Decisions are based on the following criteria:

- an excellent grade profile achieved or predicted for master's level study (see 24.1.1 above for the marks required);
- a very strong research proposal (see above);
- confirmation from an academic referee of suitability for doctoral study;
- indication of personal and intellectual commitment to the doctoral project;
- availability of suitable supervisory and advisory support.

23.2 Admission status and Research Training

If (having completed your MPhil and achieved the required grade profile) you are admitted to the PhD you will be admitted as a 'probationary' PhD student. At the end of your first year as a probationary PhD student, you will be required to submit a registration report and attend a registration viva. If you complete this successfully you will then be formally registered as a PhD student.

Probationary PhD students who have not done the Faculty's MPhil in Educational Research will be required to follow the first two terms of the Educational Research route and submit two draft chapters of their Registration Report.

23.3. Seeking Funding for PhD

23.3.1 When to apply

If you are wishing to continue to PhD, it is very important that you start to seek funding as soon as possible. **You should not wait for an offer from the University of a PhD place before applying for funding, but should make the two applications simultaneously.** If you are unsuccessful in securing funding, you can elect not to take up the offer of a place. Many of the funding bodies have deadlines as early as December prior to the October in which you wish to start the PhD. The most comprehensive and up-to-date information on what funding competitions you are eligible for and the deadlines can be found on the Board of Graduate Studies website:

<http://www.admin.cam.ac.uk/offices/gradstud/funding/aid/>

Any notices regarding funding will be put on the HD Students 11/2 CamTools site and will also be emailed out to all graduate students. Not all funding applications are made through the Faculty so you should also check the funding section of the BGS website on a regular basis.

23.3.2 ESRC Funding

The Economic and Social Research Council is the UK's leading agency for funding research and training in social and economic issues. As such, it is the main source of publicly funded support for EU students for doctoral study. Further information about the types of studentships available can be found at:

<http://www.esrc.ac.uk/funding-and-guidance/guidance/postgraduates/index.aspx>

If you have queries relating to PhD funding, please email graduate@educ.cam.ac.uk.

APPENDIX A

The University of Cambridge Faculty of Education Referencing Guide¹ - Version 2

Referencing can be viewed simply as a writing convention, or an important part of the way an effective piece of academic writing is constructed. In fact a combination of the two is the best way to think about this. Good referencing involves accurate citation of academic sources as an essential part of the structure of written academic argument.

There are two main systems for referencing: a) the *author-date system*; b) the *humanities style* (notes and bibliography). The humanities style provides bibliographic citations in notes which may or may not be accompanied by a bibliography. This system is often used by scholars of literature, history, and the arts (The University of Chicago, 2003). One of the most authoritative guides to the documentary note system is *The Chicago Manual of Style* (see: http://www.chicagomanualofstyle.org/tools_citationguide.html).

The author-date system uses citations in the text (the author's surname and year of publication) with full information about the source provided in an alphabetic reference list (not a bibliography which includes sources not cited in the main text). The author-date system has been used by the physical and natural sciences for a long time and is now increasingly used in the social sciences and humanities. The guide for the author-date system which is increasingly used by the social sciences is *The Publication Manual of the American Psychological Association* (APA) (American Psychological Association, 2009). The APA manual is usually referred to by its edition number so currently the abbreviated name is APA 6th.

It is helpful to have an agreed in-house style in order to reduce the time that can be wasted if there is lack of agreement (most publishers and journals have an in-house styles for this reason). The Faculty of Education referencing style is strongly influenced by the APA style because the publication manual is particularly thorough and generally clear. Many highly ranked education journals use APA style. APA style is well supported by referencing software such as *EndNote* or the shareware package *Zotero*.

All students are encouraged to use this Faculty guidance in order to set out citations and reference lists. Students using *Zotero* should select the output style APA 6th. Those using *Endnote* should do likewise if it is available in their *Style Manager* options or you can download the style from the *Endnote* website. Using APA 5th is also acceptable (many journals still ask for this older version) however you will then need to enter retrieval dates in all records for electronic sources, which can be cumbersome. Students using a software package and choosing an APA style need not worry about minor deviations from the Faculty style since package style formats tend to change with software version.

The guidance does not preclude the use of the humanities style if the research focus is one that would be better served by that system (although this guide does not cover those conventions). However, this would require the approval of your supervisor.

¹ The first version of this guide built on the work of Dominic Wyse and was compiled by Zsolt Lavicza and Dominic Wyse. The 2010 version was written by Dominic Wyse. It uses the University of Cambridge recommended aerial font. The heading formats in the document are those recommended in APA 6th.

Sources

The term *secondary source* is used in a different way in APA style to the way it is understood in other disciplines (primary sources are usually regarded as manuscript collections, archives, contemporary accounts, diaries, personal interviews, etc.: “source material contemporary with the period or thing studied; designating an original document, source, or text rather than one of criticism, discussion, or summary” (Oxford University Press, 2010, online). In the APA style secondary source means referring to a source that you did not read, instead relying on someone else’s account. This is something to be avoided, but if necessary then it must be clearly cited in the following way:

In relation to the teaching of reading the phrase ‘the great debate’ has been attributed to Chall (as cited in Wray and Medwell, 1994)...

The reference list gives the secondary source which in this case would be Wray and Medwell.

Quotes

The main reason for having a direct quote is if it is particularly important to your argument and you want to emphasise that the author of the quote has something really significant to say. Notice that a long quote of 40 or more words should be indented, with author, date and page number placed either in the introductory text or immediately following the quote. You do not need quotation marks for a quote of this kind. Here’s what the first part of this paragraph would look like when laid out as a long quote:

The main reason for having a direct quote is if it is particularly important to your argument and you want to emphasise that the author of the quote has something really significant to say. Notice that a long quote of 40 or more words should be indented, with author, date and page number placed either in the introductory text or immediately following the quote. (Faculty of Education, 2010, p. 2)

A quote of less than 40 words should have double quotation marks and should not be indented. Single quotation marks are used for quotes within quotes. They are also used for direct speech and turns of phrase.

The Citation

This section shows how you should set out citations in essays, a thesis, and in many academic journals. One important general principle to think about is that a citation should not disrupt the grammar of the sentence that it is located within. This is true for quotations as well, even if an indented quote of 40 words or more is used.

Single author

The basic form of author-date citation:

... that we currently consider as legitimate elements (Villarreal, 2008).

Sometimes the author’s name is used within the grammar of the sentence:

Villarreal (2008) calls this transition the shift from ...

Two authors

Both authors' names should be cited each time:

... which are the influences on technology use in classrooms (Ruthven & Hennessy, 2002)

Notice the use of the & sign in the example above. However, when citing as part of a sentence the full word 'and' is used:

Ruthven and Hennessy (2002) offered a model of ...

Three to five authors

When a source has three, four or five authors cite all authors the first time.

... which are the various aspects of technology integration (Hennessy, Ruthven, & Brindley, 2005)

For subsequent citations of the same source use the name of the first author followed by et al. (not italicised and with a full stop after al).

... and an increasing amount of activity (Hennessy et al., 2005)

Six or more authors:

Use the surname of the first author followed by et al. for all citations (not italic, full stop after 'al'). In the reference list provide names for six authors (if more than six authors insert ellipsis ... after the sixth author followed by the last author).

Two or more sources in relation to a point

Authors are listed in date order:

... strategy learning could result in better approaches to study by students (Crawford, Nicholas, & Prosser, 1998; Trigwell, Prosser, & Waterhouse, 1999; Trigwell & Prosser, 2004).

unless the same author is listed more than once in which case the surname is listed only once, followed by the respective years of publication.

(Trigwell & Prosser, 2004, 2005, in-press)

The Reference List

The reference list must appear at the end of your text. It should start on a new page and be titled References. Here are some basic rules:

- Each source you cite in the text must appear in the reference list
- Each entry in the reference list must be cited in your text
- List references in alphabetical order and, for multiple references for the same author, in date order
- References must have a hanging indent (see format of references at the end of this section)

When compiling your reference list you need to check each citation to ensure it matches its entry in the reference list. You also need to ensure that any references that are not cited in the text are deleted. Use the formats below to set out the different kinds of reference.

Reference examples

Book

First Edition

Wyse, D. (2006). *The good writing guide for education students*. London: Sage.

Subsequent editions:

Wyse, D. (2007). *The good writing guide for education students* (2nd ed.). London: Sage.

Edited books

Giblets, K.N., & Homey, J.N. (Eds.). (1993). *Children's behaviors: behavior modifications and interventions*. San Francisco: Jonessy-Bliithum.

Chapter in an edited book:

Note the way that the names of the editors are not reversed as they are for all other names in references.

Trouche, L. (2005). An instrumental approach to mathematics learning in symbolic calculators environments. In D. Guin, K. Ruthven, & L. Trouche (Eds.), *The didactical challenge of symbolic calculators: turning a computational device into a mathematical instrument* (pp. 137-162). New York: Springer.

Journal article

Ruthven, K., & Hennessy, S. (2002). A practitioner model of the use of computer-based tools and resources to support mathematics teaching and learning. *Educational Studies in Mathematics*, 49(1), 47-88.

Hennessy, S., Ruthven, K., & Brindley, S. (2005). Teacher perspectives on integrating ICT into subject teaching: commitment, constraints, caution, and change. *Journal of Curriculum Studies*, 37(2), 155-192.

Journal article in press

Ruthven, K. (in press). Herschel's heritage and today's technology integration: a postulated parallel. *Teaching Mathematics and Computer Science*. [add volume / issue numbers if known]

Electronic version

Increasingly electronic documents will have a unique Digital Object Identifier (DOI). This number offers a permanent means of locating a document (whereas a URL can change) and should be included in references wherever it is available. It is added after the final full stop by cutting and pasting to the end of the journal article reference (or other electronic source reference) like this: doi: 10.1080/1462

If the DOI is not available then the internet address is used: Retrieved from <http://> (but the date is unnecessary). No full stop follows the DOI or URL.

Newspaper article

Cassidy, S. (2005, December 2). Ignoring ministers is secret of a primary school's success. *The Independent*. Retrieved from <http://www.independent.co.uk/news/education/education-news/ignoring-ministers-is-secret-of-a-primary-schools-success-517799.html>

Magazine article

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, 135, 28-31.

Conference Paper Presentation or Poster

Wyse, D. (2005, April). Two tears for the primary curriculum. Paper presented at the *How Special are Subjects?* conference, Royal Society for the encouragement of Arts, Manufactures and Commerce (RSA), London.

Conference Symposium

Wyse, D. (2009, September). Reform of the primary curriculum in England since 1988. In I. Menter (Chair), *Curriculum Reform in Four Nations – a Home International Policy Symposium*. Symposium at the British Educational Research Association (BERA) annual conference, University of Manchester.

Report

Becker, H. J. (2001). *How are teachers using computers in instructions? Meetings of the American Educational Research Association: National Survey Report*. Irvine, CA: Center for Research on Information Technology and Organizations, University of California Irvine.

Report by organisation

Office for Standards in Education (OFSTED). (1999). *The annual report of Her Majesty's chief inspector of schools, standards and quality in education 1997/98*. London: Her Majesty's Stationary Office (HMSO).

Dissertation

Cooley, L. A. (1995). Evaluating the effects on conceptual understanding and achievement of enhancing an introductory calculus course with a Computer Algebra System. Unpublished doctoral dissertation, New York University, New York, NY.

Computer software

HyperRESEARCH (Version 2.8) [Computer software]. Randolph, MA: ResearchWare, INC.

Film

Warner, A., Williams, J. H., Katzenberg, J. (Producers) & Adamson, A., Jenson, V. (Directors). (2001). *Shrek* [Motion Picture]. United States: DreamWorks.

Video

Oracy Video (Producer) & Baddeley, G. (Editor). (1992). *Learning together through talk* [Videocassette]. United Kingdom: Hodder and Stoughton.

Classical Work

Reference list entries not needed for major works such as ancient Greek, Roman, or major religious texts.

If original date of publication is known then it should be included: Joyce (1922/1986). Other appropriate formats are: Joyce (1986 version); or with translation date (Plato, trans. 1933)

Joyce, J. (1986). *Ulysses*. London: Penguin (original work published 1922).

Law

The citation and referencing of legal materials has its own complex set of conventions that use footnotes. The Faculty of Education guidance is that a statute does not need to be listed in the reference list but should be cited like this (including the year of enactment):

The Education Reform Act 1988 established the power of the Secretary of State for Education to determine a national curriculum.

If you are referring to a particular section then sections numbers should be provided so that the reader can locate them.

References

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (sixth ed.). Washington, DC: American Psychological Association.

Oxford University Press. (2010). *Oxford English Dictionary*. Retrieved from <http://dictionary.oed.com/>
University of Chicago. (2003). *Chicago manual of style* (fifteenth ed.). Chicago: University of Chicago Press.

Guidelines for submitted work: Presentation

Text

Typescript: the typescript should be presented in double or 1.5 spacing on one side only of A4 paper with ample margins to left and right. It is usual to use Times, Times Roman or Palatino 12 pt typeface, and 14 pt bold for headings.

Layout: publishers ask that authors do not justify the text on the right. For a thesis, you can choose whether to justify on the right or not.

Paragraphs: It is important to distinguish clearly between paragraphs. You can indent the first word of each new paragraph five to eight spaces. If you do not indent the first word, make sure you leave one line between each paragraph. Avoid very short paragraphs.

Abbreviations: acronyms are expressed in capitals without full stops, e.g. DES, HMSO, UK and USA. If the text contains numerous abbreviations, please provide an alphabetical list to be included with the preliminary material at the front of the thesis (see below). If there is no such list, explain abbreviations on their first occurrence e.g. LEAs (Local Education Authorities).

Contractions: do not require a full stop e.g. Mr Mrs Dr

Capitalization: avoid overuse of capitals. Note the following examples:
the church but the Church of England
radicalism, liberalism, socialism, capitalism, the state

the Communist Party, the Labour Party
left-wing politics, the right wing
there are many curriculum subjects, such as English, mathematics and science

Hyphens: be consistent with the use of hyphens e.g. 4-year-old child middle-class outlook
short-term policies policy-making

Percentages: use figures for all percentages e.g. 9 per cent, 85 per cent. Always spell out 'per cent' in the text. In reporting quantitative data with a large number of percentages the use of percentage sign (%) is permitted by following the convention of reporting statistical results.

Numbers: when you write numbers in your text, use the word ten (for 10) up to and including ten, after which use digits. For example, John found eight ways in which teachers question students but 26 ways in which they ignore their responses.

Ages: use figures for ages (e.g. 5-year-old boy, 22 years old) and times (e.g. 5 months, 3 hours).

Dates: use the following form: 18 February 1984 (without commas). 1980s without apostrophe. Spell out centuries e.g. the twentieth century, the mid-nineteenth century. Be consistent when expressing periods e.g. 1923-45, 1939-45

Italics: in the typescript use italics for book titles, foreign words, phrases such as *via*, *et al*, *ibid*, *op cit*, *passim*. You can also use single quotation marks, e.g. 'race', to accentuate or draw attention to a particular word or concept.

Spelling: always spell out 'and'; do not use &. Try to use English rather than American spellings such as labour not labor, unless it is an American term such as 'computer programme'.

Structure

Chapters and sections: According to whether you are writing thesis or an assignment, your writing must be divided into chapters and subchapters or sections and subsections respectively, each of which is appropriately and concisely labelled. All headings should be numbered with Arabic numerals. Begin each chapter on a new page and check that chapter titles are concise. Sub-section headings should be standardised in terms of format (size, type face, capitals or italics etc).

Page numbering: Number the typescript continuously from first page to the end (not chapter by chapter) on bottom right hand corner (or centred). You do not normally put page numbers on the coversheet, contents list, acknowledgement page or list of tables.

Footnotes: Footnotes should be used sparingly and only when they add information helpful for the reader to understand the context of what you are writing. They should not be used to construct your argument. Footnotes should be numbered and appear at the bottom of each page. Footnotes should be single-spaced.

Reference list: This should follow the conventions described above. Make sure you have used correct punctuation and that all the necessary information is provided for articles and books. It should include only, and all, those works you have cited in your text. It is not a bibliography of all material you have consulted. No bibliography is required.

Tables and Figures: Need to have titles and be numbered with Arabic numbers (e.g. Table 1, Figure 1, Table 2, Figure 2...). All tables and figures must have the source of the material

indicated at the bottom of the table or figure (author, date, page number and figure/table number in the original version). You may put small notes at the bottom of the table or figure to help the reader understand the table's content. These should be in 10-point type and single-spaced.

----- This section is only for students writing a thesis in their route-----

Preliminary Pages

Title page to include the full title of thesis, the degree for which it is presented, your name, the Faculty of Education, the name of your supervisor, and the date of submission (e.g. July 2002).

University Statement of Originality: When you submit your thesis, you are asked to include in the binding the following statement which reads:

In accordance with Regulation 8 of the General Regulations for the MPhil Degree (one-year route) I declare that this thesis is substantially my own work. Where reference is made to the works of others the extent to which that work has been used is indicated and duly acknowledged in the text and bibliography.

Word limit: Please add an indication of the word length underneath your declaration. It is important that you do not exceed the permitted word length. Under the regulations for the MPhil, the thesis should not exceed 20,000 words exclusive of footnotes, tables, appendices, reference list and bibliography. Examiners may penalise any thesis which is over length.

The word limit for PhD theses is 80,000 words, excluding appendices, footnotes, reference list and bibliography. The Degree Committee will exceptionally consider requests to exceed that limit. Information on the word limit for the PhD can be found on the BGS website at: <http://www.admin.cam.ac.uk/offices/gradstud/current/submitting/phd/format.html>

Acknowledgements page which may include acknowledgements to your supervisor, the grant funding agency who supported your study, any individual or organisation who helped you by reading through drafts, helping develop your ideas, contributing to the research as a participant etc.

Contents page: This should include all the chapter titles in the text and any end matter (including the titles of appendices). The titles of each major sub-section listed here should be identical to those found in the text. You do not need to include sub-sub headings. Do not use underlining.

List of Tables and Figures: If you include tables and figures in your text, then you should provide a list of them in the following order: Table 1.1, Figure 1.1, Table 1.2, Figure 1.2, Table 1.3, Table 1.4 and so. The number before the point refers to the chapter in which the table or figure is found.

List of Abbreviations/Glossary of Terms: this is useful if you use acronyms taken from the full name of various organisations in your thesis, as the reader will want to know their full title. For example:

EOC Equal Opportunities Commission
MSC Manpower Sciences Commission
SATs Standard Assessment Tasks

If you write your thesis in word you can use its Heading options as it will assist you to keep consistency of formatting and help to create automatically updated tables of contents and lists of tables and figures. First, you should use Heading formatting from the style list (Figure 7):

APPENDIX B

THESIS BINDING

Two hard copies and **one electronic copy** (uploaded on to CamTools) must be submitted by the submission date stated in the handbook. We recommend that you keep an additional copy in the interim for your own use. Your own copy need not, of course, be bound.

SOFT BINDING

The theses should be comb bound, using the standard blue front and back covers. The Higher Degrees Office will supply three copies to each student. Up to 300 pages on 80g paper can be bound in this way. Please visit <http://www.thesisbinding.co.uk/thesisbinding.php> for examples.

It is not possible for the Faculty to undertake the binding however comb binding is available at any good stationery shop (e.g. Ryman's). The following places offer binding services:

J.S Wilson

17 Ronald Rolph Court, Wadloes Road., Cambridge CB5 8PX (off Newmarket Road). Free parking available. Tel/fax: 01223 212420. Email: jswandson@aol.com. Website: www.jswilsonandson.co.uk

Homerton Union of Students (HUS)

Up to 75 pages. Cost £2.25 with a folder (as required) and £2.50 per set required.

HUS opening times are 10.00-2.00 and 5.00-7.00 Monday-Friday during university term time.

CUSU Silver Street

www.cusu.cam.ac.uk/services/lamination/

APPENDIX C

Student information for the use of Turnitin UK text-matching software in the Faculty of Education

Introduction

The University subscribes to Turnitin UK software which is widely used in UK universities. Many universities require all work to be assessed in this way. The software matches text in work submitted with that in a large database of online sources. This document explains how Turnitin UK will be used by the Faculty of Education and explains the implications of submitting your work to the software.

You are asked to read the information thoroughly and then sign the attached declaration to show that you consent to your work being submitted to Turnitin UK as described in this document. Without your written consent the Faculty of Education cannot submit your work to the software.

You are reminded that Turnitin is only one method of checking the originality of your work. Examiners may initiate the standard investigative procedures if they have unresolved queries about the originality of your work, regardless of whether Turnitin has been used or whether it has substantiated any concerns.

The University Advocate may decide to prosecute a student suspected of plagiarism even where that student has not consented to the use of Turnitin. In such circumstances the student may be specifically asked by the Advocate to consent to submission to Turnitin and a failure to consent will be included as part of the evidence in the case against him or her.

Plagiarism and good academic practice: your responsibilities

You should ensure that you are familiar with the 'Guidelines for Submitted Work: Referencing and Presentation' set out at Appendix A of the Faculty of Education's MPhil/MEd General Handbook (available at www.camtools.cam.ac.uk). If, after reading the guidance, you have any outstanding queries you should seek clarification at the earliest opportunity from your route coordinator or supervisor.

You should also familiarise yourself with the statement on plagiarism which is appended to this document. This statement is posted on the University's plagiarism website www.cam.ac.uk/plagiarism which also features links to useful resources and guidance.

About Turnitin UK text-matching software

a. Who controls the service?

Turnitin UK is part of the JISC Plagiarism Advisory Service (JISCPAS). This University is the recognised Data Controller for the data held and processed by, or on behalf of, the service. An American company, iParadigms, is the Data Processor.

b. How does Turnitin UK work?

Turnitin UK may detect direct plagiarism, paraphrasing and collusion as submitted work is compared with a vast database of online material and with a 'private' database of previous submissions. Therefore, submitting work to the database helps to protect it from future attempts to plagiarise it, and helps to maintain the integrity of the University's qualifications.

The software makes no judgement about whether or not a student has plagiarised, it simply shows the percentage of the submission that matches other sources and produces an originality report which highlights the text matches and, where possible, displays the matching text and its immediate context.

In many cases the software highlights correctly cited references or 'innocent' matches. Therefore, Examiners will carefully review all originality reports to determine whether the work does contain plagiarism.

How will Turnitin UK be used in the Faculty of Education?

All work submitted for assessment by Masters students may be subject to checking by Turnitin software.

The Faculty will submit a random sample of essays and dissertations for checking with Turnitin software. In addition, any piece of work that raises suspicions of poor academic practice or unfair means during the course of the Faculty's usual marking process will also be submitted for checking. Students are required to submit their work as a paper copy in accordance with instructions together with an accompanying electronic version of the document (on cd) in an MS Word compatible format.

What will happen if matches are identified between my work and another source?

In most cases, Turnitin UK will identify matches between your work and other sources. These may have happened by chance or may reflect deliberate inclusion of material from other sources. The Examiners will review the resulting originality report to judge whether the matches are innocent, either small matches by chance or appropriately referenced matches, and/or whether you have made excessive use of material from other sources without due acknowledgement (which may represent poor academic practice and/or plagiarism).

The Examiners will mark your work purely on the basis of its academic merit. However, depending on the extent and context of the matches, your work may be referred to the Proctors for further investigation. In such cases the Turnitin UK originality report may be used as evidence. If you are found to have plagiarised, the penalty may be severe and your degree may be withheld.

Will Turnitin UK affect my intellectual property rights or copyright?

The copyright and intellectual property rights of the submitted material remain wholly with the original owner (normally the student, with the exception of some collaborative or sponsored research projects). However, you are asked to permit Turnitin UK to:

- *reproduce your work to assess it for originality;*
- *retain a copy of your work for comparison at a later date with future submissions.*

Will my personal data be retained by Turnitin UK?

Material submitted to Turnitin UK will be identified by a number, course details and institution: personal data will not be used.

What will happen if text submitted by another student matches that in my work?

a. Matches to text submitted from other HE institutions

If a report generated by another institution identifies a match to your work the report will only show the extent of the match and the contact details of the University's Turnitin UK Administrator. If approached, the Turnitin UK Administrator will attempt to contact you about the matter. The contents of your work will not be revealed to a third party outside the University of Cambridge without your permission.

b. Matches to text submitted from within the University

If a match is found to material submitted from within the University, the Examiners can obtain the full text without approaching you.

How do I apply for my work to be removed from Turnitin UK?

Work submitted to Turnitin UK will be stored indefinitely on the Turnitin UK database unless you specifically request that it be removed. To maximise the effectiveness of the software it is hoped that such requests will be kept to a minimum. However, once examinations have been concluded, you may at any time contact The Higher Degrees Office (graduate@educ.cam.ac.uk) to request that your work be removed.

Sources of further information and support

The University's plagiarism website: www.cam.ac.uk/plagiarism

Turnitin UK's website: www.submit.ac.uk

APPENDIX D FACULTY PLAN

