



International Masters Programme (Education)

Student Handbook

March 2011

Leading to the awards of:

Certificate of Advanced Professional Studies (CAPS)

Postgraduate Certificate: Education (PGCert:Ed)

Postgraduate Diploma: Education (PGDip:Ed)

Master of Arts: Education (MA:Ed)

IMP (Education) Student Handbook

The IMP Student Handbook, other materials and forms are available online at www.plymouth.ac.uk/imp, now open access without the need for username and password.

If you require this document in an alternative format please contact the Faculty of Education Office.

imp@plymouth.ac.uk +44(0)1752 585315

Key University Regulations and Information

This handbook should be read in conjunction with the *University of Plymouth Student Handbook* and *Guide to Services* which includes information relating to Academic Regulations, and Policies & Procedures, including the University Appeals procedure and the University Complaints procedure. This can be found via the website www.plymouth.ac.uk/studenthandbook

A paper copy can be obtained on request from the Faculty of Education Office.

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1. Key Information

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1:1 The International Masters Programme (Education): Introduction

Welcome to the International Masters Programme in Education - IMP (Education). We hope that you find the experience to be rewarding, both in terms of qualifications and professional development. Central to the thinking behind the programme design are the needs of the student, the links between practice and theory and the opportunity for awards at Masters level.

The IMP (Education) serves the needs of professionals from a wide variety of fields of education, including teachers and other staff in schools and further education colleges, military service educators, and education staff who work in prisons. In recent years the number of students on the programme has almost trebled in size and it now recruits well over a thousand students a year. The majority come from South-West England but the programme has expanded and now assumes a more international dimension with students from Sweden, Holland, Germany and Switzerland embracing the opportunities that the IMP (Education) provides to study their own practice and enhance research skills.

The IMP (Education) is a modular, flexible, wide-ranging programme which allows you to follow a set of modules that blend with your professional development requirements and give you the chance to study issues based upon your own personal/professional context. Within the IMP (Education) you will find **taught modules** on a variety of aspects of education, including Inclusive Education, Special Educational Needs, Early Years Education, Adult and Further Education, Leading Learning, Outdoor Learning, Professional Mentoring, Mathematics and many other areas. In addition to taught modules there are opportunities for **independent study** and for **school based professional development**. Most students on the programme are part-time.

The programme has many distinguishing features, notably the assessment modes, which invite different ways of presenting assignments and prepare you for the dissertation stage, if you wish to go that far!

In order for such an extensive and adaptable programme to operate we invite students to take a leading role in determining their own patterns of study and also take responsibility for seeking out advice on procedures. This handbook is an essential part of that process. It is an important and helpful document and one which you will find useful at all stages of your journey through the IMP (Education).

The International Masters Programme (Education) offers you:

- flexibility and choice in the way in which you put your pattern of study together and the pace at which you undertake it;
- the opportunity to share ideas and collaborate with other like-minded individuals;
- support and guidance from your first contact with us and throughout the time you are registered on the Programme;
- the chance to build up credits towards a variety of nationally recognised awards from the Certificate of Advanced Professional Studies (CAPS), Postgraduate Certificate (PGCert), Postgraduate Diploma: Education (PGDip) and on to a Masters degree (MA:Education).

The International Masters Programme, therefore, offers you the benefits of a negotiated pattern of study combined with the demands of an award-bearing programme.

The **International Masters Programme (Europe)** (IMP(E)) offers similar possibilities for students in a number of sites in Europe. These are currently: Solothurn, Switzerland; Wuppertal, Germany (Social Care and Education); Bochum, Germany (Social Banking, in conjunction with the Faculty of Social Science, Business); Zeist, The Netherlands (Special Educational Needs); Jarna, Sweden (Eurythmy).

It is very important that you read the rest of this Handbook carefully and keep it for reference throughout your period of study. While it is accurate at the time of writing changes may be made to regulations and procedures as the Programme develops – you will be notified of such changes and future editions will be modified accordingly.

Remember the full handbook and other materials and forms are available at www.plymouth.ac.uk/imp.

1:2 Management of the International Masters Programme (Education)

All aspects of the International Masters Programme (Education), including modules offered in collaboration with other Faculties and other institutions, or at a distance, are the responsibility of the Faculty of Education. The Programme is co-ordinated by the IMP (Education) Programme Leader through the IMP (Education) Programme Committee. The relevant Head of School has overall responsibility for the programme. Partner Institutions (e.g. Truro College, Cornwall College) may also offer modules.

1:3 IMP (Education) Programme Committee

The IMP (Education) Programme Committee, which meets three times a year, includes representatives from staff teaching modules and/or supervising dissertations, from student bodies, from Academic Services and from other bodies or groups whose work contributes to or impacts on the IMP. They work closely with schools, other educational institutions, local authorities and other groups because the Programme

must reflect their needs and aspirations. It will be their advice that helps to develop the Programme over the years so that it will be of real and lasting benefit. Hence the Committee has an important consultative function which is enhanced by its powers to co-opt members. We particularly welcome offers by those studying on the Programme to contribute their views and experience through membership of the Committee or through taking part in the regular reviews of aspects of the Programme. If you would like to do so, or if you require further information about the management structures of the IMP, please contact the Faculty of Education Office.

The International Masters Programme (Europe) (IMP(E)) committees also feed into the IMP (Education) Programme Committee.

1.4 Points of Contact

IMP Education Tutor Contacts	
Many of the team work away from the office for much of the time, so email contact is always preferred.	
Dr Julie Anderson Programme Leader: IMP (Education)	julie.anderson@plymouth.ac.uk +44 (0)1752 585434
Dr Ken Gale	ken.gale@plymouth.ac.uk +44 (0)1752 585474
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Maureen McGinty	maureen.mcginty@plymouth.ac.uk +44 (0)1752 585444
Liz McKenzie	Liz.mckenzie@plymouth.ac.uk +44 (0) 1752 585438
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Dr Nick Pratt	nick.pratt@plymouth.ac.uk +44 (0)1752 585439
Faculty of Education Office Contacts	
Mrs Tim Evernden Administrative Assistant	tim.evernden@plymouth.ac.uk +44 (0)1752 585331
Natalie Shute Programme Administrator	natalie.shute@plymouth.ac.uk +44 (0)1752 585336
James Wadham Senior Administrator (Programmes)	james.wadham@plymouth.ac.uk +44 (0)1752 585315
Library	
General library queries	libraryservices@plymouth.ac.uk +44 (0)1752 233838
Julie Luxton Senior Subject Librarian (Education)	julie.luxton@plymouth.ac.uk +44 (0)1752 587121

1:5 Key Information for Accessing Resources

University of Plymouth Student Reference Number

What is it?	Your unique student reference number
Where is it?	On your IMP acceptance and welcome to the programme letter and on your University ID Card (either 6 or 8 digits long)
Why do you need it?	To create a Student Computer Account. It is also used on all your student records. This number needs to be quoted in any correspondence with the University

University ID Card

What is it?	A white card with your photograph, student reference and library numbers. It remains valid for the duration you are enrolled on the programme.
Where is it?	<ul style="list-style-type: none">• After enrolling on the Programme, the Faculty of Education Office will send you, or pass to you via your Tutor, a University Card Application Form (a copy is also available on the IMP Website pages).• You need to complete, sign and date the form, attach a photograph and return to the University Card Office.• Once processed, your card will be sent to you or passed to you via your Tutor.
What is it used for?	To prove you are a registered student of the UoP, to borrow from the University Library, and to gain access to other University facilities.

Library Number

Your Library Number is the 10 digit figure on your University ID Card.	
What is it used for?	Borrowing items, reserving items over the telephone or online through Voyager (the library catalogue) ; accessing your own record; renewing of items on loan; requesting items not held by the library.
<p>The library catalogue and electronic resources can be accessed through the student portal: http://intranet.plymouth.ac.uk . You need to set up your student computing account to access the intranet (see next page) Library contact number: +44 (0)1752 587215</p> <p>See section 1:7 of this Handbook for information about use of the library and library services, including Special Support Services for part-time students.</p>	

University of Plymouth Student Computing Account

<p>You need to create your computer account on-line by going to www.plymouth.ac.uk/register and follow the on screen instructions. You will need your student reference number and date of birth. You need to be 'live' on the system (ie fully enrolled for each academic year) for your computer account to be maintained.</p>		
What is it?	Username	Usually your initial(s) and surname e.g. jbloggs
	Password	A string of at least 9 characters which you set yourself which includes at least one of uppercase character, lower case character, numeric character and a punctuation character.
What is it used for?	<ul style="list-style-type: none"> • Access to computers at University of Plymouth sites (Plymnet) • Access to the student portal http://intranet.plymouth.ac.uk (the student portal is a personal gateway to a range of University information including the library. Some modules also have module folders which can be accessed through the student portal - TULIP) • Enabling a University of Plymouth e-mail address which is normally forename.surname@postgrad.plymouth.ac.uk (accessible through the student portal) • Enables access to electronic journals, e-books and databases 	
<p>If you forget or have forgotten your user-name and/or password: go to http://www.plymouth.ac.uk/password. You will need to supply your username (if known) or your Student Reference Number and then you will be able to re-set your password.</p>		
<p><i>If you experience any further or other problems please contact the University Support Desk on support@plymouth.ac.uk or 01752 588588</i></p>		

IMP (Education) Website www.plymouth.ac.uk/imp
(open access - no username or password required)

The Website provides information and resources for IMP students and tutors – you will find a full version of this handbook and you can access electronic copies of various forms. It is also a developing website for support and e-learning and some module groups will have their own resource and discussion sections.

National Union of Students card (student union card)

This is available for all students registered on the IMP

What is it?	Laminated card with your photo on
Where is it?	<p>You will need to visit www.nus.org.uk to register with the NUS. Click on the NUS Extra link where you will be asked to enter your details and upload a digital photograph. There is a cost for this card payable to the NUS via the site which registers you for the current academic year September – August.</p> <p>Your card will be delivered to the Plymouth Campus Students Union, either for collection or they can arrange to post to you. Any queries they can be reached at info@upsu.com.</p>
What is it used for?	<p>NUS recognition</p> <p>Discounts in a number of shops, cinemas etc. Further details of the benefits are on www.nus.org.uk.</p>

1:6 Disability Assist Services (DAS)

www.plymouth.ac.uk/disability

The University welcomes and supports students with disabilities and endeavours to meet your specific study requirements whilst valuing the special abilities you may have in other areas. As the Disability Service for the University of Plymouth DAS supports disabled students across the campuses.

In terms of HE study the term disability covers a range of impairments, medical conditions, mental health issues and specific learning difficulties. The University aims to provide appropriate support for disabled students.

We have put in place a number of changes to procedures and the campus to make our courses more available to the diversity of students studying here. However, we believe it is important to consider individual requirements sufficiently far in advance to enable us to advise you on the range of options available and to put in place appropriate arrangements.

If you have told us about a disability we may liaise with you to ask for further information or to invite you for an information meeting (with the Disability Adviser, faculty representative, and accommodation officer) if necessary. We can then properly assess with you your individual requirements and ensure that we have the best possible chance of putting in any adjustments at the start of your course. We can also advise you further about claiming for Disabled Students' Allowances from your funding body as early as possible.

If you have not already told us about your disability please do contact the University's Disability ASSIST Services on Plymouth (01752) 587676 to discuss this. While we are making reasonable adjustments to our provision, we may not be able to meet your individual requirements if we do not have the opportunity to assess them in

advance, and that could impact negatively on your experience on the course or even your ability to take up your place.

So please ensure you have told us about any disability even if you do not think it will affect you while you are at the University and respond positively to our requests for information. This will enable us to address any health and safety issues, and academic or professional expectations and if necessary advise you on alternative options. We can also explore support available such as assistive technologies, study skills sessions and personal enablers.

Any information shared will be dealt with in confidence and only shared on a 'need to know' basis. We want to give you the best possible chance to take up your place, to be ready for study and be able to complete a university course.

1:7 Library Information

Access and Borrowing

Opening hours: University term times	
Monday - Friday	0830 - 2200
Saturday	0900 - 1700
Sunday	1000 - 1800
Opening hours: University vacation times	
Monday - Friday	0830 - 1900
Saturday	1400 - 1700

Your **University ID** card is also your library card; it is important to provide your photo and form in good time to activate the card. Please remember to bring your ID card with you when you use the library; you gain access to the library by swiping your card at the entrance.

The Library Management System is called *Voyager*; you can use it to search the catalogue, check and renew your own loans, reserve and request items and access e-books and journals.

There is a direct internet link to *Voyager* at <http://voyager.plymouth.ac.uk>. This enables you to search the library catalogue and reserve books, but the electronic links will not work fully unless you go via the Student Portal at <http://intranet.plymouth.ac.uk>. (This authenticates you as a University of Plymouth student).

Your *Voyager* account is set up initially with the default PIN '11111'. You should change this at an early stage, to a 5+ digit number of your choice. If you forget your PIN, library staff can reassign '11111' to your account to enable you to re-set it.

Taught postgraduate students may borrow (or reserve) up to 20 items at any time. Loan periods vary from overnight to 3 weeks; charges are payable for overdue items. Items may be renewed via *Voyager* if not reserved by another user; it's a good idea to renew ahead of time in case items are reserved, and you need to get them back promptly.

Special Services

All students on part-time courses are entitled to special services. Contact: Special Support Services (libspecialsupport@plymouth.ac.uk , +44 (0)1752 587215).

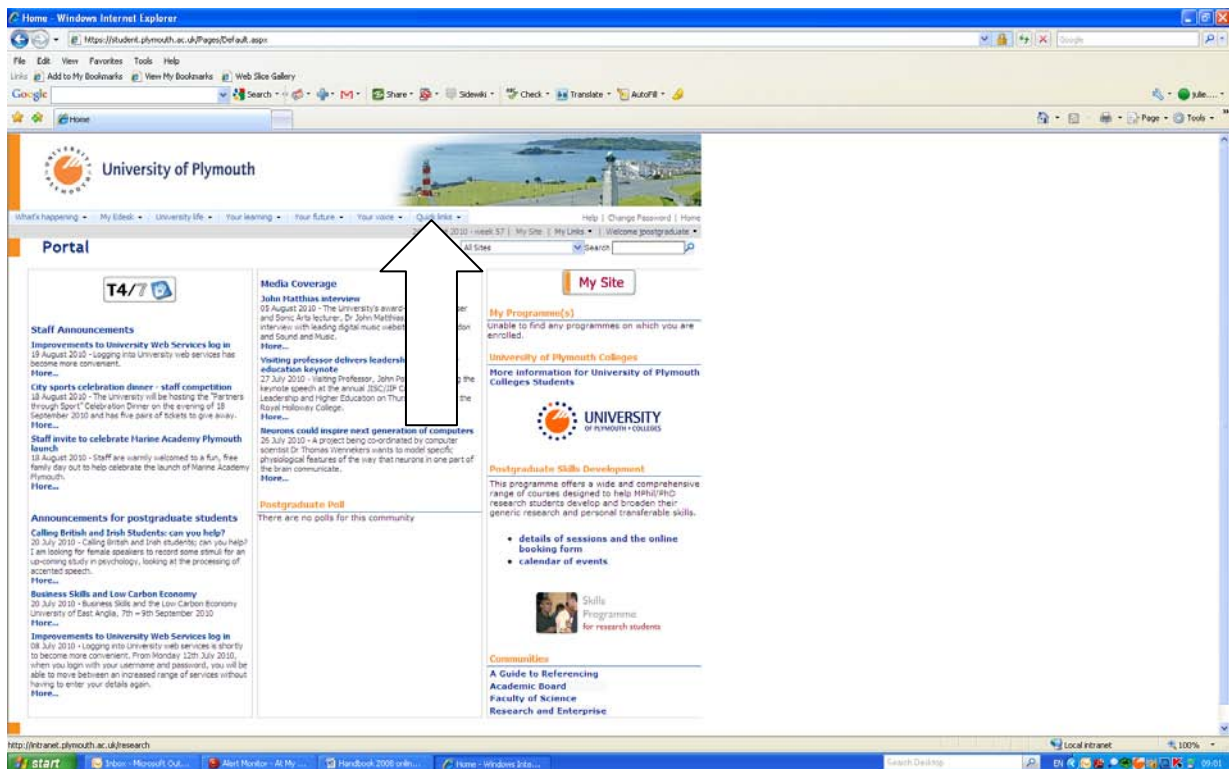
Services include:

- A reservation service (should you be unable to access *Voyager* for any reason);
- A postal loan service: postal charges are payable by the student, but can be settled in arrears;
- A postal service for photocopies: e.g. where journal articles are not accessible electronically. The standard charge for photocopying is made and charged to the student: 5p for an A4 sheet.
- Postal loans abroad: normally only Ordinary Loan items (3 weeks) are available for postal loan abroad;
- SCONUL Access: students who live close to another university library may be able to register for borrowing rights through this scheme. Details are available at: www.access.sconul.ac.uk.

E-resources: getting started

The process of registering for your University ID triggers your student computing account as well as your *Voyager* account, though you will need to complete the registration process and change your computing account password. It is important to get into the habit of using your university email address as well as the student portal (or intranet, at <http://intranet.plymouth.ac.uk>); many of the university's resources and services can only be accessed via the portal and your lecturers will normally use this and your university email address as a means of contact. You are able to access a wide variety of university information via drop-down menus or links:

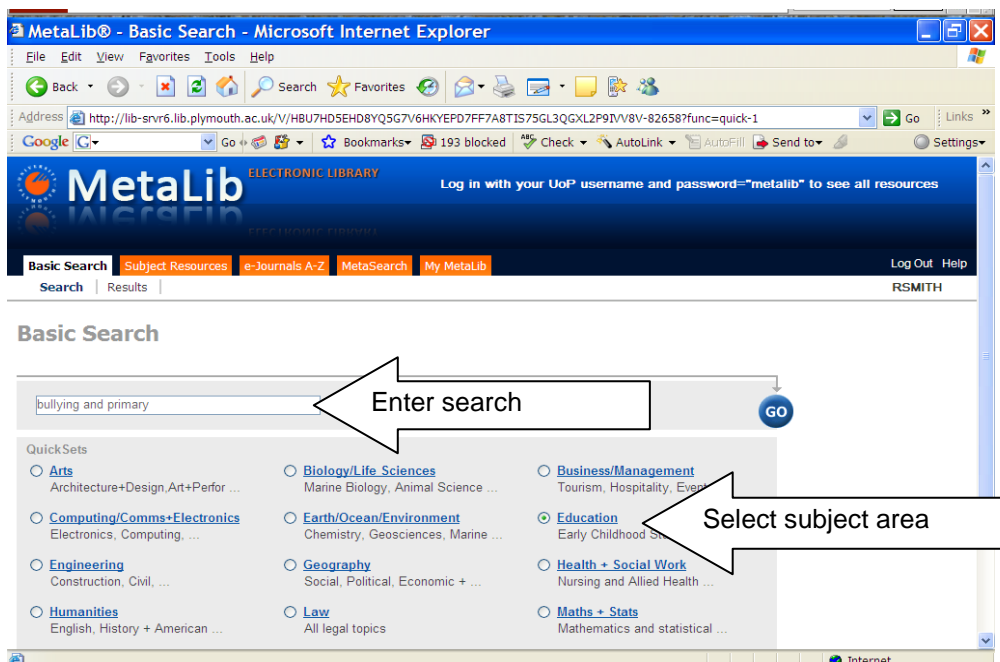
There is information available via the Information & Learning Services (ILS) pages on the student portal (available in the Self Help search function) which amongst other things can assist you to set up an automatic forward for your University email account.



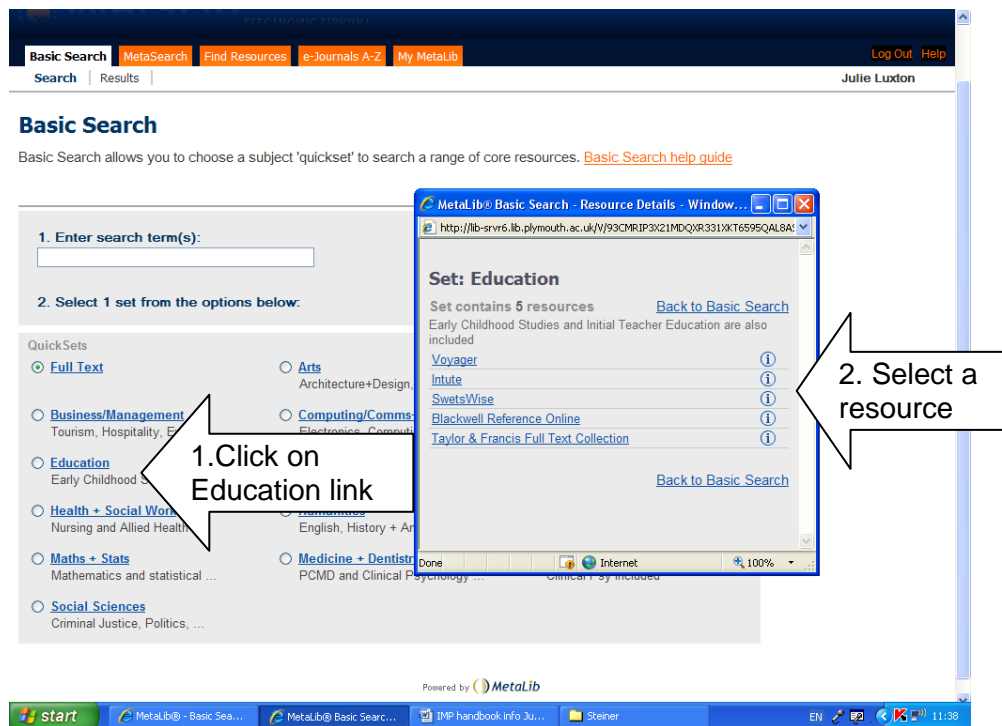
One of the most important areas is 'Electronic library' which will take you to the *Metalib* screen. *Metalib* is a means of accessing electronic services either by searching individual resources or across a selection.

For education subjects, at its basic level it will search *Voyager*, full-text journal services and *Intute* (the academic internet gateway).

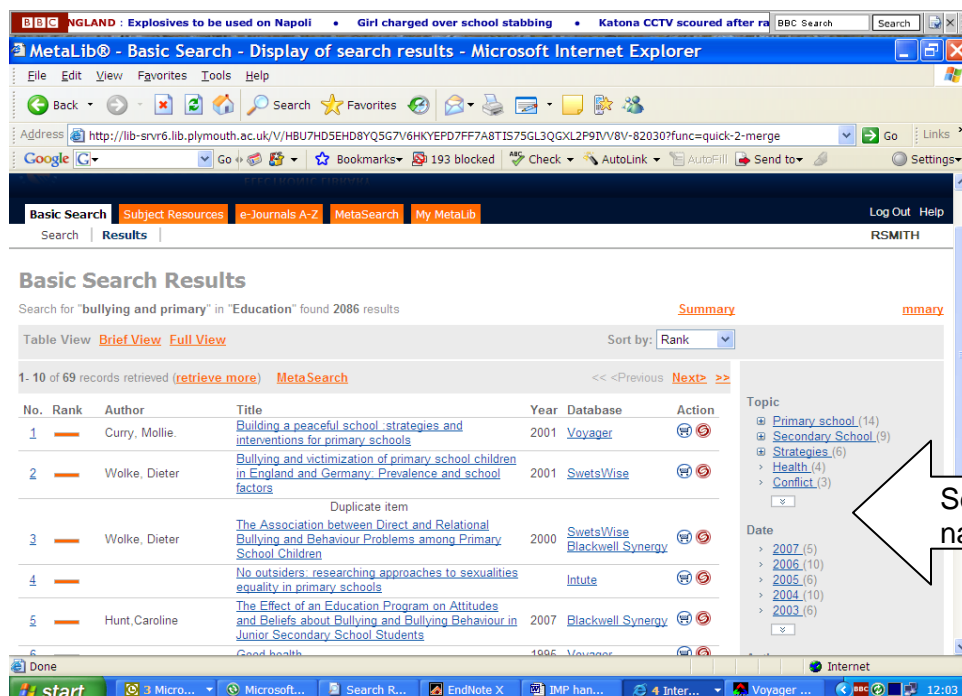
For example, a search using the terms 'bullying' and 'primary':



Alternatively, you can search individual journals databases by clicking on the Education link and selecting them from the list.



The result enables you to check for books held in the library via *Voyager*, to go to relevant websites via *Intute* and read electronic journal articles via *Taylor and Francis* or *Swetswise*.



NB: if you tried to access this material directly, or via *Google*, you would have to pay to view the content. Accessing via the Portal identifies you as a University of Plymouth student, normally automatically (or via an 'Athens' - Higher Education Authentication -

login), and allows you free access to material to which the university library has subscribed.

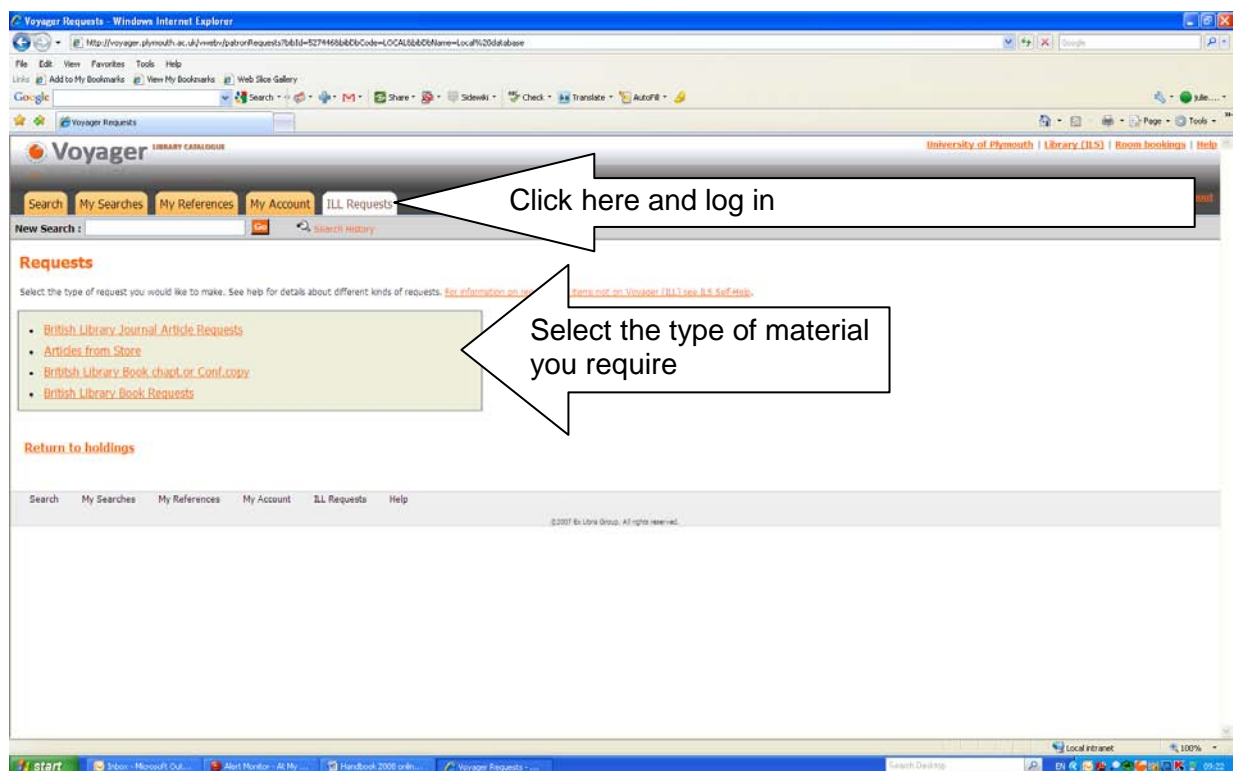
Metalib also enables more refined searching of specific databases such as the *British Education Index*; the *Resined* area of the Faculty webpages gives more detailed information on this and other tools for you to use when appropriate.

Also, the A-Z list is a useful way of browsing journal titles.

What to do if it isn't in stock

You can reserve books online from home and collect from the library or contact us to have items sent.

If the library doesn't stock a specific book at all, or subscribe to a particular journal, books and journal articles can normally be obtained for you via Interlibrary Loan. Login to *Voyager* to access the request screen and choose the relevant form:



Journal articles are normally sent as electronic files to your university email address; it is important to follow the instructions sent with them as they are time-limited and may only be downloaded once (to read or print off). Help is available from library staff if you need it.

Support

For additional help re library (other than Special Services, as above):

Julie Luxton (Senior Subject Librarian, Education):
julie.luxton@plymouth.ac.uk +44 (0)1752 587121

For general queries about any Information and Learning Services facilities, including overdue charges and opening hours, try ILS Self-help (via the Library, Media and Computing (ILS) page, below or via <http://ilselfhelp.plymouth.ac.uk/novo/> .

The screenshot shows the University of Plymouth's Information and Learning Services (ILS) Home page. At the top, the University of Plymouth logo and name are visible, along with navigation links like 'What's happening', 'My Edesk', 'University Information', 'Communities & favourites', and 'Qu'. A date and time stamp indicates 'Julie Moody (julie.moody@plymouth.ac.uk) Wednesday, 01 September 2010'. On the left, a 'library test community menu' includes '+ Menu items', 'Community Search', 'Provide Feedback', and 'Community Home'. The main content area is titled 'Information and Learning Services: ILS Home' and is divided into several sections: 'Display full page view', 'Opening hours', 'Public Access', 'How to get help', 'Contact us', 'Services' (with links to 'ILS Services Status', 'ILS Self-Help', 'tulip, e-portfolio and MySites help', and 'Lilipad tutorials'), and 'About ILS'. The 'Online Resources' section lists links to 'Library Catalogue (Voyager)', 'Electronic Library (MetaLib)', 'E-Journals', 'Box of Broadcasts (DoD)', 'Exam Papers', 'Imago Archive', and 'Reading Lists'. The 'IT Services' section includes 'IT Services Menu', 'IT Training & Documentation', 'Mobile Computing', 'Software', and 'IT Policies & Regulations'. The 'Library & Learning Environments' section lists 'Using the Library', 'Maps & Locations', 'Study Areas', 'Library Room Bookings', 'Open Access PCs', and 'Special Support Services'. The 'Media' section includes 'Media Counters & Workshops', 'Printing & Copying', 'Edit Suite', 'Document Production Centre', and 'Broadcasting & Video Conferencing'. On the right, a 'NEWS & ANNOUNCEMENTS' sidebar features a purple box titled 'Rationale for the need for strong passwords' and a list of news items: 'Strong passwords - why and how', 'And the Oscar goes to...', 'Pay Library charges online', 'Library opens 21-7 during exams', 'Improvements to University Web Services log in', and 'ILS Home Page RSS Start page'. A 'Subscribe to LS news feed' link is also present.

2. The Programme Specification and Module Catalogue

2:1 Programme Specification

2:2 IMP (Education) – Approved Modules September 2010

2:1 Programme Specification

1. Programme title International Masters Programme (Education)

2. Brief description of programme

The International Masters Programme (Education) (IMP) is a flexible modular programme for educators which permits the opportunity to follow a set of modules that meet your professional development requirements and allows you the chance to study issues based upon your own personal/professional context. **Education, here, is interpreted in a broad sense to include all aspects of what we do to support learning, development and participation of children, young people and adults in their social/cultural worlds. Challenging the nature and meaning of ‘education’ is central to the whole IMP.** The programme as a whole encourages you to develop new relationships and connections between conventional disciplines and modes of practice. Integration and cross-fertilisation, generating new understandings and new areas of study are as important in our programme as the extension and deepening of subject-specific study. The programme offers the benefits of a negotiated pattern of study combined with the high academic demands of an award-bearing programme.

3. Distinctive features

- The programme is usually studied part-time, but could be studied in full-time mode in exceptional circumstances.
- The programme is student-centred so that you usually decide on the appropriateness of study patterns in your chosen area of study rather than following study routes decided by us.
- The programme is highly flexible so that you can choose your programme of study from a very wide range of modules and determine your assignment focus within that.
- If you take the programme on a part-time basis you can complete your course of study at a pace appropriate to your needs subject to a limit of five years though you can apply to extend this period for a further year. The programme can be completed in 2 years full-time study.
- You can take taught or independent personal study modules.
- You can choose from a wide range of fields of study e.g. further and adult education, outdoor education, early years, music education, inclusive education, teaching and learning.
- The way we assess your work is through a carefully constructed set of five assessment modes: Critical Review of a Body of Knowledge; Developing Practice through a Project; Understanding the Use of Data; Critical Reflection on Practice; Making an Argument.
- We are committed to the enhancement of your professional practice in the context of a Masters programme.

4. Entry Requirements

You will need a degree (e.g. BA, BSc, BEd) or its equivalent and/or appropriate professional experience. We aim to give credit for qualifications you have achieved before you begin the programme and for experience provided they are at the appropriate level and are consistent with the demands of the programme.

5. Programme Aims

The programme is intended to:

1. enable participants to achieve a level of performance appropriate to the award of a Masters degree;
2. allow participants to select from a range of components to meet their particular requirements in terms of content, sequence and time;
3. enhance the quality of participants' practice through the encouragement of critical enquiry, innovative thinking and imaginative reformulation;
4. ground participants' study in personal, professional and academic practice;
5. inspire a deep and critical engagement with the study of education in its widest sense;
6. create an environment appropriate to postgraduate study;
7. be underpinned with innovative teaching, relevant tutor research and ongoing tutor development;
8. widen participation to include all those who can benefit from the programme of study.

6. Intended programme learning outcomes

The intended programme learning outcomes of the IMP are all at M level, though there are different exit points from the programme. The intended programme learning outcomes are the same for all exit points though the extent of your demonstration of them may depend on the volume of credit.

At the end of your programme of study, and in accordance with the volume of credit, you will be able to:

- identify, select, critically analyse and evaluate ideas, perspectives, theories or data relevant to an appropriate area of study; undertake a critical, imaginative and ethical investigation; relate theory to practice; formulate a coherent set of aims and objectives which effectively utilise available resources; organise and manage your study.
- locate your work within a broader context, usually through ideas, perspectives and theories from appropriate literature.
- adopt a questioning, reflective and critically aware stance throughout the study.
- choose and implement appropriate media and processes in relation to ideas, aims, intentions and context; select and apply appropriate methodologies to your stated objectives and utilise them competently and methodically.
- show clarity and coherence in structure, writing conventions, style, presentation of evidence and argument and ensure the work is readable, accessible to its intended audience and effectively communicates the intended meaning.

- generate 'new' ideas and connections, apply existing material to new contexts or reappraise or critique familiar material; further, combine or resolve uncertainties, identify similarity, difference and interconnection, take risks and use rational and intuitive thinking.

Other learning opportunities

In addition through the five assessment modes you will be able to:

- demonstrate familiarity with the body of knowledge associated with a study topic; search for information in the fields in which such knowledge is embodied; and once found, select from it and use it critically
- identify a topic or project, of worth, or relevance to your practice or work situation; locate it within an appropriate conceptual, historical and critical framework; design and justify a way of carrying it out; and select and employ appropriate methods for presenting its results
- know how to choose an appropriate method to collect or create data as the basis for drawing conclusions; demonstrate an ability to analyse what you find, and, if appropriate, use it to make predictions
- select an area of development of your own practice; reflect critically upon it in relation to theoretical and other frameworks; and illuminate the development of your own awareness, identity and personal philosophy in relation to it
- construct a complex argument or proposition in terms which others can understand and find useful; establish in detail your own views in relation to those of others; and reach consistently expressed conclusions.

7. Link to subject benchmark(s) - Education but N/A at M level

8. Teaching learning and assessment strategies

Postgraduate Diploma: Education

To achieve the PGDip: Ed you can study in a variety of ways. You can take taught modules or independent study modules.

Taught Modules

The basic building block of the IMP is the Taught Module. All Taught Modules are at Masters (M) level and are of equal status. There are no Core Modules and *normally* no restrictions as to the order in which you may study Taught Modules. You may apply to take any Taught Module currently being offered though access to modules will depend on your ability to benefit from the module course of study.

Taught Modules are composed of a range of tutor facilitated activity: seminars, small group and individual tutorials, workshops, directed study tasks, personal research activities and assessed assignments.

Independent Study Modules (ISM)

An ISM is equivalent to a Taught Module and is of equal status. It allows you to identify a study project which you wish to undertake related to your specific interests and needs and to negotiate methods of undertaking it. It will be supported by individual and/or small group tutorials and seminars. In developing your proposal for an independent study module you will be guided and supported by staff. Online tutorial support is also available.

You may normally only undertake one ISM to satisfy the requirements of the PGCert and two ISMs to satisfy the requirements of the PGDip.

Research and Study Skills

In the PGDip stage you will also develop research methods and skills. These are developed within both taught and independent study modules. You will enhance your research and study skills through the module and by reference to the Research in Education module which is available online. The full Research in Education module is undertaken at the formative stage of developing a dissertation proposal.

Throughout the PGDip stage we use a variety of study packs, handouts and other visual and audio materials to facilitate learning.

Personal Development Planning

It is likely that as a professional you will already be engaged in a variety of forms of personal development planning in your own professional context. You are encouraged to include your study on the IMP within this planning. The relationship of your academic study to your professional practice is an intrinsic element of this programme.

Master of Arts: Education

You undertake the MA stage through a Dissertation, which comprises two parts. First, there is the proposal which is completed through an on-line module, 'Research in Education' that culminates in the submission of the proposal for formal assessment and counts for 10 out of the 60 credits required for the MA: Education. Our procedures are designed to ensure that you are supported and guided through the process of initiating, developing and gaining approval for your MA proposal. Once you have gained approval for your proposal your ongoing work will be supported by tutorials and discussions of work in progress. Online tutorial support is also available.

Assessment

A particularly distinctive feature of our programme is the way in which we assess your work. Rather than asking you to complete conventional 'essays' we ask you to choose the way in which you will present your work from a specific list of what we call 'Assessment Modes'. This process is designed to assess your knowledge but it is also designed to give you scope to explore your subject from a specific perspective, to develop specific research and study skills, and to prepare you for undertaking an MA: Education dissertation. This assessment process is an integral part of the teaching and learning process and leaves you free to choose the areas of study you want to focus on and the order in which you wish to study them. The links between your areas of study are provided by the 'Assessment Modes'. There are five Assessment Modes and you are required to select two from the following for the PGCert: Education and four to complete your PGDip: Education:

- Critical Review of a Body of Knowledge
- Developing Practice through a Project
- Understanding the Use of Data
- Critical Reflection on Practice
- Making an Argument

The assessment takes the form of coursework assignments of 4-5000 words or its equivalent for each module or ISM undertaken for the PGCert:Ed, PGDip:Ed and a dissertation equivalent to 15-20,000 words for the Masters stage. For the dissertation, you will also have successfully completed the Research in Education 'RESINED' module through the submission of a 2,000 word proposal.

The Deep Criteria

The assessment criteria of the IMP are intrinsically related to the deep criteria listed in the **intended programme learning outcomes** above. All assessed work including the Masters Dissertation must demonstrate evidence of these qualities to achieve a pass. For the Masters Dissertation a synthesis of these deep criteria is required.

Tutor and Student Feedback

Tutors provide detailed feedback to you about the qualities of your completed assignments. This constitutes an important part of the formative learning experience provided by the programme to assist you to develop. Your feedback to staff about all aspects of study is equally important as it used to inform both curriculum development and teaching and learning strategies.

9. Programme structure and pathways

Module 1 30 credits	Module 2 30 credits	Module 3 30 credits	Module 4 30 credits	Research Module RESINED * 10 credits	Dissertation 50 credits
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PGDip: Ed stage	MA:Ed stage
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** The materials that inform the component tasks of the Research in Education module are available to you from the point of registration. However, the full module will only be available to you at the outset of the dissertation stage.*

The IMP provides an overarching structure through which you may achieve a series of linked generic awards each at Masters (M) level: CAPS, PGCert, PGDip, MA.

The overarching requirements for achieving generic awards are set out below.

Award	Elements	Credits
CAPS	1 Module	30 Credits
PGCert: Education	2 Modules	60 Credits
PGDip: Education	4 Modules	120 Credits
MA: Education	Research in Education Module (10 credits) plus a Dissertation of 15,000 – 20,000 words or equivalent (50 credits)	180 Credits

The title of the final award achieved is determined by the choices of field(s) of study and specific modules that you make in building up a programme to suit your needs.

We advise that the generic named award title is the most suitable for the majority of students and provides maximum flexibility and transferability for a range of careers.

Generic awards

The generic awards are:

- **CAPS (Certificate of Advanced Professional Studies)**

CAPS is a free-standing award equivalent to one PGDip module (30 Masters level credits) within the Programme. After successful completion of one module and a 4000 - 5000 word assignment or its equivalent, in the form of one of the five Assessment Modes, you may leave the IMP. You have the option at any point to decide not to proceed with the PGDip Programme but instead to withdraw and to claim a CAPS award for each PGDip module completed. You would be very welcome to rejoin it at a later date.

- **PGCert: Education (Postgraduate Certificate: Education)**

This award of PGCert can be made to you if you wish to conclude your studies after successfully completing two modules or their equivalent (60 Masters level credits). You can undertake one out of the two modules as an Independent Study Module (ISM).

- **PGDip: Education (Postgraduate Diploma: Education)**

To achieve a PGDip: Ed you must complete successfully four modules in any of the wide range of subjects on offer.

- **MA: Education**

To achieve MA: Education you must successfully complete a PGDip and the Dissertation stage.

Named awards

In order to gain a named award you must arrange to satisfy its requirements, including undertaking the required number of modules on particular areas and an appropriate topic for the Dissertation.

You have the option of taking a:

- broad mix of modules, leading to an unnamed ('generic') award: PGCert: Education; PGDip: Education; or MA: Education;
- specialised mix of modules, leading to a single named award: e.g. PGCert: Education (Autistic Spectrum Disorders); PGDip: Education (Post Compulsory Education and Training); or MA: Education (Leading Learning);
- mixture of these two, leading to a 'joint' award named to reflect the balance of its main areas of study: e.g. PGDip: Education (Further and Adult Education and Education Management); MA: Education (Early Years and Outdoor Learning).

PGCert: Education can be offered as a named award should **both** modules relate to a specific area e.g. PGCert: Education (Inclusive Education).

PGDip: Education If you have undertaken two modules in one clearly defined area or subject (e.g. Inclusive Education) and two in another (e.g. Early Years) you may be awarded a PGDip: Education (Inclusive Education and Early Years). If you have undertaken three or four modules in a clearly defined area or subject (e.g. Early years) you may be awarded a PGDip: Education (Early Years).

MA: Education can be offered with a:

- 1) single title MA: Education
- 2) specific award MA: Education (Special Educational Needs)
- 3) joint title MA: Education (Special Educational Needs and Leading Learning)

The possibilities for naming MA: Education awards are as follows:

Example									Award
1	A	B	C	D	+	E	E	E	MA: Ed
2	A	A	B	C	+	D	D	D	MA: Ed
3	A	B	C	D	+	A	A	A	MA: Ed
4	A	A	A	C	+	B	B	B	MA: Ed B and A
5	A	A	A	A	+	B	B	B	MA: Ed B and A
6	A	B	B	B	+	A	A	A	MA: Ed A and B
7	A	A	B	C	+	A	A	A	MA: Ed A
8	A	A	B	B	+	A	A	A	MA: Ed A
9	A	A	A	B	+	A	A	A	MA: Ed A
10	A	A	A	A	+	A	A	A	MA: Ed A

Specific named awards

There are some specific named awards which:

- are essential for professional body reasons;
- have been approved without the 'Education' preface; or
- have been specifically approved for particular cohorts (e.g. in European IMP).

These are currently:

- PGCert: The National Award for SEN Coordination

The status of this award is recognised by the Teacher Development Agency. In addition to both modules: SEN: Organisational contexts and SEN: Leading on teaching and learning you must also successfully complete a Professional Development Profile mapped against the SENCO Specialist Standards.

- PGDip: Education (Specific Learning Difficulties)

Aspects of the PGDip: Education (Specific Learning Difficulties) are recognised by the British Dyslexia Association, and may lead to BDA Approved Teacher Status (ATS) or Associate Membership of the BDA (AMBDA).

- PGDip: Education (Mandatory Qualification for teachers of pupils with Visual Impairment)

This status is recognised by the General Teaching Council England. In addition to 4 PGDip modules you must also successfully complete: a teaching placement and placement portfolio; a Professional Development Profile mapped against the SEN

Specialist Standards; Grade II Braille.

- PGDip/MA: Early Childhood Studies

These award titles are premised on the understanding that advanced study of early childhood extends beyond a school focused interpretation of education, promoting multidisciplinary study grounded in multiprofessional practice environments. For these award titles, in particular, there is an extension of the reference of the term 'education' to include all aspects of what adults do to support children's learning, development and participation in their social/cultural worlds.

- PGDip/MA: Music Education

- MA: Education (Social Care and Education) for Wuppertal, Germany cohorts
- MA: Education (Special Educational Needs) for Zeist, The Netherlands cohorts
- MA: Education (Eurythmy) for Jarna, Sweden cohorts
- MA: Social Banking for Bochum, Germany cohorts (in collaboration with the Faculty of Social Science and Business)

Requesting a named award

We reiterate the advice that the generic named award title is the most suitable for the majority of students and provides maximum flexibility and transferability for a range of careers.

The precise title that you achieve is dependent upon the profile of your PGCert/PGDip/MA:Education studies. The decision will be ratified at the Award Board by considering the modules taken, assignments submitted and the focus of the Dissertation. To request a named award:

- Complete the *named award proforma* (in appendices or on IMP Website) outlining your module, assignment and dissertation profile and requesting a named award in accordance with the advice, suggested list and grid above. In the case of a title not included above, you may request a specific title in consultation with the IMP (Education) Programme Leader.
- Submit the proforma with the final assignment or dissertation which completes the award (e.g. 4th assignment for PGDip; dissertation for MA).
- This request will initially be considered by the IMP (Education) Programme Leader.
- The IMP Award Board will be responsible for agreeing and confirming this.

Named awards would *usually* be selected from the list below:

PGCert: Education	(Special Educational Needs Coordination)
PGDip/MA: Education	(Autistic Spectrum Disorder)
PGDip/MA: Education	(Early Years)
PGDip/MA: Education	(Educational Management)
PGDip/MA: Education	(Further & Adult Education)
PGDip/MA: Education	(Inclusive Education)
PGDip/MA: Education	(Language and Literacy)
PGDip/MA: Education	(Leading Learning)
PGDip/MA: Education	(Post Compulsory Education and Training)
PGDip/MA: Education	(Primary Education)

PGDip/MA: Education	(Professional Practice Learning)
PGDip/MA: Education	(Secondary Education)
PGDip/MA: Education	(Special Educational Needs)
PGDip/MA: Education	(Visual Impairment)

10. Exemptions/ special academic regulations (as agreed at approval)

None

11. Final Award title Master of Arts: Education

12. Intermediate Award title(s)

Certificate of Advanced Professional Studies (CAPS)	30 M level credits
Postgraduate Certificate: Education (PGCert:Ed)	60 M level credits
Postgraduate Diploma: Education (PGDip:Ed)	120 M level credits

13. Awarding Institution University of Plymouth

14. Teaching Institution University of Plymouth

15. Accreditation Body

The status of *Mandatory Qualification for Teachers of Pupils with Visual Impairment* is recognised by the General Teaching Council England.

Aspects of the PGDip: Education (Specific Learning Difficulties) are recognised by the British Dyslexia Association, and may lead to BDA Approved Teacher Status (ATS) or Associate Membership of the BDA (AMBDA).

Date of approval July 2007

2:2 IMP (Education) – Approved Modules September 2010

Some IMP modules have been re-approved, so module codes may have changed from previous versions of a module.

Module Code	Module Title	Module Leader
Adult Education		
MEAE541	Working with Adult Learners	Liz McKenzie
MEAE548	Education & Imagination: A Psychological Perspective	Liz McKenzie
MEAE551	Educational Psychology: Perspectives and Challenges	Liz McKenzie
MEAE558	Discourse Theory	Ken Gale
MEAE572	Issues in Adult Education: Policy and Provision	Liz McKenzie
MEAE575	Higher Education in a Further Education Context	Ken Gale
MEAE576	Higher Education in Further Education Contexts – Bridging Module (NB 10 credit module)	Ken Gale
Comparative Education		
MECO501	Comparative Education	Phil Bayliss
Computing in Education (in collaboration with the School of Computing, Communications and Electronics, Faculty of Technology)		
MEIT501	Education and the IT Industry	Andy Phippen
MEIT502	iLearn (Creative Digital Media Design)	Katina Hazelden
MEIT503	EToys in the Classroom	Bob Hawley
MEIT504	Cyber Safety and Security	Steven Furnell
Dissertation		
MADI 501	Masters Dissertation	Julie Anderson
Early Childhood		
MEEC505	Talk for Learning in the Early Years	Rod Parker-Rees
MEEC514	Leading and Managing an Integrated Early Years Setting	Caroline Leeson
MEEC515	Exploring Leadership Experience in Integrated Children's Centres	Caroline Leeson
MEEC516	Leading Across Professional Boundaries in Integrated Children's Centres	Caroline Leeson
MEEC517	Understanding Evaluation in the Early Years	Ulrike Hohmann
MEEC518	Promoting Community in Early Childhood Settings	Rod Parker-Rees
MEEC519	Children and Risk	Caroline Leeson
MEEC520	Early Childhood Education and Care – An Historical Perspective	Ulrike Hohmann
MEEC521	Developing Leadership Skills in Early Childhood Settings	Caroline Leeson

MEEC522	The Early Years Foundation Stage: Providing appropriate opportunities	Valerie Huggins
MEEC523	Children's Health and Wellbeing	Norman Gabriel
MEEC524	Concepts of Childhood	Norman Gabriel
MEEC525	Contemporary Issues in the Early Years	Verity Campbell-Barr
MEEC526	Perspectives on Early Child Development	Becky McKenzie
Education Management		
MEEM501	Education Management in a Time of Change	Ken Gale
MEEM572	Enhancing Practice in Post Compulsory Teacher Education Practice	Ken Gale
MEEM573	Practice-Based Research for Quality Management in Educational Settings Module approved for Solothurn, Switzerland as part of IMP(E)	Ulrike Hohmann
English Education		
MEEN582	New texts, new literacies: Multimodal literacies	Clare Dowdall
MEEN583	Popular culture and literacy	Clare Dowdall
Eurythmy (approved for Jarna, Sweden as part of IMP(E))		
MEES501	Eurythmy: Art and human development	Liz McKenzie
MEES502	Teaching and learning Eurythmy: Music and movement	Liz McKenzie
MEES503	Teaching and learning Eurythmy: language and movement	Liz McKenzie
Offender Education		
MEET 501	Management of Education and Training of Offenders	Phil Bayliss
MEET 502	The Education of Offenders: teaching and learning issues	Phil Bayliss
Inclusive Education		
MEIE501	Beyond the Label: Children with Special Educational Needs	Maureen McGinty
MEIE502	Inreach/Outreach: Developing Expertise for Inclusive Practice	Maureen McGinty
MEIE504	Barriers to Social and Educational Inclusion	Mike Murphy
MEIE505	Leading & Managing Inclusive Education	Mike Murphy
MEIE506	Promoting Learning: Students with Autistic Spectrum Disorder	Mike Murphy
MEIE508	Social and Emotional Aspects of Learning	Maureen McGinty
MEIE509	Providing for Pupils with Learning Difficulties in Mainstream and Specialist Provision	Maureen McGinty
MEIE510	Inclusive Education	Mike Murphy
MEIE511	Enhancing the Role of the SEN Co-ordinator	Mike Murphy
MEIE512	Understanding & Countering Bullying in Schools	Mike Murphy
MEIE513	Autistic Spectrum Disorder	Maureen McGinty
MEIE514	Dyslexia: The Theory and Practice of Assessment and Intervention	Mike Murphy

MEIE518	Complex Specific Learning Difficulties	Mike Murphy
MEIE519	Managing Behaviour for Learning	Maureen McGinty
Independent Study		
MEIS501-3	Independent Study Modules	Julie Anderson
Leading Learning		
MELL501	Learning, Curriculum and Assessment	Peter Kelly
MELL502	Strategies for Tackling Underachievement	Peter Kelly
MELL503	Leading Professional Learning	Peter Kelly
MELL504	School Improvement through Teacher Research	Peter Kelly
Mathematics Education		
MEMA518	Using collaborative practice to enhance the teaching and learning of Mathematics	David Burghes
MEMA519	Teaching Mathematical foundations, applications and enrichment	David Burghes
MEMA520	Effective Mathematics Teaching	David Burghes
MEMA521	Mathematical Problem Solving	Nick Pratt
Mental Health		
MEMH501	Understanding and Promoting Positive Mental Health in Schools and Classrooms	Mike Murphy
Negotiated Study (for groups e.g. school partnerships)		
MENS501-4	Negotiated Study Modules	Julie Anderson
Negotiated Study modules are only open for postgraduate professional development group agreements, usually schools or clusters of schools. Students would normally undertake no more than 60 credits of accredited study under the MENS codes.		
Professional Development		
MEPD504	Care	Ulrike Hohmann
MEPD505	Mentoring and coaching for professional learning	Nick Pratt
MEPD511	Professional Development	Julie Anderson
MEPD512	The Management of Organisation Improvement	Julie Anderson
MEPD515	Writing as Professional Development	Ken Gale
Professional Practice Learning (in collaboration with the Faculty of Health and Social Work)		
MEPL501	Assessing learners in their practice	Julie Mann
MEPL502	Supporting learners in professional practice settings	Julie Mann
Primary Education		
MEPE503	Teaching Modern Foreign Languages (MFL) in the Primary School	Peter Kelly
MEPR522	Promoting Thinking in Primary Schools	Peter Kelly
Research in Education		
MERS501	Research in Education [RESINED] (NB 10 M level credits)	Nick Pratt
Secondary Education		
MESE501	14-19 Work-related Learning	Alvinia Menary
Social Banking (in collaboration with the Faculty of Social Science and Business) Approved for Bochum, Germany		
MESB501	The Context of Social Banking and Social Finance	Mark Hyde
MESB502	The Management of Social Banking and Social Finance	Mark Hyde

Approved for Zeist, The Netherlands		
MENE501	Steiner Waldorf Education: <i>Images of Man and Curative Education</i>	Peter Kelly
MENE502	Steiner Waldorf Education: <i>Curative Education and SEN</i>	Peter Kelly
Teaching and Learning		
METL501	e-Learning: Theory and Practice	Steve Wheeler
METL502	ICT in Teaching and Learning: Theoretical Perspectives	Steve Wheeler
METL503	Gender Issues and the Experience of Education	Ken Gale
METL504	Philosophical Analysis and Educational Contexts	Ken Gale
METL505	Education and the Post Modern Condition	Ken Gale
METL506	Rethinking interactive teaching: developing thinking skills through better interaction	Nick Pratt
METL507	Creative Teaching, Creative Learning	Peter Kelly
METL508	Developing and Teaching a Skills Based Curriculum	Peter Kelly
METL509	Narrative Approaches to Education Practices	Ken Gale
METL510	Thinking Children, Thinking Classrooms: Learning through Philosophical Enquiry	Joanna Haynes
Visual Impairment (Mandatory Qualification for Teachers of Pupils with Visual Impairment)		
MEVI 501	Vision and Visual Impairment	Mike Murphy
MEVI 502	Barriers to Learning	Mike Murphy
MEVI 503	Assessment of Visual Impairment	Mike Murphy
MEVI 504	Provision: Access to the Curriculum	Mike Murphy

3. Programme Information

- 3:1 Entry Requirements**
- 3:2 Application**
- 3:3 Students on the Programme, feedback and complaints**
- 3:4 Programme Components**
- 3:5 Duration of the IMP and its Modules**
- 3:6 Independent Study Modules (ISMs)**
- 3:7 National Professional Qualification for Headteachers & the IMP**
- 3:8 APCL and APEL**
- 3:9 Advanced Standing**
- 3:10 Personal Development Planning**
- 3:11 Learning Development**
- 3:12 Change of name or address**
- 3:13 Withdrawal from a module**
- 3:14 Interrupting on the Programme**
- 3:15 Withdrawal from the Programme**
- 3:16 Tuition Fees**

3:1 Entry Requirements

A first degree (e.g. BA, BSc, BEd) or its equivalent and/or appropriate professional experience are the usual entry requirements. Should you not have a first degree, you may be invited to undertake a 'trial' module and, if successful, move on through the programme. The final decision about entry to modules lies with the IMP (Education) Leader, who consults with module tutors as appropriate, and will consider individual suitability and experience in making a decision.

For international students studying in the UK, the UKBA (United Kingdom Border Agency) has issued new requirements for students with a Tier 4 student visa:

- The University must retain copies of the personal identity pages of your passport plus pages covering your current leave and all UK leave stamps, and a copy of the Identity Card for Foreign Nationals (if applicable). These documents must be copied before your faculty enrolment is completed. Details of scanning points on campus will be circulated.
- Records of attendance must be kept for all students with a Tier 4 student visa applied for with a CAS (Confirmation of Acceptance for Studies) number. You will be asked to swipe your University of Plymouth ID card in the reception of ISAS (16 Portland Villas) every 2 weeks during term time. It is important to keep your faculty or ISAS notified of any periods of non-attendance , perhaps due to absence from Plymouth or illness etc. You will be contacted if you miss more than 2 consecutive swipes.
- You must maintain up-to date personal contact details on the student portal at all times.

Please note: the university must report to the UKBA:

- A specified period of non-attendance
- If you cease to study at the university for any reason (withdrawals, suspensions, interruptions etc)
- If your study circumstances change such as a change in course, or if the duration of your course changes.
- If it is known that you are not complying with the conditions of your leave

Please see ISAS (International Student Advisory Service) to discuss or clarify any of the points above.

ISAS: 16 Portland Villas, international.advice@plymouth.ac.uk

www.plymouth.ac.uk/isas

3:2 Application

There are no fixed times of the year for entering this largely part-time programme. Registering on the IMP will ensure that you receive regular mailings about forthcoming modules and where they will be offered. An IMP module brochure is produced yearly and provides you with information on the modules being offered together with an application form to register for a particular module. Up to date information is available on the website: www.plymouth.ac.uk/imp. In addition, further publicity material is sent out when new modules are offered or new developments are taking place.

It is vital that you let us know your preferred choices early on so that we are able to offer information about what is available in good time. To register for a module students need to either complete and return the paper Module Registration Form in the centre pages of the module catalogue or complete the online version available at www.plymouth.ac.uk/imp. All modules are offered '*Subject to Recruitment*' of a viable cohort. We cannot run modules that under-recruit, so we often need to wait until the last minute before we can confirm you have a place on a particular module.

3:3 Students on the Programme

Many very different types of educator enrol on the programme and therefore there has to be a great diversity of study opportunities within it. Many undertake study that is focused in their educational context, others wish to develop a stronger conceptual and theoretical understanding of the basis of their practice. You may wish such study to advance your practice and to afford the opportunity to examine and question the nature of 'practice'. You may want your study to be centred on the development of academic knowledge and understanding in a subject area, working mainly in the library. All these types of study can be found within the IMP (Education). The appropriateness of any study pattern is largely determined by your needs as individuals, together with those of the organisation or educational context in which you work.

The International Masters Programme offers the benefits of a negotiated pattern of study combined with the high academic demands of an award-bearing programme, and two important consequences follow from this.

First, with the exception of certain programmes, it is your responsibility to negotiate a pattern of study from available modules, to get to know the programme through this handbook and to act on advice given here, and generally to take responsibility for the pattern of your professional and academic development through the programme. The best way to become aware of the requirements, structures and opportunities of the programme is through this handbook and the IMP (Education) Website (www.plymouth.ac.uk/imp). In many cases the tutor of your first module will help you to become familiar with key aspects of the programme and study at this level.

Secondly, you should note that it is not possible to gain a Masters degree (or any of the programme awards) simply by showing that you are a good practitioner. You may well demonstrate that study has resulted in the enhancement of your practice and expertise, but you **must** demonstrate another distinctive feature of study at Masters level, which is the process of **critical reflection and analysis**. Such reflection and analysis, addressing significant situations arising from and rooted in your personal, professional or academic practice, leads to the generation of a coherent personal theory. As a result, you will develop a growing understanding of the relationship of this theory to the theory of others, embodied in literature and practice, and the understandings gained are reflected back in an enhancement of your own understanding and practice.

Student feedback is welcomed at any point in your studies – please talk to your tutor or supervisor, or contact the Faculty of Education Office or the IMP (Education) Programme Leader directly. You are requested to appraise most modules through the completion of an evaluation form. You are also asked to participate in the University's Student Perception Questionnaire (an annual questionnaire asking for your confidential opinions about your programme and the facilities and services available). Students are represented on the IMP (Education) Programme Committee and on local committees in the European IMP. Your feedback to staff about all aspects of study is important as it is used to inform both curriculum development and teaching and learning strategies.

If at any time you have any **complaints** about the programme please talk to your tutor or the IMP (Education) Programme Leader directly. The formal University Complaints procedure can be found via the website www.plymouth.ac.uk/studenthandbook.

3:4 Programme Components

The components of the International Masters Programme are modules. A module is composed of the following elements in differing combinations according to the mode of delivery and the nature of the module:

- face-to-face contact time in taught session with module tutors.
- directed study (specific tasks related to the module and set by tutors for completion in your own time)
- online contact and study
- personal research (which may include undertaking a project, reading, work with children, work with colleagues, investigation of topic of interests, etc.) leading to the submission of an assignment with the recommended word range of 4000 – 5000 words or equivalent.

The four modules required for the PGDip:Education may all be undertaken as taught modules, or as a mixture of taught modules, school based modules and a maximum of two Independent Study Modules (ISMs). (See Section 3:6).

In the case of Partner Colleges, you will not normally be able to undertake more than two modules or attain more than 60 credits towards a PGDip at the Partner College. It will therefore be important for you always to check the status of a module delivered at a distance from the University, or by non-Faculty staff, when making an application. For students studying at Partner Colleges, there are two progression routes beyond the 60 credits: either to take Independent Study Modules or to take modules in alternative UoP venues.

IMP modules may be undertaken for a variety of personal and professional reasons. You must, though, successfully complete each module's major assignment in order to accumulate Masters level credits for one of the University IMP awards. Each major assignment is of 4000 – 5000 recommended word range or equivalent and is worth 30 Masters level credits. In some cases it is possible to submit a 'double' assignment of 8,000-10,000 recommended word range which, if successful, will be worth 60 Masters level credits. However these are not recommended for a first assignment.

If you wish to undertake a 60 credit 'double assignment' you will need to discuss this in the first instance with your module tutor who will be able to provide guidance on the best way of meeting two assessment modes.

3:5 Duration of the IMP and its modules

The pace at which you carry out your pattern of study will depend on your needs, the pressure of your work commitments and other aspects of your personal situation. For the vast majority of students the IMP (Education) is usually only available for part-time study and, therefore, you remain on the programme for up to five years. The five-year period begins on the date of your initial registration on the programme.

If you are entering the Programme with advanced standing to undertake the Masters dissertation part-time you will normally be expected to submit no later than three calendar years from the date on which your application form for the Masters Dissertation stage, form MA (Ed)1, was signed by the Programme Leader or the IMP(E) Sub Programme Leader.

Minimum Duration

Because of the intensity of PGDip study, part-time students are **not** generally allowed to take more than two modules during a term.

In the case of the Dissertation you may not usually present your final submission in less than eight months from the date on which your application form for the Masters Dissertation stage (form MA (Ed)1) was signed by the Programme Leader. Approval to present for the award of Masters in less than two calendar years from the date of enrolment (i.e. where exemptions are claimed and/or where more than one module is studied in any term) is at the discretion of the Programme Leader. In the case of full-time students, you can submit your dissertation, within a range of dates determined by the course leader and the Programme Leader.

Extension to Registration

If you feel you are unable to complete the IMP programme within the 5-year period, you may apply to the Programme Leader to extend the period of your registration but only in exceptional circumstances.

3:6 Independent Study Modules (ISMs)

In some instances you may wish to achieve modules through undertaking independent study rather than attending taught sessions. This may arise when areas of study are not offered which correspond with your particular interests or where you consider that independent study is the better way of achieving your professional development. You may normally only undertake one ISM per PGCert (60 credits) and two ISMs per PGDip (120 credits). For a single ISM, the completed study will be an assignment within the recommended word range 4000-5000 words or equivalent. ISMs are not recommended for a first assignment.

In the IMP(E) ISMs are part of the prescribed pattern of study.

In order to undertake independent study you will need to discuss your proposal with the IMP (Ed) Leader and/or an appropriate specialist tutor. The IMP (Ed) Leader will decide whether your proposal can be approved as a module.

Initially, to set up an Independent Study Module you must submit a brief outline of the topic you wish to study to the IMP (Ed) Leader or, if undertaking an ISM with a group of students, you should give your tutor a brief outline. The IMP (Ed) Leader can only allow it to proceed if appropriate supervision is available. In cases where a proposal is not accepted, the IMP (Ed) Leader will offer guidance about your personal study plan and may suggest further taught components where these are available. Once accepted, you should complete a Formal Proposal on the appropriate form (see IMP (Education) Website pages). The identified tutor will support you in finalising a Proposal. This will normally contain the following information:

Title/Topic of an Independent Study Module

- | | |
|----------------------------------|--|
| Intentions | - the reason for undertaking the project, with its aims and objectives, related where appropriate to the rest of your study within the Programme. |
| Methodology | - methodologies and strategies which will be used to realise the stated aims including processes and media to be used, and an outline plan of how the study will be organised and developed. |
| Time-scale/
Timetable | - an indication of a proposed timetable for undertaking and completing the study. |
| Intended Outcomes | - an indication of the kinds of outcomes that will be presented for assessment. |

Proposals must be signed by yourself. The consulted Faculty tutor must also sign to confirm support and to give assurance that, where appropriate, the University's Ethics Guidelines will be followed in planning the study. Proposals must also contain a

statement signed by you that the topic proposed has not constituted a major part of work previously undertaken for an award in Higher Education. ***It must also clearly indicate which of the PGDip Assessment Modes is to be undertaken.***

A group in collaboration may study a single topic. However, where this is so, a Formal Study Proposal must be constructed so as to indicate clearly:

- the aspects of study to be undertaken by each person
- how this will involve study equivalent to attendance at a taught module for each person
- how each will submit individual work for assessment.

If acceptable, including if an appropriate tutor can be provided to supervise the Independent Study, the Faculty of Education office will write to you to confirm its approval, the topic and title for which you are studying and the submission date. This date is the next submission date in at least six months time.

Tutorial Support for Independent Study Modules

When undertaking an Independent Study you will be entitled to a maximum of 4 hours tutorial support which will be used at the development stage through ongoing advice and the assessment of the submission. Where such study is being undertaken by a group, or where a number of you are undertaking individual studies in a cognate or related area, further support may be provided by tutors organising group tutorials or student-led support seminars. In these, those of you undertaking an Independent Study component can meet with colleagues, who are themselves engaged in work of a comparable kind, and discuss problems and solutions and share insights gained as the work progresses.

It is your responsibility to negotiate with the designated tutor an agreed pattern of tutorial support and an appropriate venue for meeting. If you experience difficulties in arranging this you should inform the IMP (Ed) Leader.

3:7 National Professional Qualification for Headteachers & the IMP

The NPQH can be developed for 60 credits, using the NPQH as a basis, drawing upon experience, critically reflecting on these and placing them in a broader context. Please contact the IMP (Ed) Programme Leader, IMP tutors or the Faculty of Education Office for further information on this.

3:8 APCL and APEL

If you have undertaken courses or parts of courses at other institutions and gained academic credit that corresponds to the work we expect you to undertake as part of the International Masters Programme you can gain exemptions under our ***Accreditation of Prior Certificated Learning (APCL) Scheme.***

If you have undertaken particular work, that was not formally credited elsewhere, but you can demonstrate clearly that it has significantly enhanced your professional development, and resulted in personal learning at postgraduate level, you can make a claim for exemption from parts of the IMP through the ***Accreditation of Prior Experiential Learning (APEL)*** route.

We would consider for credit a very wide range of personally, professionally or academically worthwhile activities which are not award-bearing; or learning derived from prior professional experience, personal study and research; or a combination of these. Credit towards a postgraduate award is not given simply because you have done certain activities but because you offer evidence of what you know and understand now as a result of doing the activities. An APEL claim focuses on your learning, not just your doing, and is normally accompanied by a portfolio of your critical reflection as evidence of that learning. The IMP (Education) Leader will arrange for you to have the assistance of a tutor in preparing the portfolio of supporting evidence.

How to proceed with your claim

The first step would be to contact the IMP (Education) Leader to see whether you have a viable case. You must then make a formal claim in writing to the IMP (Education) Leader on an APCL/APEL form which is available on the IMP (Education) Website pages or from the Faculty of Education Office.

We would need to have documentary proof that the previous work was:

- **at Masters level;**
- **in the area of Education or a relevant subject area;**
- **equivalent to one or more modules;**
- **equivalent to one of the Assessment Modes;**
- **completed in a recognised college or university;**
- **undertaken within the last five years.**

All claims for credit are dealt with in accordance with Faculty and University policies and procedures. Since processing such claims involves us in careful and extensive consideration, a fee will need to be paid, unless the equivalence of your previous study to the IMP requirements can easily be established through existing case law. The fee will be a proportion of the normal fee for the relevant credits being claimed for. The exact amount based on the number of modules claimed, the work undertaken by Faculty staff in supporting you and in reading and checking work. You will be notified of any fee required before you decide whether to pursue the claim.

We do not normally grant credit for any study you may have completed more than five years before entering the programme, or which has already been used towards another major award already conferred. Also, we are not permitted by university regulations to offer exemption from more than 50% of a taught programme, except in the case of entry to the IMP 'With Advanced Standing' (see Section 3:9). Thus you may be granted up to 60 credits of the PGDip phase. However students entering with 60 credits APCL must then undertake 2 taught modules and will not normally be allowed to undertake ISMs.

APCL/APEL claims should preferably be made at the point of entry onto the programme but can be made at any point within your study patterns. It is advisable to claim as early as possible in order that you may clarify for yourself what work and which Assessment Modes you still need to undertake.

3:9 'Advanced Standing'

If you already hold a PGDip, or an equivalent Diploma or other qualification, or have completed a programme of study equivalent to a PGDip, you may be approved to proceed 'with advanced standing' straight to the Masters Dissertation phase. As in the case of APCL and APEL, advanced standing will only normally be granted for qualifications achieved during the last five years. For a PGDip achieved 5-10 years ago, the APL Committee may approve you to proceed to the Masters Dissertation phase subject to the successful completion of an additional module, normally an Independent Study Module, to update your work and prepare for the dissertation phase.

The University of Plymouth Learning and Teaching in Higher Education (LTHE) award provides 'advanced standing' of 60 credits into the IMP (subject to the above outlined 5 year time criteria applicable to all APCL claims).

3:10 Personal Development Planning

It is likely that as an educational professional you will already be engaged in a variety of forms of personal development planning in your own professional context. You are encouraged to include your study on the IMP within this planning. The relationship of your academic study to your professional practice is an intrinsic element of this programme and we encourage and support you in reflecting on both your academic practice and your professional practice.

A number of processes within the IMP support Personal Development Planning:

- critical reflection and relating theory to practice as an essential aspect of the IMP, included in the deep criteria
- reading and reflecting on feedback on assignments
- Critical Reflection on Practice as one of the five assessment modes
- taking responsibility for your own learning and pattern of study
- individual and group tutorial support

You are encouraged to maintain a profile of your studies through the IMP, keeping copies of assignments and tutor feedback to share with any new tutors you work with. Tutors may ask to see previous feedback.

The University's Personal Development Planner is available at <http://intranet.plymouth.ac.uk/pdp/>

3:11 Learning Development

Support for developing your assignment is available from your tutor. If you require additional support you may contact the learning development team or access the website for study skills advice

www.plymouth.ac.uk/learn

3:12 Change of name or address

If you change your name or home, work address or e-mail address please make amendments via the student portal.

3:13 Withdrawal from a module

If you feel that you are unable to complete a module please inform the Faculty of Education office so that the records can be updated.

If you have not notified the University that you wish to withdraw within 4 weeks of the start of the module, you will be deemed to have attempted the module. Please be aware that in these circumstances your module fees may still be charged. If you are unsure please contact the Faculty Education Office.

3:14 Interrupting on the programme

It may be that personal or professional reasons cause you to interrupt your studies. If this is likely to be for a lengthy period of time – say six months or a year – you can interrupt your registration by contacting the Faculty of Education office who will complete an interruption form on your behalf. During this period of interruption you are not entitled to tutor support or use of University services or facilities. You will need to tell us when you wish to return to your studies.

If you have completed the taught element of a module or currently undertaking an ISM or the MA dissertation by interrupting your studies you will not be exempt from the existing given deadline and will still be expected to submit for this date. If you have been affected by circumstances beyond your control (and can provide corroborative evidence) and cannot submit for this date you are advised to submit a claim for Extenuating Circumstances (see section 6.4)

3:15 Withdrawal from the programme

If, for any reason, you feel that you are unable to continue your studies on the IMP please contact the Faculty of Education office in writing and they will complete a withdrawal form on your behalf. You will be able to claim the appropriate award for the credits achieved up to that point in your studies.

3:16 Tuition Fees

The current module fee will be advertised on the University of Plymouth website or on the IMP page www.plymouth.ac.uk/imp . The fee is subject to an annual review and you are advised to check the current rate at the beginning of each academic year.

If you have secured funding through a sponsor for your studies, you must enter the sponsor details on the Module Registration Form when making your module choices. The sponsor's full address, email and phone number as well as a contact name are needed. If you do not include any sponsor details, your details be incomplete or the sponsor refuse to pay the invoice, you as the student will remain responsible to ensure the fees are paid. Unpaid tuition fees will lead to de-registration.

4. Research in the IMP

4:1 Characteristics

4:2 Ethical Issues in Research and the University's Ethics Guidelines

4:3 Research in Education (RESINED)

4:4 Practice and Research

4:1 Characteristics

Within the personal study patterns of the IMP, it is expected that research will have certain characteristics:

- the focus of enquiry - the issues which are explored and investigated - will be those which are relevant and close to hand in your personal, professional or academic context;
- if you are likely to be an active participant within that context, the means whereby enquiries are undertaken need to take account of your presence as a participant within it;
- you need to use methods of enquiry which are appropriate to the contexts in which you operate and which are responsive to the conditions in which you make your investigations, and to the constraints upon you.

Recent research underpins all modules, and study within the modules constantly involves you in critical consideration of research and of the methods adopted in carrying it out. You will be expected to become familiar with appropriate research through your own study of particular bodies of knowledge. Above all, you will undertake your own programme of research, both within assignments and within the Dissertation. Approaches to research will need to differ significantly for different IMP participants. If you are undertaking a module with a strong emphasis on subject knowledge and library based study, such as a critical review of contemporary literature related to the teaching of literacy, you will need to approach research differently from a teacher investigating their colleagues' perceptions of the importance of talk in the primary classroom. Both of these approaches would differ, for example, from the research strategies involved in the design of a professional development day based on an ICT strategy.

4:2 Ethical Issues in Research and the University's Ethics Guidelines

All research undertaken by you on the IMP must be undertaken in ways which are ethically sound and which conform to the ethical requirements of professional bodies and other interested parties. This is especially important when the research involves other human beings. Within the IMP ethical considerations should involve an ongoing critical engagement and ethical sensitivity and not just adherence to a set of protocols. The University has its own Ethics Guidelines for research which involves human participants – see below.

All IMP research, however small-scale, and whether undertaken as a PGDip assignment or as a Masters Dissertation, must conform to the University Guidelines:

- if you are undertaking a taught module, the module tutor can be consulted - you must check about any ethical issues when discussing and agreeing the assignment;
- in the case of a personal study component, such as an Independent Study Module, you must check with your supervisor whether you need to take account of any ethical issues when planning your study. If the supervisor advises that this is necessary, you must include your own Ethics Protocol based upon the Guidelines in your formal proposal;
- when planning and writing the formal proposal for the Masters Dissertation, you must give consideration to the Ethics Guidelines and, where appropriate, include an Ethics Protocol in the Proposal.

The Faculty of Education is committed to the principle of ensuring that research involving participants is subject to appropriate safeguards with regard to ethical considerations. IMP (Education) students, in consultation with their tutor, are expected to build strategies for meeting the guidelines on ethical principles into the normal business of research design and practice, providing a written ethics protocol as appropriate.

Further information and example ethics protocols are available in the Research in Education (RESINED) resources at www.edu.plymouth.ac.uk/RESINED/

The University of Plymouth's research ethics policy is available at <http://intranet.plymouth.ac.uk/research/papers/>

You are also advised to access the British Educational Research Association's *Ethical Guidelines for Educational Research* at www.bera.ac.uk .

Students are required to meet the University Ethics Guidelines and to conform to any others that apply in their circumstance - for example, relevant professional body or national ethical guidelines.

In every case you are ultimately responsible for conforming to the guidelines and you must ensure that you seek and obtain advice about ethics.

University of Plymouth's Ethics Guidelines

Ethical principles for research involving human participants

1. Informed consent

The researcher should, where possible, inform potential participants in advance of any features of the research that might reasonably be expected to influence their willingness to take part in the study.

Where the research topic is sensitive, the ethical protocol should include verbatim instructions for the informed consent procedure and consent should be obtained in writing.

Where children are concerned, informed consent may be obtained from parents or teachers acting in loco parentis, or from the children themselves if they are of sufficient understanding. However, where the topic of research is sensitive, written informed consent should be obtained from individual parents.

2. Openness and honesty

So far as possible, researchers should be open and honest about the research, its purpose and application.

Some types of research appear to require deception in order to achieve their scientific purpose. Deception will be approved in experimental procedures only if the following conditions are met:

- a. Deception is completely unavoidable if the purpose of the research is to be achieved.
- b. The research objective has strong scientific merit.
- c. Any potential harm arising from the proposed deception can be effectively neutralised or reversed by the proposed debriefing procedures (see point 5 below).

Failing to inform participants of the specific purpose of the study at the outset is not normally considered to be deception, provided that adequate informed consent and debriefing procedures are proposed.

Covert observation should be resorted to only where it is impossible to use other methods to obtain essential data. Ideally, where informed consent has not been obtained prior to the research it should be obtained post hoc.

3. Right to withdraw

Where possible, participants should be informed at the outset of the study that they have the right to withdraw at any time without penalty. In the case of children, those acting in loco parentis or the children themselves if of sufficient understanding, shall be informed of the right to withdraw from participation in the study.

4. Protection from Harm

Researchers must endeavour to protect participants from physical and psychological harm at all times during the investigation.

Note that where stressful or hazardous procedures are concerned, obtaining informed consent (see point 1 above) whilst essential, does not absolve the researcher from responsibility for protecting the participant. In such cases, the ethical protocol must specify the means by which the participant will be protected, e.g. by the availability of qualified medical assistance.

Where physical or mental harm nevertheless does result from research procedure, investigators are obliged to take action to remedy the problems created.

5. Debriefing

Researchers should, where possible, provide an account of the purpose of the study as well as its procedures. If this is not possible at the outset, then ideally it should be provided on completion of the study.

6. Confidentiality

Except with the consent of the participant, researchers are required to ensure confidentiality of the participant's identity and data throughout the conduct and reporting of the research.

Ethical protocols may need to specify procedures for how this will be achieved. For example, transcriptions of the interviews may be encoded by the secretary so that no written record of the participant's name and data exist side by side. Where records are held on computer, the Data Protection Act also applies.

7. Ethical principles of professional bodies

This set of principles is generic and not exhaustive of considerations which apply in all disciplines. Where relevant professional bodies have published their own guidelines and principles, these must be followed and the current principles interpreted and extended as necessary in this context.

4:3 Research in Education (RESINED)

There is an on-line research training element and this is openly available on the internet and can be used once you start your first module. We call it the Research in Education, RESINED, module, but it is unlike any other module on the IMP in that it is available as an on-line resource. If you need information about research methodologies and methods in education (including advice and information on research design, using the library and ethics) visit:

www.edu.plymouth.ac.uk/RESINED (for access to restricted documents within RESINED enter the username and password, both of which are: imp1)

This will take you to the 'Research in Education' homepage. Take time to read all the information on the homepage itself, as this will help you make full use of the components. The components are currently:

- Beginning Research
- Action Research in Education
- Case Study
- Interviews in Education Research

- Observation Techniques
- Education Research in the Postmodern
- Evaluation Research in Education
- Narrative Approaches to Education Research
- Presentations
- Qualitative Research
- Quantitative Methods in Education Research
- Questionnaires in Education Research
- Writing Up Research

As the components are on-line you can access them at any time that suits you e.g. at home, work, your local library, any University campus. All IMP (Education) students and tutors are entitled to make use of the materials **free of charge**. However, only those students who enrol for the **Masters Stage** (form MA[Ed]1) will be eligible to undertake the 'Research in Education' **module** for credit.

4:4 Practice and Research

At the heart of the Programme lies a commitment to the understanding, development and enhancement of practice in a variety of educational settings. There are a number of ways in which you can achieve this process of understanding, development and enhancement:

- through practice itself - a deep active engagement with, and deployment of, the materials, processes, syntax and semantics of particular practices;
- by questioning the nature of different practices, and their histories, conventions and ideologies;
- by identifying, extending and re-defining the parameters of particular practices, and by making new connections within and between them;
- by examining the impulses and motivations which activate and energise practice;
- by a critical evaluation of the aims, methodologies and products of different practices;
- by identifying and understanding the contexts and other determinants which shape and inform practice.

These modes of critical enquiry not only map out the nature of practice itself but also identify a diverse range of methodologies of research - research into, through, and in support of, practice. This inclusive definition of research is seen to be an appropriate and distinctive feature of Masters study in Education, and is of particular importance in a flexible and International programme such as the IMP.

5. Criteria for Assessment: Deep Criteria & Assessment Modes

5:1 Assessment in the International Masters Programme (Education)

5:2 The Deep Criteria

5:3 Assessment Modes

- Critical Review of a Body of Knowledge
- Developing Practice through a Project
- Understanding the use of Data
- Critical Reflection on Practice
- Making an Argument

Comprehensive details and supporting material for each of the assessment modes are available in the full online version of this handbook

www.plymouth.ac.uk/imp

5:1 Assessment in the International Masters Programme (Education)

Two major features of the International Masters Programme profoundly shape the nature of assessment in the programme. These are:

- its commitment to the understanding, development and enhancement of practice, whether in the workplace and/or in a particular academic context;
- its Assessment Modes, which apply to all modules in the programme.

The first feature means that assignments cannot be set or carried out separately from your individual work or academic situation, but must relate to and contribute to aspects of its development. Thus, clear identification of context in which the work is set, the purpose for undertaking the work and the developmental process that you have gone through are frequently required elements of a satisfactory assignment and have to be taken into account when assessing them.

We identify clearly defined **Deep Criteria** that apply to all areas of IMP assessment. These are fundamental Masters level characteristics underpinning all aspects of the IMP, while acknowledging that these fundamentals will take various forms when deployed in conjunction with the guidelines for a particular Assessment Mode.

In order to achieve the pass grade all module assignments must meet the Deep Criteria and the Assessment Mode criteria for which they have been entered.

5:2 The Deep Criteria

DEEP CRITERIA FOR THE INTERNATIONAL MASTERS PROGRAMME (EDUCATION)

The following Deep Criteria identify the knowledge, skills and understanding at Masters level that we expect to be demonstrated and made explicit in all types of work within the International Masters Programme (Education). The **Deep Criteria** underpin all work within the IMP and all assignments and the dissertation are assessed against these criteria.

- **Research and Investigation**
Identify, select, critically analyse and evaluate educational ideas, perspectives, theories or data relevant to an appropriate area of study. Undertake a critical, imaginative and ethical investigation. Relate theory to practice. Formulate a coherent set of aims and objectives which effectively utilise available resources. Organise and manage the study.
- **Understanding of Relevant Historical, Critical and Cultural Contexts**
Locate work within a broader context, usually through ideas, perspectives and theories from educational literature.
- **Critical Awareness and Evaluation**
Adopt a questioning, reflective and critically aware stance throughout the study.
- **Appropriateness of Medium and Process**
Choose and implement appropriate media and processes in relation to ideas, aims, intentions and context. Select and apply appropriate methodologies to stated objectives and utilise them competently and methodically.
- **Coherence and Legibility**
Show clarity and coherence in structure, writing conventions, style, presentation of evidence and argument. Ensure the work is readable, accessible to its intended audience and effectively communicates the intended meaning.
- **Inventiveness and Independence of Thought**
Generate 'new' ideas and connections, apply existing material to new contexts or reappraise or critique familiar material. Further, combine or resolve uncertainties, identify similarity, difference and interconnection, take risks and use rational and intuitive thinking.

5:3 Assessment Modes

A particularly distinctive feature of the programme is the way in which we assess your work. We ask you to choose the way in which you will approach and present your work from a specific list of what we call 'Assessment Modes'. This process is designed to give you scope to explore your topic from a specific perspective, to develop specific research and study skills, and to prepare you for undertaking an MA: Education dissertation in which all five modes are integrally part of your study. This assessment

process is an integral part of the teaching and learning process and leaves you free to choose the areas of study you want to focus on and the order in which you wish to study them.

There are five Assessment Modes:

- **Critical Review of a Body of Knowledge**
- **Developing Practice through a Project**
- **Understanding the Use of Data**
- **Critical Reflection on Practice**
- **Making an Argument**

The assessment criteria for these modes are provided on the next page.

Each mode is explored in detail with supportive advice, suggested assignment structures and example assignment titles in the full online version of this handbook. www.plymouth.ac.uk/imp

For each 30 credits of the PGDip phase you choose to approach and present your assignment through one of these modes. Thus you are required to select two of the modes for the PGCert: Education and four to complete your PGDip: Education, leaving one mode out.

You cannot undertake any of these modes twice. It is your responsibility to ensure that you do not duplicate a mode. Together they give you the scope to explore your topic from a specific perspective, enable you to develop specific research and study skills and prepare you for the dissertation phase.

Each 30 credit assignment is therefore assessed against the deep criteria *and* one of the assessment mode's criteria. The dissertation is assessed solely against the deep criteria.

ASSESSMENT MODE CRITERIA FOR THE INTERNATIONAL MASTERS PROGRAMME (EDUCATION)

Critical Review of a Body of Knowledge

- show familiarity at first hand with key writings relevant to the subject – sources may include books, journals, archive material and Internet sources;
- ensure that the review of the body of knowledge includes up-to-date material and goes back as far as is appropriate for the subject;
- identify any limitations in the range of material reviewed;
- be selective in order to identify and delineate the variety of theoretical positions on the subject to be found in the chosen material, demonstrating strengths and weaknesses of each and identifying where they contradict or agree with each other, and where students agree or disagree;
- indicate what appears to be an agreed position on the subject, or, alternatively, indicate the range of divergence of opinion and the lack of consensus.

Developing Practice through a Project

- identify and describe a project of worth and relevance to the development of practice, with defined aims and objectives, of a manageable scale within an agreed time frame;
- locate the project within an appropriate critical professional, conceptual, historical framework;
- describe the trajectory of the project's development and, wherever appropriate, will indicate any problems encountered, suggesting, where possible, strategies for overcoming or minimising them;
- demonstrate, where appropriate, innovation, invention, adventurousness and an aptitude and a willingness to take appropriate risks;
- use, with justification, a suitable approach for presenting their assignment, making clear how practice has developed.

Understanding the Use of Data

- explore the nature and status of 'data' within the context of their study
- clarify, either with reference to reading on the theoretical background to the topic or through a critical analysis of the situation being investigated, or both, the purpose for which the data are being used;
- identify the chosen methods of creating, collecting, recording, analysing and presenting data (as appropriate) and subject these to critical scrutiny in relation to the purpose of the study;
- present findings/conclusions and recommendations for further investigation consistent with their analysis of the data

Critical Reflection on Practice

- identify and define the chosen area of development of their practice in relation to theoretical and other contexts/frameworks/references;
- consider the nature of reflective practice;
- produce evidence of the nature and quality of personal engagement;
- give evidence of systematic and critical reflection upon and analysis of their practice, including consideration of the nature, boundaries/definitions of the activity in question and motives, causes and influences contributing to a particular development;
- demonstrate, where appropriate, the ability to synthesise and to identify new and imaginative connections;
- illuminate the development of their awareness, identity and personal philosophy through suitable methods (e.g. reflective commentary, working notebooks, sequences or work, audio/videotapes, working with a 'critical friend').

Making an Argument

- clearly identify the worthwhile topic they are setting out to explore, the problematic issues which will be considered and, if appropriate, the position which will be taken up;
- analyse ideas and evidence drawn from a variety of sources (including him/herself), select critically from them and synthesise them into a coherent whole;
- show awareness of alternative arguments or positions (without necessarily explaining or arguing them fully);
- draw inferences from the material synthesised and, where appropriate, identify the implications;
- make points clearly and concisely, indicating their place in the structure of the argument.

CRITICAL REVIEW OF A BODY OF KNOWLEDGE

Criteria

In order to demonstrate functioning at Masters level in a critical review of a body of knowledge students will:

- **show familiarity at first hand with key writings relevant to the subject – sources may include books, journals, archive material and Internet sources;**
- **ensure that the review of the body of knowledge includes up-to-date material and goes back as far as is appropriate for the subject;**
- **identify any limitations in the range of material reviewed;**
- **be selective in order to identify and delineate the variety of theoretical positions on the subject to be found in the chosen material, demonstrating strengths and weaknesses of each and identifying where they contradict or agree with each other, and where students agree or disagree;**
- **indicate what appears to be an agreed position on the subject, or, alternatively, indicate the range of divergence of opinion and the lack of consensus.**

Introduction

Your first concern in planning a review must be to decide on an initial idea for a topic. As with other Assessment Modes it is important that you have a clear question or focus in mind. Having decided on an area of interest, you now need to narrow it down until you arrive at a very specific focus. In many cases, an area of interest starts off being very broad. For instance, suppose you are studying behaviour management. This is an enormous area, with a very wide range of literature that might conceivably be relevant, and so is far too broad as a topic for this assignment. The process of narrowing the focus may be aided by answering three questions.

1) What are some of the different aspects of this topic?

The list might start by focussing on behaviour management approaches and models and could include items such as:

- The Behaviourist Approach
- The Transactional Analysis (TA) Model
- The Social Discipline Model
- The Ecosystemic Approach
- The Psychodynamic Approach
- The Positive Discipline Model

When you have generated a list, however short, answer the second question.

2) **Which one of these is of particular interest/concern to me?**

Underline your choice and then answer the third question:

3) **Is this a very specific topic?**

In the initial list above the Ecosystemic Approach to behaviour management may possibly be a specific topic that possesses a supporting literature. As such it has

potential for this assignment, although it is likely that it still needs a sharper focus. All the other headings in the original list are unlikely to be specific enough. You can repeat the three questions several times for any one of the broad headings in the list, narrowing the topic each time. Thus, having applied the three questions successively to the Behaviourist Approach, you could:

- a. examine Skinner's contribution to the classroom and his approach to behaviour management.
- b. define a particular aspect of behaviourism, such as positive and negative reinforcement, and examine the strengths and weaknesses of such an approach in the light of your own classroom experiences.
- c. choose as your topic a particular model within an approach such as Assertive Discipline and discuss the merits or otherwise of a system incorporating rules, rewards and consequences.

Check the literature available to you.

Having identified a possible topic, the final stage of this part of the process is to make an initial literature search in order to check that the literature available is neither too great nor too little for you to carry out the assignment in the time available. After carrying out this preliminary search, adjust the scope of your topic, if necessary, to match what is realistic within the time-scale.

The key to success on this assignment, as with all tasks, is careful initial planning. Do enlist the help of your tutor in this process.

The Literature

How many books and articles should you consult?

As already stressed, the identification of a manageable topic is the crucial issue here. You will probably identify a topic on which about 10-15 books or articles have been written, but where your topic is broader you must ensure that you identify and discuss key writings in this area.

How up-to-date should the material be?

A review of the literature should include contemporary material written on the topic. How far back you go will depend on the subject of your choice. For some topics, such as Information Technology, material published five or six years ago may well already be out-of-date, whereas in others, such as Children's Development in Drawing, material published thirty or more years ago may be highly relevant.

What if you can't gain access to key material?

Where key material proves impossible to obtain, you should ensure that in your write-up you identify the limitations in the material you have been able to review. It will help if you are able to select your topic early and begin to identify key texts quickly, so that you have time to visit outside libraries or to order books through the Inter-Library Loan Service.

What is the best way to record the information gained from the literature or other sources?

In all academic work, but particularly in carrying out a review of literature, it is crucial to keep track of your references, so that you can refer back to them whenever necessary and so that you may compile your final list more easily.

The back of the envelope will not do!! Some people like to use a notebook, some prefer to generate references on a computer database (e.g. Endnote) and other people find that it is well worth setting up a system of index cards. Whatever your choice be meticulous from the start, as it will save time later. You will need to reference using the Harvard System (see appendices).

The Reviewing Process

What is the purpose of a body of knowledge?

The aim of a literature review is to document in a clear, concise and systematic way the important work that has been done on a topic and to arrive at a clear summary of the current position on it. This will normally involve identifying the key researchers and authors who are working in this area and setting out the variety of theoretical positions with which they are associated. In some cases it will be possible to identify a particular theoretical position which commands widespread support.

What skills are needed?

You will need to select relevant material. You will summarise findings, arguments or theoretical stances so that the ideas are presented as clearly as possible. You will analyse your material, so that you can compare different findings more easily and develop a structure within which they can be presented most clearly.

How can the review best be organised?

There are a variety of approaches. You may:

- a) start by outlining the position taken in a key text on the topic, and then examine how more recent research or writing has challenged the findings, ideas or assumptions of the key text;
- b) break down the topic into its component parts and examine each in turn, reporting the findings of your chosen texts analytically and comparatively;
- c) outline what you believe to be the most important aspects of the topic under consideration, drawing on key texts as appropriate stages in the discussion.

The Critical Approach

What does the term 'critical' imply in this context?

It does not imply that you simply find fault with all the texts under review. It does imply that you make a careful examination of the claims or arguments or research techniques of the author to see if they are sound, rational, reliable and consistent. The term 'critical' thus draws attention to the need for you to do more than simply describe or report the findings of the various texts under review; the crucial issue is whether the claims made in them stand up to close scrutiny. The ability to recognise

inconsistencies and other shortcomings must be accompanied by rational analysis, comparison and interpretation. A critical review will point out where evidence is limited and suggest where further research is needed.

Is a specified theoretical framework always necessary?

It may not be possible for you to step outside your own framework of values and assumptions and adopt a wholly objective approach. In writing a critical review it is a debatable matter whether you should at least attempt to do so, or whether you should merely spell out the theoretical framework within which you are writing. For example, much of the recent literature on single-sex schooling for girls is written *either* from a feminist *or* from an Islamic perspective.

Thus, in writing a literature review on this topic, you may choose to write from either perspective (in which case you must make clear what you are doing); or you may pursue an alternative approach (though you may decide that this is neither valuable nor ultimately possible). If you do set out to adopt an alternative approach it is clearly necessary to specify the criteria according to which the literature under review is to be evaluated.

Writing It Up

What needs to be mentioned in the Introduction?

The introduction should:

- a) outline the topic under discussion
- b) describe and justify the theoretical framework adopted (if any)
- c) explain any limitations in the material reviewed
- d) provide any special notes needed on terminology.

How is the main body of the review to be best presented?

The body of the review should:

- a) summarise the findings of the material reviewed
- b) analyse the findings, interpret them, compare the various theoretical positions put forward and assess the degree to which these agree or contradict each other.
- c) evaluate the findings and discuss the strengths and weaknesses of the different positions.

As explained in the section 'The Reviewing Process', there are a variety of ways in which the review can be organised.

What needs to be in the Conclusion?

The conclusion may include:

- a) an indication of what appears to be an agreed position on the topic;
- b) an indication of directions for further research;
- c) implications for your own professional practice.

What is the best way to reference source materials?

Remember that at this level of academic work you must always:

- a) credit your source when you quote it or otherwise refer to it;
- b) give enough information in your reference list to enable another reader to trace the material;
- c) use the Harvard referencing system.

Further Reading

Poulson, L. and Wallace, M. (2004) *Learning to read critically in teaching and learning*
London: Sage

Example titles

These are **examples** of titles which might be appropriate within this assessment mode.

- A critical analysis of the literature on the roles and tasks related to caring in the context of education.
- A critical examination of the literature on using applications and contexts to enhance and enrich mathematics teaching.
- Critically examine a sample of music education literature on the use of music sequencing software as a compositional tool for musical learning in terms of theoretical justifications, emphases, assumptions and omissions.
- A critical analysis of the literature on extending children's creativity using ICT.
- Effective forms of continuing professional development: a review of research and the implications for schools.
- Engage in a detailed and critical evaluation of Schön's conception of reflective practice.
- Critically review a selection of popular media representations of the 'teacher'.
- Understanding the concept of community: a comparison of the literature on promotion of children's communities and the literature on promotion of workforce communities
- What is the state of our current understanding about how novices and experts solve problems?
- Critical review of the literature on supervision and its relationship to teaching and support of learners of professional practice

DEVELOPING PRACTICE THROUGH A PROJECT

Criteria

In order to demonstrate functioning at Masters level in developing practice through a project students will:

- identify a project of worth and relevance to the development of practice, with defined aims and objectives, of a manageable scale within an agreed time frame;
- locate the project within an appropriate critical professional, conceptual, historical framework;
- describe the trajectory of the project's development and, wherever appropriate, will indicate any problems encountered, suggesting, where possible, strategies for overcoming or minimising them;
- demonstrate, where appropriate, innovation, invention, adventurousness and a aptitude and a willingness to take appropriate risks;
- use, with justification, a suitable approach for presenting their assignment, making clear how practice has developed.

Introduction

In undertaking this mode of assessment you will define a project to investigate an issue relating to your practice. *Crucially, the purpose of this mode is to investigate, and report on, how your practice changes as a result of the project you undertake.* You will need to show that you have: considered the relevance of the topic; designed a plan of action which may need to include an ethics protocol; carried out appropriate parts of that action; and expressed the results of your project in terms which others may understand. Because of time constraints and the word limit you may wish to focus on one aspect of the project and therefore may confine yourself mainly:

- **to investigation;** finding out something about a classroom process or new strategy you intend to try
- or*
- **to evaluation;** judging a process or strategy that is already in operation
- or*
- **to making a proposal for curriculum/policy reform;** using evidence of current procedures or policies and identifying unmet needs.

However, note that the focus of the mode of study is on ***how practice develops***, not merely on the project, for which this is, in part, just a vehicle. Note, too, that an important part of the work will be to consider the meaning of 'development' in the particular context of the study.

Questions

As part of deciding which emphasis to give your project you need to decide what you are trying to achieve and define your aims in terms of a research question set in an

appropriate critical lens. Each emphasis is characterised by particular types of questions:

- an **investigative question** may be in the form ‘What is happening and how can I find out?’
- an **evaluative question** may be in the form ‘What is the effect of -----?’ or ‘Is ---- working?’ or ‘Is ---- a good thing?’
- a **question leading to a proposal for change** may be in the form ‘What is needed and how might these needs be met?’ or ‘Is this policy working in practice and if not what changes need to be made and why?’

Preparing an Action Plan

All projects large or small emphasise five fundamental aspects of the process:

- plan
- act
- observe
- analyse
- reflect

You will need to plan carefully for each of these aspects over the time-scale allocated for the project. In doing so we strongly advise you to look at the RESINED materials www.edu.plymouth.ac.uk/RESINED. One or more of the following components in particular may be of use: beginning research; action research; case study; evaluation research in education; narrative approaches to education research and qualitative research.

You will also need to consider the following:

1. **observe the ethics protocol:** ensure that the relevant persons have been consulted and informed and that the necessary permission and approval has been obtained. For full details see section 4.2 for the Ethics Guidelines.
2. **involve participants:** encourage others who have a stake in the project to shape the form of the work.
3. **negotiate with those affected:** not everyone may want to be directly involved, but your work should take into account the responsibilities and wishes of others.

Project Design

In designing your project you will need to ensure that it is manageable within your context and that it is likely to allow you to observe, analyse and report on significant changes to your practice. It will be important to start by getting to know the field through the use of (at least) a limited range of literature, or other appropriate bodies of knowledge. From this you will be able to develop a question on which your project will be based. This, in turn, will lead to an informed approach to be taken in practice. Right from the start you should be asking yourself whether or not what you plan to do will provide appropriate data to be able to make some significant (though probably limited) statements about your practice. Crucially, this mode is about more than just reporting

the project. It demands that you consider the data and, through doing so, make a trustworthy analysis of the change in your practice.

Key Elements of the Action Plan

- What are your objectives? What are you setting out to achieve?
- When and to what standard is it to be achieved?
- What are the different approaches that could be adopted to achieve your objective?
- What are their various strengths, weaknesses and risks?
- How did you arrive at your choice?
- What individual activities or steps are necessary for success?
- Who is to be involved?
- What resources are required?
- How is progress to be monitored?
- How will you know if you have been successful?

Data Collection

It is crucial to remember that your method of analysing and presenting your findings must be considered before you start to collect your data, or you may find that you have not collected information that allows you to justify your conclusions.

Possible methods of data presentation include:

- reportive text
- personal reflection, perhaps in the form of a narrative
- diagrams
- tables and statistics
- examples of work
- primary sources and documents
- annotated work packs or discussion documents
- video or taped material

Your choice of approach should be consistent with the mode of enquiry. You need to ask yourself 'What do I wish to communicate?' which should lead you to ask 'What is the most appropriate way of communicating this?' For example:

- If you wish to demonstrate features of student's writing, then chosen examples accompanied by an analysis of the presented features may be the appropriate form of presentation.
- If you wish to communicate your findings on the proportion of time your students spend on various curricular and non-curricular activities, then some form of graphical display, plus analysis, may be appropriate.
- If you wish to give readers a rich insight into an experience then a form of narrative writing may best communicate your ideas.
- If you wish to claim you have noticed a difference or correlation, then simple statistical treatments exist to give a clue as to significant these features are. The

results should be tabulated and discussed. This need not be an onerous task as statistical computerised programmes are available. Your task is to analyse why a statement is meaningful, not just to describe how it was arrived at.

Analysing the Findings

In analysing the findings you might like to consider the following points:

- if you formulated a hypothesis was it correct?
- did your project succeed or fail?
- were the standards you set sufficiently realistic yet challenging?
- was the choice of interventions correct?
- did things work out as you planned?
- would you make the same decisions again?
- would other strategies/decisions have been more or less effective?
- did you have all the resources you needed?
- did you invest sufficient time and effort?
- did you involve the right people?
- did you communicate with them, motivate them and support them sufficiently?
- was your monitoring adequate?
- what have you learnt as a result of your research?
- what are the implications for your future practice?

Crucially, whatever your analysis involves, it should show clearly how your practice changed as a result of the project (not simply describe the project).

Conclusion

Developing a project, and analysing changes in your practice as a result, is a demanding task and the outcome may turn out to have a number of flaws. It is a central aspect of the assignment that you become aware of these flaws and acknowledge them clearly in your write-up. If you learn from your mistakes in the design of this project then the assignment has achieved one of its main purposes in preparing you for your Masters dissertation.

Developing Practice Through a Project: A Structured Planning Guide

1. **Introduction**
Context:
setting the scene; problems to be addressed and reasons for addressing them; your own position and rationale for undertaking your project; objectives of project.
2. **Review of literature**
A discussion of current, relevant texts, articles and associated research.
3. **Describe the project**
Link theory to practice

- a) curriculum area
- b) selection of participants - background factors
- c) staff involvement - training
- d) materials / resources required
- e) amount of time involved
- f) methodology - techniques or methods used - justify your choice
- g) types of data collection
- h) use of control groups

4. **Monitoring**

What system of assessment will you use?
Who will monitor - adults/students/both?

5. **Evaluation**

How were your involvement in the project and your developing practice linked?
Critically evaluate your project - strengths and weaknesses.
Put findings in context of previous research.
Critique - how you might have done things better / differently?
Don't forget to celebrate success!
What method did you use for evaluating the success of the project?
Constraints on outcome - effects.
Data analysis - variables.
Academic gains / social gains /other?

6. **Conclusion**

What implications do the outcomes have for:

- a) your setting?
- b) the students?
- c) you in your role (if appropriate) / your professional development?
- d) recommendations for the future.

7. **References**

Use the Harvard method of notation

8. **Appendices**

Relevant material which is too bulky to be included in the text but which is important and to which you refer

Further Reading

Bell, J. (2010) *Doing your Research Project: A guide for first-time researchers in education, health and social science* (fifth edition), Maidenhead: Open University Press.

Bryman, A. (2008) *Social Research Methods* (3rd edition), Oxford: Open University Press.

Coghlan, D. and Brannick, T. (2009) *Doing Action Research in Your Own Organisation* (third edition), London, Thousand Oaks: Sage.

Christensen, P. And James, A. (eds). (2008) *Research with Children: Perspectives and Practices*, (2nd edition) London: Routledge.

Flick, U. (2009) *An Introduction to Qualitative Research*, (4th edition), London: Sage.

Mac Naughton, G. and Hughes, P. (2009) *Doing Action Research in Early Childhood Studies: A step by step guide*, Maidenhead: Open University Press and McGraw-Hill Education.

Silverman, D. (2010) *Doing Qualitative Research: A Practical Handbook* (Third edition), Los Angeles, Thousand Oaks, New Delhi: Sage.

Example titles

These are **examples** of titles/projects which might be appropriate within this assessment mode.

- Develop, implement and evaluate an intervention strategy for any aspect of the gifted and talented education of a group of pupils.
- Explore the nature of music provision that combines music technology with traditional resources.
- Design and carry out an investigation to identify and evaluate the provision of mentoring in your particular context.
- Reinventing snack-time as an opportunity for community building.
- An investigation into ways of improving pupils' writing of poetry within a cross curricular thematic project.
- Critically assess the way in which a post-structural approach may be articulated and successfully practised within the scheme of work that you are developing for a module in teacher education.
- Design an investigation to explore four pupils' learning of history from texts, and contrast this with their learning of history from drama.
- Explore the use of focused lesson observation and feedback as a tool to support professional development.
- Investigate and introduce a pupil peer mentoring system to support younger and vulnerable pupils through primary – secondary transition.
- The effects of introducing e-pen pals through twinning links with a school in Spain.
- Design an investigation into parents' expectations of the level of care provided in your particular context

UNDERSTANDING THE USE OF DATA

Criteria

In order to demonstrate functioning at Masters Level in understanding the use of data, students will:

- **explore the nature and status of 'data' within the context of their study;**
- **clarify, either with reference to reading on the theoretical background to the topic or through a critical analysis of the situation being investigated, or both, the purpose for which the data are being used;**
- **identify the chosen methods of creating, collecting, recording, analysing and presenting data as appropriate and subject these to critical scrutiny in relation to the purpose of the study;**
- **present findings/conclusions and recommendations for further investigation consistent with their analysis in the data.**

Students undertaking an assessment in the *Understanding the Use of Data* assessment mode are **strongly recommended** to visit the relevant components in the RESINED (Research in Education) materials.

<http://www.edu.plymouth.ac.uk/RESINED>

Introduction

Data is often described in primary and secondary forms. For this assessment mode you may decide to collect/create/generate new data or use already existing data. However, the focus of this assessment mode is on the **use of data**.

The use of data can take a variety of forms. It will involve an examination of what the data are or will be and how they are conceptualised and represented in the research. This will also involve a consideration of the validity, reliability and legitimacy of using data in this way – the extent to which the data can be 'trusted' and you can have 'confidence' in your findings.

Traditionally the use of data is often expressed in a polarised manner. On the one hand, this can be seen to involve the accumulation of a quantity of research material, perhaps in the form of a large sample which demands the use of a statistical analysis of questionnaires and similar techniques. On the other hand, this can take the form of a small scale approach, involving an interpretive analysis of the quality of the research material, such as, for example, the observation and analysis of a child's learning experiences. This mode also allows a more critical analysis, such as where the researcher is considered to be involved in the co-construction of data and what the value of the data is.

Understanding the use of data emphasises the importance of not simply engaging in a collection of data and a subsequent analysis of it but also of encouraging the user of the data to actually begin to think about what data 'is'. By considering the 'status' of data in this way, you should also consider what it is reasonable to do and to say with

the data. For example, a highly statistical quantitative study is different from a qualitative ethnographic approach in that different forms of data are collected, but, more fundamentally, they each take a different stance towards the way this data is used to convince the audience of the 'trustworthiness' of the work. The former stance may perhaps start from an assumption that the 'truth' of a situation can be 'revealed' through quantifying and analysing; the latter might assume that one can only 'construct stories' (albeit supported by evidence such as observations) about a situation that might be useful to the audience. So rather than simply using data in a way that makes claims to objectivity or to represent reality in some way, researchers should, perhaps, consider the following kinds of questions:

- How are the data created, collected or constructed?
- What are the processes of selection, interpretation and representation that the researcher has engaged in during the generation/production of the data?
- In what contexts are the data produced? In other words in what ways are the data culturally and socially located and shaped?
- In what ways have the data been produced through an interpretation of the respondents' personal or professional lives?

Hammersley (1996) has recommended that research into the human sciences be viewed as ranged along a spectrum.

At one end is the idea that 'qualitative' and 'quantitative' refer to internally coherent and comprehensive research paradigms ... at the other end of the spectrum is the belief that quantitative and qualitative methods are complementary and should be used as and when appropriate, depending upon the focus, purposes and circumstances of the research.

(Hammersley 1996: 160)

Whichever end of Hammersley's continuum you choose to locate your research, you **should** visit the Research in Education (RESINED) web-site, in particular the component on *Qualitative Methods* created by Peter Woods and that on *Quantitative Research* by John Berry. www.edu.plymouth.ac.uk/RESINED

If you are likely to use both forms of data then you need to decide on an area of interest, and then narrow the range to a single manageable focus. One good way of starting your research is to construct some key questions you would like answered. Then you need to think about the kind of data collection that is most appropriate to your research interest. Either way you will find the appropriate sections in RESINED very useful, e.g. the component on *Beginning Research*.

It may also be helpful to think about the following before you begin:

1. Do you have some proposition in mind that you could test through your data collection?

2. Or, is your aim less precisely focussed – an ‘open’ collection of data on a particular topic?

These two approaches are sometimes referred to respectively as the ‘**deductive**’ and ‘**inductive**’ approaches. In the first, you will be drawing on your existing understandings of practice and theory, and from these formulating a hypothesis, which you then seek to test by appropriate methods. In the second, you will begin by observing and recording as much as you can about a given topic or situation or body of work, and will then analyse these observations in order to construct a tentative theory or hypothesis. These may then be used as the basis for collecting more data that enables further refinement of ideas in order to arrive at a more ‘grounded’ and perhaps a more useful theory, from which implications for practice might emerge.

In either case, the challenge must be to plan and execute procedures that enable you to carry out systematic and rigorous investigation in your chosen field. The challenge is slightly different in each case: the first carries a particular problem of selection. If you use only that data which seems to ‘fit’ you will need to stress the limitations of this research, and beware of the temptation to assume you have demonstrated a general point when you have in reality only constructed an elegant but partial argument. The second, on the other hand, may suffer from lack of focus, from endless data gathering without the focussed analysis that is crucial in allowing propositions and hypotheses to be suggested. At Masters level, **data on their own, without analysis, serve no purpose**. It is the interpretation of patterns and correlations in the data that may lead to new insights and understandings – **the use of data**.

Note that where we write ‘collect’ or ‘collection’ in all the above, you might in fact use data that are already available – such as test scores or other institutional data. This use of secondary data is fine, but you must still consider it in the terms above.

Methods of Data Collection

Interviews

See also, RESINED component *Interviews in Education Research*.

The use of interviews allows the researcher to explore complex subjects in detail and to find out ‘how people think’ and ‘how they construct meaning’ (Brown and Dowling 1998: 60). Interviews can be structured where there is a discrete set of questions to be asked or completely unstructured, more like a conversation. In between is the semi-structured interview which has a light framework, but which is designed to allow for more open-ended responses. You need to be clear about the purpose of the interview beforehand and however informal the interview you should research the subject so that you are able to ask sensitive questions. Be careful not to ‘drive’ the interview, thus distorting the response.

Questionnaires

See also, RESINED component on *Questionnaires in Education Research*.

When constructing questionnaires the researcher needs to consider the type of questions being used. Questionnaires tend to focus on collecting factual evidence or people’s opinions, and can use ‘open’ or ‘closed’ questions.

Consider the difference between:

‘Do you prefer maths or English?’
and
‘Name your favourite subject and state the reasons.’

In the first, clearly the researcher is guiding the respondent and the choices are limited. The information gathered will also be limited and does not highlight the rich contextual evidence that can be collected using a more open-ended approach. But the advantage, of course, is that such a questionnaire is more easily collated than the ‘open’ one. Questionnaires also invite opportunities for respondents to add the reasoning behind their choice of response and from those data you can begin to develop categories that support or have impact on your analysis.

May (1997) offers detailed guidance on the procedures in questionnaire construction. The following list is adapted from his guide:

- Avoid questions that are too general
- Avoid complicated language
- Avoid ambiguity or imprecision
- Avoid the use of vague terms
- Avoid leading questions
- Avoid hypothetical questions
- Avoid the use of too many questions couched in negative terms
- Avoid the use of insensitive personal questions
- Avoid the use of too many open-ended questions
- Avoid having too many questions

Where you want to gather data on opinions, attitudes and beliefs you could use a measurement scale such as that devised by Likert. The Likert scale is made up of a number of positive and negative statements relating to the attitude being measured and the person being questioned is asked to respond on a scale, for example of 1- 5, the extent to which they agree or disagree with a statement. The analysis of responses set against numerical values facilitates comparisons from your research sample.

Observations

See also, RESINED components on *Observation Techniques* and *Qualitative Research*.

The use of observation is particularly useful in affording the researcher the opportunity to have close contact with the subject and gain first hand experience of what is happening in a given context. There are, however a number of issues that need consideration before embarking on this form of data collection. The first is the issue of time, and the amount necessary to conduct observations as part of a research project. The second is the problem of interpretation (Croll, 1986), and the quantity of data, in which the observer may collect in a classroom setting. Therefore, in order to filter out extraneous data it is important to have a well-defined purpose. This **clear understanding of the focus** of study will enable the observer to ignore peripheral activity and obtain really relevant material.

Having decided on the use of observation as a method of data collection the observer must then decide whether to participate or not to participate. When using participation observation the researcher becomes part of the group and this has the advantage of being able to get close to the action being observed. One of the disadvantages is that the observer may influence the activities and behaviours and therefore not represent a picture of what would normally be happening.

In non-participation observation the researcher becomes the 'fly on the wall' in the classroom, or playground, sitting on the periphery and taking field notes. This type of observation lends itself to structured approaches such as event recording, where the observer records specific events or behaviours every time they occur, or duration recording where the amount of time spent on a given activity is noted. However, this approach also has similar disadvantages in that the mere presence of an observer may result in behaviours from either pupils or staff that are not a true reflection of the 'real life' situation.

Points to consider:

- What are your motives for conducting observations?
- Whose consent do you need to carry out observations?
- How can you conduct observations, which are least intrusive for those being observed?
- What will be the most appropriate times to conduct your observations?
- How will you dress in order not to stand out when observing?
- With whom do you need to share gathered information and data?
- How will you feed back information to interested parties?
- What kind of field notes will you keep?

(Grosvenor & Rose 2001: 32)

Narratives

See also, the RESINED component on *Narrative Approaches to Education Research*.

The growing use of narrative forms of data in education research reflects an interest in the way in which we attempt to make sense of the world and the things that happen to us in it. The construction of narratives helps us to explain and interpret events both to ourselves and to other people. Narratives, or the stories we use to describe the world, are framed within particular structures and expressed through the use of vocabularies. These narratives provide a rich source of data which provides insights about an individual's perceptions, experiences and cultural positioning.

Analysing Data

(The RESINED components on *Case Study, Interviews in Education Research, Observation Techniques, Qualitative Research, Quantitative Methods, Questionnaires in Education Research* and *Writing Up Research* all have sections on analysis and the presentation of findings).

Nias (1994) suggests (quoting from course materials, Ainscow and Conner 1990: 26-31) that the process of analysis can be considered in four stages:

- reduction
- explanation
- interpretation

- critique

Reduction

The first step is to examine the data you have collected and reduce it by systematically organising material and excluding elements that seem completely extraneous. Following this process of reduction the decisions about what to keep will become more focussed; issues and patterns may begin to emerge, and categories become more fully defined.

Explanation

Having undertaken the reduction of your data the next stage begins the process of explaining the analysis. This invites you to 'tell the story' of your investigation and introduces your audience to the categories or issues you have identified as of central importance. As this stage it is a description of the significant events that have emerged. The usual method of presenting the analysis is the narrative form, but using graphs, charts, tables and breakdowns of the analysis as averages or percentages offers a helpful means of making the information more understandable and accessible.

Interpretation

'The purpose of the interpretation stage is to address the reliability and validity of the interpretation offered'. (Ainscow and Conner 1990: 29)

Part of this process is to consider your findings in a wider context; to compare them with those of others working in the same area; possibly to go back to your data and reconsider, possibly even to collect further data. In this wider context, **why** do you think the issues you have focussed on are particularly important? What makes them significant?

Critique

The ability to stand back and critique your own work, especially 'to reflect critically upon its appropriateness to the original intentions' (Ainscow and Conner 1990: 31) is of central importance to the work. You should be able to review critically, acknowledging areas of uncertainty or incongruence. This is also the opportunity to examine the strengths and weaknesses of your methodology and suggest places where methods used might have influenced the results.

Ethics

The University of Plymouth considers the issue of ethics in research involving human participants to be very important. All students undertaking such research need to be clear about the nature of the agreement the researcher establishes with the research participants and will need to conform to a set of ethical principles (for further details see section 4:2 and the '*Ethics*' section in the RESINED component *Beginning Research*).

Students are required to meet the University Ethics Guidelines and to conform to any others that apply in their circumstance - for example, relevant professional body or national ethical guidelines.

In every case you are ultimately responsible for conforming to the guidelines and you must ensure that you seek and obtain advice about ethics.

Summary

This is an example of some of the features that could be included in an assignment approached through the *Understanding the Use of Data* assessment mode:

- Introduction to the topic being investigated
- The hypothesis or research question
- Broader context of topic through relevant literature
- The research approach and nature of the data
- Research context and role of the researcher in this context
- Choice of sample
- Ethical considerations
- Methodology - description of methods used for data collection with discussion of strengths and weaknesses of chosen approaches
- Analysis of data
- Evaluation of results and possible generalisation of findings
- Implications for future practice
- Areas for future research
- References
- Appendices

References

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Further Reading

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Clough, P. & Nutbrown, C. (2002) *A Student's Guide to Methodology* London: Sage

Cohen, L., Manion, L. and Morrison, K. (2007) *Research Methods in Education* 7th edn. London: Routledge

Crotty, M. (2003) *The Foundations of Social Research: Meaning and perspective in the research process* London: Sage

Denscombe, M. (2003) *The Good Research Guide* Buckingham: Open University Press

Greenfield, T. (ed.) (2002) *Research Methods for Postgraduates* London: Arnold

Plewis, I. (1997) *Statistics in Education* London: Arnold.

Robson, C. (2002) *Real World Research: A Resource for Social Scientists and Practitioner-Researchers* Oxford: Blackwell

Somekh, B. and Lewin, C. (eds) (2005) *Research Methods in the Social Sciences* London: Sage

Trochim, W. M. (2006) *The Research Methods Knowledge Base*
<http://www.socialresearchmethods.net/kb/index.htm>

Example titles

These are **examples** of titles and investigations which might be appropriate within this assessment mode:

- Collect and analyse data on teachers' views concerning pedagogy and pupils with Autistic Spectrum Disorder.
- Measuring what matters: approaches to evaluating the quality of communities in an early years setting.
- Students as co-researchers. Collecting data with pupils to enhance classroom practice.
- Design and implement a data collection method to methods to identify and analyse teacher's views on the appropriateness and value of citizenship education.
- 'This precious resource': An investigation into the work and developing role of a teaching assistant in a comprehensive school.
- Explore teacher's views of the causes of underachievement.
- An investigation of differential progression rates through a programme from questionnaire or secondary data.
- Design and implement a small scale research project where you collect 'stories of practice' from colleagues and/or students with an aim to identify specific themes that might inform the construction of professional identities.
- Through the methodology of discourse analysis examine a range of institutional documents in order to identify the code and conventions of the genre and attempt to reveal their narrative structure.
- Pupils' views on the teaching of the social and emotional aspects of learning.

CRITICAL REFLECTIN ON PRACTICE

Criteria

In order to demonstrate functioning at Masters level in critical reflection on practice students will:

- **identify and define the chosen area of development of their practice in relation to theoretical and other contexts/frameworks/references;**
- **consider the nature of reflective practice;**
- **produce evidence of the nature and quality of personal engagement;**
- **give evidence of systematic and critical reflection upon and analysis of their practice, including consideration of the nature, boundaries/definitions of the activity in question and motives, causes and influences contributing to a particular development;**
- **demonstrate, where appropriate, the ability to synthesise and to identify new and imaginative connections;**
- **illuminate the development of their awareness, identity and personal philosophy through suitable methods (e.g. reflective commentary, working notebooks, sequences or work, audio/videotapes, working with a 'critical friend').**

Introduction

This assessment mode is designed to develop your understanding of your activity as a practitioner and of the ways in which your practice relates to that of other practitioners and to your pupils/students. It is crucial to identify and explore your practice – to question what you do and why you do it. You will need to complement the insights you have gained through personal experience and working knowledge with observations gained from 'standing back' and taking a more analytical and critical view of what you do. Use this opportunity to open up areas of tacit knowledge and supposition, the taken-for-granted aspects of your motives, interests, ideas and methodologies. Ask yourself some of the awkward and revealing questions that shed new light on your practice, making explicit what might long have been implicit. Utilise some of the suggestions for critical evaluation contained in these notes as a means of acquiring a new critical perspective on what you do.

Reflecting on Practice

At the outset it is vital to consider what 'Reflecting on Practice' means and involves in the context of writing your assignment. In approaching the task you need to be clear what is meant by 'reflection' and 'practice' – neither can be taken at face value, unquestioned and undefined. Indeed the questioning and defining will be important matters that *you* have to address and clarify in the process of completing an assignment within this mode.

Practice

In the context of this assessment mode your 'practice' may be seen in terms of your activity as a teacher or educator. For the purposes of this mode you will have to define a particular aspect, or project, or period, of your practice which you are going to analyse and reflect upon.

Critical reflection

'Reflection' in the context of this mode has to go beyond description, anecdote or the keeping of a journal. The process has to be analytical and critical, informed by relevant theoretical thinking, formulated in such a way as to be accessible, debatable and open to questioning by others. The following headings may be helpful in identifying the different strands, which constitute the process of critical reflection. Each of these strands informs, and is informed by, the others. They are usually interdependent and interwoven, rather than sequential 'stages' in linear process. Some of these headings may be more applicable to your practice than others:

motives and concerns – what prompted you to undertake this particular activity, why did you do it, what was it that interested you?

aims and objectives – what did you set out to do, what did you hope to achieve?

location – where was the work done, under what circumstances?

methodology – how did you set out to do the work, what strategy did you adopt for achieving your aims, what methodology of practice and research did you employ?

processes – what generative and formative processes did you use? It will be important to describe the cognitive processes involved.

development – how did your practice develop? You may need to keep a record of your experiences, thoughts and the evolution of your ideas and processes.

product – what emerged from these processes? What form did the work take when you had completed it? For instance: it might be a written study, or a set of teaching aids for classroom use, or a design project, or a strategy for further work.

Contextualisation

Describing the contexts in which the practice was undertaken, and the contexts within which you want to evaluate it. This involves making connections between the practice you describe and other relevant ideas, fields of study, and theories. It may also be important to describe other factors which may have been determinants affecting the production of the work. It may be important to place the activity within a particular conceptual or cognitive framework, or to explain the socio-cultural, political or ideological factors, which you think, are important to any evaluation of the practice.

Critical Analysis and Interpretation

Forms of analysis and reflection will vary radically depending upon the practice being analysed. In analysing what you did you are also interpreting it, possibly in a number of different ways – possibly leading to divergent or even contradictory conclusions.

Evaluation

The many strands of this whole process of critical reflection can be brought together by evaluation. However, as with other aspects of the process you need to think about and define the rationale for your evaluation and the criteria upon which it will be based.

In doing this you need to keep in mind the 'Deep Criteria' of the IMP. Your evaluation will involve a discussion of many things. There may be few, if any 'objective' judgements to be made. Mostly you will be weighing-up the relative significance and value of different factors – some of which may be contradictory or impossible to harmonise. You do not need to arrive at a definitive 'conclusion' or summative evaluation. But it is important to be as rigorous and unbiased as you can, and to make clear all the different factors you consider relevant.

Here are some of the questions you may need to ask:

- to what extent have my interests been explored or developed?
- to what extent have I achieved my aims and objectives?
- how far have the needs or concerns which motivated me to undertake the activity been met?
- to what extent have I satisfied other criteria, such as establishing coherence and legibility, or demonstrating competence and inventiveness?
- have my research abilities and other skills been developed?
- and what of comparative judgements, how does this practice measure up against the work of others ?

As you interpret and evaluate what you have done you need to establish criteria, which are appropriate to the particular activity and the relevant field of study, and you must be fair and rigorous in applying these criteria.

Process

Critical reflection has a vital role to play within practice – informing what we do as we do it – leading to greater understanding, and qualitative development. However it is important to keep in mind that reflecting upon practice is a dynamic activity involving the interaction and interweaving of two processes (reflection and practice) which may often be difficult to disentangle. The self-reflexive nature of many practices, the way in which analysis and evaluation are continually informing and re-directing what we do, may present problems in distinguishing reflection from the practice itself.

It is the process of critical reflection, which is central to this mode not the practice itself. It is your responsibility to make sure that this

is clearly the case by drawing out, describing and making explicit the critical reflection that you have undertaken.

Reflection and the Improvement of Professional Practice

Professional development involves a continuing concern for the aspirations and consequences of practice as well as for its technical enhancement. It depends on improving the basis of which thoughtful action is constructed.

Improvement in their practice is something to which most professionals aspire. Indeed, for all the difficulties of its achievement, many would see striving for such improvement as an ever-present moral imperative. This assessment mode is intended to support teachers, whatever their role, in such endeavour. With this end in view, it is built on a number of key assumptions:

1. Improving professional practice involves enhancing capacities for thoughtful action; improvement is not merely an instrumental matter. It always involves enhancing capacities in the interests of others, whether they are children, colleagues or the wider community, and thus always has a moral component.
2. Improvement is not something that can be brought about 'from the outside in'. It requires the active engagement of the individual professional.
3. The individual's own practice, undertaken thoughtfully, is a legitimate and significant source of professional knowledge.
4. Critically reflecting on practice is a major way of enhancing capacities for thoughtful action, or identifying impediments to their realisation.
5. Writing and reading are major tools for reflection on practice.
6. While the active engagement of the individual in reflection on his or her practice is a key to its improvement, it does not follow that this must be a solitary activity. On the contrary, reflection may gain from the interaction of the individual's ideas with those of others.
7. This interaction with others can be furthered through reading, writing and through talk, with others acting as critical friends.

Critical Reflection

Reflection can be critical in at least two ways. One might involve a happening that is seen to be in some way surprising or out of the ordinary, indeed so extraordinary that it brings about a shift in the way that an individual thinks about his or her practice and a resolution to change it accordingly. A second way involves taking some quite ordinary, even routine, feature of practice and holding it up for scrutiny. There is vastly more of this second kind of practice than the first, and reflecting critically on virtually any aspect of it is potentially productive. For this reason, it is likely that most people would want to undertake this second kind of venture. What makes critical reflection on practice professionally significant is the kinds of questions that are asked. Taken

together, the ones that matter are those which help the questioner to view ordinary things afresh, to see their wider significance and to work out how they might be changed, if need be, for the better.

Summary

With all this in mind, an assignment using the *Critical Reflection on Practice* assessment mode might be expected to embody some or all of the following features, each of which involves reflection, although not all of the same kind:

1. The selection of some part of the writer's professional practice for close scrutiny.
2. An examination of the nature of reflective practice itself, justifying the theories and models of reflective practice you have used.
3. A careful elaboration of the significance attached to the element of practice you have chosen.
4. A careful description of this element of practice: what are the circumstances? Who is involved? What do the participants do? etc.
5. An attempt to account for why, in relation to the selected element of practice, things happen as they do.
6. A consideration of the significance of what happens to those involved, particularly with regard to its effects.
7. An exploration of the significance of what happens to those involved, particularly with regard to its value.
8. A consideration of the wider meaning of what has been focused on, in the sense of what it is typical of and how the outcomes of reflection on it may be significant to it.
9. An indication of how this relates to the public world of ideas and expectations.
10. An indication of any impediments there may be to the realisation of any aspirations for the desirable change which may stem from this reflection.
11. A self-conscious indication of shifts in the writer's thinking which have come about through this reflection on practice.

Further Reading

Belsey, C. (2002) *Critical Practice* 2nd edn. London: Routledge

Brookfield, S. (1995) *Becoming a critically reflective teacher* San Francisco: Jossey-Bass

Carr, W. and Kemmis, S. (1996) *Becoming Critical: Education, Knowledge and Action Research* London: Falmer Press

Moon, J. (1999) *Reflection in Learning and Professional Development: Theory and Practice* London: Kogan Page

Moon, J. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: RoutledgeFalmer

Pollard, A. (2005) *Reflective Teaching: Evidence-informed Professional Practice* London: Continuum

Schön, D. A. (1991) *The Reflective Practitioner: How Professionals Think in Action* Aldershot: Avebury

Schön, D. A. (1991) *The Reflective Turn: Case Studies in and on Educational Practice* New York: Teachers College Press

Tripp, D. (1993) *Critical Incidents in Teaching: Developing Professional Judgement* London: Routledge

Woods, P. (1993) *Critical Events in Teaching and Learning* London: Falmer Press

Example titles

These are **examples** of titles and activities which might be appropriate within this assessment mode.

- An examination of your teaching practices in the use of ICT opportunities to enhance the teaching and learning of particular topics.
- Is the use of circle time a useful framework for the promotion of positive relationships?
- Critical reflection on the nature of my classroom relationships: what messages do I give pupils about what really matters?
- How can students' tasks make the difference? A critical reflection on engagement of students in their learning.
- Critical reflection on the role and value of Individual Education Plans in meeting the needs of pupils with dyslexia in an inclusive setting.
- Reflect upon the range of approaches to assessment evident in your practice, and the implications of this for learners.
- What drives whole school development in your school: pupil learning or external accountability?

- A critical reflective evaluation of your assessment practice with one or more learners in practice.
- Critical reflection on the need for the virtual learning environment in contemporary education practice.
- Winter (1999) proposes the use of a 'patchwork text' as a vehicle for reflection-on-action. Using this model, create your own 'patchwork text' as a means of reflection and as a critical representation of practice.
- What do I understand by the notion of inclusive achievement? Do I plan and organise pupil assessment tasks to allow for a broad range of achievement?

MAKING AN ARGUMENT

Criteria

In order to demonstrate functioning at Masters level in making an argument students will:

- clearly identify the worthwhile topic they are setting out to explore, the problematic issues which will be considered and, if appropriate, the position which will be taken up;
- analyse ideas and evidence drawn from a variety of sources (including him/herself), select critically from them and synthesise them into a coherent whole;
- show awareness of alternative arguments or positions (without necessarily explaining or arguing them fully);
- draw inferences from the material synthesised and, where appropriate, identify the implications;
- make points clearly and concisely, indicating their place in the structure of the argument.

Introduction

Making an argument is a complex process and this section sets out some ideas for how best to put your argument together. In the context of your studies, the word argument suggests being both **analytical** and **critical**. It implies that the topic on which you are writing will be complex, problematic, and open to interpretation after evidence of many kinds has been examined. Making an argument means being able to express a complex point of view as a result of meaningful reflection. It means showing that your own opinion has been arrived at only after considering what others have had to say about the theme on which you write. It means being accurate, scrupulous to detail, and balanced. It may also mean being passionately involved – but able to control that passion through the exercise of reason.

The Nature of an Argument

Your argument will be made up of a series of statements. Statements on their own provide information on discrete items. When they are put together to form a coherent structure they are often referred to as **discourse**. In what Beardsley (1975) refers to as **assertive discourse**, statements are not merely presented to impart information; they are connected in a specific logical way. Some of the statements are offered as reasons for others. This kind of discourse is termed an **argument**. It is a discourse that not only makes assertions but also provides evidence to support those assertions. In other words argument is a special kind of discourse in which a claim is made that one or more particular statements should be accepted as true, or probably true, on the grounds that certain other statements are true. By the process of reasoning a conclusion is inferred from statements given. An argument can therefore be seen as the verbal record of this reasoning.

Information and Sources

On what evidence have you based your argument? It may well be critical reading of educational research, papers and books, Internet sources and other media sources. Argument may also be informed by professional practice.

Effective arguments are based on evidence and that evidence must be clearly described. You will be expected to acknowledge your sources clearly and completely using the Harvard Referencing System.

Thinking towards theory

Description is important, as is reporting, analysing, offering opinion, etc. However, remember that, as well as the value which writing your assignment will bring to you in your own professional context, you need to consider the possible value your thinking, your evidence, your argument may have for others. This means that the particular events and insights you express will need to be embedded in a wider awareness of their potential value to others. At Masters level your work **must be more than descriptive**: you are writing to reveal the underlying patterns and structures, processes and principles which 'the facts' alone cannot always reveal. This is the **theory** that is contained within your writing and much of it will emerge from your sources of information.

Balance

Arguments tend to balance several points of view. Although conclusions should be clear and forceful, they must be justified. Mere assertions are not enough. There needs to be a balance between the *pros* and *cons*; showing where different points of view are located, and remembering to consider the other person's opinion, with their salient weaknesses and strengths. Seriously consider the balance between emotion and reason. You may feel strongly about your subject; however, it is important to step back and demonstrate critical analysis. Balance matters in tone as well as in content. Do not let your excitement lead you to distort your reason. Balance does not, of course, mean blandness nor does it mean neutrality. No one is much interested in the views of people who sit on the fence. But however committed you may be to your own opinion, it will be more strongly and effectively expressed if you show how it has been balanced against differing, possibly conflicting, views.

Clarity

Be as clear as you can when setting out the positions from which you intend to argue. Sometimes, they will be complex positions, not easily expressed. Nonetheless, try hard to find the heart of each proposition and express it as directly as you can. It is important to choose language which is meaningful and which is likely to assist your reader in understanding your meaning, rather than language which is full of jargon or is trying to be 'academic' in a contrived way.

Coherence and Fluency

Consider the shape of the whole argument as well as the shape of its constituent parts. The construction of the argument is important. Does it hang together? Can a reader understand the links between the parts? Have you tried to help your reader see its overall coherence? Fluency in language and legibility will enhance the flow of your ideas.

Thoroughness

What have you left out? Probably plenty, since you only have a limited number of words in which to say what you need to say. However, an argument will fail if a significant part of it is not present. You will obviously need to be selective, but this does not mean being superficial. You need to provide evidence that you have covered the main terrain of the thinking which informs your work and that you have been thorough in treating your subject matter within the set limits.

Integrity

It is to provide evidence that you have honestly tried to see all sides of a question before coming to your own conclusion, and that you have not tried to suppress or distort evidence to make it fit with what you wanted to say in the first place.

Summary

1. Introduce the topic or research question and set out the position from which you intend to argue.
2. An argument should contain supporting evidence for your point of view. This evidence may be empirical data you have collected or personal critical reflection of other authors' views. Include all the **premises** upon which you base your argument.
3. Analyse the work of other authors to test the validity of your argument.
4. Provide a balance between the differing points of view.
5. The argument needs to continue and be referred to throughout the discourse. When there are a series of assertions, each being a reason for the next, the argument should move in a single direction, so that there is an order and a structure that takes us through the writer's thinking and reasoning processes.
6. Check your argument is logical, consistent and valid.
7. Remember to continually analyse your argument and reason whether the assertions are sound.
8. An argument should contain at least one statement that is reasoned for. This is known as the **conclusion** of the argument. As far as possible, reasons for the same conclusion should be kept together, to maintain the cohesion of the study. Make sure your argument reaches a conclusion.

References

Beardsley, M.C. (1975) *Thinking Straight: Principles of Reasoning for Readers and Writers* Englewood Cliffs, NJ: Prentice-Hall

Further Reading

Copi, I. M. and Cohen, C. (1994) *Introduction to Logic* New York: Macmillan

Walliman, N. with Baiche, B. (2001) *Your Research Project* London: Sage

Example titles

These are **examples** of titles which might be appropriate within this assessment mode.

- The early identification of children with special educational needs ensures appropriate provision: Making an argument.
- Bridging the divide between education and care. Is educare the answer?
- Is mentoring a therapeutic, nurturing or controlling process?
- An understanding of emotional literacy and the importance of pupil self-esteem is essential in order to ensure pupils' achieve.
- Interactive teaching requires a 'problematized classroom': making an argument.
- Critically examine the idea that the educational texts that accompany exhibits are ideological in their orientation.
- Consider the view that creativity is predicated on the need for expertise in the area in which one is to be creative.
- Rather than being in addition to teacher professionalism, reflective practice and teacher research should be the identifying characteristics of teacher professionalism.
- Critically assess how writing in different genres might challenge the perceived transparency of 'factual' or 'realist' accounts.
- The ubiquity of English as an international language inhibits children's motivation to learn a second language.

6. Assignments, Submission Details, Assessment Procedures and Award Boards

- 6:1 Assignments**
- 6:2 Abstracts**
- 6:3 Submission of an Assignment**
- 6:4 Submission Dates and Extenuating Circumstances**
- 6:5 Assessment Requirements**
- 6:6 The Assessment Panel and Award Board of the International Masters Programme (Education)**
- 6:7 External Examiners**
- 6:8 Prevention of Academic Dishonesty**
- 6:9 Appeals**
- 6:10 IMP Nico de Bruin Prize**

6:1 Assignments

Assignments in the IMP are of 4000-5000 word range (30 credits) or 8000-10000 word range (60 credits) and usually take the form of an essay. Assignments exceeding these word ranges may be failed. Appendices to essays are not part of the word count, but are a contextual source of supporting evidence which adds to the trustworthiness of the assignment. However, the communicated meaning of the assignment should stand alone without them.

Drafts, tutor support and marking

Tutor(s) are only meant to look at early drafts of your assignments. This is because they are also your first marker, and looking at late drafts would compromise this. By an 'early draft' we mean normally up to 2000 words, in good time before the board so you can act on advice and complete the assignment independently.

Please remember that although the IMP is a flexible programme and tutors do much to cater for part-time students, it operates during term times. The IMP's term extends to cover the school terms which are longer than university ones, but students must plan their studies so as not to expect IMP tutors to be available outside of term time even though some tutors are happy to answer emails then.

Our intention is that all assignment submissions are marked within four university term weeks. Please remember that your submission date is final date when you can submit your assignment - we are happy for you to submit your work earlier than this.

If your assignment is submitted with a front coversheet attached this will be considered as a formal submission and will be assessed as such.

Different approaches to assignments

In some cases you may develop your assignment using other approaches, for example a portfolio approach, where additional 'ingredients' you have developed yourself are an integral part of the assignment and are included in the body of the text rather than as separate appendices.

Any approach should reflect the following principles:

- Assignments must meet the IMP deep criteria, including ethical principles, and mode specific criteria.
- Assignments must have extended critically reflective writing, including theoretical context (usually through reference to literature in the appropriate educational field).
- Assignments may include ingredients in addition to the extended critically reflective writing, or as part of the critically reflective writing process, e.g. poetry, dialogue, music, art, video, CD, samples of children's work, professional journals.
- These would not usually account for more than a third of the assignment.
- The rationale for including such elements must be clear.
- Whether presented as a separate item or items or fully integral to the processes and structures of writing, you must demonstrate how these aspects connect, relate to, illustrate, illuminate or develop the assignment focus and approach.
- With all assignments, but in particular for any alternative approach, you should discuss, negotiate and debate the nature and development of your assignment with your tutor.

Using a portfolio structure

A Portfolio which contains a range of professional documentation can be used as a structure for Masters level accreditation. You may already be using a portfolio for a number of professional purposes such as performance management. Initially portfolios are a place to collect important documentation and information relating to your area of focus. However, if your portfolio is to move towards Masters level accreditation it needs to move beyond the collection of evidence/data and develop into a critical exploration, engagement, and reflection on the data.

Examples of data might include:

Samples of children's work	Lesson observations
Minutes of meetings	Transcripts of interviews
Reports	Elements from schemes of work
Video/audio material	Lesson plans
Handouts from INSET you have led	Action plans
Observation notes from shadowing a fellow teacher	

It is not necessary to include all of your data in the portfolio; in fact it is recommended that you don't. (The data would not usually account for more than a third of the assignment). The items you select should be set in a professional and personal context and there should usually be an introduction, which briefly explains the rationale, context, ethical considerations and structure of the portfolio.

You will need to work with your material to develop deeper and more sophisticated thinking, making links between the data and your critical reflections on the data. You should construct a systematic and reflexive narrative commentary which describes key links and illuminates the significance of the evidence selected, so constructing a pathway and leading the reader through the data. You will also need to make reference to appropriate literature and research. This will allow you to analyse and to make sense of your experience, to clarify your ideas and to develop a wider perspective and deeper insights.

The items of data might be:

- presented separately with a connecting narrative in a first section, followed by a critically
- reflective analysis in a second section; or

- intertwined throughout the whole assignment.

The assignment will need to be constructed and written with the selected assessment mode(s) in mind, and also meet the deep criteria. A portfolio structure could be used with any of the five assessment modes, though it is unlikely to be appropriate for a Critical Review of a Body of Knowledge.

In essence the portfolio approach allows you to integrate data, personal reflection, and critical analysis in the context of the educational literature and wider professional knowledge. It is important to ensure that the connections between the data/evidence collected for presentation, your personal insights, and the selected assessment mode(s) (as appropriate to your portfolio intentions and methodology) are clearly enhanced through your narrative, and are illuminated, explored and interrogated through the writing process.

Using a reflective journal

Reflective journals are increasingly being encouraged and used by practitioners engaged in developing their practice. Such journals are not meant to simply report the day-to-day events of classroom life, but involve a critically reflective dialogue between the practitioner and their practice. This can include accounts of and reflections on particular incidents and events, audits of and changes in practice, and the responses of all involved including students, parents, and colleagues. Such reflections can be linked to other experiences and to the wider educational debate through reference to both professional documentation and research. You might include reference to and analysis of the responses of students and the views and approaches of colleagues and other professionals, but this must be done in an open, balanced and ethical way. In particular, if the journal is to be used for accreditation, remember issues such as the rights of others to be aware of what you have written about them and to anonymity.

Possible topics for consideration in the reflective journal

- Descriptions of and reflections on your practice
- Reflections on the concepts and activities from your reading in relation to your practice
- Responses to national and local initiatives, professional documentation and the suggestions of colleagues
- Identification of issues of concern or focuses for inquiry
- Thoughts about creative curriculum design and classroom approaches that facilitate learning
- Descriptions and analysis of innovation and change
- Descriptions of and reflections on student learning
- Reflections on your developing philosophy of teaching and learning

Presentation

Journals might be used to meet either or both of the assignment assessment modes ***Critical Reflection on Practice*** and ***Developing Practice through a Project***.

If in itself the journal meets the deep criteria and mode specific criteria then it can be presented as the assignment without modification. However the journal will probably need to be modified before submission. This might take one of the following forms:

- Excerpts of the journal could be selected and incorporated, as one of your sources of data, into a traditional written assignment
- Excerpts of the journal could be selected and incorporated, along with other relevant supporting evidence, and set in a linking narrative. With an additional critically reflective overview this would form a portfolio submission.

6:2 Abstracts

Abstracts are required for all IMP assignments, and assignments submitted without an abstract will be returned to the student if time allows or will fail. This is for several reasons:

- it enables a new reader to ‘tune in’ to the study
- it helps you to synthesise your study/assignment and pull together the main ideas and outcomes
- it enables practice of abstract writing for the dissertation and for any future articles
- it will aid dissemination of studies, which we would like to do in the future.

Most people write their abstract last, but it is placed at the front of the assignment – after the submission sheet and a title page, but before any introduction.

The abstract should present a brief summary of the assignment study – the background, main ideas, the purposes, aims, research methods used (if applicable), the boundaries of the research, any findings and recommendations. It shows the reader the framework of the study/assignment with the main features of each part and any conclusions reached. It should be both self-contained and self-explanatory. It is not usually necessary to include references, but you can mention and reference any key theory behind your study. It may be written in the third or first person.

The abstract should be:

- written in English
- 100-150 words in length (not counted in the assignment word count)
- written using an appropriate sans-serif font (e.g. Arial) and font size 12 (like the assignment)
- **single** spaced (unlike the main body of the assignment which is double spaced).

Some dos:

- Do restrict the abstract to only the most important concepts, findings, or implications.
- Do embed as many key words and phrases in the abstract as possible.

Some don'ts:

- Do not include any information not contained in your assignment.
- Do not write a ‘trailer’ ie show highlights to win an audience!
- Do not write an introduction which tells of something that is coming but does not reveal its substance.

Most journal articles have abstracts though the required word lengths can vary. Here are a couple of examples:

Kirkwood, M. and Christie, D. (2006) The Role Of Teacher Research In Continuing Professional Development *British Journal of Educational Studies* 54 (4), 429–448

This article sets out to examine the role of teacher research and enquiry in the professional development of teachers. The context derives from the initiative of the Scottish Executive to enhance the status and working conditions of teachers. We consider the extent to which continuing professional development activities arising out of the Chartered Teacher Programme encourage teachers to value research, equip them to become research-minded and support them to engage in research and enquiry in their own professional contexts.

Cox, S. and Robinson-Pant, A. (2006) Enhancing participation in primary school and class councils through visual communication *Cambridge Journal of Education* 36(4) 515-532

In the context of citizenship education, many UK primary schools have recently set up school councils. Previous research has overlooked the importance of exploring communicative practices specific to school councils and the implications for children's participation. This paper draws on an action-orientated research project with teachers in three Norfolk primary schools, which began with ethnographic observation of school and class council meetings. By developing alternative visual strategies for facilitating communication in meetings (based on a methodology known as PRA), teachers were able to encourage involvement by more children and enable them to have a greater voice in decision-making. We argue that the common focus on adult procedures in school councils puts the emphasis on teaching children about their future role as citizens and can limit children's ownership of decision-making processes. The alternative is to create contexts in which children have a sense of the democratic purposes of their school council in the here and now, by providing children with means (such as the visual strategies) that are consistent with those purposes and prioritizing action as an end.

6:3 Submission of an Assignment

- You should present a single copy of your assignment to the Faculty of Education reception office **by 3pm on the day of the deadline**, whose staff will pass it to the relevant tutor who will act as Internal Examiner.
- Students on the IMP(E) should submit an electronic copy to the IMP(E) administrator in the Faculty of Education Office and two hard copies of their assignment to their local tutor. The local programme co-ordinator will send one hard copy to the IMP(E) administrator in the Faculty of Education Office.
- Your assignment remains the property of the Faculty. **You should therefore always keep copies of written work.** However, where the assignment includes such materials as video or CD Rom, you can reclaim these by applying to the IMP (Education) Leader after the Subject Assessment Panel and Award Board have made their decision about the assignment.

Submission of student work(including RESINED) is **not** accepted by email for students whose tutors are in the UK.

Guidelines for submitting work by post

Work must be posted **by recorded delivery** to the following address:

Student Counter
Faculty of Education
The Rolle Building
University of Plymouth
Drakes Circus
Plymouth, Devon PL4 8AA

Students can post their work on the submission day itself as long as they do it before 3pm and keep the receipt to prove this.

All assignments must include the appropriate fully completed front cover sheet, available on the IMP website. To aid with the submission system students must include their

Student ID card number (number starts with 00) written on the front cover sheet and Student Registration Number.

For students on the IMP(E) the local programme co-ordinator informs the Faculty of Education office of submitted assignments.

Once it has been submitted if you wish to know any further information about the status of your assignment and the assessment process again do contact the Faculty of Education office.

Assignment Submission form

Assignments must be presented with a standard IMP 'Assignment Submission form', obtained from the forms on the IMP(Ed) Website and including the following details:

- Your name & Student Registration Number (SRN)
- Contact telephone number, email address
- Tutor's name
- Module Code and title
- Assignment title
- Module start and end date and location
- Assessment Mode(s) being undertaken
- 30 or 60 credit assignment
- Place in programme (whether it is your first, second, third or fourth assignment within the PGDip Programme)
- Whether the assignment is a resubmission
- The intended final award
- Completed checklist
- Permission for the assignment to be used for professional development purposes within the IMP.
- Your signature and the date.

Presentation guidelines

- Your work should be on A4 paper, one side only, double-spaced with margins on both sides of each page. Quotes of more than two lines should be indented and single-spaced. Italics should not be used for quotes. A sans serif font (e.g. Arial) and font size 12 are recommended.
- Number the pages consecutively, including the references and appendices.
- Work must be word-processed.
- Each assignment must have a **completed and signed Assignment Submission form** (available on the IMP website)
- Make sure any text is in a form that is clear and easy to read and carefully proof-read to eliminate spelling mistakes, typographical errors, punctuation errors etc. Perhaps ask a friend to proof-read for you.
- Include a word-count. The abstract, appendices and references are not included in the word-count.
- If you include tables, graphs, diagrams and other illustrations in your work they should be numbered consecutively and should have a title. Graphs and diagrams should be labelled as 'Fig 1', 'Fig 2' etc. Make sure that all titles are full and specific and that tables and figures are comprehensible on their own.
- Take care with matters of confidentiality. People and places should not be identified by name (See section 4:2 on ethics).
- Make sure you include an abstract (See section 6:2)

- Check you have accurately referenced using the Harvard system – there should be an exact match between the references in the text and the reference list.
- Present **one** copy of your work held together in some way eg comb binding. Make sure the pages are secure. **Do not use individual plastic pockets.** Keep a copy for yourself. [For students on the IMP(E) present two hard copies and an electronic copy.]

Failure to satisfy these presentation requirements may result in the assignment being returned for re-presentation or recorded as a Fail.

Plagiarism

Plagiarism means failing to acknowledge your source, passing an idea off as your own or copying another author's text without indicating that it is a quotation. Careless note-taking can result in unintentional plagiarism, but it can still mean that a piece of work is failed.

If you quote an author word-for-word then quotation marks should surround the extract, followed by the author's last name, date of publication and page references, all in brackets:

'External mnemonics play a much greater role in children's attempts to remember than we had previously given them credit for' (Kail, 1984, p17).

In general, it is not good practice to copy long quotations from books.

6:4 Submission Dates and Extenuating Circumstances

Unless serious unforeseen difficulties prevent it, you **must** submit your assignments by the agreed submission dates, as notified by your tutor or as indicated in the letter approving an Independent Study Module. This will be the next submission date at least six months from the start of an ISM or the final session of a taught module. There are usually two submission dates a year – March 31st and September 30th. For posted assignments, the postdate can be counted for submission purposes.

Submission dates may vary slightly for IMP(E) students to enable time for translation as appropriate. You will be given at least 6 months for a 30 credit assignment. Submission dates for the 60 credit PGCert award will be negotiated with the tutor and will usually be between six and twelve months.

Submitting work on time

It remains your responsibility to submit work on time. Informal extensions are not given in the IMP. If an assignment has not been submitted by the given submission date and you do not have Extenuating Circumstances (see below), you will be deemed to have decided not to submit and so will fail the module **at the first attempt**. You will be notified of the situation by the Faculty of Education office and offered a resubmission date. Should you fail to submit by the next date you will be deemed to have failed the module **at the second and final attempt**.

You therefore have two submission opportunities. Whether you fail to submit or actually fail the assignment you have a second opportunity for submission.

Certificate of Attendance (for taught modules)

If you choose not to submit but have attended a satisfactory number of taught sessions of a component (usually 80%) and undertaken the directed study tasks, you will be eligible to receive a Certificate of Attendance. **You must notify the Faculty of Education office of**

your intentions. This can either be done directly (ie contacting the Faculty Office) or by ensuring your intention not to submit is noted by the module tutor on the register at the end of the taught sessions.

Certificate of Completion (for partnership professional development)

If you choose not to submit an assignment but have participated in sustained Masters level professional development within your school as part of a whole school/cluster/local authority agreement and have contributed to an impact report of your studies, you may be eligible to receive a Certificate of Completion (without accreditation).

It is only possible to have one outcome recorded against any one module. If you choose to accept a Certificate of Attendance or Completion you will not then be able to submit

Difficulty in meeting a submission deadline/Extenuating Circumstances

If you have difficulty in meeting the original submission date because of unforeseen problems you must complete a University 'Extenuating Circumstances form' (available in the IMP (Education) Website pages or from the Faculty of Education office).

This will need to be accompanied by supporting evidence and submitted to the Faculty of Education office before the submission date. The back of the form explains all the requirements. Claims received after the submission date will only exceptionally be considered.

If the circumstances are found to be valid at an Extenuating Circumstance Screening Panel, you will receive a confirmation email and be advised of your new submission date by the Faculty of Education office – in the first instance this is usually an additional 20 working days. If the Screening Panel does not find the circumstances to be valid you may be asked to submit further corroborative evidence. ***No extenuating circumstance is valid until you have received a letter from the Faculty of Education office approving the claim.***

This communication will be sent to your University of Plymouth student email account. It is important therefore that you check this regularly.

If you are unable to meet the

The University's regulations on extenuating circumstances are available under Rules and Regulations at www.plymouth.ac.uk/studenthandbook . Via this link you can find further guidance on Extenuating Circumstances and suggestions as to what may or may not be considered as valid for a claim.

6:5 Assessment Requirements

Assignments in the IMP (Education) will be assessed in accordance with the University's Assessment Regulations for Taught Postgraduate Awards (available in full via Rules and Regulations www.plymouth.ac.uk/studenthandbook), with the following exception:

Assessment will be on a Pass/Fail basis.

Procedure for Assessment of Assignments

The Internal Examiner, who is normally the module tutor or Independent Study Supervisor, provides the IMP (Education) Leader with an Assessment Report for the assignment, written on the standard Assessment Pro-forma and containing a recommendation for a 'Pass' or 'Fail' grade. Where, in the opinion of the Internal Examiner, it has failed or is

border-line it is also assessed by a second Internal Examiner. All resubmitted assignments are also second marked.

A sample (25%) of assignments of all standards, normally including all Independent Study assignments, is second-marked or even third-marked (if first and second internal examiners cannot agree) as part of the Programme's quality assurance procedures. In any case where work is assessed by more than one Internal Examiner, all must supply the Faculty of Education office with written assessments and a 'Pass' or 'Fail' grade. You will receive a copy of each assessment. If you have not received this within four working weeks of your formal submission date, you should contact the Faculty of Education office for information. Please note that the grade is provisional until confirmed by an Assessment Panel.

An assignment submitted with minor technical errors in referencing or minor technical errors regarding ethics (e.g. the name of a school in an appendix) may be returned to the student prior to assessment, for amendment and return within a week. If this is not represented for submission within the agreed timescale with the amendments completed, the assignment may be recorded as a fail.

Failure of a Module

If you fail the assessed work of a component of the programme, and you have submitted it at the first possible submission date, you have one opportunity to re-submit the assignment. The IMP (Education) Leader will establish the required re-submission date at the Assessment Panel. You may study no more than one further module until that failure has been cleared by successful re-submission of assessed work, or by notifying the Faculty of Education office that you do not intend to resubmit. However, where you choose not to resubmit a failed assignment the IMP (Education) Leader reserves the right not to accept your application for further IMP modules.

If you choose not to re-submit you may receive a Certificate of Attendance, provided you have satisfied the attendance and Directed Study requirements of the component. ***It is important that you notify the Faculty of Education office of your intentions.***

You may not resubmit work for more than two failed modules. In such a situation you will be required to leave the International Masters Programme.

Module MERS501 – if you fail the RESINED module MERS501 at the 2nd and final attempt you will no longer be able to complete the dissertation stage of the programme and will be required to withdraw from the programme.

6:6 The Assessment Panel and Award Board of the International Masters Programme (Education)

There is an Assessment Panel, chaired by the Programme Leader for the International Masters Programme (Education) which normally meets twice a year, in May and in November. Grades are confirmed by the Assessment Panel and recommendations made to the Award Board.

The Award Board

The Award Board meets at least twice each year to consider student progression and to decide upon the conferring of awards. Full Results Lists for all modules are prepared shortly after the meetings of Subject Panels and Award Boards and copies are displayed on appropriate University notice boards. You will receive information about your individual result(s) through the post and can also view your confirmed results via the student portal.

If, for whatever reason, you are in debt to the University, or to another institution to which fees for the International Masters Programme are due, you will not be able to enrol for further modules or receive an award, even though you may have satisfied all the relevant academic requirements, until such time as you have discharged the debt in full. You will, however, receive the assessment results, including any Assessment Panel and Award Board decisions concerning re-submissions.

6:7 External Examiners

An Award External Examiner is appointed for the Programme, with particular responsibility for moderating standards across the Programme as a whole. Other Subject External Examiners are appointed with specific responsibility for major component areas of the Programme.

The IMP (Education) Leader presents a representative sample of internally examined work to the appropriate Education External Examiner for moderation. The sample must include all work which is deemed internally to have failed. The External Examiner moderates the sample and makes such comments on the standards achieved as he/she sees fit. In any case where there has been disagreement internally on the grade to be awarded, the Subject External Examiner may be asked to adjudicate. In such a case it is his/her recommendation which goes forward to the Assessment Panel.

The functions of the External Examiners are to support the running and development of the Programme by consulting with and advising those involved in implementing it, and to moderate standards on the Programme. The Subject External Examiners may visit the Faculty at other times in the year to discuss the Programme and, where appropriate, to attend module sessions and meet with you.

6:8 Prevention of Academic Dishonesty

The maintenance of fair and honest conduct is an essential requirement of any assessment system and it is in your interest that this ideal should be the guiding principle at all times. The University (and external bodies) view academic dishonesty as a serious offence.

You are advised to read the University of Plymouth Student Handbook for a detailed statement of policy regarding Academic Dishonesty and other academic regulations. This handbook can be obtained from the Faculty of Education office and consulted at www.plymouth.ac.uk/studenthandbook

6:9 Appeals

Appeals shall be conducted in accordance with the Procedures laid down in the current edition of the University's 'Academic Regulations', which can be consulted by application to the University Registry or the Faculty of Education Office. Full details of the processes can be found under Rules and Regulations at www.plymouth.ac.uk/studenthandbook

Following an Award Board and the publication of student results you will have 10 working days to submit an appeal. If you feel there has been an error with your results please bear in mind this deadline as appeals outside of this date are not usually considered.

6:10 IMP Prize: The Nico de Bruin Award

Each year a prize will be presented to the winner of the Nico de Bruin Award. Nico was a highly valued colleague who was instrumental in developing the University of Plymouth European IMP until his death in 2005 whilst visiting the University as part of the programme development process. It was felt that it would be a fitting tribute to Nico and his work in developing the IMP in Europe that a prize were given in his memory. It would be made annually, at the time of the summer IMP Award Board and informed by the following criteria:

- the assignment/dissertation had achieved a pass grade at either of the assessment panels that year;
- it was considered by the nominator to be an imaginative/ creative piece of work;
- it had been deemed as making a difference to educational practice.

The decision will be made through a two stage process:

- 1) Each tutor on the IMP (Education) will be invited to nominate assignments or dissertations that stood out for them informed by the above criteria. They will offer a statement of support for each of their nominations.
- 2) These statements of support and, if necessary, the assignments/dissertations, will be reviewed by a panel.

The panel's decision will be notified to the summer IMP Award Board and the prize will be presented at the next Faculty of Education: Graduation Ceremony.

7. Awards

7.1 Generic Awards

7.2 Named Awards

7.3 Requesting a named Award

Award	Number of Modules	Total Masters Credits
Certificate of Advanced Professional Studies (CAPS)	1	30
Postgraduate Certificate (PGCert)	2	60
Postgraduate Diploma (PGDip: Education)	4	120
Master of Arts (MA: Education)	Research in Education Module (10 credits) plus a Dissertation of 15000–20000 words or equivalent (50 credits)	180

We advise that the generic award title is the most suitable for the majority of students and provides maximum flexibility and transferability for a range of careers.

The overall ECTS (European Credit and Transfer Accumulation System) credit value of this Masters degree programme, as assessed by the National Recognition Information Centre for the United Kingdom (UK NARIC), is 110 ECTS credits.

7:1 Generic awards

The generic awards are:

- **CAPS (Certificate of Advanced Professional Studies)**

CAPS is a free-standing award equivalent to one PGDip module (30 Masters level credits) within the Programme. After successful completion of one module and a 4000 - 5000 word assignment or its equivalent, in the form of one of the five Assessment Modes, you may leave the IMP. You have the option at any point to decide not to proceed with the PGDip Programme but instead to withdraw and to claim a CAPS award for each PGDip module completed. You would be very welcome to rejoin it at a later date.

- **PGCert: Education (Postgraduate Certificate: Education)**

This award of PGCert can be made to you if you wish to conclude your studies after successfully completing two modules or their equivalent (60 Masters level credits). You can undertake one out of the two modules as an Independent Study Module (ISM).

- **PGDip: Education (Postgraduate Diploma: Education)**

To achieve a PGDip: Ed you must complete successfully four modules in any of the wide range of subjects on offer. You can undertake a maximum of 2 out of the 4 modules as an ISM.

- **MA: Education**

To achieve MA: Education you must successfully complete a PGDip and the Dissertation stage.

7:2 Named awards

In order to gain a named award you must arrange to satisfy its requirements, including undertaking the required number of modules on particular areas and an appropriate topic for the Dissertation.

You have the option of taking a:

- broad mix of modules, leading to an unnamed ('generic') award: PGCert: Education; PGDip: Education; or MA: Education;
- specialised mix of modules, leading to a single named award: e.g. PGCert: Education (Autistic Spectrum Disorders); PGDip: Education (Post Compulsory Education and Training); or MA: Education (Leading Learning);
- mixture of these two, leading to a 'joint' award named to reflect the balance of its main areas of study: eg PGDip: Education (Further and Adult Education and Education Management).

PGCert: Education can be offered as a named award should **both** modules relate to a specific area e.g. PGCert: Education (Inclusive Education).

PGDip: Education If you have undertaken two modules in one clearly defined area or subject (e.g. Inclusive Education) and two in another (e.g. Early Years) you may be awarded a PGDip: Education (Inclusive Education and Early Years). If you have undertaken three or four modules in a clearly defined area or subject (e.g. Early years) you may be awarded a PGDip: Education (Early Years).

MA: Education can be offered with a:

- 1) single title MA: Education
- 2) specific award MA: Education (Special Educational Needs)
- 3) joint title MA: Education (Special Educational Needs and Leading Learning)

The possibilities for naming MA: Education awards are as follows:

Example									Award
1	A	B	C	D	+	E	E	E	MA: Ed
2	A	A	B	C	+	D	D	D	MA: Ed
3	A	B	C	D	+	A	A	A	MA: Ed
4	A	A	A	C	+	B	B	B	MA: Ed B and A
5	A	A	A	A	+	B	B	B	MA: Ed B and A
6	A	B	B	B	+	A	A	A	MA: Ed A and B
7	A	A	B	C	+	A	A	A	MA: Ed A
8	A	A	B	B	+	A	A	A	MA: Ed A
9	A	A	A	B	+	A	A	A	MA: Ed A
10	A	A	A	A	+	A	A	A	MA: Ed A

Specific named awards

There are some specific named awards which:

- are essential for professional body reasons;
- have been approved without the 'Education' preface; or
- have been specifically approved for particular cohorts (e.g. in European IMP).

These are currently:

- PGCert: The National Award for SEN Coordination

The status of this award is recognised by the Teacher Development Agency. In addition to both modules: SEN: Organisational contexts and SEN: Leading on teaching and learning you must also successfully complete a Professional Development Profile mapped against the SENCO Specialist Standards.

- PGDip: Education (Specific Learning Difficulties)

Aspects of the PGDip: Education (Specific Learning Difficulties) are recognised by the British Dyslexia Association, and may lead to BDA Approved Teacher Status (ATS) or Associate Membership of the BDA (AMBDA).

- PGDip: Education (Mandatory Qualification for teachers of pupils with Visual Impairment)

This status is recognised by the General Teaching Council England. In addition to 4 PGDip modules you must also successfully complete: a teaching placement and placement portfolio; a Professional Development Profile mapped against the SEN Specialist Standards; Grade II Braille.

- PGDip/MA: Early Childhood Studies

These award titles are premised on the understanding that advanced study of early childhood extends beyond a school focused interpretation of education, promoting multidisciplinary study grounded in multiprofessional practice environments. For these award titles, in particular, there is an extension of the reference of the term 'education' to include all aspects of what adults do to support children's learning, development and participation in their social/cultural worlds.

- PGDip/MA: Music Education

- MA: Education (Social Care and Education) for Wuppertal, Germany cohorts
- MA: Education (Special Educational Needs) for Zeist, The Netherlands cohorts
- MA: Education (Eurythmy) for Jarna, Sweden cohorts
- MA: Social Banking for Bochum, Germany cohorts (in collaboration with the Faculty of Social Science and Business)

7:3 Requesting a named award

We reiterate the advice that the generic named award title is the most suitable for the majority of students and provides maximum flexibility and transferability for a range of careers.

The precise title that you achieve is dependent upon the profile of your PGCert/PGDip/MA: Education studies. The decision will be ratified at the Award Board by considering the modules taken, assignments submitted and the focus of the Dissertation. To request a named award:

- Complete the *named award proforma* (on www.plymouth.ac.uk/imp) in English outlining your module, assignment and dissertation profile and requesting a named award in accordance with the advice, suggested list and grid above. In the case of a title not included above, you may request a specific title in consultation with the IMP (Education) Programme Leader.
- Submit the proforma with the final assignment or dissertation which completes the award (e.g. 4th assignment for PGDip; dissertation for MA). It is best to discuss the request with the IMP Programme Leader in advance.
- Named Award requests will not necessarily be considered retrospectively.
- This request will initially be considered by the IMP (Education) Programme Leader.
- The IMP Award Board will be responsible for agreeing and confirming this.
- A request for a named award needs to be submitted by any student seeking an award title other than the generic MA/PGDip (Education).

Named awards would *usually* be selected from the list below:

- PGDip/MA: Education (Autistic Spectrum Disorder)
- PGDip/MA: Education (Early Years)
- PGDip/MA: Education (Educational Management)
- PGDip/MA: Education (Further & Adult Education)
- PGDip/MA: Education (Inclusive Education)
- PGDip/MA: Education (Language and Literacy)
- PGDip/MA: Education (Leading Learning)
- PGDip/MA: Education (Post Compulsory Education and Training)
- PGDip/MA: Education (Primary Education)
- PGDip/MA: Education (Professional Practice Learning)
- PGDip/MA: Education (Secondary Education)
- PGDip/MA: Education (Special Educational Needs)
- PGDip/MA: Education (Visual Impairment)

8 The Masters Dissertation Stage

- 8:1 Demands of the Masters Dissertation**
- 8:2 Stages in undertaking the Masters dissertation**
 - (a) Proposing a MA: Education topic**
 - (b) Research in Education – RESINED**
 - (c) The Dissertation**
- 8:3 Requirements for the Presentation of the Dissertation**
- 8:4 Submission of the Dissertation**
- 8:5 Assessment**
- 8:6 Reclaiming Supporting Materials**
- 8:7 IMP Dissertation Archive**

8:1 Demands of the Masters Dissertation

Not later than four weeks after your award of PGDip:Ed has been announced you are required to inform the Faculty of Education Office in writing (unless you have already done so) whether you wish to continue to the award of Masters or alternatively exit with the award of PGDip (if applicable). For the Masters award you will need to demonstrate further abilities. These are rooted in the abilities practised and assessed in the PGDip Assessment Modes; you will have been developing and testing them throughout the PGDip stage. These are the ability to:

- fix upon a substantial issue or project which will enhance your understanding and practice, and to defend the choice with clarity and conviction;
- relate this issue or project to your own previous pattern of studies, to show that you have explored it in depth and have come to your own conclusions regarding it;
- carry out this major investigation or development in a manageable, systematic and principled way;
- illuminate your own practice situation;
- offer others insight from which more general lessons may be learned;
- express the results and the conclusions drawn from it in a well structured Dissertation which is 15000 - 20000 word range or equivalent. Exceeding this word range may result in a fail.

The Dissertation requires you to deploy these abilities with confidence and insight through planning, organising, producing and evaluating a substantial and focused study in order to demonstrate that you are worthy of the Masters award.

Tutorial Support for a Masters Dissertation in Education

If you are a Masters student you are entitled to a maximum tutorial contact of 10 hours. You are responsible for arranging to see your supervisor in order to discuss progress and, where appropriate, to submit material in draft for comment.

8:2 Stages in undertaking the Masters dissertation

These can be summarised as follows:

- a) propose a topic and contact the IMP (Education) Leader [using form MA(Ed) 1 downloadable from www.plymouth.ac.uk/imp > downloadable information > IMP forms];

- b) complete the Research in Education (RESINED) module by undertaking study tasks and successfully completing a formal research proposal [form MA(E_d) 2 also downloadable as above];
- c) complete the dissertation.

In addition to this process, you must ensure that your university computing account is properly set up and use a University of Plymouth email address for all communication with us about your dissertation. You must also get a university library card/account and ensure that you are familiar with using the university's electronic library services.

a) Proposing a MA: Education topic

Initially, you should submit a brief outline of the topic you wish to study to the IMP (Ed) Leader (form MA(E_d)1, included in the Appendices or on the IMP (Ed) website at www.plymouth.ac.uk/imp). You may have already discussed your ideas with your potential supervisor. The form requests a provisional title for the research and a brief outline (about 100 words) of the intended investigation. For IMP(E) students the form must be presented for agreement in the student's agreed language of submission and in English.

Provided that:

- it is an appropriate and realistic topic,
- you satisfy the necessary conditions for entering the Masters Stage
- and that a supervisor or supervisory team can be found

the formal enrolment for the Research in Education module can commence which, on successful completion, leads on into the dissertation itself. Form MA(E_d)1 will be endorsed by the supervisor and the Programme Leader.

UK IMP students - you will be given confirmation of the name of your supervisor and receive an email welcoming you to RESINED. ***Payment of the first half of the current dissertation fee will be required at this point.***

IMP(E) students – you will be given confirmation of the name of your supervisor and receive an email welcoming you to RESINED.

b) Research in Education – RESINED

This stage of the dissertation process enables you to engage with materials in order to explore and understand research methodologies and methods in education with particular reference to the development of your dissertation proposal. The time limit for this module is the same as for modules in the PGDip stage, that is at least 6 months from the point of registration. Your submission date will be communicated to you in writing.

Students must submit the form MA(E_d)2 for the module MERS501 as they would any other module on the IMP following the guidance in section 6.3

Successful completion of the module through a 2000 word proposal is worth 10 credits at Masters level.

UK IMP Students

UK IMP students use the materials and processes of the online RESINED:

www.edu.plymouth.ac.uk/resined

(for access to any restricted documents within RESINED enter the username and password: imp1)

The module is made up of components for you to study from, each of which has associated tasks to complete (the welcome email and the homepage explain this in full). Whilst you can choose two of the components yourself, every student must start with the **Beginning Research** component which focuses you on the research approach and the particular research questions that will be the basis for study. Beyond this, the other components are, currently:

- Action Research in Education
- Case Study
- Interviews in Education Research
- Observation Techniques
- Education Research in the Postmodern
- Evaluation Research in Education
- Narrative Approaches to Education Research
- Qualitative Research
- Quantitative Methods in Education Research
- Questionnaires in Education Research

There is also advice available about:

- Writing Up Research
- Presentations

After the first, compulsory, component about the nature of education research, you must complete two further tasks, one about *data collection* and a another about *data analysis*. These are not summatively assessed but the appropriate component tutor will provide feedback to support your study. Copies of the feedback will be sent to the supervisor who may want to discuss the component tutor's comments with you.

IMP(E) Students

IMP(E) students may access and use the RESINED materials available at www.edu.plymouth.ac.uk/resined and/or you may use educational research methodology materials and resources in your own language. For example, German speaking students may wish to access the Forschungskoffer research tool kit at http://www.ph-freiburg.de/fileadmin/dateien/fakultaet3/sozialwissenschaft/sachunterricht/ipf-Forschungskoffer_2008-hwk.pdf .

You will draw upon a range of sources available in book and journal form, electronically and face-to-face discussions. The main criterion is that students recognise valid and reliable academic and educational sources when they encounter them and can be seen to use them well.

You must similarly undertake three research tasks: one related to the *nature of education research*, one to methods of *data collection* and to *data analysis*. You choose tasks from a list of options. The selected tasks are likely to be linked closely to your dissertation themes and questions and your dissertation supervisor will offer support and advice. In most cases the work undertaken for these tasks will be fully incorporated into the final dissertation.

You submit your work arising from the tasks to your dissertation supervisor. The tasks are not formally assessed but you will receive constructive feedback from your supervisor and, for at least one of your tasks, from another tutor. The three RESINED tasks will usually be

completed in the student's agreed language of submission and may be commented on in this language and/or in English.

Dissertation Proposal

Students finally complete the RESINED module through the development of their Dissertation Proposal (form MA(Ed)2 downloadable from www.plymouth.ac.uk/imp > downloadable information > IMP forms) which is the summatively assessed element of the module. There is a word limit of 2000 words and the Proposal is expected to cover the following:

- a proposed title;
- a clear statement of aims;
- an explanation of the significance of the research in the context of the relevant literature;
- a description and justification of the methods to be employed;
- an ethics protocol;
- a list of references.

In addition to the form itself there is also full guidance about how to complete the proposal, however it should always be developed through discussions between yourself and your supervisor and frequently goes back and forth several times as you refine your ideas.

The criteria for assessment of the MA(Ed)2 proposal are the IMP (Education) deep criteria. In addition the following criteria are considered:

A proposal must demonstrate that the student, through the research described therein, has the potential to:

- fix upon a substantial issue or project which it will be useful to investigate;
- relate his/her chosen issue or project to his/her previous pattern of study;
- carry out the investigation or development systematically;
- offer non-trivial insights from which more general lessons can be learnt;
- express his/her results in a well structured study of between 15000 – 20000 words or their equivalent.

Remember, students are required to meet the University Ethics Guidelines and to conform to any others that apply in their circumstance – for example, relevant professional body or national ethical guidelines. In every case you are ultimately responsible for conforming to the guidelines and you must ensure that you seek and obtain advice about ethics.

Your supervisor will be the first marker and a member of the Faculty RESINED/IMP team will second mark the proposal. (This will involve translation into English as appropriate). Your proposal may be returned to you for further development at this point – this can be a valuable and supportive exercise. Both markers provide feedback as well as a Pass/Fail grade.

Payment of the second half the current dissertation fee will be required at this point.

c) The Dissertation

Once the proposal has achieved a pass grade you pursue your research and formally move on to the dissertation itself.

The Dissertation presented for the award of MA: Education is normally in the 15000 – 20000 word range.

The Dissertation should always include contextual information, including:

- statement of aims and objectives
- description and justification of methodologies employed
- outline of the development of the study, establishing the relevant context
- critical evaluation

Assessment Requirements for the Masters Dissertation in Education

The Dissertation will be assessed in accordance with the University's Assessment Regulations for Taught Postgraduate Awards, with the following exceptions:

- assessment shall be on a Pass/Fail basis,
- the award of MA: Education shall not be available with Distinction.

As part of the University's quality and moderation procedures a selected student may be asked to discuss their dissertation with their tutor and their external examiner.

A Dissertation can be focused on a wide variety of topics. Nonetheless, the **Deep Criteria** for the Programme will apply to everyone and decisions concerning the conferring of the award will be based upon these Criteria.

Dissertations may be supervised and marked in the students agreed language of submission, in English or in both. All abstracts will be presented in English.

8:3 Requirements for the Presentation of the Dissertation

All submitted copies of the Dissertation must have all written sections typed/printed and be bound to conform to the Faculty's regulations. Other materials forming part of the Dissertation must be clearly labelled and packaged, and their place in the overall presentation made clear. In the written sections of work at this level particular importance is attached to the correct use of language, to clear layout and structure, to the presentation of a 'clean' copy without substantial corrections and to the accurate, systematic and consistent use of the Harvard academic referencing system. The Assessment Panel may decide that work not conforming to these presentation requirements will be considered to have failed.

A dissertation submission sheet should accompany the submission (available on the IMP website).

Binding

For the purpose of the MA: Education assessment students must submit **three** copies of the dissertation in temporary binding in which all pages, including appendices and references must be securely enclosed in soft covers. A spiral comb binding allowing pages to be turned easily is strongly recommended. **Do not use individual plastic pockets.** The cover should contain the candidate's surname and initials or forenames, the degree and the year of submission. This temporary binding can facilitate the making of any necessary corrections. European IMP students must also submit an electronic copy.

In cases where audio, video, CD ROM, or other information can be duplicated, copies of this media must accompany each written copy.

b. Following the confirmation of a pass at the IMP Assessment Panel and to be eligible for the final award of MA (Ed) students **must** submit a single Adobe pdf file of the entire

dissertation including electronic versions of appendices on a single CD. This CD should be labelled with:

- Surname and initials of candidate
- Degree for which the dissertation is submitted
- Year of presentation.

Title Page

This must include:

- The title including special field if appropriate (see named awards in section 8:1)
- The Candidate's full name
- The following statement:

Submitted to the University of Plymouth as a dissertation for the degree of Master of Arts: Education in (special field e.g. Special Educational Needs, or Language, or Primary Education **if appropriate – see named awards section**) in the Faculty of Education.... (month and year of submission).

iv. The following declaration:

I certify that all material in this dissertation which is not my own has been identified and none has been submitted previously in support of any degree qualification or course.

Signed.....**Abstract**

This must follow the title page on a single page of typescript (single spacing). This should be a brief summary of the dissertation which clearly indicates (a) its aims, (b) methods of research and (c) results of the research.

Acknowledgements

Within this convention it is not customary to acknowledge dissertation supervisors but it is important to recognise those others who have provided significant support to your efforts e.g. schools that have allowed access to pupils and staff (do not name them if you have promised them anonymity), private archives etc.

Pagination

All pages, including the title page, abstract, acknowledgements, table of contents, illustrations, etc., should be numbered in one continuous sequence.

Table of Contents

This should include the following sections, where appropriate, and be presented in the following order. Page numbers should be indicated for each item:

- i. list of figures
- ii. list of tables
- iii. illustrations in the text
- iv. materials contained in pockets
- v. individual chapters with titles
- vi. references
- vii. appendices

Size of Paper

This should be international A4 (210mm x 297mm)

Margins

These should be 40mm on the left-hand side to allow for binding and 20mm on the right-hand side.

Typing

The dissertation should be printed on one side only of each page and should be double spaced with the exception of indented quotations where single spacing should be used. A sans-serif font (e.g. Arial) should usually be used with font size 12.

Reference to Published Sources

A list of all sources referred to should be provided at the end of the dissertation using the Harvard system. The conventions of the Harvard system are set out in the Appendices of the IMP (Education) Handbook.

Cases of unattributed direct quotations or paraphrasing constitutes plagiarism and will lead to serious disciplinary action.

Appendices

Appendices must be relevant to the main text and offer the readers detail that may enhance their understanding of the dissertation. Be careful in the selection of material.

Word Range

The recommended word range for the dissertation is 15000-20000 words (excluding abstract, reference list and appendices).

Responsibility for the Finished Text

The style, format and accuracy of the text and its presentation are the responsibility of the author and will be assessed as such by the Examiners. The text and its arrangement should be checked and time allowed for this. Students are advised to take the utmost care in the final stages of the presentation of their work, since dissertations which, though academically of appropriate standard, are deemed unsatisfactory in respect of their presentation will be returned for amendment and resubmission before being considered for a pass.

8:4 Submission of the Dissertation

You will need to submit your Dissertation to the Faculty of Education Reception, whose staff will acknowledge its receipt, log it and pass it to your supervisor and internal examiner for assessing. Please follow the instructions for submitting assignments in section 6.3. You will need to complete an MA Dissertation Submission Sheet in place of the standard module submission sheet. All submissions must be made by 3pm on the day of the deadline.

If you wish to request a particular named award title other than the award of MA(Education) please remember to submit a Named Award Proforma at this point (please refer to section 7.2).

8:5 Assessment

A Dissertation is normally assessed by your supervising tutor and by a second Faculty internal examiner, each of whom writes a detailed Assessment Report, indicating a provisional grade of 'Pass' or 'Fail'. For European IMP students this may involve translation into English. You do not have to wait until the Assessment Panel itself to gain feedback as you should receive copies of these reports as soon as they are completed. If you have not had these within four working weeks of your formal submission deadline, you should contact the Faculty of Education office. The IMP (Education) Leader presents the Assessment Reports with the Dissertation (and any supporting material) to the appropriate Subject External Examiner who is responsible for moderating its assessment. The Assessment Panel makes the final decision about the grade.

If a Dissertation is awarded a 'Fail' grade at the first attempt, the Assessment Panel may opt to invite you to re-submit it after substantial amendment. The nature and extent of the amendments needed are made clear to you in writing and the IMP (Ed) Leader negotiates a suitable re-submission date. Re-submission follows the same pattern as the initial submission.

The re-submitted Dissertation is again internally assessed and passed for moderation to the Subject External Examiner. Should the Dissertation still be considered unsatisfactory, or if you decline to resubmit, you must leave the International Masters Programme. In such cases, you retain the award of Postgraduate Diploma: Education and, if you have not already received the award, may do so at the next University award ceremony (or receive it in absentia).

8:6 Reclaiming Supporting Materials

The submitted written or copied parts of your Dissertation remain the property of the Faculty, but in cases where the Dissertation contains other media than writing alone (eg video or CD Rom) and where it is impractical to make copies, you may, after the Assessment Board has made its recommendation, retain such supporting materials. Any material unclaimed after a period of four weeks from the date when you were notified of the Assessment Panel's decision may be discarded at the discretion of the Faculty.

A copy of each Dissertation is kept in an Archive (originally paper copies, but electronic copies from 2010 onwards), housed in the University Library, to provide a rich source of material for research and other study purposes. These can be viewed by any person visiting the Plymouth Campus Library.

9. Guide to Referencing: The Harvard System

Introduction

The Faculty of Education uses the **Harvard System** for citing references. Harvard principles relate to the information you provide, in this order:

- Creator/author
- Year of publication
- Title of information
- Tracing information

Remember to keep this bibliographic information for all sources you look at.

It is important to be **consistent** throughout your work with regard to layout, typeface, punctuation and format.

Why reference?

Referencing is a skill you will need to master. The written assignments you produce will need to follow the formal conventions used in academic contexts when referring to books, articles and other sources of information. Use of these referencing conventions ensures that your work avoids plagiarism (see below).

Just as important, however, is your ability to make use of the conventions as a guide to further reading. Writers include references so that you, the reader, can investigate the same sources of information they used. Frequently, that first book or article you consulted only relates loosely to your chosen topic, but its references may point the way towards other sources that are much more helpful.

Plagiarism

On the cover sheet for each piece of written work, you are asked to affirm, by signing your name, that it is entirely your own work. If you use any kind of material (information, ideas, particular words or phrases) from a published source you must clearly indicate the source from which the material comes. Otherwise you are plagiarising - in effect you are stealing someone else's work. Plagiarism is not permitted under any circumstances and is subject to severe penalties when detected.

It does not matter whether or not you are consciously trying to deceive your tutor: by passing off borrowed material as your own work, or simply reproducing words and phrases from a source without acknowledging it, you are guilty of plagiarism. It is your responsibility to make sure you do not take material from a source without proper acknowledgement. That means you must take great care when you are taking notes while reading.

References within the text

When the Harvard system is used, acknowledgement of the work of others appears within the text; it includes paraphrasing as well as making direct quotations. (N.B. Footnotes do not need to be used with this system; however, your tutor may allow you to use them to expand or qualify points in the text.) You need to note the author's surname, followed by the year of publication and, for a direct quotation, the page number e.g. (Bloggs 2006: 12).

Where **you** are citing from more than one work published by an author in one year you add a lower case letter after the year e.g. (Bloggs 2006a).

Where there are **two authors**, give the surnames of both authors e.g. (Bloggs and Smith 2006).

Where there are **three or more authors**, give the surname of the first followed by *et al* e.g. (Bloggs *et al* 2006).

There are several ways in which these references can be made; there are some examples below. (The full details of sources are given in the list of references at the end; see the next section.)

Quotation

If you take a passage, a sentence, a phrase, or even a distinctive word from a book, article, or other source you **must** put the borrowed material in single quotation marks (with double quotation marks for a quote within a quote). Quotations and their introductory clauses need to be grammatically complete. If something is left out of the original quotation then three dots should be used to show the omission. If you add words, these should be in square brackets.

e.g.

He lists twenty-four names of people who had 'felt hitherto strange and unfamiliar desire to have images formed by light spontaneously fix themselves' from as early as 1782 (Batchen 1990: 9).

e.g.

It is hard to disagree with Slee's statement that 'schooling has always produced exclusion' (2001: 113).

e.g.

Teaching at this level was seen 'as a student-centred activity in which students are not only responsible for their own learning process but also are in control of the content of their learning' (Samuelowicz and Bain 1992: 98).

A longer quotation (**more than two lines**) should be indented on both left and right and single spaced in a separate paragraph.

e.g.

They also comment on the functions of literacy:

Participating in literacy at any level ... can improve quality of life, increase social interactions and relatedness, and improve communication in additional functional contexts. (Kaderavek and Rabidoux 2004: 242)

Paraphrase

If you paraphrase or summarise information or ideas from a book, article, or other source you must take great care to put the information into your own words, and you must, again, clearly indicate the source from which the information came. If the reference is placed at the end of a sentence it is inserted before the full-stop.

e.g.

Biographies of Rossetti tend to differentiate the successive stages of his career by associating each of them with a particular woman in his life (Prettejohn 1997).

e.g.

Evans and Saint-Aubin (2005) show how pictures totally capture the attention of very young children being read to by their parents.

e.g.

In a further article (Johnson 2004a) it is argued that...

e.g.

In this article (Nicholls *et al* 2000) the view is taken that...

e.g.

Harris (1991) showed in his research that...

e.g.

This finding has been confirmed by other researchers in the United States (Smart 2001; Billings and Brown 2004).

Secondary Citation

Sometimes you need to cite the ideas of an author that were referred to in someone else's writing, though, where possible, you should try to read the original source. You must show that you used the secondary source.

e.g.

Learmouth (1999 in Short 2005) acknowledges that it is impossible to...

In the reference list you need only include the secondary source – in this case Short (2005).

List of references

1. Introduction

All written work should include a list of references at the end detailing, in alphabetical order by author, all the sources you used to research the topic.

When there are two authors, cite them both. For three or more authors, cite the first author followed by *et al* (and others – from the Latin *et alii, et aliae*).

The following guide combines the conventions used in the Harvard System and the style recommended by the Faculty of Education. Remember the principles and order:

- Creator/author
- Year of publication
- Title of information
- Tracing information

2. Book

1. Surname and initials of author(s) (**if editor/editors**, put ed/eds in brackets after the name)
2. Year of publication (in brackets)
3. Title of book (in italics)
4. Edition (omit if first edition)
5. Place of Publication
6. Publisher

If you have accessed a book or report on-line, you should reference it as a book but add further details to assist in tracing.

e.g.

Clark, A. and Moss, P. (2001) *Listening to young children: the Mosaic Approach* London: National Children's Bureau

Cohen, L. *et al* (2007) *Research methods in education* 6th edn London: Routledge

Department for Education and Skills (2006) *The five year strategy for children and learners: maintaining the excellent progress* London: DFES [online].

<http://www.dfes.gov.uk/publications/5yearstrategyprogress/index.shtml> [accessed 12 January 2007]

3. Article/chapter in edited book

1. Surname and initials of author(s)
2. Year of publication (in brackets)
3. Title of article
4. *in* then surname and initials of editor/editors of book, followed by (ed)/(eds)
5. Title of book (in italics)
6. Place of publication
7. Publisher

e.g.

Carpenter, B. and Morris, D. (2001) English *in* Carpenter, B., Ashdown, R. and Bovair, K. (eds) *Enabling access: effective teaching and learning for pupils with learning difficulties* London: David Fulton

4. Article in journal or newspaper

1. Surname and initials of author(s)
2. Year of publication (in brackets)
3. Title of article
4. Title of journal/newspaper (in italics)
5. Volume number
6. Part number (in brackets)
7. Page number(s)

e.g.

Hall, K. (2001) An analysis of primary literary policy in England using Barthes' notion of 'readerly' and 'writerly' texts *Journal of Early Childhood Literacy* 1(2), 153-165

Sheehy, K. (2005) Morphing images: a potential tool for teaching word recognition to children with severe learning difficulties *British Journal of Educational Technology* 36(2), 293-301

Revell, P. (2005) Each to their own *Guardian* May 31 2005, 10

5. Article in Electronic Journal or Newspaper

1. Author
2. Year of publication (in brackets)
3. Title of article
4. Title of journal or newspaper (in italics)
5. Volume, part of journal (or publication date of newspaper)
6. Type of medium (in square brackets)
7. Location of document (full web address)

8. Access date (in square brackets)

e.g.

Claxton, G. (2007) Expanding young people's capacity to learn *British Journal of Educational Studies* 55 (2) 115-134 [online] Available at www.blackwellsynergy.com [accessed 16 July 2007]

Anderson, B. (2002) September 11 has turned out to be a good thing for America and the world *The Independent* 9 September 2002 [online] Available at <http://www.infoweb.newsbank.com/> [accessed 12 September 2002]

6. World Wide Web Document or page

Before attempting to reference something that you have found on the Internet, make sure that you know what it is. If it is actually a journal or newspaper article, reference it as such, as in point 5 above. If it is a report published both as a print version and electronically (e.g. DfES, where the clue may be that it is a .pdf file) use the book format and indicate that you used the electronic version (see example in point 1 above).

Sometimes it can seem difficult to trace all the relevant information, and you may have to be creative and look for clues. If very little information is traceable, this may imply something about the quality of the site you are using.

1. Author or editor (if known, use name of website if all else fails)
2. Year of publication or last update
3. Title of document or site or page (in italics)
4. Location of document (full web address)
5. Access date (in square brackets)

e.g.

Elder, L. and Paul, R. (2007) *Becoming a critic of your thinking* www.criticalthinking.org/articles/becoming-a-critic.cfm [accessed 30 March 2007]

European Agency (2005) *Sweden: Identification of special educational needs* www.european-agency.org/nat_ovs/sweden/3.html [accessed 16 July 2007]

7. Miscellaneous

For information about citing letters, emails, computer software, music recordings, works of art, interviews, maps etc. please refer to *Cite Them Right* (available in University of Plymouth Libraries).

Pear, R. and Shields, G. (2008) *Cite Them Right: The Essential Referencing Guide*, Pear Tree Books: Newcastle upon Tyne

Further Help

If you need further help please ask your tutor or the librarian at the Enquiry Desk in the University Library stating that it is a reference enquiry.
libraryservices@plymouth.ac.uk +44 (0)1752 232323

Use of Latin

There is **no need** to use Latin abbreviations when you reference your work, but you will encounter a variety of Latin abbreviations in references, especially if the book or article is more than twenty years old. A list of the four most common abbreviations is given below.

1. *ibid.* (short for *ibidem*) meaning “in the same book, chapter etc.” and used when a reference is given to the same source as the immediately preceding reference. For clarity you should add the page number.

e.g.

59. Herzog, D. *Poisoning the Minds of the Lower Orders*, Princeton: Princeton University Press, 1998, p. 83.

60. *Ibid.*, p. 84

2. *loc. cit.* (short for *loco citato*) meaning “in the passage already quoted”

3. *op. cit.* (short for *opere citato*) meaning, “in the work already quoted”

Both *loc. cit.* and *op. cit.* are used when the full reference has already been given in an earlier footnote, but not in the immediately preceding one. For clarity, you should add the page number of the relevant passage and also the date if the author has more than one source listed in your footnotes.

e.g.

67. Herzog, *op. cit.* p. 80 [or 67. Herzog, *op. cit.* (1998) p. 80]

4. *passim* (from *passus* meaning scattered) and used when a point is made in many places, here and there or throughout a passage, a chapter or even a whole book.

e.g. a reference to ‘pp. 60-80’ might indicate a concentrated discussion of an idea, whereas ‘pp.60-80 *passim*’ shows that the idea makes numerous, but sporadic appearances.