

**TAUGHT MASTERS PROGRAMME  
STUDENT HANDBOOK  
SESSION 2010-11**



**CARDIFF SCHOOL OF SOCIAL SCIENCES**

**POSTGRADUATE TAUGHT MASTERS  
PROGRAMMES**

**2010/11 SESSION**

**STUDENT HANDBOOK**

MSc Education  
MSc Equality and Diversity  
MSc Post Qualifying Social Work  
MSc Science, Media and Communication  
MSc Criminology & Criminal Justice

## **ALTERNATIVE FORMATS**

Please note that this Handbook can be made available in other formats, such as Braille, audio tape, large print, disk or on coloured paper.

Please contact the Research and Graduate Studies Administrator to request a copy in your chosen format.

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This Handbook is designed to help you find your way around the Taught Masters Programme and should be read in conjunction with other literature provided by the Research Graduate Studies Office, your Degree Scheme Co-ordinator, and your Module Convenors.

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## 1. WELCOME TO THE CARDIFF SCHOOL OF SOCIAL SCIENCES

Cardiff School of Social Sciences enjoys an international reputation for excellence in research. SOCSI had an excellent result in the 2008 RAE Exercise. We entered 61.4 staff and the RAE assessed 25% of our activity to be in the world-leading category (4\*) and 30% as internationally excellent (3\*). Based on research power (calculated using the Grade Point Average multiplied by the number of full time staff submitted) SOCSI is confirmed as the best in the UK with a rating of 165.78.

Our vision is to be recognised as one of the top five centres of research excellence in social sciences in the UK, training the next generation of scholars and setting agendas in key areas. We have gone a long way to achieving this. The School is also recognised as one of the top five Centres for Excellence in the UK. The research and teaching interests of the School reflect each of our main subject areas: Sociology, Education, Criminology, Social Policy, Health and Social Care. We are a large School with over 160 staff and a thousand undergraduate and postgraduate students.

The School is committed to theoretically informed research with a clear policy focus. Since its creation in 2000, the School has attracted over £18 million of research funds for projects that range across questions of genetics and society; ethics and public health; science and expertise; culture and the human subject; childhood and intimacy; educational change and policy reform; the learning society; employability and the labour market; the global economy; state, labour and corporate change; local regeneration; international crime; and local police practice.

Much of our research involves collaboration with major universities and international agencies around the world. It also involves us in local contacts with policy makers and practitioners. This creative combination of interests and practices is the hall mark of the School. Our teaching is research led. This means that our undergraduates and postgraduates are taught about the latest ideas within the social sciences. It also means that students enjoy face-to-face contact with internationally recognised scholars who are themselves shaping the future of their respective fields.

**Research Themes:** The School has an international reputation for research in its major areas of activity, including:

- Crime and Justice
- Education and the “Knowledge Economy”
- Culture and Identities
- Globalisation, Work and Labour
- Health and Social Welfare
- Knowledge, Science and Technology
- Innovations in Social Research

The Glamorgan Building has a friendly and busy atmosphere - full of students; lectures; seminars; conferences and workshops. It offers an excellent environment for students and staff. It is also a very enjoyable place to visit.

Professor Malcolm Williams  
Director of School  
2010

## 2. GENERAL INFORMATION

### 2.1 Who's Who

As you progress through your chosen Masters Scheme you will get to know more of the staff here in the Cardiff School of Social Sciences. Below are the contact details of the people you will come across at the Enrolment and Induction Weeks.

Taught Masters Programme Co-ordinator: Dr Matthew Williams  
Room 2.28, tel: 029 208 74853, email: WilliamsM7@cf.ac.uk

Taught Postgraduate Administrator: Miss Michelle Alexis  
Room 0.23, tel: 029 2087 4294, email: AlexisM@cardiff.ac.uk

Research and Graduate Studies: Miss Deborah Watkins  
Room 0.10, tel: 029 2087 9051, email: WatkinsD2@cardiff.ac.uk

The Degree Scheme Co-ordinators are as follows:

Mr Aled Jones: MSc in Post Qualifying Social Work  
Room 1.28, tel: 029 2087 6319, email: JonesWA1@cardiff.ac.uk

Dr Matthew Williams : MSc in Criminology and Criminal Justice  
Room 2.07, tel: 029 2087 4853, email: WilliamsM7@cardiff.ac.uk

Dr Gabrielle Ivinson: MSc in Education  
Room 1.13, tel: 029 2087 5391, email: IvinsonG@cardiff.ac.uk

Dr Paul Chaney: MSc in Equality and Diversity  
Room 1.21, tel: 029 2087 4459, email: ChaneyP@cardiff.ac.uk

Dr Robert Evans: MSc Science, Media and Communication  
Room 2.19 tel: 029 2087 4034 email: EvansRJ1@cardiff.ac.uk

The Degree Scheme Co-ordinator is responsible for the general management of the Scheme. It is particularly useful to speak to your Degree Scheme Co-ordinator about module choices and your dissertation topic.

### 2.2 Contact Details

You are required to inform the Taught Postgraduate Administrator of any change of address or telephone number, for both term time and home, via the change of address form. Email notification alone is not satisfactory. It is important for us to have up-to-date details for you. You must also tell the Registry by updating your details on-line at: <https://sims.cf.ac.uk/>.

### **2.3 Email Address**

You will be issued with a Cardiff University email address. This will be the email address we will use to contact you. We will not contact you by any other email address. Please make sure that you remember it and check your inbox regularly.

### **2.4 Postgraduate Student Post Boxes**

These are situated next to the Undergraduate Student Post Boxes on the Ground Floor of the Glamorgan Building opposite Room 0.06. You should check these for internal communications from the University, e.g. notification of library books nearly overdue.

### **2.5 Student Notice-boards**

These are situated on the wall, outside of Room 0.22, on the Ground Floor of the Glamorgan Building. As well as a general notice board for all Taught Masters Schemes there are notice boards for individual degree schemes. Please make sure that you check these regularly.

### **2.6 Research and Graduate Studies Office**

The general office opening hours are 9.00 am to 5.00 pm. Please note, however, that the office is closed for lunch from 1.00 pm to 2.00 pm every day. The office is also closed on Wednesday afternoons from 1.00 pm.

### **2.7 Taught Masters Board of Studies**

There is a single combined Board of Studies covering all Taught Masters degree schemes. Membership consists of:

- Dr Matthew Williams (Chair)
- TBC (Pastoral Care)
- Dr William Housley (Research and Graduate School in the Social Sciences Liaison)
- Dr Gabrielle Ivinson (Assessment)
- Dr Raya Jones (Admissions)
- Degree Scheme Co-ordinators
- Student Representatives of the Staff/Student Panel
- Taught Masters Programme Administrator

## **2.8 Verification of Qualifications**

You are not required to matriculate but Registry retains the right to ask students to verify their qualifications.

## 2010/11 Masters Academic Year Calendar with Submission Dates

<b>Semester 1 - Autumn</b>	
<b>Enrolment:</b> Students must enrol online during September 2010	
<b>Induction Week:</b>	Monday 27 September 2010
Teaching Weeks:	
1	Monday 4 October 2010
2	Monday 11 October 2010
3	Monday 18 October 2010
4	Monday 25 October 2010
5	Monday 1 November 2010
6	Monday 8 November 2010
7	Monday 15 November 2010
8	Monday 22 November 2010
9	Monday 29 November 2010
10	Monday 6 December 2010
Reading Week	Monday 13 December 2010
Christmas Recess Begins	Saturday 18 December 2010
Christmas Recess Ends	Sunday 9 January 2011
<b>Semester 1 Assessment Submission Dates*:</b>	<b>Task 1: Friday, 17 December 2010 &amp; Task 2: Monday, 17 January 2011</b>
<b>Semester 2 – Spring</b>	
Teaching Weeks:	
1	Monday 31 January 2011
2	Monday 7 February 2011
3	Monday 14 February 2011
4	Monday 21 February 2011
5	Monday 28 February 2011
6	Monday 7 March 2011
7	Monday 14 March 2011
8	Monday 21 March 2011
9	Monday 28 March 2011
10	Monday 4 April 2011
Reading Week	Monday 11 April 2011
Easter Recess Begins	Saturday 16 April 2011
Easter Recess Ends	Sunday 8 May 2011
<b>Semester 2 Assessment Submission Dates*:</b>	<b>Task 1: Friday, 18 March 2011 &amp; Task 2: Monday, 16 May 2011</b>

\* Please Note: other submission dates additional to those listed above, may apply to certain modules.

## 2.10 Resources

### *Libraries*

There are several libraries at Cardiff University (where books that appear on reading lists will be stored). The ones you are most likely to use are the Bute Building Library, the Arts and Social Studies Library in Colum Road, and the Aberconway Library in the Aberconway Building. Please check library opening times during term and vacation periods. The larger libraries often stay open later in the evening and at weekends than do the smaller ones. In addition to its large holding of manuscripts and books, the libraries house a wide variety of periodicals.

One of the major criteria, which will be used by internal and external examiners to judge your progress, is the evidence you present of your command of the associated literature and particularly recently published material. This applies both to the taught modules and to the dissertation. You should not expect to be able to base essays simply on one or two books or government reports. To this end, you need to ensure that you make full use of all the library facilities available to you. This can seem rather daunting, particularly when one is returning to study after some time away and libraries have recently engaged in quite sophisticated technological changes. The library staff are only too willing to assist you in literature research procedures. You are urged to make use of the study tours provided by the INSRV staff.

In addition, some modules will recommend key reference works which it may be advisable to buy. Further guidance will be made available to you when your Scheme begins.

A system of relatively heavy fines exists for the late return of books. You are encouraged to note when books or periodicals you have borrowed are due back. Renewal is possible in some cases by telephone or via the online Voyager Library Catalogue, although this will be possible if the book has been reserved by another student. You are advised to check this with library staff.

### *Computers and Word Processors*

There are services available to students and enquiries should be made at the Computer Centre at 40/41 Park Place, in the libraries and at the School of Social Sciences in the Glamorgan Building. Both University Computing facilities and a micro teaching lab are available in Glamorgan Building.

## **2.11 Identity / Library Card**

The University issues identity cards to all registered students. It bears your registration number (student number) and photograph. You will need the identity card before you are able to use the Library and borrow books. It is important, therefore, that you obtain your identity card as soon as possible.

It is in your interest to find your way around and to be aware of, and familiar with, the services available to you. These will be described in this Handbook or introduced to you in the Induction Programme. However, ensure at an early stage that you are: familiar with the Library; know what computing facilities are available, and have authorised access; are familiar with the layout of the University, its services and its policies, including for example its Health and Safety policy.

### 3. ASSESSMENT

#### 3.1 Module Choices

For all the Taught Masters Schemes you are required to take modules to total 120 credits. The School of Social Sciences Taught Masters Schemes comprise 20 credit modules.<sup>1</sup>

Please refer to your individual Scheme timetable and weekend module list (where applicable) for available modules and for information on which modules are compulsory and which are optional.

An individual module can be taught by several members of staff. All modules have a Module Convenor who is in charge of the general management of the module.

Care is taken to provide students with a range of module options at the beginning of each academic year. However, the University reserves the right to vary the number, type and frequency of study modules. Students are advised that the availability of the modules listed in the Module Catalogue may vary in subsequent years.

Part-time students: When arranging study leave from employment and in order to balance work and study commitments, part-time students will need to consider whether the modules offered on the respective degree schemes are (i) intensive 'weekend modules' (typically, Thursday evening, all day Friday and most of Saturday), or (ii) a weekly lecture course running over 10 weeks through a semester. Part-time students will also need to factor into their plans the supporting seminars associated with each module.

Full time students must ensure when selecting their modules (particularly weekend modules) that they have checked when the module is taking place in the academic year, and that they will be submitting assignments for their modules **no later than 16<sup>th</sup> May 2011**.

#### 3.2 Attendance and Time Commitment

Full attendance is expected during Part One (taught module stage) and Part Two (dissertation stage) of your scheme of study. **Attendance will be monitored via class registers. Students who miss over 20 per cent of any module must supply written evidence (e.g. medical, personal or work related) to the postgraduate office. Failure to do so will result in a note being made on your student record which can be used at Examination Boards.** Whilst undertaking the dissertation, candidates must be resident in the Cardiff area and attend face-to-face supervisions. Fieldwork outside of the Cardiff area is permitted and must be agreed by your

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<sup>1</sup> Modules on the MSc Social Science Research Methods are 10 credits each. Students on the Taught Masters Schemes are not permitted to take 10 credit versions of 20 credit modules.

supervisor. Appropriate documents from your doctor or place of work should be provided for non-attendance.

Each 20 credit module requires a minimum of 200 study hours including lectures, seminars and assessment. 10 credit modules require half the study hours. Organise yourself so that you devote significant time to private study from the outset. Once you fall behind in an intensive study programme, it is very difficult to catch up.

### 3.3 Writing Assignments and Electronic Submission

Suggested assignment titles are either included in the preparatory pack for each taught module or given out during the taught sessions. Material in one assignment may relate to that in another assignment, but identical material may not be used for more than one piece of assessed work. Your assignments must be word processed, font size 12, and default margins of top: 2.54cm, bottom: 2.54cm, left: 3.17cm, right: 3.17cm with the pages numbered, and the assignment question, your student number only, the total word count of your assignment, the module title and name of module convenor included on the first page (do not include your name). Where you refer to others' work, you must acknowledge the source in the text. You must also provide a complete reference list at the end of the assignment, where all the published and unpublished work to which you referred in the text is listed in author alphabetical order, following the Harvard referencing conventions set out below. Any submitted assignment whose author has failed to complete the referencing in accordance with these conventions may not be accepted for marking.

**Pieces of assessment are to be submitted via the on-line Blackboard (Learning Central) Virtual Learning Environment system before or on the date of submission (<http://blackboard.cf.ac.uk/>). You have up until midnight to submit pieces of assessment on the date of submission. Technical problems with home computers or difficulties connecting to the Internet will not be considered as special circumstances and any late assignment submitted after midnight on the deadline date will be deemed to have failed. It is highly recommended that students submit via a university networked computer from within the Glamorgan Building where technical help can be sought rapidly and conveniently. Once submitted, assignments are checked for unfair practice via the JISC plagiarism detection software. Assignments with non-referenced text lifted from any Internet based source (including web pages and downloadable files such as .pdf and .doc) are flagged and can be subject to further inspection by the Module Convenor and Quality Committee. Students should also note that it is not permissible to submit the same information the assignments for more than one module, since this is classed as self-plagiarism. Assignments are also checked against non-Internet based sources (such as textbooks, research monographs and journal articles) by all markers. See sections**

**on *Plagiarism and Unfair Practice* on page 22 for further information on the consequences of poor referencing.**

Always keep a copy of the work you submit as the original will not be returned to you. You will, however, receive feedback comments from the module convenor.

You are expected to adhere to the required word count for your assignment. **These totals include references, quotations, front cover sheet and the bibliography.** Each assignment must state the word count on the front page. Word counts for all assignments will be checked after submission via the Blackboard system.

### 3.4 Referencing

When you write assignments and dissertations at Masters level you are not expected to make unsubstantiated comment or to use statements based on hearsay. You should read widely and be able to paraphrase relevant and appropriate discussion. All such work should be adequately supported by references in the text and accompanied by a comprehensive and complete reference listing at the end (the Bibliography). Please refer to the section on Plagiarism and Unfair Practice further on in this Handbook. You should use the **Harvard** format (also known as the author/date system). In such a system references are given in the text by author surnames and date, e.g.:

As identified by Watson (1988) or more generally developed later (Taylor, 1989)

Where multiple authors are involved, refer to the first like this: (*Smith et al, 1985*).

When direct quotes are used (the exact words), then the author's name, the date of publication and the page number from which it is drawn should be given.

Bramley (1979: 48) pointed out that the 'Timing of the tutor's interventions in tutorials and seminars is a very delicate matter'.

Quotation marks should be used for short quotes, but longer quotations, of three lines or more, should be indented in single line spacing without the quotation marks.

If you are quoting someone whose words appear in another author's book, you should reflect this by acknowledging both - but state your reference source as the book in which you have found the quotation. Avoid frequent use of quotations. Copying down the words of another for no good reason (however carefully referenced) does not substitute for well-paraphrased and acknowledged argument and discussion.

In the accompanying reference list (Bibliography), the references should appear in alphabetical order as shown below. Note that for journal references the issue, volume and page numbers must be included.

Taylor, A. (1989) Teacher Appraisal and School Management. London: Methuen.

Watson, K. (1988) The use of interactive video in primary education, British Journal of Educational Technology, XII (3), pp.36-45.

In the Bibliography:

1. Underline or italicise the title of the book or the title of the journal (not the article);
2. Give the full, unabbreviated name of the journal;
3. Include the names of all authors of a publication, e.g.: Jones, A., Wilson, K. and James, T. (1986);
4. Include the date of publication, the publisher and the place of publication of the book.

It is good practice to make a reference card or electronic bibliography for everything you read, as you read it. Include all the information you need for referencing and for the Bibliography. File the references alphabetically and they will be of great assistance to you in writing essays and for the dissertation. The library provides additional information about referencing.

### 3.5 The Internet

The Internet is a valuable source of information, however it needs to be utilised with caution when writing assignments. Not all information available online is reliable and accurate. Make sure the source of the information is reputable before using it.

Several journals are now published solely online and can be referenced in similar ways to offline journals. Make sure to include the web address and date of access as follows:

Baym, N. (1995b) 'The Performance of Humor in Computer-Mediated Communication' *Journal of Computer-Mediated Communication*, 1: 2, [WWW] <<http://www.ascusc.org/jcmc/vol1/issue2/baym.html>> [Accessed 03/04/05].

Other web sources can also be referenced that are not from refereed journals. If you can identify an author for the website, list the reference with the author's surname, initials, and the year of the copyright for the website. Often this information is at the very bottom of the website. In case any

queries arise from the information you found at the cited website, its best to download a copy for your own records:

Barlow, J. P. (1996) *A Cyberspace Independence Declaration* [WWW], <<http://www.eff.org/~barlow>> [Accessed 12/07/08].

Many organisations and government agencies sponsor websites and as such there is no individual author. This citation shows how the website sponsor is listed in place of an author:

Association of Internet Researchers (2002) *Ethical Decision-Making and Internet Research*, <available at: <http://aoir.org/reports/ethics.pdf>> [Accessed 08/08/05].

All Internet based sources (web pages, and other downloadable files such as .pdf and .doc) are checked via the JISC plagiarism detection software. All non-referenced and non-paraphrased wording taken from an Internet source will be flagged by the system. See sections on *Plagiarism* and *Unfair Practice* on page 22 for further information on the consequences of poor referencing.

### 3.6 Deadlines

Each semester of the Taught Masters programme lasts fifteen weeks. It is, therefore, in your own interests to keep to the guidelines and deadlines set for you. These will be discussed with you and with the other group members so that reasonable and practicable personal schedules can be drawn up. Inform your tutors immediately of any difficulty you may have in meeting deadlines. Please refer to the *Academic Year Calendar* at the beginning of this Handbook.

**If you do not submit on time via blackboard the assessment will be deemed a failure by non-submission. As blackboard automatically removes the submission function following the deadline, it is recommended that students electronically submit at least a few hours before the deadline. Technical problems with home computers or difficulties with domestic Internet connections will not be considered as special circumstances. Any non-submission resulting from technical problems will be deemed a failure. For this reason it is highly recommended that students submit from a university networked computer within the Glamorgan Building where technical help can be sought quickly and conveniently.**

If an extension of time is required because of circumstances outside your control, you should submit a Special Circumstances form (see 5.2). This can be obtained from the Research and Graduate Studies Office, with supporting documentation (e.g. medical certificate, letter from a senior colleague). You should make this request **at least seven days** before the relevant deadline.

### 3.7 Assessment Policy

#### *Basic Guidelines for the Taught Element of the Programme*

Each 20 credit module will require no more than 6000 words. Assessment of a module may take the form of a single 6000-word assignment, or two 3000-word assignments, or equivalents as determined by the module convenor. Certain modules may be assessed via examination. Where there are two or more tasks, the module convenor will confirm the weighting of each task, which will then determine the overall module result. In general, there will be two main deadline dates for submissions in each semester; 17th December 2010 (Task 1) and 17<sup>th</sup> January 2011 (Task 2) in the autumn semester, and 18<sup>th</sup> March 2011 (Task 1) and 16<sup>th</sup> May 2011 (Task 2) in the spring semester. Please note, however, that module convenors will confirm the details of the required number of tasks and related submission deadlines specific to their module via their module outline document. Module Convenors will select from the full range of assessment those most appropriate to the technology, philosophy, style, content and delivery of the modules offered.

Summative assessment may include, for example, examinations, written assignments of a variety of lengths, case studies, student-led presentations, reviews of current research and library-based research.

For 20 credit modules, the first task can take the form of a portfolio of work relating to a chosen topic, student led presentations, case studies, data analysis and the like. Candidates are expected to start work on their topics **within the first few weeks** of the module. A four hour seminar programme will support each 20 credit module and may be linked to the first task. Electronic submission is required for both tasks of summative assessment.

In your summative assignments you will be required to demonstrate a range of skills including, for example, all (or a selection from) the following:

- the ability to carry out the requirements of the task - including proper referencing (see the section on *Plagiarism Unfair Practice*), use of the Harvard system, word length and submission deadlines;
- knowledge of relevant and up-to-date theory and research (by referring to a selection of appropriate published works);
- understanding of that knowledge (by explaining the theory and relating it to discussions in other published works);
- understanding of that knowledge and its application (by explaining the theory and using examples to illuminate the argument);
- balance between theory and practice;

- the ability to analyse information critically (using informed discussion based upon evidence/criteria drawn from the literature and personal experience); evidence;
- the ability to draw conclusions based upon logically presented argument and clearly established criteria;
- clarity and appropriateness of presentation, structure and style.

Each assignment will be marked on the basis of a categorical mark, using the marking criteria in the Appendix of the Handbook.

The pass mark is 50%. The mark for a distinction is 70% (a distinction is an overall award for the degree).

The nominated marker will mark all assignments using only student numbers, and the full sample will then be second marked by a another member of staff.

If work is not handed in on or before the specified submission date then it is deemed a failure by non-submission.

Where a candidate fails to achieve a pass, one further attempt to gain a pass grade, is allowed. Candidates can only achieve a mark of 50 and below for a resubmission. Re-examination fees are charged as applicable. **If, on resubmission, a candidate fails to achieve a pass, under University regulations they will be required to leave the programme.**

A list of those modules successfully completed by students is posted on the notice board in the Glamorgan Building soon after the Examination Board meeting. These results will also be sent to students, however, they cannot be confirmed to students over the telephone.

Progression from Part 1 (taught module stage) to Part 2 (dissertation stage) is discretionary and will be determined on a case by case basis by the Examination Board.

In the event of a candidate being refused progression, the Examination Board can award a College Diploma (on achieving 120 credits in Part 1) or a University Certificate (on achieving 60 credits in Part 1).

The Examining Board meets three times a year, to determine module stage results (in June), resubmission results (in September) and dissertation / final degree scheme results (in November).

#### *Resubmission of Failed Assessment*

The assessment pass mark (whether by course work or examination) is 50%. Where a student has failed a module at the first attempt, they would be permitted to resubmit the assessment (one further attempt only) and would receive feedback from the module convenor to enable them to resubmit a revision of the failed component(s) of the assessment by the resubmission deadline date.

### *Policy for Marking of Minor Errors of Spelling and Grammar*

Please also refer to Section 4.5 below in relation to the disclosure of disability. As part of the School's assessment policy, marks will not be deducted for minor errors in spelling and grammar within the assessment (coursework and examination) submitted by students who have disclosed that they are deaf or dyslexic. Marks will be deducted, however, for minor errors in spelling and grammar within the assessment (coursework and examination) submitted by non-deaf or dyslexic students, in line with the marking criteria specifically relating to the requirements for *Presentation* (please see Appendix 1)

### *Verification and Appeals Procedure*

There are two stages to the verification and appeals procedure.

First, you may apply to Cardiff University to verify a result, including the non award of distinction. You should do so within fourteen days of the date of the relevant Examining Board. Follow the procedures set out in the Academic Regulations Handbook and in the University Students Handbook.

Second, you may lodge an appeal against a decision reached through the Cardiff University verification process. This must be done no more than ten days after the despatch of the verification result. Follow the procedures set out in the Academic Regulations Handbook and in the University's Student Handbook.

Students are advised to inform themselves of the regulations governing assessment and examinations as laid down by the University. Lack of knowledge of the regulations will not suffice as an excuse for failure to adhere to the proper procedures and deadline with respect to the Verification and Appeals Procedure.

### *Plagiarism*

Plagiarism means the use of the ideas and words of others without acknowledging them as such. It is an academic tradition that the ideas or words of another are not used without acknowledgement, and you **MUST** adhere to this tradition. Furthermore you will be assessed on your understanding of what you read. Mere repetition of the words of others will not give an indication of your level of understanding, nor of your ability to apply that understanding. Plagiarism is totally unacceptable in both assessed and unassessed work. If plagiarism is detected in your assessed work, this will be brought to the attention of the examiners, as you will have committed an unfair examination practice.

Because part of the assessment is your understanding and awareness of the underpinning 'bodies of knowledge' and current research, you must make use of the ideas of others. When you do this you must acknowledge it by proper referencing. In the School of Social Sciences the conventions followed are

those of the Harvard System and this has been referred to in the section above. There are leaflets available in the Arts and Social Sciences Library that set it out in more detail.

### *Unfair Practice*

Plagiarism is one element of what the University regards as unfair practice. The University also requires that any work you submit for assessment purposes is your own. Copying someone else's work and putting it in for assessment in your name is an unfair practice, and like plagiarism, where it is detected, will be treated as an unfair examination practice. Where you wish to work collaboratively on an assignment with other students, seek guidance from the Module Convenor before work is submitted for assessment purposes. Full details on unfair practice and actions which might be taken are given in the Academic Regulations Handbook and in the University Student Handbook.

## **3.8 Policy and Procedures for Monitoring Progress**

The Personal Tutor/Dissertation Supervisor will

- Meet when requested with students
- Inform the Programme Co-ordinator of problems
- Provide academic and personal support to students

Module Convenors will

- Oversee attendance
- Support students in their studies
- Inform the Scheme Co-ordinator of any problems

The Examination Board will

- Receive module results
- Monitor student progress
- Consider student cases for example Special Circumstances and other matters
- Receive and discuss reports from internal and external examiners.

All students who notify the Scheme Co-ordinator, regarding their special circumstances, are discussed at the Examination Board in a confidential manner.

## **3.9 Frequently Asked Questions Regarding Assessment**

Q. What are the consequences of failing a piece of assessment?

A. You are permitted to fail each piece of assessment once. You are given the opportunity to resit the assessment in the resit period. The maximum mark

that can be achieved for a failed resit is 50 percent. If you fail to pass on the second attempt you will be required to withdraw from the scheme of study.

Q. What happens if I miss an exam?

A. If you have reasonable grounds for missing an exam (usually medical or extenuating personal circumstances) and can provide suitable evidence (such as a medical note) then it is likely you will be permitted to take the assessment as a first attempt in the resit period (at the discretion of the Examination Board). If you do not have reasonable grounds, you will be deemed to have failed the exam and will be requested to resit with a capped maximum mark of 50 percent.

Q. What are the consequences of failing to submit an assessed essay on time?

A. You will be deemed to have failed my non-submission. You will be permitted to make a second attempt at the assessment with a capped mark of 50% and will be set a new date for submission. **Failure to submit via blackboard (learning central) because of technical problems will not be considered grounds for special circumstances and the late assignment will be deemed a fail. For this reason it is highly recommended that students submit from a university networked computer from within the Glamorgan Building where technical help can be quickly and conveniently sought. The second attempt question(s) must be different from the original question answered and will be set by the Module Convenor.**

Q. What happens if my performance in Part 1 of the masters (the taught component) is less than satisfactory?

A. At the end of each assessment period you are required to meet with your Personal Tutor to discuss your overall academic performance. In these meetings your Personal Tutor can make recommendations on how to improve your performance. If you maintain a less than satisfactory performance the Examination Board has the discretion to prevent a candidate from continuing to part 2 of the Masters Scheme (dissertation stage). In this event a candidate may be offered an alternative award (either a university postgraduate certificate or diploma dependent on the number of credits achieved).

Q. What can be done if I am experiencing problems with my Personal Tutor or dissertation supervisor?

A. Usually students are asked to report any problems to their Personal Tutor. However, in the circumstance where this may be inappropriate you should report the problem to the Research and Graduate Studies Office. Depending on when the problem is reported, every effort will be made to allocate a new Personal Tutor/Dissertation Supervisor if the problem is considered irreconcilable.

Q. What happens when a piece of assessment is investigated for unfair practice?

A. The Quality Committee examines every case of suspected unfair practice. If the piece of assessment is deemed to be a case of unfair practice the Quality Committee can dispense an appropriate penalty.

Q. What happens if I decide to change the title or topic of my dissertation?

A. You must inform the Research and Graduate Studies Office as soon as possible. A change of topic or title can have significant ramifications for supervisor allocation. Once notified the Research and Graduate Studies Office will present your suggested alternative title to the Board of Studies that can sanction the change.

Q. What happens if I realise I made the wrong decision when choosing an optional module?

A. You must inform the office immediately, normally within two weeks of the module start date. An alternative module can usually be selected given time restrictions.

Q. What do I need to get a distinction in my masters?

A. If you enrolled as a University of Wales candidate (during or pre 2005) you must achieve an average of at least 65 percent in Part 1 (taught component) and at least 70 percent in Part 2 (the dissertation). If you enrolled as a Cardiff University candidate (during or post-2006) you must achieve an overall average mark across Parts 1 and 2 of at least 70 percent – the overall average mark is calculated on the basis that Part 1 is weighted as two-thirds of the degree, and Part 2 as one-third of the degree.

Q. What happens if I fall ill during my studies?

A. If you feel that an illness has impaired your performance in any assessment (exam, essay or task) you may be eligible for special circumstances (a medical note from your doctor is normally required as evidence). The Examination Board takes special circumstances into consideration when determining your module and dissertation results. If your illness is so severe that you find it difficult to continue your regular studies you may be eligible for a leave of absence (interruption of study). In such circumstances your period of study would be suspended until you were deemed fit to recommence. The Research and Graduate Studies Office will advise you further in such cases.

Q. What happens if I experience difficult personal circumstances during my studies?

A. If you feel that difficult personal circumstances have impaired upon your performance in any assessment (exam, essay or task) you are eligible for special circumstances (a supporting note from your personal tutor is normally required). The Examination Board takes special circumstances into consideration when determining your module and dissertation results. If your difficult personal circumstances are so severe that you find it difficult to continue regular studies you may be eligible for a leave of absence. In such circumstances your period of study would be suspended until you were deemed fit to recommence. The Research and Graduate Studies Office will advise you further in such cases.

## **4.1 Academic Regulations**

Your acceptance of a place at Cardiff and all matters arising out of your enrolment as a student are governed by Academic Regulations. These cover matters in relations to your attendance and progress, verification and appeals procedure, unfair practice, student absence, data protection and other matters.

Information on Academic Regulations is provided in the Academic Regulations Handbook, a copy of which is given to all students on the Masters Programme. The Handbook is also available from: <http://www.cardiff.ac.uk/regis/sfs/regs/>

The Academic Regulations Handbook can be provided in alternative formats (e.g. large print, disk, Braille, tape) upon request to Geraldine Stokes, Registry (e-mail: [stokesg@cardiff.ac.uk](mailto:stokesg@cardiff.ac.uk); phone 029 2087 5252).

These Regulations are to be read in conjunction with Senate Assessment Regulations for Taught Programmes of Study and with the federal University Enabling Regulations for Modular Master's Degrees, which shall be authoritative in respect of matters relating to the award of federal University qualifications.

Students are strongly advised to inform themselves of the Academic Regulations. Lack of knowledge of the Regulations will not suffice as an excuse for failure to adhere to the proper procedures with respect to all matters regarding assessment, progress, appeals, codes of conduct, information and data handling, or any other matter in relation to policies and procedures.

## **4.2 Welsh Language Scheme**

The University operates a Welsh Language Scheme, which demonstrates how it treats both the Welsh and English languages on the basis of equality. The University is continuously developing its provision for Welsh language students and regularly consults students about their requirements and aspirations. Details of the scheme can be found at: <http://www.cardiff.ac.uk/welshlanguageservice/>

## **4.3 Equality and Diversity Policy**

The University has a long-standing commitment to equal opportunities. In support of this, the University has adopted Equality & Diversity Policies that cover Age, Religion, Gender, Race & Ethnicity, Sexual Orientation and Disability, which can be accessed online at: <http://www.cardiff.ac.uk/cocom/equalityanddiversity/index.html>

#### 4.4 Equal Opportunities

##### *Equal Opportunities Statement*

The Programme has adopted a policy for the elimination of unfair discrimination and for the promotion of equal opportunities. The policy consists of two main features: a statement of principles, and a code of practice.

##### *Statement of Principles*

The Programme is aware that discrimination is a major social force in our society, and that people may receive unfavourable treatment on a number of grounds: such as racial or ethnic origin, political or religious beliefs, gender, marital status, sexual orientation, physical discrimination, and it views social work as having an important role to play in anti-discriminatory practices. The Programme is therefore committed to developing an awareness (among staff, students and service users) of the nature, extent and consequences of discrimination. It is also concerned to develop a more informed, positive image of disadvantaged groups.

Since the Programme treats the problem of discrimination very seriously, it seeks to incorporate anti-discriminatory practices within its own organisation. Staff, students and practice teachers are required to read the equal opportunities statement, and they are expected to subscribe to its broad aims. They are also expected to subscribe to the code of practice.

##### *Code of Practice*

**Recruitment:** The Programme seeks to develop measures to redress imbalances of opportunity by encouraging the recruitment of groups currently under-represented among staff, students and practice teachers.

**Curriculum:** The Programme expects that course contributors will incorporate issues of discrimination and anti-discriminatory practice at appropriate points in college-based teaching. This would include matters of course organisation.

**Practice Placements:** The Programme requires practice teachers to address issues of discrimination and anti-discriminatory practice and provide students with opportunities to develop awareness, knowledge and skills in these matters.

Monitoring and Development:

The anti-discriminatory policies of the Programme are reviewed by a Staff/Student Equal Opportunities Group which monitors the implementation of the Code of Practice and acts as a forum for the development of new initiatives.

#### **4.5 Disabilities**

The School of Social Sciences welcomes applications from students with disabilities and would like to reassure applicants that decisions to admit students are based on their academic achievements. The School has a Disability Contact, Mr Abyd Quinn-Aziz Room 1.08, email: QuinnAzizA@cardiff.ac.uk or telephone 029 2087 0028. He should be the first point of contact for students and staff within the School who have any queries about disability issues. You may also contact the University's Disability Advisor Mathew Williams on 029 2087 0004 or email disability@cardiff.ac.uk. The number for the Dyslexia Resource Centre is 029 0287 4528 or email dyslexia@cardiff.ac.uk.

Please follow the link for further information: <http://www.cardiff.ac.uk/dyslX/>

The School of Social Sciences encourages students with disabilities to disclose their disability and/or needs as early as possible to ensure that the appropriate support and adjustments to the curriculum can be made. If you did not disclose a disability on your application form or have not previously disclosed your disability to anyone in the University, you may make a disclosure to any member of staff, but preferably to the Disability Contact in the School of Social Sciences. Even if you have already disclosed your disability on your application form or to a member of the Disability or Dyslexia staff you may still wish to inform the School, either through the Disability Contact or your Scheme Co-ordinator.

If you think you need reasonable adjustments in exams, please inform the Research and Graduate Studies Office.

#### **4.6 Quality**

All members of staff are expected to take personal responsibility for the quality of their contribution to the provision of students' educational experience.

In pursuit of:

- excellence in all aspects of teaching and learning (Curriculum design, content and organisation, teaching and learning assessment, Student progression and achievement, Student support and guidance, learning resources and quality management and enhancement).
- the maintenance of the highest academic standards possible.
- the promotion of equality of opportunity, tolerance and mutual respect.

The School undertakes to provide a supportive environment in which:

- expectations and standards are clearly identified.
- standards of learning and teaching are assessed.
- procedures and processes are adequately operated, monitored and documented.
- continuous improvement is actively pursued.
- scholarship and innovation in teaching and learning are promoted.
- staff development and training are available.
- a good standard of physical resources is provided and maintained.

In this supportive environment students will be encouraged to:

- take responsibility for their own learning and personal development.
- take advantage of the opportunities made available to them.
- aspire to the standards and expectations set.
- achieve their highest potential.
- take part in procedures for monitoring learning and teaching and course development.

Further information can be found at the following link:

<http://www.cardiff.ac.uk/regis/ifs/qa/compendium/>

## 5. WELFARE

Your welfare on the programme is a prime concern of all your tutors. Besides sources of support from tutors and others, increasing your independence as a learner is assisted through Personal Development Planning (see 5.3 below).

### 5.1 Personal Tutor System

Each full and part time student is allocated a Personal Tutor and can request to meet with him/her at any time. The Tutor's role is to support students with any academic or personal matters that may arise during their course of study, and discuss Personal Development Plans. Before the first meeting with your Personal Tutor at the start of the Autumn semester, the initial exercise of the personal development planning (PDP) module on Blackboard should be completed (see also section 5.3 below). This will be the basis for discussion of the choice of modules, issues concerning what skills are brought to the Scheme, other general issues and to arrange dates for subsequent meetings. After the assessment period of the first Semester, a meeting with the Personal Tutor should be arranged to discuss feedback from module assessments.

During the dissertation phase of a period of candidature, where the Personal Tutor is not the Dissertation Supervisor, the Dissertation Supervisor effectively acts in lieu of the Personal Tutor and keeps the Scheme Co-ordinator advised of any relevant matters.

### 5.2 Special Circumstances

Students are permitted to submit notification of special circumstances that may have affected their performance in any examination, class test or in-course assessment, as soon as the circumstances arise, and where possible before the examination or class test is due to be taken or the element of in-course assessment is due to be submitted (*See Assessment Regulations Handbook for more details: <http://www.cf.ac.uk/regis/sfs/regis/index.html>*)

Special Circumstances include **medical** or significant personal circumstances, including **close** bereavement. Notification of special circumstances must be made in writing by completing a 'Special Circumstances / Extension Request Form' (see Appendix 2) and if applicable a letter to the Chair of the Special Circumstances Committee. Your request should be accompanied by relevant supporting documentation (e.g. a medical certificate or letter from a GP). The Special Circumstances sub-committee meets regularly before and after assessment periods, and reports and makes recommendations to both the Board of Studies and the Examination Board. Students are encouraged, where appropriate, also to update their Personal Tutor in relation to any special circumstances which may arise.

### 5.3 Personal Development Planning (PDP)

*What is Personal Development Planning (PDP)?*

You may have participated in a process of PDP during your undergraduate career or in the workplace. At Masters level, PDP is designed to build on and enhance the skills which you have developed during your undergraduate level studies or work experience. PDP will help you to critically review your learning experiences, set personal and academic goals and evaluate your progress towards these goals.

PDP is designed to assist you to further develop as an independent learner and will be of benefit not only during your time at Cardiff University but throughout your career.

*Why Should You Do It?*

*Adapting to Masters level study* - there are many reasons why individuals chose to undertake postgraduate level qualifications.

- You may have enjoyed your degree subject and want to progress to a higher level
- Your chosen career may require a postgraduate qualification
- You may want to change careers
- You may want to enhance your career prospects
- You may want more time to think about your career options

Whatever the reason for continuing to study, the Masters degree is a step change from undergraduate level study. As the course is for a limited duration, you will be participating in a more intense period of study. You will also be developing and enhancing skills in many areas e.g. working with minimum supervision, developing the ability to critically analyse and evaluate evidence and further developing oral and written communication skills.

PDP will provide a framework in which you can clarify what you aim to achieve from Masters level study and a process which will help you achieve these aims.

*Get the most from your Masters degree* - studying at postgraduate level is a large financial commitment and it is important to ensure that you make the most of your time at Cardiff.

The PDP process will help you to:

- Identify your training needs
- Set objectives for development
- Monitor your progress
- Discuss your development needs with your tutor/advisor.

### *Added Value*

- Employers will be keen to know what you have gained from Postgraduate study and you will need to confidently articulate and demonstrate your skills to potential employers.
- PDP will help you to record and track your personal and professional development during the course of your studies. Participating in the process will help you to develop the confidence and ability to articulate your skills and qualities to a wide range of employers and other professional bodies.

### *PDP in the Masters Programme*

During your Masters year, you will be expected to maintain a Personal Development Plan/log/portfolio. This process is designed to provide a framework to help you reflect on your progress and as a tool for helping you to identify the training and support you need to make your Masters year a success. During this process you will participate in the following activities:

- Identification of training needs via a skills assessment exercise
- Establishing your expectations for the year
- Reflecting on progress
- Recording progress.

### *How Can You Record the Outcomes of PDP?*

An on-line resource, designed to guide you through the process of PDP and help you construct an electronic record of your development is available to all students. This is hosted in Blackboard, the university's virtual learning environment. As well as providing a framework to help you plan and record your personal development, this resource will provide you with information on how you can integrate extra-curricula experiences into your PDP process.

### *What Support will you Receive?*

While the responsibility for participating in the PDP process rests with individuals, support is provided through the personal tutor system.

## **5.3 Language and Study Skills**

The Cardiff University English Language Programmes provides both academic skills training as well as English Language Support.

In the academic year 2010-2011, David Harries will be the ELP (English Language Programmes) representative in the Glamorgan Building. He will act as the main English language support person for all students on the SOCSI Masters. His team will also provide tuition in essential skills, such as critical reading of the different kinds of text encountered in the Masters programme.

Students will have the benefit of her teaching and assessment skills throughout the academic year.

The ELP programme of support for students within SOCSI will be based on these assessments and fully integrated into the teaching programme of the Masters degrees.

If you are assessed as needing additional support in the Induction Week, you must attend whatever additional classes are recommended. This is a compulsory part of the MSc programmes and designed to help and support you.

David Harries will be in regular consultation with the Scheme Co-ordinators with respect to students' needs. After completing the initial exercise of the personal development planning module, it will be clear how to follow his recommendations for attendance at additional tutorials and classes that would be appropriate.

Regular assessment of your progress will be discussed with your Personal Tutor and recorded on your file. Failure to take advantage of this resource, if you are assessed as needing it, will affect your course results. Perhaps more importantly, it will make the year's work much more difficult and less rewarding for you.

Support from the ELP team is central to the teaching and learning programmes offered by the MSc courses. It is designed to make sure you have the maximum help possible and that you achieve maximum success in your Masters Degree. Do not fail to take advantage of it.

#### **5.4 Social Support**

Cardiff has a Graduate Centre which offers facilities and activities specifically designed for the postgraduate community to all enrolled postgraduate taught and research students at Cardiff University. Cardiff University staff may also use the facilities. The Graduate Centre, including the IT Room and Meeting Rooms, is open Monday to Saturday, 8.00 a.m. until 12.00 midnight and Sunday, 12.00 noon until 12.00 midnight. The Café Bar is open Monday to Friday, 11.00am until 11.00pm.

The Graduate Centre is on the 3rd floor of the Students Union Building in Park Place. You can cross over to Park Place and the Students Union Building from the Glamorgan Building, going through the park, then go up the main stairs of the Union Building and turn right.

#### **5.5 The Postgraduate Café**

Creating a shared intellectual and social culture of the research students in the School is the contribution of the Postgraduate Café. There are meetings

every month (usually on the last Wednesday) to discuss a range of topics related to academic research, current affairs, culture, politics and controversy. The café benefits from funding from the school, but is organised and run by doctoral students. The central concern is the fostering of dialogue and the sharing of thoughts and experiences, both common and distinct, which makes the café a unique space for diversity and camaraderie. The ground rules are: informality, support and encouragement.

For more information use a browser for the world wide web to go to  
<http://culturecafe.blogspot.com/>

## 5.6 Harassment

Harassment consists of behaviour towards another which causes, or which might reasonably be expected to cause, sufficient distress or annoyance seriously to disrupt the work or substantially to reduce the quality of life of that other, by such means as bullying, verbally or physically abusing, ill-treating, or otherwise creating or maintaining a hostile environment for that other. Any form of harassment which falls within this definition, whether it arises between students, between student and staff, or between staff is unacceptable to the University and may warrant action through the appropriate procedure. For further information see:

<http://www.cardiff.ac.uk/cllng/forstudents/commonproblems/harassstalk/index.html>

## 5.7 Professional Support

### *Student Advisory Service*

This is situated at 50 Park Place:  
telephone 029 2087 4844 / email: [studentadvisory@cf.ac.uk](mailto:studentadvisory@cf.ac.uk)

### *Student Health Centre*

This is situated at 47 Park Place. Students normally resident outside Cardiff but who are living in Cardiff for the duration of the Course must register with a General Practitioner in Cardiff – telephone: 029 2087 4810

### *Useful contacts*

Advice and Representation Centre, Students' Union:

**Tel: 029 2078 1490 (advice)**

**Tel: 029 2078 1506 (representation)**

Student Counselling Service:

telephone 029 2087 4966) / email: [counselling@cardiff.ac.uk](mailto:counselling@cardiff.ac.uk)

## **LIST OF APPENDICES**

Appendix 1 Marking Criteria for Coursework/ Projects

Appendix 2 Marking Criteria for Examinations

Appendix 3 Special Circumstances / Extension Request Form

| Appendix 4 Application Form for Leave of Absence (Interruption to Study)

## 6. APPENDIX 1

### 6.1 Marking Criteria

#### Framework A Marking Criteria (Level M)

##### COURSEWORK AND PROJECTS

Categorical Marks	KNOWLEDGE Knowledge/Comprehension		SKILLS Application/Analysis	UNDERSTANDING Synthesis/Evaluation	PRESENTATION/TRANSFERABLE SKILLS
	Weighting bands	30 to 50%	15 to 35%	20 to 40%	5 to 15%
100, 95, 85	Shows a thorough knowledge of the principles, key concepts and theoretical approaches relevant to the subject. Draws selectively and appropriately on a range of primary and secondary sources, including research-based evidence. Overall a thoroughly competent expert.		Shows exceptional evidence of clear and original thought and can appropriately draw on and use a wide range of knowledge to address questions. Can analyse concepts and theories and apply them to issues of policy and / or practice in a systematic way. Can reflect on own value systems and on the limitations of theory and research. Where appropriate shows exceptional evidence of advanced professional competence.	Shows exceptional evidence of clear and critical thinking. Sets out and supports arguments, and demonstrates an appreciation of alternative and competing theoretical positions. Has a very sound understanding of the subject in both breadth and depth. Shows overall exceptional understanding and grasp of complex issues.	<b><i>As appropriate to the task</i></b>  Excellent use of written and/or oral skills. Confident use of specialist vocabulary. Highly competent user of ICT. Demonstrates a well-developed ability to interpret and/or present data in a variety of forms and in a critical and constructive way. Logical, coherent, creative and innovative presentation. Clear, consistent and accurate referencing. Good spelling and grammar. Works effectively as part of a team (including management, overcoming difficulties and leadership)
78, 75, 72	Sound knowledge of principles, key concepts and theoretical approaches. Draws selectively and appropriately on a range of primary and secondary sources, showing some familiarity with research based evidence.		Shows some evidence of clear and original thought. Can appropriately draw on a range of knowledge to address questions. Can analyse concepts and theories, and apply to policy and / or practice in a systematic way. Can reflect on limitations of theory and research. Where appropriate shows systematic and thorough evidence of advanced professional competence.	Shows evidence of clear and critical thinking. Sets out and supports arguments. Demonstrates an appreciation of alternative and competing theoretical positions. Has a sound understanding of subject in both breadth and depth.	

68, 65, 62	Able to describe and examine a range of principles, key concepts and theoretical approaches. Can accurately re-present lecture material and required reading, with some evidence of wider familiarity with primary and secondary sources.	Able to critically analyse the relationships between differing arguments and evidence in a range of contexts. Can handle issues confidently and displays some critical judgement in advocating an argument. Connects aspects of subject knowledge and their application to policies, contexts and, where appropriate, their professional practice.	Able to explore and evaluate a range of principles, key concepts and theoretical approaches. Can examine and evaluate a range of sources, research methods and strategies and assess the appropriateness of their use. Can advocate a point of view and exercise critical judgement with good use of examples.	Good use of oral and/or written skills. Some use of specialist vocabulary. Competent user of ICT. Well developed ability to interpret and /or present data in a variety of forms. Organised, logical and coherent presentation. Clear, consistent and accurate referencing. Good grammar and spelling. Able to work as a team member.
58, 55	Has an awareness of the underlying principles, key concepts and theoretical approaches. Is able to re-present lecture material and required reading. Is aware of the contribution of the subject to individuals and groups. Can use and identify relevant primary and secondary sources.	Can distinguish between argument and evidence and show judgement in analysis of routine issues. Has an ability to connect aspects of subject knowledge and their application to policies, contexts and, where appropriate , their professional practice.	Able to assess a range of perspectives and discuss the strengths and weaknesses of each. May advocate a balanced point of view, and exercise some critical judgement, with appropriate use of relevant examples.	Able to communicate adequately in speech and/or writing, perhaps using some specialised vocabulary. Able to use ICT appropriately. Ability to interpret simple, graphical and numerical information. Ability to collect and present basic numerical data. Logical and coherent presentation attempted. Mainly accurate referencing with minor inconsistencies. Minor inaccuracies in spelling and grammar. Can work as part of a team.
52	Demonstrates a basic knowledge of the principles, key concepts and theoretical approaches. Able to gather and summarise information, mainly from secondary sources.	Able to make some distinction between argument and evidence, and shows limited judgement in analysis of routine issue. Has a basic ability to connect aspects of subject knowledge and their application to policies, contexts and, where appropriate their professional practice.	Has an understanding of the distinctiveness of the subject. Can advocate a balanced point of view related to relevant issues but with limited critical judgement. Some use of relevant examples.	
48, 45	Demonstrates some understanding of key ideas. Has attempted some reading but assimilated little of the subject.	Shows limited judgement in analysing routine issues or presenting his/her ideas. Very limited to connect aspects of subject knowledge and their application to policies, contexts and, where appropriate, their professional practice.	Shows limited understanding of the distinctiveness of the subject. May offer a personal and unsubstantiated point of view of limited references with limited use of examples.	Limited ability to communicate in speech and/or writing. Limited or no

42, 35, 25	Shows little understanding of the subject. Shows little or no evidence of reading, but work is generally informed and/or inaccurate.	Has difficulty distinguishing between argument and evidence. Has attempted to read some material relevant to the subject and can mention routine issues perhaps with misconceptions. Has very limited ability to connect aspects of subject knowledge and their application to policies, contexts, and where appropriate, their professional practice.	Shows little understanding of the distinctiveness of the subject. Attempts to express opinions on a subjective basis, without reference to accepted knowledge. Some irrelevant ideas, little use of examples.	use of specialist vocabulary. Limited ability to use ICT. Demonstrates difficulties in interpreting simple graphical and numerical data. Poor presentational skills. Inaccurate and/or inconsistent referencing. Frequent grammatical and typographical errors. Unable to work as part of a team.
15, 0	Lack of knowledge or understanding of the subject. Totally fails to address question posed. Little or no evidence of reading. Major inaccuracies.	Unable to distinguish between argument and evidence. Very little/no ability to connect subject knowledge to applied contexts.	Little or no understanding of the distinctiveness of the subject. Express opinions purely on a subjective basis. Lack of referenced ideas/no use of examples.	

## Framework C Marking Criteria (Level M)

### FORMAL EXAMINATIONS

Categorical Marks	KNOWLEDGE Knowledge/Comprehension		SKILLS Application/Analysis	UNDERSTANDING Synthesis/Evaluation	PRESENTATION/TRANSFERABLE SKILLS
	Weighting	40%	25%	30%	
100, 95, 85	Shows a thorough knowledge of the principles, key concepts and theoretical approaches relevant to the subject. Draws selectively and appropriately on a range of primary and secondary sources, including research-based evidence. Overall a thoroughly competent expert.		Shows exceptional evidence of clear and original thought and can appropriately draw on and use a wide range of knowledge to address questions. Can analyse concepts and theories and apply them to issues of policy and/ or practice in a systematic way. Can reflect on own value systems and on the limitations of theory and research.	Shows exceptional evidence of clear and critical thinking. Sets out and supports arguments, and demonstrates an appreciation of alternative and competing theoretical positions. Has a very sound understanding of the subject in both breadth and depth. Shows overall exceptional understanding and grasp of complex issues.	Well presented. Sources acknowledged and appropriately referenced. Logical structure, coherence and clarity of expression. Good spelling and grammar.
78, 75, 72	Sound knowledge of principles, key concepts and theoretical approaches. Draws selectively and appropriately on a range of primary and secondary sources, showing some familiarity with research based evidence.		Shows some evidence of clear and original thought. Can appropriately draw on a range of knowledge to address questions. Can analyse concepts and theories, and apply to policy and / or practice in a systematic way. Can reflect on limitations of theory and research.	Shows evidence of clear and critical thinking. Sets out and supports arguments. Demonstrates an appreciation of alternative and competing theoretical positions. Has a sound understanding of subject in both breadth and depth.	

68, 65, 62	Able to describe and examine a range of principles, key concepts and theoretical approaches. Can accurately re-present lecture material and required reading, with some evidence of wider familiarity with primary and secondary sources.	Able to critically analyse the relationships between differing arguments and evidence in a range of contexts. Can handle issues confidently and displays some critical judgement in advocating an argument. Can connect aspects of subject knowledge and their application to policies and contexts.	Able to explore and evaluate a range of principles, key concepts and theoretical approaches. Can examine and evaluate a range of sources, research methods and strategies and assess the appropriateness of their use. Can advocate a point of view and exercise critical judgement with good use of examples.	Good presentation, sources generally acknowledged and appropriately referenced. Clearly structured, good spelling and grammar.
58, 55	Has an awareness of the underlying principles, key concepts and theoretical approaches. Is able to re-present lecture material and required reading. Is aware of the contribution of the subject to individuals and groups. Can use and identify relevant primary and secondary sources.	Can distinguish between argument and evidence and show judgement in analysis of routine issues. Has an ability to connect aspects of subject knowledge and their application to policies and contexts.	Able to assess a range of perspectives and discuss the strengths and weaknesses of each. May advocate a balanced point of view, and exercise some critical judgement, with appropriate use of relevant examples.	Reasonable presentation. Some attempt at logical structure and organisation, occasional errors, and some inaccuracies in referencing, generally coherent, minor inaccuracies in spelling and grammar.
52	Demonstrates a basic knowledge of the principles, key concepts and theoretical approaches. Able to gather and summarise information, mainly from secondary sources.	Able to make some distinction between argument and evidence, and shows limited judgement in analysis of routine issue. Has a basic ability to connect aspects of subject knowledge and their application to policies and contexts.	Has an understanding of the distinctiveness of the subject. Can advocate a balanced point of view related to relevant issues but with limited critical judgement. Some use of relevant examples.	
48, 45	Demonstrates some understanding of key ideas. Has attempted some reading but assimilated little of the subject.	Shows limited judgement in analysing routine issues or presenting his/her ideas. Very limited to connect aspects of subject knowledge and their application to policies and contexts.	Shows limited understanding of the distinctiveness of the subject. May offer a personal and unsubstantiated point of view of limited references with limited use of examples.	Poorly presented, sources rarely or not acknowledge and poorly referenced, disjointed, incoherent, grammatical and hypographical errors, inconsistent.
42, 35, 25	Shows little understanding of the subject. Shows little or no evidence of reading, but work is generally informed and/or inaccurate.	Has difficulty distinguishing between argument and evidence. Has attempted to read some material relevant to the subject and can mention routine issues perhaps with misconceptions.	Shows little understanding of the distinctiveness of the subject. Attempts to express opinions on a subjective basis, without reference to accepted knowledge. Some irrelevant ideas, little use of examples.	

15, 0	Lack of knowledge or understanding of the subject. Totally fails to address question posed. Little or no evidence of reading. Major inaccuracies.	Unable to distinguish between argument and evidence. Very little/no ability to connect subject knowledge to applied contexts.	Little or no understanding of the distinctiveness of the subject. Express opinions purely on a subjective basis. Lack of referenced ideas/no use of examples.	
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## 7. APPENDIX 2

### 7.1 Special Circumstances / Extension Request Request Form

**SCHOOL OF SOCIAL SCIENCES**

**CARDIFF  
UNIVERSITY**

#### **SPECIAL CIRCUMSTANCES / EXTENSION REQUEST FORM**

Student Name:	
Student Number: <i>(i.e. 9 digit no. on ID card)</i>	
Year of Study	
Degree Scheme:	
Personal Tutor:	
List Modules Affected:	

Select <b>ONLY ONE</b> of the following:
i. I am requesting that my special circumstances be taken into account by the Examination Board. <input type="checkbox"/>
OR
ii. I am requesting a revised submission date for this piece of coursework. <input type="checkbox"/>

My Special Circumstances are <i>(Attach a letter if more room is required)</i> :
I would be able to submit this work on <i>(Specify date)</i> :

Please give the period of time you have been affected by these circumstances <i>(these should be confirmed in the supporting documentation)</i> :
From: _____ To: _____

I am submitting the following evidence to support my request for special circumstances to be taken into account. <i>(Please specify and attach securely to this form e.g. letter from doctor, student counsellor, personal tutor)</i> :

<b>DECLARATION</b>
I declare that the information given above is factually correct.
Signed: _____ Date: _____

## 7.2 Leave of Absence Form

GUIDELINES ON THE COMPLETION OF:

### APPLICATION FOR AN INTERRUPTION OF STUDY FORM

#### POSTGRADUATE TAUGHT (STAGE 1)

- **Purpose of the 'Application for an Interruption of Study' Form**

This document provides guidance and definitions for Schools and must be used to apply for an Interruption of Study for ALL postgraduate taught (Stage 1) students.

This form should NOT be used to apply for an Extension to Submission Deadline

The form should be used to notify Registry of the outcome of an application for interruption of study by a postgraduate taught (stage 1) student which has been considered by the relevant Board of Studies in a student's home School.

- **How the Interruption of Study Process Works**

The regulations governing applications for an Interruption of Study can be found at <http://www.cf.ac.uk/advice/resources/A8%20Interruption%20of%20Study.pdf>

#### **Action to be taken by Heads of School:**

1. **Details of Interruption of Study Request**

A clear statement from the School must be supplied, supported by appropriate independent evidence, providing a summary of the case and showing that the case has been evaluated and that the request is considered to be appropriate.

- Where an application for an Interruption of Study is made on the grounds of ill health or parental leave, relevant medical evidence must be submitted with the application.
- An application for an interruption of study made on the grounds of exceptional professional commitments is only applicable to part time student, and must be accompanied by written confirmation and description by the employer of the exceptional workload borne by the student.
- An application for an Interruption of Study made on the grounds of financial hardship is only applicable where these have arisen as a result of changed circumstances beyond the student's control and not in order to avoid payment of fees to the University.

Where there are any conditions to be met by the student prior to return to study, the School is asked to provide details.

**Schools are asked to ensure that full details are provided in order to ensure that applications can be processed without undue delay.**

2. **School Signatures**

This form must be endorsed and signed by the Head of School.

3. The completed form and a summary of the case, including relevant supporting documentation, should be returned to **Postgraduate Registry, 20-26 Newport Road, Cardiff, CF24 0DE.**

## APPLICATION FOR AN INTERRUPTION OF STUDY POSTGRADUATE TAUGHT (Stage 1):

Please return the completed form and relevant supporting documentation to:  
Postgraduate Registry, 30-36 Newport Road, Cardiff, CF24 0DE

### SECTION A: STUDENT'S DETAILS

STUDENT'S LAST NAME:	
STUDENT'S FIRST NAME(S):	
STUDENT NUMBER:	
PROGRAMME OF STUDY:	
YEAR OF STUDY:	

### SECTION B: DETAILS OF INTERRUPTION OF STUDY REQUEST

(Please complete only if an application for interruption of study has been approved by the Board of Studies)

REASON (PLEASE TICK APPROPRIATE BOX BELOW):

ILL-HEALTH*	<input type="checkbox"/>	STUDY ABROAD	<input type="checkbox"/>	COMPASSIONATE GROUNDS	<input type="checkbox"/>
SABBATICAL	<input type="checkbox"/>	WORK EXPERIENCE	<input type="checkbox"/>	EXCEPTIONAL PROFESSIONAL	<input type="checkbox"/>
PARENTAL LEAVE*	<input type="checkbox"/>	FINANCIAL HARDSHIP*	<input type="checkbox"/>	COMMITMENTS*	<input type="checkbox"/>

\* PLEASE USE GUIDANCE NOTES OVERLEAF WITH REGARDS TO REQUIRED SUPPORTING DOCUMENTATION

### TIME

START DATE OF INTERRUPTION OF STUDY	
EXPECTED DATE OF RETURN <i>A return date must be specified</i>	
POINT IN THE PROGRAMME OF STUDY AT WHICH THE STUDENT WILL RETURN <i>e.g. commencement of Year 2</i>	

### IMPLICATION

PLEASE DETAIL THE IMPLICATIONS FOR THE ASSESSMENT OF THE STUDENT AS A RESULT OF THE INTERRUPTON OF STUDY: The student will be advised of any such implications in the official notification of his/her interruption of study from Registry	
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### CONDITIONS OF RETURN

PLEASE DETAIL ANY CONDITIONS THAT MUST BE MET FOR THE STUDENT TO RETURN TO STUDY: The student will be advised of any such implications in the official notification of his/her interruption of study from Registry	
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**SECTION D: APPROVAL OF THE BOARD OF STUDIES**

CHAIR OF BOARD OF STUDIES		DATE:	
HEAD OF SCHOOL (or his/her nominee)		DATE:	

**PLEASE NOTE: THIS FORM CANNOT BE PROCESSED UNLESS SIGNED BY THE HEAD OF SCHOOL**

**SECTION E: FOR USE BY REGISTRY**

**ACTION TAKEN:**

DATE RECEIVED:		AMENDED ON SIMS:		STUDENT NOTIFICATION SENT:		ACTIONED BY:	
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