



**Bath Spa University**

**Foundation Degree in Education Studies for  
Teaching Assistants**

**Student Handbook 2014 - 2015**

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**Bath Spa University  
Norton Radstock College  
Wiltshire College, Salisbury**

**Foundation Degree in Education Studies for Teaching Assistants**

**Student handbook 2014/2015**

|  |  |
|--|--|
| <b>School</b>                            | Education  |
| <b>Department</b>                        | Education Studies  |
| <b>Campus</b>                            | Wiltshire College, Salisbury Campus                                |
| <b>Final award</b>                       | Foundation Degree in Education Studies for Teaching Assistants     |
| <b>Intermediate awards available</b>     |  |
| <b>UCAS code</b>                         | X900   |
| <b>Relevant QAA Benchmark statements</b> | The Foundation Degree qualification benchmark<br>Education Studies |
| <b>Date specification last updated</b>   | May 2009   |

## **INTRODUCTION**

Teaching assistants work with individual children and students and as classroom support, particularly in early years and in secondary technical subjects. They have been referred to as teaching assistants, learning support, classroom assistants, special needs assistants, individual support workers and non-teaching assistants. Recent workforce agreements in schools have focussed attention on the role and status of teaching assistants in schools.

Foundation degrees provide a model of vocational higher education based on close collaboration between employers, higher education institutions and colleges of further education. Foundation degrees aim to widen and increase participation in higher education by delivering an undergraduate course based partly at college and partly in the work-base. These degrees also provide flexible modes of learning with progression onto an Honours degree.

It is evident that skilled and experienced teaching assistants need a specific route into higher education designed to reflect their diverse roles and responsibilities and the changing role and status of the school/college based teaching assistant. Bath Spa University has therefore developed this Foundation degree in Education studies for Teaching Assistants to meet those needs and to enable teaching assistants to embark on professional and career development. On completion of this award there is the possibility for progression into Year 3 of the BA in Education, Single Honours at Bath Spa University.

## **What past students say about the experience of completing the Foundation degree in Education Studies for Teaching Assistants**

I will forever be grateful to you for accepting me onto the course and allowing me to really find myself.

*“It gives you a deeper, more meaningful understanding of everything within a school and within the whole of education.”*

*“I felt proud of myself for doing it...When I first started it I never imagined I’d go on and do the third year\* but when I finished the Foundation degree I just didn’t want to stop there, I wanted to keep going and then I went on and did my PGCE”*

*“I’m now in a better position than just being a TA: it’s opened up opportunities for me and it’s opened up my mind to there being a lot of other things I can do that I’m now skilled for.”*

\* of the BA in Education, Single Honours at Bath Spa University

## COURSE CONTENT

### Curriculum

You will complete the equivalent of six twenty-credit modules each year. Some of the modules will be at 20 credit level, others will be 'double modules' of 40 credits but will total 120 credits for each of the two years of the degree. Each year you will take a combination of taught modules and work-based (Reflective Practitioner) modules. Reflective Practitioner modules will be supported by professional discussions with your mentor in the workplace and by tutorials, readings and taught sessions in college. The table below outlines the modules you will take (the demarcation 'T' indicates a taught module and 'W' a workplace module).

In the final year of the course, the Reflective Practitioner module, ED5614, Research in the Educational Workplace will be a work-based module where you will have the opportunity to carry out a piece of research on a topic of your own choosing. Your topic will be connected to your professional interests.

|        | <b>Year 1</b>   | <b>Credits</b> | <b>Type</b> |
|--------|---|----------------|-------------|
| ED4601 | Curriculum Foundation Stage to end of Secondary                 | 20             | T           |
| ED4602 | Inclusion   | 20             | T           |
| ED4603 | Learning -Theory and Practice                                   | 40             | T           |
| ED4604 | The reflective practitioner: the Inclusive Learning Environment | 40             | W           |
|        | <b>Year 2</b>   |                |             |
| ED5601 | Working in Partnership  | 20             | T           |
| ED5602 | The Curriculum in Action  | 40             | T           |
| ED5603 | The Reflective Practitioner: Supporting Individuals and Groups  | 20             | W           |
| ED5614 | Reflective Practitioner – Research in the Educational Workplace | 40             | W           |

### Summaries of module outlines

The following are short descriptions of the modules you will take.

#### Level 4 modules - Year 1

##### **ED4601 Curriculum Foundation Stage to end of Secondary (T) 20 credits**

In this module you will gain an understanding of the development, scope, purpose and underlying principles and requirements of the current National Curriculum Framework for Primary and Secondary and of the Early Years Foundation Stage. A range of alternative approaches to the curriculum will also be considered and analysed enabling you to draw comparisons between different curriculum frameworks/approaches.

##### **ED4602 Inclusion (T) 20 credits**

In this module you will consider aspects of equality and diversity in society and in the workplace. The module aims to help you to identify ways in which you can

meet the diverse needs of children and challenge discriminatory and stereotypical practices. You will explore and analyse current legislation and good practice and consider the implications for you in your practice.

### **ED4603 Learning -Theory and Practice (T) 40 credits**

In this module, you will explore your own schooling and learning experiences. You will study learning theories and the socio cultural aspects of learning. This module is also concerned with child development and learning. There will be a focus on language, cognitive and emotional development, the centrality of play and learning strategies. You will also explore the relationship of self- esteem to learning.

### **ED4604 The reflective practitioner: the inclusive learning environment (W) 40 credits**

In this work-based module you will apply knowledge and understanding gained from the taught curriculum to your practice and reflect on how this has developed. You will undertake a number of reflective tasks on the learning environment and use discussion with your mentor and lecturer to assess your progress. You will observe and reflect on a range of teaching practice and use this experience to support your own practice. You will also discuss how children with additional needs are supported. Throughout you will assess, observe and discuss ways of implementing equal opportunity policies, anti-discriminatory guidelines and inclusivity in your practice.

## **Level 5 modules - Year 2**

### **ED5601 Working in partnership (T) 20 credits**

You will learn about a range of current national and local courses designed to support the implementation of the five Every Child Matters outcomes and other education based initiatives. Through investigating how your school has worked to develop partnership or community working you will consider how individuals and groups work together. As well as developing your own team-working skills, you will look at some theories about how teams form and work and analyse these in the light of teams in which you work.

### **ED5602 The curriculum in action (T) 40 credits**

This module aims to develop your knowledge and understanding of curriculum models and the socio-political and cultural influences on curriculum planning. You will gain knowledge of the curriculum in UK schools and colleges, including current research and developments. You will be encouraged to research and reflect on how the curriculum is implemented in your work place and to make comparisons with other settings, concentrating in depth on one of the three areas of the core National Curriculum.

### **ED5603 The reflective practitioner: supporting individuals and Groups (T) 20 credits**

In this work based module you will explore the links between assessment, monitoring and target-setting for either an individual child or a group with whom you work and consider the need to sustain children's/students' interest and motivation. You will research aspects of development and learning relevant to your chosen

focus child/children and the strategies that will best enable you to support these. You will develop further the skills of analysis and for engaging in reflective practice.

**ED5614 Reflective Practitioner – Research in the Educational Workplace (W)  
40 credits**

In this module, you will carry out a piece of investigative research based in your setting. The precise topic for the research will be chosen by you, but will be discussed with and approved by the college lecturer. You will be introduced to theoretical perspectives and a range of approaches to research in education. Appropriate skills, knowledge and attitudes will be explored to enable you to conduct the research effectively. Through reading and investigation of a range of sources you will develop an in depth knowledge and understanding of the chosen topic. You will use ICT as part of your research project.

**Duration of the course**

You will normally complete the course in two years and attendance will be full-time. You will attend your college for seven hours per week. The remaining four days will normally be work-based although, occasionally, additional college-held tutorials may be arranged on one of these days to suit your individual needs. In some circumstances students can enrol on the course where their work-based element is less than four days: in these circumstances students will have to demonstrate that they can adequately undertake the practical work-based modules. Your Foundation degree course integrates academic and work-based learning through close co-operation between you, your employer, the college and the University.

## **COURSE AIMS**

The course will enable you to:

- develop appropriate knowledge and understanding of the care and education of learners in educational settings;
- develop understanding of, and work within, the regulatory and legislative framework for teaching assistants;
- demonstrate within your practice appropriate values concerned with anti-discriminatory practice, equality of opportunity and inclusivity;
- apply underlying concepts, values and principles to your practice and to evaluate critically the appropriateness of different approaches to solving problems;
- understand and work in partnership with colleagues, other professionals and parents;
- develop as a reflective practitioner and be able to apply theory in your practice;
- understand and apply the principles of evidence-based practice;
- examine/focus on a route specific option;
- identify your own learning needs and develop appropriate study skills and competencies in written and oral English, mathematics and the use of ICT;
- gain a suitable basis for progression onto an Honours Degree course and later to Qualified Teacher Status (QTS) via an appropriate Initial Teacher Education (ITE) course such as a PGCE.

## **LEARNING OUTCOMES**

### **Professional and practical skills**

By the end of this Foundation degree, you will have:

- demonstrated the knowledge, skills and attitudes relevant to good classroom practice;
- planned for and worked with children in small and class groups, as well as individually in order to support your, and their, individual development and learning;
- used a variety of assessment methods to support children's development and learning;
- supported children's development and learning through working in consultation with others: colleagues, other professionals and parents;
- demonstrated a thorough understanding of similarities and diversity and engaged in inclusive practice;
- critically reflected on all aspects of your practice in relation to your work with children/pupils/students;
- managed and organised your own time, resources, records and information to support decision-making.
- acquired the necessary skills and competencies necessary to successfully complete a Foundation Degree.

## **Knowledge and understanding**

By the end of the Foundation Degree, you will have knowledge and understanding of:

- theory underpinning learning and teaching;
- different approaches to education and care which inform current practice;
- the regulatory and legislative frameworks for work with pupils/students in educational settings including the rights of children and families, child protection and issues related to confidentiality;
- theories and principles related to child development and aspects of developmental learning including the importance of play and first-hand experiences;
- the curriculum framework for children/students in educational settings including some alternative and international perspectives;
- planning, monitoring and target setting for pupils, including those with special educational needs,
- an appropriate learning environment including the selection of suitable resources;
- appropriate assessment methods to use when working with pupils/students which will inform planning, future learning and record keeping;
- self-evaluation, reflection and self-management;
- team-work and inter-agency working;
- aspects of theoretical principles and practice specific to your chosen route:
- the methods and principles required to carry out a piece of education research

## **Cognitive, transferable/key skills**

By the end of the Foundation Degree, you will be able to:

- communicate ideas, principles, theories, arguments and analysis effectively verbally and in writing;
- communicate to a variety of audiences using multi-media tools as appropriate;
- critically analyse information and data from a variety of sources;
- use and develop your own mathematical skills in your own work and in your work with learners;
- use ICT to support your own development and the development of your classroom practice;
- work as a member of a team;
- carry out and complete a relevant piece of education based research;
- solve theoretical and practical problems that have occurred, or are likely to occur
- reflect on, analyse, evaluate and improve your own practice and engage in professional development activities as appropriate.

## **ASSESSMENT**

Students are assessed by a variety of assessment methods, such as

- Written essays (some may be in timed 'test' conditions);
- Critical reading/literature reviews;
- Seminar presentations;
- Seminar reports and journals;
- Investigative reports;
- Practice in the workplace;
- Workplace portfolio.

Assessment will be:

- formative - to support the development and acquisition of knowledge and understanding and to support the application of practical and professional skills;
- summative - to provide evidence for the completion of learning outcomes. This will be through assignments set to confirm knowledge and understanding and evidence gathered in the work place and professional and practical competence;
- ipsative - your own self-assessment and peer assessment.

The modules listed in this handbook are designed to meet the listed learning outcomes and each one is assessed to ensure that the learning outcomes are met. You must pass all twelve modules to graduate.

A Foundation Degree is a distinctive form of award with a strong vocational element and is designed to enable you to relate your own understandings of theory to practice. It is equivalent in academic terms to the first two years of an Honours Degree, but in addition it will enhance your professional practice. It is for this reason that your practice in the workplace is assessed by yourself, your lecturer and your mentor in a supportive professional and reflective cycle.

For further information on methods of assessment and marking criteria please refer to the individual module handbook.

### **Classification of Foundation Degrees**

Foundation Degrees awarded by Bath Spa University are classified as follows:

- A mark of 39.45-59.44 is equal to a PASS
- A mark of 59.45-69.44 is equal to a PASS with MERIT
- A mark of 69.45 and above is equal to a PASS with DISTINCTION

The mark is calculated as the average mark for the modules passed at Level 2 (ie first year modules do not count towards the classification.)

## **LEARNING ENVIRONMENT and WORK EXPERIENCE**

There will be taught sessions in college for seven hours per week for the modules designated (T). These will include lectures, seminars, workshops and tutorials.

Modules marked (W) will be undertaken in your work setting, but with tutorial support. For learning in the work placement you will be helped by your college lecturer to identify a mentor. The mentor will provide guidance and support for you and will also be asked to provide evidence for your assessment. You will also be visited in your work placement by a course lecturer for guidance and assessment.

Each module you take will have its own handbook which will detail the learning outcomes and assessment requirements which you will receive that at the beginning of each module.

### **Role of the mentor**

In your workplace you will receive guidance from a designated mentor. The functions of a mentor might be provided in the workplace or by someone in the learning support system. There are various roles for the mentor, which will be discussed in College. Mentors will:

- Provide professional support, guidance and training for work-based learning outcomes. This will be achieved through discussion, professional dialogue, support and relevant advice.
- Guide practitioners with written, oral and particularly with work-based assessment requirements. To do this, mentors will need to be conversant with all the assessment requirements for the course and provide time for you to carry out and complete the assessment activities. They will also provide support and advice as required.
- Contribute to the assessment of the work-based element of the award. Mentors will complete reports, which will provide evidence to the lecturer of ongoing professional development in relation to the learning outcomes for the work-based modules.
- Support practitioners in keeping up-to-date with professional developments. Mentors will ensure that you are kept up-to-date with local and national initiatives which impact upon your work as a teaching assistant.
- Undertake observations of the practitioner, authenticating their practice and encouraging reflection on practice. The mentor will complete observations and reports, which will provide evidence to the lecturer of your developing practice.
- Provide strategies for professional development (not just survival). Strategies will vary depending upon each individual work place situation. However, strategies should include time for reflection on practice, time to complete directed activities, communication with other practitioners, visits to other settings and networking through group meetings or via e-mail.

## **Learning and teaching resources**

You will have access to the Library and Computer Services in your College. You will also have access to the Library and Information Services at Bath Spa University. These will allow you to borrow printed items and also to access on-line journals, e books and other resources.

Bath Spa Library <http://www2.bathspa.ac.uk/services/library/>

The use of information technology for your own study and for teaching and learning in your work place will be encouraged and supported throughout the course. Additional support in the use of ICT will be made available through your tutors as required.

## **Subject counselling and guidance**

Guidance is given through the tutorial system. Students who have disclosed a learning disability such as dyslexia on their UCAS application may receive additional support from Student Support department at Bath Spa University.

## **HOW WE ASSURE THE QUALITY OF THE COURSE**

Before the course started, a process of course approval took place which included consultation with academic and education subject experts. The following was checked:

- There would be enough qualified staff to teach the course
- Adequate resources would be in place
- Overall aims and objectives are appropriate
- Content of the course meets requirements of Quality Assurance Agency for Higher Education and European Standards and Guidelines
- The course maps to subject benchmark statements
- The course meets any professional/statutory body requirements
- Internal quality criteria, such as admissions policy, teaching, learning and assessment strategy and student support mechanisms

Each module will be evaluated through feedback from students. Liaison and planning meetings will be held regularly to discuss staff and students' evaluations of the course.

The College will operate internal moderation procedures for the assessment of students' work. Bath Spa University will also provide moderation. Work at Level 5 is moderated by an external examiner.

Further feedback on the quality of the course will be gained from student evaluations, feedback from past students, advisory groups and local employers in the field of education and learning.

## **HOW WE MONITOR THE QUALITY OF THE COURSE**

The quality of the course is annually monitored through evaluating:

- External Examiner reports (considering quality and standards).
- Peer observation of teaching and staff development review.
- University surveys.
- Statistical information, considering issues such as pass rate.
- Student feedback, including module evaluation questionnaires.

The Programme Leader at BSU and the course team use this information to undertake annual monitoring, which, in turn, is monitored by the University's Academic Quality and Standards Committee.

Every six years an in-depth periodic review of the subject area is undertaken by a review panel, which includes at least two external subject (academic and industry) specialists. The panel considers documents, meets with current/former students and staff before drawing its conclusions. This results in a report highlighting good practice and identifying areas where action is needed.

## THE ROLE OF EXTERNAL EXAMINERS

The standard of this course is monitored by an external examiner whose duties include reviewing a selection of Level 5 student work, considering course content, course planning and evaluation processes and meeting the course staff team.

## LISTENING TO THE VIEWS OF STUDENTS

Student feedback is important and is obtained through:

- Module evaluations
- Student representation on staff/student committees
- Personal lecturer and module leader feedback

Students are notified of action taken in response to feedback through:

- The module handbooks
- The meetings of Staff/Student Committees

## LISTENING TO THE VIEWS OF OTHERS

The views of relevant parties are obtained in order to ensure the currency of the course. For example, we will talk with former students, local authority colleagues, teachers and school/college managers and educational researchers, leaders and practitioners.

## CAREERS

On completion of your Foundation degree:

1. You may seek to progress onto a third year of a degree course. You will be invited to apply for Year 3 (Honours) of the BA (Honours) Education Studies at Bath Spa University. You will need to demonstrate a sufficient academic standard in the Foundation degree to progress.

BA (Hons) Education Studies at Bath Spa University

<http://www.bathspa.ac.uk/schools/education/courses/undergraduate/education-studies>

2. On completion of the BA Honours degree you can apply for a place on an Initial Teacher Education (ITE) course, for which you will need a GCSE Grade C or equivalent in English and Mathematics and Science, a good undergraduate degree (ideally, 2.1 or above) and to have passed the National Skills Tests in English and Maths.

Get into Teaching <http://www.education.gov.uk/get-into-teaching>

National College <http://www.education.gov.uk/nationalcollege>

Career and professional pathways for you on completion of the Foundation Degree include:

- workplace promotion;
- teacher training;
- social work training;
- work in child protection or children's rights;
- work in local community projects and on new education/school developments.

## **STAFF PROFILES**

### **Bath Spa University**

Joe Brown is Programme Leader of the Education Studies Foundation Degrees at Bath Spa University. Joe has previously worked in early years and children's play in voluntary and local government organisations and has taught on the Foundation Degree in Early Years at City of Bristol College for 9 years. He is currently researching the teaching of critical thinking to Foundation Degree students.

### **Wiltshire College, Salisbury Campus**

#### **Tish Cooney**

Tish Cooney is Programme Leader for the Foundation Degree in Education Studies for Teaching Assistants at Wiltshire College alongside her role as a Learning Coach and Business lecturer, most recently supporting Inverness University with their new MSc Business and Management degree. She has many years' experience teaching a range of courses for teaching assistants. Previous work includes specific funded projects such as those for single teenage mums and dads, disengaged youngsters and adults with special educational needs. She also taught English and maths both in the workforce and in FE colleges.

#### **Shona Edwards**

Shona Edwards trained to teach in secondary schools but has subsequently, for many years, specialised in teacher education. She uses her observation expertise to work with teaching assistants in the classroom and during assignments which require the students' presentation skills to be assessed.

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## REGULATIONS, POLICIES AND GUIDANCE

Please follow these links for important information about your course with BSU:

### 1. Undergraduate Modular Scheme regulations

Information for Students to the Undergraduate Modular Scheme at Bath Spa University can be found at

<http://www2.bathspa.ac.uk/services/student-services/current-students/your-course/default.asp>

### 2. Anonymous marking policy

Bath Spa University's Modular Scheme continues to accept the principle that anonymous marking of coursework should be adopted wherever possible. Where a module has a particular assessment, which cannot be conducted anonymously (e.g. a seminar presentation or observation) then it would be beneficial if other form(s) of assessment in the module were conducted anonymously. **We will let you know in advance whether an assessed item will be marked anonymously or not.**

### 3. Plagiarism/unfair practice policy

<http://www.bathspa.ac.uk/regulations/unfair-practice>

Unacceptable academic practice, particularly in assessment, is known as Unfair Practice. Unfair Practice may take a variety of forms, which cannot all be covered in detail here, but the most common are cheating in formal examinations and the plagiarism of coursework. Others include collusion with other students for the production of written work, impersonation in examinations, or submission of fraudulent mitigating circumstances evidence. The penalties for unfair practice are severe (see below), and if students are in any doubt about what constitutes acceptable academic practice they must consult their lecturers for advice.

Plagiarism is defined in the Oxford English Dictionary as 'the taking and using as one's own of the thoughts, writing or inventions of another'. It does not matter whether the source was an original document, a book or article, or a fellow student.

Plagiarism can take a variety of forms:

1. Copying sections from one or more books or articles without acknowledgement of the source(s). Note the phrase 'one or more'. It is still plagiarism if you reproduce sections from several sources rather than one, in a 'cut and paste' approach
2. Excessive dependence upon one or a limited number of sources is plagiarism if the sources are inadequately referenced, even if the exact wording used by the original author(s) has been modified.
3. Collusion with other students. Students should be aware of the distinction between 'collaboration' and 'collusion'. Some assignments encourage or require students to collaborate with fellow students and submit joint work. The majority, however, assess individual work, and do not permit collusion.

Students should never submit joint work unless it is clearly required by the module's written documentation, and in such cases students should always seek clarification from their lecturers as to the level of collaboration that is acceptable.

**You should ensure that your work is not made available to other students. Failure to secure work adequately can mean that you may be implicated in an accusation of plagiarism.**

You are expected to present your own words, your own analysis and your own argument. It is acceptable to use the work of others to support arguments and analysis, and lecturers will be able to inform you as to what constitutes good practice and to give help with subjects such as referencing and the provision of footnotes. If you are in any doubt about what constitutes good practice rather than plagiarism, you must consult your lecturers for advice.

It is not acceptable to submit the same piece of work for different assessments or modules, nor may you re-use work originally submitted at another institution for which credit has already been obtained. This constitutes 'double counting'. You may legitimately draw on the same body of material for more than one assignment, but it is never acceptable to submit the same work. If in any doubt about acceptable practice, you should consult your lecturers for advice before submission.

Students should be in no doubt that plagiarism is CHEATING, and is a very serious offence in higher education. Pleas that a student was not aware of the offence or its consequences, or did not understand what constitutes plagiarism, will not be accepted under any circumstances. Plagiarism will result in a penalty even when it is unintended or unwitting.

The University is concerned that you get proper credit for your work. This means making sure that you are properly assessed in relation to the learning outcomes specified for your modules, and also in relation to other students. Proper assessment is compromised when students engage in unfair practice, in particular when they plagiarize, or otherwise present others' work as their own.

To help prevent this practice, the University subscribes to a Plagiarism Detection Service (PDS). This compares work submitted to it with millions of pages of internet-based material -- including work uploaded to the service by other students at BSU and in other universities. For every module, the University submits to the PDS any work where copying is suspected, and also a random selection of other work

### **Referencing guidance for the Sector Endorsed Foundation degree in Education Studies**

You will be expected to use the Harvard Referencing style. Please follow this link for guidelines on the Harvard system.

<http://www.bathspa.ac.uk/Media/Library/Documents/Harvard%20Referencing%20Guidance%202013%20October%201st.pdf>

### **Bath Spa University Equal Opportunities Policy Statement**

Bath Spa University is fully committed to being an equal opportunities employer and providing equality of opportunity for all its staff and students, applicants and visitors. The University will not tolerate unfair or unlawful discrimination on the grounds of gender, ethnicity, colour, disability, religion, nationality, age, occupation, marital status or sexual orientation or any distinction which is not relevant to the employee/employer relationship or its student body.

<http://www.bathspa.ac.uk/Media/quality-and-standards/Equality-of-Opportunity-for-inclusion-Student-Handbooks.docx>

### **Ethical issues – please also refer to Appendix 6**

It is essential that you follow ethical guidelines in all your assessed work, for both taught and work-based assessment. You must obtain permission for all documentation, including photographs and video footage you intend to use from the parents/carers, child/ren (where appropriate) and the setting. **All** participants must be fully informed of the detail and extent of the study, including who will see it. This will include lecturers in college, internal moderators from other colleges within the Bath Spa partnership and the External Examiner. The written text will be sent to the University electronically. **All** participants must have access to the work at any time and can withdraw if they are not willing to continue. Whilst it is now common practice for settings to take photographs of children and staff routinely, including video footage, **No photographs** should be sent electronically at any stage and your letter of informed consent should include this. You will be required to provide evidence of informed consent in the appendices of the assignment. You also need to consider how you will protect the confidentiality of your data and its safe storage.

For further information on methods of assessment and marking criteria please refer to the modular scheme handbook and the individual module handbook.

### **Learning and teaching opportunities and methods**

There will be taught sessions at the College Centre for seven hours per week for the modules designated (T) in list above. These will include lectures, seminars, visits, workshops and tutorials.

Modules marked (W) will be based in your work setting, but tutorial support in college will support your learning. You will be allocated a mentor to support you with your professional development in the workplace, who may be nominated by you and will be supported to work with you. Your mentor will provide guidance and support for you and will also provide evidence for your assessment. You will also be visited in your work placement by a course lecturer for guidance and assessment.

Each module you take will have its own handbook which will detail the learning outcomes and assessment requirements. You will receive that at the beginning of each module.

### **Expectations of students**

**We expect you to attend all lectures and seminars and should inform your lecturer by e-mail if for any reason this is impossible. You will be expected to contribute actively to all seminars.**

### **Student Portal**

Information about modules, timetables and marks can be accessed via the **student portal**.

### **Student Enquiries**

For any on-course enquiries such as:

- Late submission: Mitigating circumstances
- Module marks
- Re-assessment
- Intercalation

The following e-mail should be used by students: [mycourse@bathspa.ac.uk](mailto:mycourse@bathspa.ac.uk)

## RECOMMENDED READING

Alfrey, C. (ed) (2003) *Understanding Children's Learning: A Text for Teaching Assistants* London: Fulton Publishers

Bedford, D. & Wilson, E. (2006) *Study Skills for Foundation Degrees* Abingdon: David Fulton Publishers

Bentham, S. (2011) *A Teaching Assistants Guide to Child Development and Psychology* (2<sup>nd</sup> ed). Abingdon: Routledge Falmer

Blatchford, P., Russell, A. and Webster, R. H. (2012) *Reassessing the Impact of Teaching Assistants: How Research Challenges Practice and Policy* Abingdon: Routledge

Cable, C. and Eyres, I. (eds) (2005) *Primary Teaching Assistants: Curriculum in Context* London: David Fulton Open University

Cottrell, S. (2013) *The Study Skills Handbook* (4th ed) Basingstoke: Palgrave Macmillan

Dunn, J. & Layard, R. and the panel of the Good Childhood Inquiry (2009) *A Good Childhood: searching for values in a competitive age* London: Penguin Books

Hancock, R. and Collins, J. (eds) (2005) *Primary Teaching Assistants: Learners and Learning* David Fulton

Loreman, T. (2009) *Respecting Childhood* London: Continuum

Overall, L. (2007) *Supporting Children's Learning: A Guide for Teaching Assistants* London: Sage

Parker, M., Lee, C., Gunn, S., Heardman, K., Hincks, R., Pittman, M. and Townsend, M. (2009) *A Toolkit for the Effective Teaching Assistant* (2<sup>nd</sup> ed). London: Sage

Tarrant, P. (2013) *Reflective Practice and Professional Development* London: Sage

Ward, S. (ed) (2012) *A Student's Guide to Education Studies* (3<sup>rd</sup> ed). London: Routledge

Zwozdaik-Myers, P. (2012) *The Teacher's Reflective Practice Handbook* London: Routledge

Websites:

[www.education.gov.uk](http://www.education.gov.uk)

<http://ioelondonblog.wordpress.com/>

## APPENDIX 1

### Module Outlines

#### Year 1

|  |  |
|--|--|
| Code   | ED4601   |
| Title  | Curriculum Foundation Stage to end of Secondary        |
| Subject area   | Education  |
| Pathway  | Foundation degree Single Honours - Teaching Assistants |
| Level  | 4  |
| Credits  | 20   |
| Contact time   | 52   |
| Pre-requisites   | None   |
| Acceptable for   | Education  |
| Excluded combinations  | N/A  |
| Core/Optional  | Core   |
| Module Leader  | Tish Cooney  |
| Description & Aims   |  |
| <p>In this module you will gain an understanding of the development, scope, purpose and underlying principles and requirements of the current National Curriculum Framework for Primary and Secondary and of The Early Years Foundation Stage. A range of alternative approaches to the curriculum will also be considered and analysed enabling you to draw comparisons between different curriculum frameworks/approaches.</p>   |  |
| Outline Syllabus & Teaching & Learning Methods   |  |
| <ol style="list-style-type: none"> <li>1. Historical context and overview of the current UK curriculum for: <ul style="list-style-type: none"> <li>• Early Years</li> <li>• Primary KS1 and KS2</li> <li>• Secondary</li> <li>• Further Education</li> </ul> </li> <br/> <li>2. Alternative approaches to the curriculum such as: <ul style="list-style-type: none"> <li>• Home schooling</li> <li>• Reggio Emilia</li> <li>• Steiner Education</li> <li>• Montessori Education</li> </ul> </li> <br/> <li>3. Visits to other schools to observe implementation of the curriculum across different ages/stages</li> </ol> <p>This module will be delivered through a range of teaching and learning strategies including:</p> <ul style="list-style-type: none"> <li>• Seminars</li> <li>• Lectures</li> </ul> |  |

| <ul style="list-style-type: none"> <li>• Workshops</li> <li>• Collaborative group work</li> <li>• Independent research</li> <li>• Visits to other schools</li> <li>• Guest speakers will be included in the course to highlight particular areas of expertise</li> </ul> <p>Attention will be paid to developing the important skills of listening, explaining and questioning. These skills will be acquired through discussion and debate, group work and informal presentations.</p> |   |
|---|---|
| Intended Learning Outcomes  | How assessed*                                 |
| <p>This module aims to develop your knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. The requirements and guidelines of the national curriculum and other government curriculum frameworks</li> <li>2. Philosophical and political aspects of curriculum development and reform</li> <li>3. Critical and analytical skills when reading and writing</li> <li>4. The skills required to work effectively as a team</li> </ol>                               | <p>A1/A2</p> <p>A1/A2</p> <p>A1/A2<br/>A2</p> |
| Assessment Scheme   | Weighting %                                   |
| <p><i>Formative:</i> seminar work including critical reading analysis, individual / group tutorial feedback, student feedback from visits to schools, informal presentations to peers.</p> <p><i>Summative:</i></p> <p>A1 Critical Reading Task 2500 words<br/>A2 Group Presentation 15-20 minutes 2500 words equivalence.</p>  | <p>50%</p> <p>50%</p>                         |
| Reading Lists/Key Texts & Websites  |   |
| <p>Boyd Cadwell, L. (1997) <i>Bringing Reggio Home</i> Teachers College Press<br/> Clouder, C. et al (2003) <i>Waldorf Education</i> Floris Books<br/> DfE (2014) <i>The Early Years Foundation Stage</i><br/> Dunn, J. &amp; Layard, R. (2009) <i>A Good Childhood</i> London: Penguin<br/> <a href="http://www.education.gov.uk">www.education.gov.uk</a></p>   |   |
| Learning Resources  |   |
| <p>Resources from schools<br/> DVD/ Video material<br/> Visiting speakers<br/> On-line resources – Minerva, Athens, Wiltshire College e-study<br/> Library – FE and BSU</p>   |   |

|   |  |
|---|--|
| Code  | ED4602   |
| Title   | Inclusion  |
| Subject area  | Education  |
| Pathway   | Foundation degree Single Honours - Teaching Assistants |
| Level   | 4  |
| Credits   | 20   |
| Contact time  | 52   |
| Pre-requisites  | None   |
| Acceptable for  | Education  |
| Excluded combinations   | N/A  |
| Core/Optional   | Core   |
| Module Leader   | Tish Cooney  |
| <b>Description &amp; Aims</b>   |  |
| <p>In this module you will consider aspects of equality and diversity in society and in the workplace. The module aims to help you to identify ways in which you can meet the diverse needs of children and challenge discriminatory and stereotypical practices. You will explore and analyse current legislation and good practice and consider the implications for you in your practice.</p>  |  |
| <b>Outline Syllabus &amp; Teaching &amp; Learning Methods</b>   |  |
| <ol style="list-style-type: none"> <li>1. Equality / Inclusion legislative framework, local and national guidance.</li> <li>2. Inclusion issues to include : <ul style="list-style-type: none"> <li>• Gender</li> <li>• Race</li> <li>• Faith</li> <li>• English as an additional language</li> <li>• Autism &amp; Asperger's</li> <li>• Visual &amp; hearing impairment</li> <li>• Right to Play</li> </ul> </li> <li>3. Visits to schools and other settings eg Children's Centres to identify inclusion – policy and practice.</li> <li>4. Support for children and families eg Family Support Workers, School Support Services, and Children's Centres.</li> </ol> <p>This module will be delivered through a range of teaching and learning strategies including:</p> <ul style="list-style-type: none"> <li>• Seminars</li> <li>• Workshops</li> <li>• Collaborative group work</li> <li>• Independent research</li> <li>• Visits to other schools–. to observe inclusive practice.</li> <li>• Guest speakers will be included in the course to highlight particular</li> </ul> |  |

| areas of expertise  |                |
|---|----------------|
| Attention will be paid to developing the important skills of listening, explaining and questioning. These skills will be acquired through discussion and debate, group work and informal presentations.   |                |
| Intended Learning Outcomes  | How assessed*  |
| <p>Knowledge: understand</p> <ol style="list-style-type: none"> <li>1. The legislative framework for inclusion</li> <li>2. Aspects of difference and diversity and how to engage in inclusive practice</li> <li>3. How attitudes and beliefs may affect behaviour, self reliance, self image and identity</li> <li>4. How your own experiences, values, beliefs and attitudes can affect your own behaviour and objectivity</li> <li>5. How far the education system is inclusive</li> </ol> <p>Skills: be able to demonstrate</p> <ol style="list-style-type: none"> <li>a. Competence in writing for academic purposes</li> <li>b. Values concerned with anti-discriminatory practice, equal opportunity and inclusion</li> </ol>   | All through A1 |
| Assessment Scheme   | Weighting %    |
| <p><i>Formative:</i> seminar work including critical reading analysis, individual / group tutorial feedback, student feedback from visits to schools/wider settings, informal presentations to peers.</p> <p><i>Summative:</i><br/>A1 Essay 5000 words</p>  | 100%           |
| Reading Lists/Key Texts & Websites  |                |
| <p>Baker, C. (2000) <i>Parents &amp; Teachers Guide to Bilingualism</i> Bristol: Multi Lingual Matters</p> <p>Cole, M. (2000) <i>Education, Equality &amp; Human Rights: Issue of Gender, Race, Sexuality, Special Needs &amp; Social Class</i> Abingdon: Routledge Falmer</p> <p>Dunn, J. &amp; Layard, R. (2009) <i>A Good Childhood</i> London: Penguin</p> <p>Gainer, C. (1999) <i>Gender, Race and Class in Schooling</i> London: Falmer Press</p> <p>Lane, J. (2008) <i>Young Children and Racial Justice</i> London: NCB</p> <p>Millam, R. (2002) <i>Anti Discriminatory Practice: Guide for Workers in Childcare and Education (Practical Childcare)</i> London: Continuum International Publishing Group Ltd – <b>see individual module handbooks for full list.</b></p> |                |
| Learning Resources  |                |
| <p>Resources from schools</p> <p>DVD/ Video material</p> <p>Visiting speakers</p> <p>On-line resources – Minerva, Athens.</p> <p>Library – FE and BSU</p>   |                |

|   |  |
|---|--|
| Code  | ED4603   |
| Title   | Learning -Theory and Practice                        |
| Subject area  | Education  |
| Pathway   | Foundation degree Single Honours Teaching Assistants |
| Level   | 4  |
| Credits   | 40   |
| Contact time  | 104 hrs  |
| Pre-requisites  | none   |
| Acceptable for  | Education  |
| Excluded combinations   | N/A  |
| Core/Optional   | Core   |
| Module Leader   | Tish Cooney  |
| <b>Description &amp; Aims</b>   |  |
| <p>In this module, you will explore your own schooling and learning experiences. You will study learning theories and the socio cultural aspects of learning. This module is also concerned with child development and learning. There will be a focus on language, cognitive and emotional development, the centrality of play and learning strategies. You will also explore the relationship of self esteem to learning.</p>   |  |
| <b>Outline Syllabus &amp; Teaching &amp; Learning Methods</b>   |  |
| <ol style="list-style-type: none"> <li>1. Reflecting on own Learning</li> <li>2. Learning Theories and Theorists</li> <li>3. Cognitive Development</li> <li>4. Emotional Development</li> <li>5. Play</li> <li>6. Language Development</li> <li>7. Effective Learning &amp; Barriers to Learning</li> <li>8. Basic needs and self esteem</li> <li>9. Learning strategies</li> </ol> <p>This module will be delivered through a range of teaching and learning strategies including:</p> <ul style="list-style-type: none"> <li>• Seminars &amp; Lectures</li> <li>• Workshops</li> <li>• Collaborative group work</li> <li>• Independent research</li> <li>• Guest speakers will be included in the course to highlight particular areas of expertise</li> </ul> <p>Attention will be paid to developing the important skills of listening, explaining and questioning. These skills will be acquired through discussion and debate, group work and informal presentations.</p> |  |

| Intended Learning Outcomes  | How assessed*                                     |
|---|---|
| <p>This module aims to develop your knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. Theories and principles related to learning</li> <li>2. Your own learning and schooling experiences and how this affects current learning needs and study skills</li> <li>3. The relationship of self esteem to learning</li> <li>4. The use of ICT for study and presentations</li> <li>5. Current research in learning theory and practice</li> </ol> | <p>A1/A2/A3<br/>A1<br/>A3<br/>A3<br/>A1/A2/A3</p> |

| Assessment Scheme  | Weighting %                                 |
|--|---|
| <p><i>Formative:</i> seminar work including critical reading analysis, reflective writing, essay planning, individual / group tutorials, student feedback from visits to schools/wider settings and informal presentations to peers.</p> <p><i>Summative:</i></p> <p>A1a Learning Journal 2000 words</p> <p>A1b Learning Journal 2000 words</p> <p>A2 Essay 4000 words</p> <p>A3 Presentation – individual 10 minutes 2000 word equivalence</p>  | <p>20%</p> <p>20%</p> <p>40%</p> <p>20%</p> |
| <b>Reading Lists/Key Texts &amp; Websites</b>  |   |
| <p>Alfrey, C. (ed) (2003) <i>Understanding Children's Learning</i> David Fulton</p> <p>Bee, H. (1999) <i>The Developing Child</i> Allyn and Bacon</p> <p>Bentham, S. (2004) <i>A Teaching Assistants Guide to Child Development and Psychology</i> Routledge Falmer</p> <p>Claxton, G. (2007) <i>Building Learning Power</i> TLO Ltd</p> <p>Goleman, D. (1997) <i>Emotional Intelligence Reframed</i> Basic Books</p> <p>Moyles, J. (2005) <i>The Excellence of Play</i> OUP</p> <p>Wood, D. (1998) <i>How Children Think and Learn</i> Blackwell – <b>see individual module handbooks for full list</b></p> |   |
| <b>Learning Resources</b>  |   |
| <p>DVD/ Video material</p> <p>Visiting speakers</p> <p>On-line resources – Minerva</p> <p>Library resources – FE and BSU</p>   |   |

|  |   |
|--|---|
| Code   | ED4604  |
| Title  | The reflective practitioner: the inclusive learning environment                             |
| Subject area   | Foundation degree single honours-Teaching Assistants  |
| Pathway  | Education   |
| Level  | 4   |
| Credits  | 40  |
| Contact time   | 104 hours   |
| Pre-requisites   | None  |
| Acceptable for   | Education   |
| Excluded combinations  | N/A   |
| Core/Optional  | core  |
| Module Leader  | Tish Cooney   |
| <b>Description &amp; Aims</b>  |   |
| <p>In this work based module you will apply knowledge and understanding gained from the taught curriculum to your practice and reflect on how this has developed. You will undertake a number of reflective tasks on the learning environment and use discussion with your mentor and lecturer to assess your progress. You will observe and reflect on a range of teaching practice and use this experience to support your own practice. You will also discuss how children with additional needs are supported. Throughout you will assess, observe and discuss ways of implementing equal opportunity policies, anti-discriminatory guidelines and inclusivity in your practice.</p> |   |
| <b>Outline Syllabus &amp; Teaching &amp; Learning Methods</b>  |   |
| <p>You will be provided with tutorial support from college on your college-based day. For learning in the workplace you will have a mentor nominated by you. The mentor will provide guidance and support and feedback to support your learning. A college lecturer will also visit you in your workplace for advice support and formative assessment.</p>   |   |
| <b>Intended Learning Outcomes</b>  | <b>How assessed*</b>  |
| <p>By the end of the module students will have knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. An appropriate learning environment and the selection and management of resources</li> <li>2. The role of a range of adults in your setting</li> <li>3. Appropriate values concerned with anti-discriminatory practice, equal opportunities and inclusivity</li> <li>4. Difference and diversity</li> </ol> <p>Students will also have demonstrated:</p> <ol style="list-style-type: none"> <li>a. The ability to engage in inclusive practice</li> <li>b. The ability to reflect on and evaluate their own and others' practice,</li> </ol>                | <p>A1</p> <p>A3</p> <p>A1-4</p> <p>A1-4</p> <p>A1-4</p> <p>A1-4</p> <p>A1-4</p> <p>A1-4</p> |



## Year 2

|  |   |
|--|---|
| Code   | ED5601  |
| Title  | Working in partnership                                    |
| Subject area   | Education   |
| Pathway  | Foundation degree single honours-Teaching Assistants      |
| Level  | 5   |
| Credits  | 20  |
| Contact time   | 52 hours  |
| Pre-requisites   | None  |
| Acceptable for   | Education   |
| Excluded combinations  | N/A   |
| Core/Optional  | core  |
| Module Leader  | Tish Cooney   |
| Description & Aims   |   |
| <p>You will learn about a range of current national and local programmes designed to support the implementation of the five Every Child Matters outcomes and other education based initiatives. Through investigating how your school has worked to develop partnership or community working you will consider how individuals and groups work together. As well as developing your own team working skills you will look at some theories about how teams form and work and analyse these in the light of teams in which you work.</p>  |   |
| Outline Syllabus & Teaching & Learning Methods   |   |
| <p>Outline syllabus</p> <ul style="list-style-type: none"> <li>Theories of how teams form and work</li> <li>Every Child Matters agenda (including the reasons for its development and current and future objectives)</li> <li>Local and national courses and initiatives (e.g. Extended services, Children's Centres, City Academies)</li> <li>Expert input on local initiatives</li> </ul> <p>Teaching and learning methods</p> <p>Learning is facilitated by workshops which will be a balance of lecturer input, student centred discussion, group activity and evaluation. These will include workshops lead by visiting experts. Lecturer generated course materials will be provided on the VLE portal together with key readings and will be discussed in sessions.</p> |   |
| Intended Learning Outcomes   | How assessed*   |
| <p>Knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. The wider political and socio-economic context of Government initiatives for schools</li> <li>2. Some of the initiatives for schools</li> <li>3. The contribution of parents and the wider community to the life of the school and the impact this has on the children's/students' learning</li> <li>4. Some theories of how teams form and work.</li> <li>5. The different teams that work together to support</li> </ol>  | <p>A1</p> <p>A1</p> <p>A1, A2</p> <p>A2</p> <p>A1, A2</p> |

|   |        |
|---|--------|
| children's/students' learning and well-being  |        |
| Skills  |        |
| a. Critically analyse an educational initiative in a systematic way                                       | A1     |
| b. Use information from a range of sources  | A1, A2 |
| c. Reflect on their own and others' team working practice   | A2     |
| d. Organise and articulate arguments in speech and writing showing use of relevant specialist terminology | A1, A2 |

| Assessment Scheme   | Weighting % |
|---|-------------|
| <i>Formative:</i><br>Tutorials to develop essay title and purpose; peer and self assessment through tasks and group discussion.   |             |
| <i>Summative:</i><br>A1 essay (2500 words)  | 50%         |
| A2 Timed essay (2 hours 2500 words equivalence)   | 50%         |
| Reading Lists/Key Texts & Websites  |             |
| Anning, A. Cottrell, D. Frost, N. Green, J. & Robinson, M (2006) <i>Developing Multi Professional Teamwork for Integrated Services</i> : Maidenhead: OUP<br>Corby, B. (2006), 3rd ed <i>Child Abuse Towards a Knowledge Base</i> : Buckingham: OUP<br>Fitzgerald, D. and Kay, J. (2008) <i>Working Together in Children's Services</i> Abingdon: Routledge<br>Rodd, J. (2005) 3rd ed <i>Leadership in Early Childhood</i> , Buckingham: Open University Press– <b>see individual module handbooks for full list</b> |             |
| Learning Resources  |             |
| FE college portal<br>Bath Spa portal - Minerva<br>e-books<br>Laptops<br>Range of current DVD and relevant multi media materials<br>Learning Resource Centre<br>Visiting speakers  |             |

|   |  |
|---|--|
| Code  | ED5602   |
| Title   | The curriculum in action                             |
| Subject area  | Education  |
| Pathway   | Foundation degree single honours-Teaching Assistants |
| Level   | 5  |
| Credits   | 40   |
| Contact time  | 104 hours  |
| Pre-requisites  | None   |
| Acceptable for  | Education  |
| Excluded combinations   | N/A  |
| Core/Optional   | Core   |
| Module Leader   | Tish Cooney  |
| <b>Description &amp; Aims</b>   |  |
| <p>This module aims to develop your knowledge and understanding of curriculum models and the socio-political and cultural influences on curriculum planning. You will gain knowledge of the curriculum in UK schools and colleges, including current research and developments. You will be encouraged to research and reflect on how the curriculum is implemented in your work place and to make comparisons with other settings, concentrating in depth on one of the three areas of the core National Curriculum.</p> <p>Later in the module you will research the wider curriculum, including both the foundation subjects and a range of cross-curricular topics. You will be given the opportunity to make observational visits to a range of settings to aid understanding of how the curriculum is put into action. You will consider how the curriculum is planned in the medium and short term and work collaboratively with your fellow students.</p> |  |
| <b>Outline Syllabus &amp; Teaching &amp; Learning Methods</b>   |  |
| <p>Outline syllabus</p> <ul style="list-style-type: none"> <li>• What is curriculum: introduction to a range of models and definitions, including some international perspectives</li> <li>• The core curriculum: English, maths and science from early years to KS4</li> <li>• The foundation subjects</li> <li>• Cross-curricular themes</li> <li>• Current research and developments</li> <li>• Education outside the classroom</li> <li>• Global dimensions of the curriculum</li> <li>• Vocational education</li> <li>• Planning and assessment</li> </ul> <p>Teaching and learning methods:</p> <p>Learning is facilitated by workshops which will be a balance of lecturer input, student centred discussion, group activity and evaluation. These will include workshops lead by visiting experts. Students will also make observational</p>  |  |

| visits to a range of settings. Lecturer generated course materials will be provided on Minerva or your college VLE together with key readings and will be discussed in sessions. The module will focus on knowledge and skill development as well as students' own research activity on collaborative working.   |  |
|--|--|
| Intended Learning Outcomes   | How assessed*  |
| By the end of the module students will have knowledge and understanding of; <ul style="list-style-type: none"> <li>1. The requirements and implementation of the Core Curriculum.</li> <li>2. Aspects of the wider curriculum, including recent and current research and practice.</li> <li>3. Appropriate strategies for the teaching and learning of an aspect of the wider curriculum</li> <li>4. The requirements for short and medium term planning</li> </ul> Students will also be able to: <ul style="list-style-type: none"> <li>a. Demonstrate group presentational skills, particularly oral communication and negotiating skills</li> <li>b. Critically analyse educational practice in a systematic way</li> <li>c. Collaborate and plan as part of a team</li> </ul> | <br>A2<br>A1<br>A1<br>A3<br><br>A3<br><br>A1, A2<br>A3 |
| Assessment Scheme  | Weighting %  |
| <i>Formative:</i><br>Tutorials to develop essay title and purpose; peer and self assessment through tasks and group discussion.<br><br><i>Summative:</i><br>A1 essay (5000 words)<br><br>A2 group presentation 5000 word equivalence 25 mins   | <br><br><br><br><br>50%<br><br>50 %                    |
| Reading Lists/Key Texts & Websites   |  |
| Kelly, A. V. (2009) <i>The Curriculum: Theory and Practice</i> . 6 <sup>th</sup> ed. London: Sage Publications<br>Wragg, E. (1997) <i>The Cubic Curriculum</i> London: Routledge<br>Moyles, J. (2005) <i>The Excellence of Play</i> , 2 <sup>nd</sup> ed. Milton Keynes: OUP<br>National curriculum online; <a href="http://curriculum.qca.org.uk/">http://curriculum.qca.org.uk/</a><br>National strategies; <a href="http://nationalstrategies.standards.dcsf.gov.uk/">http://nationalstrategies.standards.dcsf.gov.uk/</a><br>International review of curriculum and assessment frameworks:<br><a href="http://www.inca.org.uk/">http://www.inca.org.uk/</a> – <b>see individual module handbooks for full list</b>   |  |
| Learning Resources   |  |
| Visiting speakers<br>Trips<br>ICT<br>Day placements  |  |

|  |  |
|--|--|
| Code   | ED5603   |
| Title  | The reflective practitioner: supporting individuals and groups |
| Subject area   | Education  |
| Pathway  | Foundation degree Single Honours-Teaching Assistants           |
| Level  | 5  |
| Credits  | 20   |
| Contact time   | 52   |
| Pre-requisites   | None   |
| Acceptable for   | Education  |
| Excluded combinations  | N/A  |
| Core/Optional  | Core   |
| Module Leader  | Tish Cooney  |
| Description & Aims   |  |
| <p>In this work based module you will explore the links between assessment, monitoring and target setting for either an individual child or a group with whom you work and consider the need to sustain children's/students' interest and motivation. You will research aspects of development and learning relevant to your chosen focus child/children and the strategies that will best enable you to support these. You will develop further the skills of analysis and for engaging in reflective practice.</p>   |  |
| Outline Syllabus & Teaching & Learning Methods   |  |
| <p>Students are expected to study and research the module content independently, alongside reflective tutorials with their lecturer and professional discussions with their mentor.</p> <p>There is an expectation that students will read widely, including from the module book lists, as well as from other sources such as journals and the Internet.</p> <p>You will be supported to use the following approaches to learning</p> <ul style="list-style-type: none"> <li>• independent research in the work place</li> <li>• independent research and analysis of a range of texts and evidence sources</li> <li>• reflective practice including documenting reflection, actions and change</li> <li>• use of ICT sources</li> <li>• consideration of ethical working</li> <li>• working supportively within a team in the setting</li> </ul> |  |
| Intended Learning Outcomes   | How assessed*  |

|   |       |
|---|-------|
| By the end of the module students will have knowledge and understanding of: |       |
| 1. The role of the teaching assistant in relation to children's learning    | A1/A2 |
| 2. The assessment cycle, including the use of differentiation               | A1    |
| 3. The needs of the individual or group                                     | A1,2  |
| Students will also have developed their ability to                          | A1,2  |
| a. Critically reflect on practice   | A1    |
| b. Write for academic purposes  |       |

| Assessment Scheme   | Weighting %               |
|---|---------------------------|
| <p><i>Formative:</i><br/>Mentor discussions in the workplace<br/>Peer reviews of progress and documentation<br/>Tutorials with lecturer<br/>Lecturer observation and feedback</p> <p><i>Summative:</i><br/>Report (4000 words)<br/>Reflective discussion with mentor or lecturer (1000 words) Pass/Fail</p> | <p>100%<br/>Pass/fail</p> |

#### Reading Lists/Key Texts & Websites

Arnold, C. (2002) *Psychology for teaching assistants*. London: Trentham  
 Overall, L. (2007) *Supporting children's learning*. London: Sage Publications  
 Pritchard, A. (2006) *Ways of learning*. London: David Fulton– **see individual module handbooks for full list**

#### Learning Resources

FE college portal  
 Bath Spa portal - Minerva  
 e-books  
 Laptops  
 Range of current DVD and relevant multi media materials  
 Learning Resource Centre  
 Visiting speakers

|   |  |
|---|--|
| Code  | ED5614   |
| Title   | The Reflective practitioner: Research in the Educational Workplace |
| Subject area  | Education  |
| Pathway   | Foundation degree Single Honours Teaching Assistants               |
| Level   | 5  |
| Credits   | 40   |
| Contact time  | 78 hrs   |
| Pre-requisites  | None   |
| Acceptable for  | Education  |
| Excluded combinations   | N/A  |
| Core/Optional   | Core module 2 <sup>nd</sup> year                                   |
| Module Leader   | Tish Cooney  |
| <b>Description &amp; Aims</b>   |  |
| <p>In this module, you will carry out a piece of research based in your workplace. The precise topic for the research will be chosen by you but will be discussed with and approved by the college lecturer. You will be introduced to theoretical perspectives and a range of approaches to research in education. Appropriate skills, knowledge and attitudes will be explored to enable you to conduct the research effectively. Through reading and investigation of a range of sources you will develop an in depth knowledge and understanding of the chosen topic. You will use ICT as part of your research project.</p>  |  |
| <b>Outline Syllabus &amp; Teaching &amp; Learning Methods</b>   |  |
| <ul style="list-style-type: none"> <li>• introduce to the different types of educational research and to the basic tools used in educational research such as questionnaires and interview</li> <li>• develop knowledge and understanding of the ways in which information is handled and presented in educational research</li> <li>• develop capacity in ICT particularly the use of ICT for research, information handling and presentation</li> </ul> <p>The student will be introduced to the use of qualitative and quantitative research in education, the contexts in which the different approaches are appropriate and how information is collected and analysed to answer questions in education. It is essentially an untaught module, but group tutorials will be used to introduce various methods of research, and individual tutorials will be planned in order for specific questions to be addressed and support to be given. Professional discussions with mentors in the workplace will be held in order to consider the process and effect of the research in the workplace.</p> |  |
| <b>Intended Learning Outcomes</b>   | <b>How assessed*</b>   |
| Knowledge: understand<br>1. the main methods of educational enquiry in education<br>2. Appropriate methods for the care and education of children.  | A2<br>A2, A3, A4<br>A1, A4   |

|  |   |
|--|---|
| <p>3. theory and principles related to carrying out a piece of educational research</p> <p>4. how to apply the principles of evidence based practice</p> <p>5. that there are underlying values in education which inform research</p> <p>Skills: be able to</p> <p>a. develop as a reflective practitioner and apply theory to practice</p> <p>b. carry out a small scale investigation following ethical research guidelines</p> <p>c. analyse, interpret and summarise quantitative and qualitative data</p> <p>d. manage and organise their work time, resources , records and information to support decision making</p>  | <p>A1, A2, A3, A4</p> <p>A1, A4</p> <p>A2, A3, A4</p> <p>A1, A2</p> <p>A1</p> <p>A3, A4</p> |
| <b>Assessment Scheme</b>   | <b>Weighting %</b>  |
| <p><i>Formative:</i><br/>Students will have individual and group tutorials throughout the year. They will have a specific tutorial early in the first term in which they will hand in their proposals.</p> <p><i>Summative:</i><br/>A1 Research methods essay, 2000 words<br/>A2 Proposal, 1000 words<br/>A3 Investigative Project, 6000 words<br/>A4 Lecturer/mentor reflective discussion</p>  | <p>20%</p> <p>Pass/fail</p> <p>80%</p> <p>Pass/fail</p>                                     |
| <b>Reading Lists/Key Texts &amp; Websites</b>  |   |
| <p>Denscombe, M. (2007) <i>The Good Research Guide</i> McGraw Hill</p> <p>Cohen, L. Manion, L. &amp; Morrison ,K (2011) <i>Research Methods in Education</i> London 7th ed: Routledge Falmer</p> <p>Greig, A. et al ( 2007) ( 2nd ed) <i>Doing Research with Children</i> London: Sage</p> <p>Taylor, C. Wilkie, M. and Baser, J. (2006) <i>Doing Action Research : A Guide for School Support Staff</i></p> <p>Thomas, G (2009) <i>How to do your research project</i></p> <p><b>Recommended Reading</b></p> <p>Alderson, P. (2008) <i>Young Children’s Rights: Exploring Beliefs Principles and Practice.</i> (2<sup>nd</sup> edn). London: Jessica Kingsley Publishers</p> <p>Aubrey, C. David, T. Godfrey, R. &amp; Thompson, L (2001) <i>Early Childhood Educational Research.</i> London: Routledge Falmer</p> <p>Bancroft, S., Fawcett, M. and Hay, P. (eds) (2008) <i>Researching Children Researching the World.</i> Stoke on Trent: Trentham Books</p> <p>Bell, J. (2005) (4<sup>th</sup> ed) <i>Doing Your Research Project.</i> Maidenhead: McGraw-Hill/Open University Press</p> <p>Bryman, A (2004) 2<sup>nd</sup> ed <i>Social Research Methods</i> London: Oxford University</p> |   |

Press

Farrell, A. ed (2005) *Ethical Research with Children* Maidenhead.

Maidenhead: McGraw-Hill/Open University Press

Macintyre, C. (2000) *The Art of Action Research in the Classroom*. London:

David Fulton Publishers

McNaughton, G. Rolfe, S. & Siraj Blatchford, I. (2001) *Doing Early Childhood*

*Research*. Maidenhead: McGraw-Hill/Open University Press

MacNaughton, G. & Hughes, P. (2009) *Doing Action Research in Early*

*Childhood Studies : a step by step guide* Open University Press

McNiff, J (2002) *Action Research: Principles and Practice*. London: Routledge

Falmer

#### Learning Resources

FE college portal

Bath Spa portal - Minerva

e-books

Laptops

Range of current DVD and relevant multi media materials

Learning Resource Centre

Visiting speakers

## APPENDIX 2

### Summary of assessment in the modules

| <b>Assessment Year 1</b>   |  |
|--|--|
| <b>Curriculum Foundation Stage to end of Secondary</b>                 | A1 Critical Reading Task 2500 words - 50%<br>A2 Group Presentation 15-20 mins 2500 words equivalence – 50%   |
| <b>Inclusion</b>   | A1 Essay 5000 words 100%   |
| <b>Learning -Theory and Practice</b>                                   | A1a Learning Journal 2000 words -20%<br>A1b Learning Journal 2000 words – 20%<br><br>A2 Essay 4000 words – 40%<br>A3 Presentation – individual 10 mins 2000 word equivalence – 20% |
| <b>The reflective practitioner: the inclusive learning environment</b> | Work-based portfolio A1 – 2500 words 25%<br>Work-based portfolio A2 – 2500 words 25%<br>Work-based portfolio A3 – 2500 words 25%<br>Work-based portfolio A4 – 2500 words 25%       |

| <b>Assessment Year 2</b>   |   |
|--|---|
| <b>Working in partnership</b>  | A1 essay 2500 words – 50%<br>A2 Timed essay (2 hours 2500 words equivalence)– 50%   |
| <b>The curriculum in action</b>  | A1 essay 5000 words – 50%<br>A2 group presentation 5000 words equivalence– 50%  |
| <b>The reflective practitioner: supporting individuals and groups</b>      | A1 Reflective report 4000 words – 100%<br>A2 Reflective discussion with mentor or lecturer - Pass/fail  |
| <b>The Reflective Practitioner – Research in the Educational Workplace</b> | A1 Research methods essay, 2000 words - 20%<br>A2 Proposal, 1000 words - Pass/fail<br>A3 Investigative Project, 6000 words – 80%<br>A4 Lecturer/mentor reflective discussion, Pass/fail |

## APPENDIX 3

### ASSESSMENT CRITERIA BY LEVELS

#### 1. ESSAY OR ANALYTICAL REVIEW

| Level 4  | Level 5   |
|--|---|
| <ul style="list-style-type: none"> <li>▪ Able to analyse the question</li> <li>▪ Clear indication of how it will be answered</li> <li>▪ Appropriate content</li> <li>▪ Develops a line of argument, makes a case</li> <li>▪ Supports from further reading (at least 6 appropriate sources)</li> <li>▪ Reaches an appropriate conclusion</li> <li>▪ Correct referencing procedure</li> <li>▪ Accurate use of English</li> <li>▪ Word processed/accurate word-count</li> </ul> <p>Lecturer sets titles and helps with structure. Emphasis on marking at this level to be on content and structure.</p> | <ul style="list-style-type: none"> <li>▪ As for Level 1 plus the following...</li> <li>▪ Engage with different lines of argument</li> <li>▪ Evaluate different cases</li> <li>▪ Develop a critical approach</li> <li>▪ At least 8 appropriate references including journal articles/web-sites</li> <li>▪ Write in an appropriate academic style</li> </ul> <p>Student has some choice of content but within lecturer approved title</p> |

## 2. SEMINAR PRESENTATION

|   | <b>Level 4</b>  | <b>Level 5</b>  |
|---|---|---|
| <b>Content</b>                                    | <ul style="list-style-type: none"> <li>▪ Relevance of content to given/chosen topic</li> <li>▪ Identification of key elements</li> <li>▪ Written materials support topic</li> <li>▪ Appropriate use of written English in materials</li> </ul>                                | <ul style="list-style-type: none"> <li>▪ Relevance of content to topic</li> <li>▪ Discussion of key elements</li> <li>▪ Coherence of presentation</li> <li>▪ Written materials elaborate on topic</li> <li>▪ Appropriate use of English in materials</li> </ul>   |
| <b>Skills</b>                                     | <ul style="list-style-type: none"> <li>▪ Make connections between theory and practice</li> <li>▪ Collaboration with others</li> <li>▪ Confidence in speaking</li> <li>▪ Use of resources</li> <li>▪ Some audience involvement</li> <li>▪ Quality of spoken English</li> </ul> | <ul style="list-style-type: none"> <li>▪ Analyse connections between theory and practice</li> <li>▪ Collaboration with others</li> <li>▪ Confidence, use of voice, range of presentational methods, use of resources</li> <li>▪ Use and quality of resources</li> <li>▪ Good pedagogy including range of audience involvement</li> <li>▪ Quality of spoken English</li> </ul> |
| <b>Additional criteria for group presentation</b> | <ul style="list-style-type: none"> <li>▪ Collaborative approach to preparation for presentation</li> <li>▪ Contributions from all group members during presentation</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Critical reflection on collaborative approach to presentation</li> <li>▪ Distinct and equal contributions from all</li> </ul>  |

### 3. SEMINAR REPORT, JOURNAL OR PORTFOLIO

| Level 4   | Level 5   |
|---|---|
| <ul style="list-style-type: none"> <li>▪ Identify key issues under discussion</li> <li>▪ Identify key points in lectures and readings</li> <li>▪ Raise questions about ideas presented in lectures, readings, seminars and work based practice</li> <li>▪ Begin to make connections between different elements of the module</li> <li>▪ Begin to develop own lines of argument</li> <li>▪ Identify key elements of own learning using self reflection</li> <li>▪ Demonstrate knowledge of some key ideas associated with area of study</li> <li>▪ Evidence and demonstration of work-based practice</li> <li>▪ Evidence of collaboration where appropriate</li> <li>▪ Accurate use of English</li> <li>▪ Correct referencing procedure</li> </ul> | <ul style="list-style-type: none"> <li>▪ Able to discuss the key issues</li> <li>▪ Analyse ideas presented in lectures and readings</li> <li>▪ Critically reflect on module content drawing upon some further reading and work based practice</li> <li>▪ Apply some underlying concepts to other contexts by drawing links between different elements of module</li> <li>▪ Reflect critically upon process of own learning</li> <li>▪ Initiate change in practice</li> <li>▪ Demonstrate knowledge and critical understanding of some of the key ideas associated with area of study</li> <li>▪ Evidence of collaboration</li> <li>▪ Writing in appropriate personal/ academic style</li> <li>▪ Appropriate references and correct referencing procedure</li> </ul> |

#### 4. INVESTIGATIVE OR RESEARCH REPORT

|                    | <b>Level 5 only</b>  |
|--------------------|--|
| <b>Abstract</b>    | <ul style="list-style-type: none"><li>▪ Clear account of findings of investigation in single paragraph</li></ul>   |
| <b>Rationale</b>   | <ul style="list-style-type: none"><li>▪ Clear statement of reason for choice of topic in relation to own back-ground knowledge and experience</li></ul>  |
| <b>Literature</b>  | <ul style="list-style-type: none"><li>▪ An account of literature relevant to topic</li><li>▪ Should include some primary sources</li></ul>   |
| <b>Methods</b>     | <ul style="list-style-type: none"><li>▪ Clear statement of specific question being investigated and methods used to answer it</li><li>▪ Commentary on why selected methods are appropriate</li></ul> |
| <b>Findings</b>    | <ul style="list-style-type: none"><li>▪ Clear presentation of data which is accessible to reader</li><li>▪ Presents answer to the question posed</li></ul>   |
| <b>Conclusions</b> | <ul style="list-style-type: none"><li>▪ Discusses findings in terms of question posed and wider implications</li><li>▪ Refers to discussion in literature section</li></ul>                          |

## APPENDIX 4

### MARKING CRITERIA

#### Criteria for marking Essay or Analysis

##### **Mark of 80%+**

- Exceptional treatment of the chosen topic, outstandingly well organised
- Exceptionally well selected material, thoroughly detailed and accompanied by outstandingly good research evidence and/or supporting argument
- Shows evidence of exceptionally wide reading, including a wide range of primary sources
- Critical commentary is exceptionally coherent, highly effective, appropriate to level of the module and demonstrates highly original analysis or evaluation
- Complete references conventionally presented throughout the text
- Exceptionally fluent and confident use of written English in appropriate academic style with no errors

##### **Mark of 70-79%**

- Thorough treatment of the chosen topic, with evidence of coherent organisation
- Very well selected material, well detailed and accompanied by research evidence and/or supporting argument
- Shows evidence of wide reading, including substantial use of primary sources
- Critical commentary is coherent, highly effective, appropriate to level of the module and shows originality of analysis or evaluation
- Complete references conventionally presented throughout the text
- Fluent and confident use of written English in appropriate academic style with no errors

##### **Mark of 60-69%**

- Reasonably thorough treatment of the chosen topic, evidence of coherent organisation
- Selection of material is appropriate, well detailed and accompanied by research evidence and/or supporting argument
- Shows evidence of wide reading, including some use of primary sources
- Critical commentary is coherent, with analysis or evaluation appropriate to the level of the module
- Correct referencing throughout the text, although some minor errors or omissions
- Good written English in an appropriate academic style with a minimum of errors

##### **Mark of 50-59%**

- Reasonable treatment of the chosen topic, some evidence of coherent organisation

- Selection of material is appropriate, reasonably well detailed and sometimes accompanied by research evidence and/or supporting argument
- Shows some evidence of wider reading
- Critical commentary not always well developed or used particularly effectively
- Adequate referencing throughout the text, with some minor errors or omissions
- Reasonably clear written English in a suitable style with a minimum of errors

**Mark of 40-49%**

- Basic treatment of the chosen topic, with only occasional evidence of organisation
- Selection of material superficial, seldom accompanied by research evidence and/or supporting argument
- Shows little evidence of reading
- Critical commentary is lacking or inappropriate
- Deficiencies in referencing, including major errors and/or omissions
- Written English not always clear nor of suitable style and including errors

**Mark of 30-39%**

- Very basic treatment of chosen topic, little evidence of organisation
- Description and/or criticism of material is inappropriate or ineffective
- Little if any evidence of reading
- Quality of referencing is inadequate
- Written English not clear and with a high proportion of errors

**Mark of 1-29%**

- Poor treatment of chosen topic, little or no evidence of organisation
- Description and/or criticism of material is very inappropriate or ineffective
- No evidence of reading
- No attempt to carry out referencing
- Poor written English with a high proportion of errors

**Mark of 0** No answer or fails to address question.

## Criteria for marking Seminar Presentation

### Mark of 80+

- Exceptional treatment of topic, detailed discussion of key elements, accompanied by and exceptional level of research evidence and/or outstandingly clear argument
- Exceptional connections between theory and practice
- Exceptional use of initiative in collaboration with others
- Exceptionally well-produced supportive materials
- Structure of presentation exceptionally coherent
- Exceptionally confident use of standard spoken English, style unusually appropriate to academic context
- Presentation skills of and exceptional order, demonstrates confidence, uses range of methods, exceptional audience involvement, without use of notes
- *Exceptionally well organised and collaborative approach to preparation of the presentation*
- *Distinct and appropriate contributions from each group member*

### Mark of 70-79%

- Very thorough treatment of topic, detailed discussion of key elements, accompanied by excellent research evidence and/or very clear argument
- Excellent connections between theory and practice
- Excellent use of initiative in collaboration with others
- Very well produced supportive materials
- Structure of presentation highly coherent
- Fluent, confident use of standard spoken English, style appropriate to academic context
- Presentation skills of high order, demonstrates confidence, uses range of methods, very good audience involvement, uses notes but not reading from them
- *Very well organised and collaborative approach to preparation of the presentation*
- *Distinct and appropriate contributions from each group member*

### Mark of 60-69%+

- Thorough treatment of topic, detailed discussion of key elements, accompanied by research evidence and/or clear argument
- Good connections between theory and practice
- Good use of initiative in collaboration with others
- Well produced supportive materials
- Structure of presentation is coherent
- Fluent, reasonably confident use of standard spoken English, style appropriate to context
- Presentation skills of reasonably high order, demonstrates confidence, uses range of methods, good audience involvement, uses notes but not reading from them
- *Well organised and collaborative approach to preparation of the presentation*

- *Distinct and appropriate contributions from each group member*

**Mark of 50-59%+**

- Reasonable treatment of topic and detailed discussion of some key elements, accompanied by some research evidence and/or supporting argument
- Some connections between theory and practice
- Some use of initiative in collaboration with others
- Reasonably well produced supportive materials
- Structure of presentation is reasonably coherent
- Quite fluent, reasonably confident use of standard spoken English, appropriate to context
- Quite good presentation skills, appropriate methods, some audience involvement, may sometimes read from notes
- *A collaborative approach to preparation of the presentation*
- *Distinct contributions from each group member*

**Mark of 40-49%+**

- Basic treatment of topic and some discussion of key elements, little research evidence and/or supporting argument
- Limited connections between theory and practice
- Little use of initiative in collaboration with others
- Not very well produced or no supportive materials
- Presentation not always coherent
- Lacks fluency in standard spoken English, inappropriate to context
- Only adequate presentation skills, inappropriate methods, little audience involvement, reads from notes
- *Little collaboration in preparation of the presentation*
- *At times distinct contributions from each group member not clear*

**Mark of 30-39%+**

- Very basic treatment of topic and little discussion of key elements, no research evidence and/or supporting argument
- Very limited connections between theory and practice
- Very little use of initiative in collaboration with others
- Supportive materials
- Presentation is sometimes incoherent
- Use of standard spoken English poor, inappropriate style, hesitancy
- Poor presentation skills, inappropriate methods, no audience involvement, reads notes
- *Poor collaboration in preparation of the presentation*
- *Contributions from each group member not distinct*

**Mark of 1-29%** Presentation shows little or no evidence of research or are inappropriate to topic set/chosen.

- Poor treatment of topic and discussion of key elements, no research evidence and/or supporting argument
- No connections between theory and practice
- No use of initiative in collaboration with others
- Poor materials

- Presentation is frequently incoherent
- Poor use of standard spoken English, with highly inappropriate style, hesitancy
- Poor presentation skills, inappropriate methods, no audience involvement
- *Little or no collaboration in preparation of the presentation*
- *Contributions from each group member not distinct*

**Mark of 0** No presentation or fails to address requirements of presentation.

## Criteria for marking seminar report, journal or portfolio and child studies

### Mark of 80%+

- Outstanding critical understanding of key issues, with exceptional reference to lectures, wide reading, discussion and work based practice
- Evidence of very wide and appropriate reading in relation to discussion of key issues
- Makes exceptionally insightful connections between different elements of the module and wider issues in education and society
- Exceptionally insightful and critical reflection on own learning arising from the above
- Exceptional use of initiative in collaboration with others
- Exceptionally appropriate references conventionally presented
- Exceptionally fluent and confident use of written English in appropriate personal/academic style + supporting material in appendices

### Mark of 70-79%+

- Excellent critical understanding of key issues, with specific and detailed reference to lectures, set readings, discussion and work-based practice
- Evidence of wide and appropriate reading in relation to discussion of key issues
- Makes highly insightful connections between different elements of the module and wider issues in education and society
- Highly insightful and critical reflection on own learning arising from the above
- Excellent use of initiative in collaboration with others
- Extremely appropriate references conventionally presented
- Fluent and confident use of written English in appropriate personal/academic style with no errors

### Mark of 60-69%+

- Critical understanding of key issues, with specific and detailed reference to lectures, set readings, discussions and work based practice
- Evidence of appropriate reading in relation to discussion of key issues
- Makes insightful connections between different elements of the module and wider issues in education and society
- Insightful and critical reflection on own learning arising from the above
- Good use of initiative in collaboration with others
- Appropriate references conventionally presented
- Confident use of written English in appropriate personal/academic style

### Mark of 50-59%+

- Some critical understanding of key issues, with some reference to lectures, set readings, discussions and work based practice
- Evidence of some appropriate reading in relation to discussion of key issues
- Makes some connections between different elements of the module and wider issues in education and society

- Some reflection on own learning arising from the above
- Some use of initiative in collaboration with others
- Generally references are appropriate and conventionally presented, some errors
- Reasonably clear written English generally in appropriate personal/academic style

**Mark of 40-49%+**

- Some understanding of key issues, some reference to lectures, set readings, discussions and work based practice
- Little evidence of reading in relation to key issues
- Few connections made between different elements of the module or wider issues
- Limited reflection on own learning arising from the above
- Little use of initiative in collaboration with others
- References not always appropriate and some errors and omissions
- Written English not always clear and/or inappropriate personal/academic style

**Mark of 30-39%+**

- Little understanding of key issues or reference to lectures, set readings, discussions and work based practice
- Very little evidence of reading in relation to key issues
- Limited or no connections made between different elements of the module or wider issues
- Little or no reflection on own learning arising from the above
- Little or no use of initiative in collaboration with others
- References inadequate or missing
- Written English not clear and inappropriate in style

**Mark of 1-29%**

- Lack of proper understanding of key issues or reference to lectures, set readings, discussions and work based practice
- Little or no evidence of reading in relation to key issues
- No connections made between different elements of the module or wider issues
- No reflection on own learning arising from the above
- No use of initiative in collaboration with others
- References inadequate or missing
- Poor written English with many errors

**Mark of 0** No report or fails to address the issues.

## Criteria for marking Investigative/Research Report

### **Mark of 80%+**

- An exceptionally succinct and accurate summary of the findings in an abstract indicating publication standard
- A highly argued rationale for carrying out the investigation in a concise manner, demonstrating a critical awareness of the work and its originality in the context of other findings in the field
- An exceptionally thorough and concise analysis of relevant literature and insightful comparisons between different theoretical positions which are then used to inform the investigation
- An extremely well focused discussion of the methods for the investigation, with a critical analysis of their appropriateness for the question
- Outstandingly well-presented data which clearly demonstrates the findings
- An imaginative and original conclusion with a critically analytical discussion of the findings in relation to the question set
- Written entirely in properly objective reporting style at publication quality
- Complete references conventionally presented throughout the text

### **Mark of 70-79%+**

- A highly succinct and accurate summary of the findings in an abstract
- A sharply argued rationale for carrying out the investigation in a concise manner, demonstrating a critical awareness of the work and its originality in the context of other findings in the field
- A thorough and concise analysis of relevant literature and insightful comparisons between different theoretical positions which are then used to inform the investigation
- A highly focused discussion of the methods for the investigation, with a critical analysis of their appropriateness for the question
- Exceptionally well-presented data which clearly demonstrates the findings
- A conclusion with a critically analytical discussion of the findings in relation to the question set
- Written entirely in properly objective reporting style
- Complete references conventionally presented throughout the text

### **Mark of 60-69%+**

- An accurate summary of the findings in an abstract
- A cogent rationale for carrying out the investigation in a thorough and concise manner, demonstrating some originality and knowledge of the work in the context of other findings in the field
- A thorough analysis of relevant literature and some comparisons between different theoretical positions which are then used to inform the investigation
- A discussion of the methods for the investigation which demonstrates a critical analysis of their appropriateness for the question
- Well-presented data which clearly demonstrates the findings
- A conclusion with a discussion of the findings in relation to the question set

- Written mostly in properly objective reporting style
- Complete references conventionally presented throughout the text

#### **Mark of 50-59%+**

- A reasonably accurate summary of the findings in an abstract
- An argued rationale for carrying out the investigation, demonstrating a knowledge of the context of other findings in the field
- A reasonable analysis of relevant literature with an understanding of theoretical positions used to inform the investigation
- A description of the methods for the investigation and how they will answer the question.
- Reasonably well-presented data which give a fair representation of the findings
- A conclusion with a discussion of the findings in relation to the question set
- Written mostly, but not entirely, in properly objective reporting style
- Complete references conventionally presented throughout most of the text

#### **Mark of 40-49%+**

- Some account of the findings in an abstract
- A basic account of the reasons for carrying out the investigation
- A description of some relevant literature and its relationship to the investigation
- A description of the methods for the investigation and how they will answer the question
- Presentation of data which is not always clear and consistent, but which represents the finding
- A conclusion with a limited discussion of the findings
- Not entirely, written in properly objective reporting style. References not always conventionally presented

#### **Mark of 30-39%+**

- Some account of the findings in an abstract
- A very basic account of the reasons for carrying out the investigation
- A description of literature which is not always relevant to the investigation
- A basic description of the methods for the investigation
- Presentation of data which is not always clear and consistent
- A conclusion with a very basic discussion of the findings
- Not entirely written in properly objective reporting style.
- References not always conventionally presented.

#### **Mark of 1-29%**

- Account of the findings in an abstract unclear and badly expressed
- A limited account of the reasons for carrying out the investigation
- A weak description of a limited literature which is not always relevant to the investigation
- A poor description of the methods for the investigation
- Poor and inadequate presentation of data

- No proper conclusion or basic discussion of the findings
- Written in weak academic reporting style
- References not conventionally presented

**Mark of 0** No answer or fails to carry out an investigation.

## **APPENDIX 5: MANAGING AND PREPARING COURSEWORK**

### **Handing in Assignments**

All assignments must be submitted by the due date. If there are extenuating circumstances that make it impossible to meet a deadline, then you must discuss the difficulties with the lecturer concerned in advance. An extension deadline will then be agreed. Failure to meet a deadline could result in you receiving a maximum mark of 40%.

### **Late submission of work**

Please note that the submission dates given in the module handbooks have to be adhered to. For more information please see:

<http://www2.bathspa.ac.uk/services/student-services/current-students/your-course/guide-for-students-course-of-study/guide-to-the-modular-scheme-2013-2014.pdf>

Section 6.10 contains details of mitigating circumstances. If you have medical reasons for late submission then a doctor's certificate must be provided. The decision to grant a short term extension needs to be based on the 'professional judgement' of the marking lecturer and a submission date to be agreed in writing with the lecturer. Please note that any further extension beyond the new agreed date will **not** be granted, but a deferral can be requested with mitigating circumstances

### **Notes on Writing**

#### **Making sure you answer the question**

Before a lecturer marks a piece of coursework they decide the range of content the answer should include. If you have not answered the question set or obeyed the instructions; you will not get good marks even if you have written very intelligently. So before you start, work out what the question is about and what your answer should include. Make sure you address all the issues referred to in the title.

#### **Decide what sort of writing is called for**

If you are asked to write a report, formal language is appropriate which does not often use the first person ('I'). Reports are often in numbered paragraphs, grouped together under a heading. Thus if Section 3 was your 'Methods' Section, 3.1 might explain the range of possible methods for your study and their strengths and weaknesses for your purposes, 3.2 might focus on the advantages and disadvantages of the method you chose. If you are writing an essay, headings are not usually used (though they can be used to clarify the essay's structure) and the writing tends to be smoother and less concise. Thus in an essay you might go into detail about particular points, giving several examples. You might compare both sides of an argument, and describe the evidence offered for each. A report is usually more factual in structure. If it did offer opposing views, it would do so in separate paragraphs.

If you are writing handouts or background information for a presentation a series of bullet points might be suitable.

### **Plan your Coursework**

It is a good idea to start by mind mapping all the possible contents, maybe making a list or a spider gram with arrows to the various parts of the title that you have identified. However your mind works, there is probably a diagram or visual way of noting down all the likely contents that is helpful for you. After this preliminary survey of what should go in make a proper plan. Such use of time pays off. Do not start until you have headings telling you what time you are going to write in the introductory section, the main body of the work, and the conclusion. If it is an essay, remember you are going to develop an argument, and present evidence for it, bringing in background literature, different ideas and so on. An essay is a structured argument rather than a list of ideas or references.

### **“A well-structured essay”**

You would be pleased to have this as a comment on your feedback sheet. You can, if you have an introductory paragraph that discusses the question and says how you will proceed to answer it, a middle section that really does what you say you will, and a conclusion that sums up the important points, referring back to the question. In some logical order you will need to introduce and discuss the various possible positions and their pros and cons, including evidence for them or against them (using references for each, and making it clear whether a view is yours or the author’s).

Your paragraphs in this middle section should be linked. Do not write an essay that goes ‘X said such and such. Y said such and such. Z said such and such’. This is not all bad, if you report their views well, but it lacks an argument of your own. Instead, try this approach: ‘Educators have generally taken one of two broad approaches on this issue. The first group, the X’s, believe that ..... They offer as evidence research carried out by Y ....’ The next paragraph could then go ‘in complete contrast, the Y’s take the view that ...The are unimpressed by the evidence on which the X’s put such stress, because ..... Instead, they emphasise .....’ Or it might go ‘In partial agreement, the Y’s admit that .... but claim the X’s exaggerate this aspect of the case .....’ The point is to link the paragraphs so the reader is led from one to another. At the end of the essay summarise your main points, relating to the original question. Check that you done what you said you would in the first paragraph.

### **Critical Analysis**

Too often, student assignments simply describe or summarise background reading. It is fine to do this, but you need also to evaluate critically what you have read, so that your references support your argument, and your coursework is more that a mere list of other peoples’ opinions. But how are you to critically evaluate something that you may not know much about? One way of doing this is to ask yourself if the position in question is internally

consistent, and how to discuss how it relates to the views of other educators. What sort of evidence is offered to back up the position you are considering, and is it adequate? Compare different views and perspectives; even if you yourself are not yet ready or qualified you take a position. When looking at reports of research, read the description of the methodology. Is it sound? Can the authors really draw their conclusion on that basis?

### **Developing your own Academic Style**

When you've written your essay in draft do read it aloud. This will help you discover whether it makes sense and whether the punctuation is right. You will be surprised at how many essays contain sentences that don't make sense, or with no verb in, or that go on forever. Do not have very short paragraphs like the tabloid newspapers: it is inappropriate for academic writing. Each paragraph should be making a point. Paragraphs should be linked. You can have headings in an essay if it helps you and the reader. Learn and use the appropriate technical terminology. But when simple words will do, use those; otherwise your writing may be rather pretentious and unnecessarily difficult to read. The best way to learn the trick of academic writing is to read, and analyse what other writers do and how they do it. Think about which ones are good and which not so good and consciously develop your own style.

### **Use of Anecdotes and Personal Experience**

Just as there is a place for the first person in educational writing so there is a place for personal experience. However, it can only illustrate a concept or a point, it cannot be evidence. An example of an appropriate use of anecdote might be: As a result of teacher expectation pupils can often be wrongly labelled. A friend of mine was diagnosed as a slow learner and so then decided to 'go slow' at school'.

You are not using this to make an argument but to illustrate a point. An appropriate example would be 'Unemployed people are often prone to depression. I have known quite a few who were all depressed'.

### **Which References?**

More is better as long as they are relevant. If you have read widely and appropriately this will be clear from your references. Summaries of other people's work can sometimes be useful, but do go to the original source and check it out for yourself. Spend time getting to know what books are available in the library. Also, look through the journals and find relevant up to date references there; you will gain marks by having consulted journals because they often contain the most recent information on a topic.

### **Presentation of Assignments**

- Try to word process all your submitted work wherever possible
- Include a Coursework Report at the front of the assignment

- Number the pages and ensure they are all there
- Annotate any photographs you include
- Proof read your work to check spelling, grammar and punctuation
- Include a Reference List following the Harvard Referencing System (see <http://www.bathspa.ac.uk/services/library/using-the-library/how-cite-referencess-harvard-04-2007.pdf>).
- Your reference list should include any work referred to or directly quoted in the assignment. Include website addresses if you have used them and the date you accessed them.
- Submit a paper copy to your lecturer and also use the 'turn it in' system to submit electronically

For further guidance on Study Skills at Bath Spa University please see <http://www.bathspa.ac.uk/schools/development-and-participation/study-skills/>

## **APPENDIX 6**

### **Research and ethics (non-clinical) at Bath Spa University**

**Author - Dr Paul Davies**

#### 1. Background

1.1 This paper deals only with ethical considerations relating to non-clinical research.

1.2 Consideration of research ethics must take into account the legal framework. Relevant legislation includes The Data Protection Act 1984 (and subsequent), The Children's Act 1989 (and subsequent) and various 'privacy' laws. As the legal obligations relating to research ethics are not covered by any single Act, research organisations have generally responded to their obligations via policy documents, codes of practice or similar.

1.3 Many higher education institutes have developed a research ethics policy and mechanisms for formally agreeing the arrangements with respect to the gathering and storage of data in projects where ethical considerations justify it. This is usually separate from the formal agreement of the project as a viable project. Good practice, through Codes of Practice, has also been developed by a number of professional bodies, for example by the British Sociological Association and the British Psychological Society. Research active members of those organisations are obliged to adhere to these Codes of Practice *in addition to any organisational codes*.

1.4 This document proposes a way in which BSU deals with ethical issues related to non-clinical research. It seeks to ensure that research ethics are considered in *all* research projects undertaken, and to formally scrutinise and agree procedures relating to *individual* defined projects where it is appropriate to do so. It therefore outlines the issues that need consideration and proposes *Principles* (which must be adhered to by all who undertake research -defined fully in Appendix 1a), and *Procedures and Practice* (to be followed when specific approval is required – see below).

#### **2. Definition of research subject to ethical considerations and definition of researchers included**

2.1 For the purposes of this document research means all research that involves human participants as subjects undertaken as a part of formal University activity. The phrase 'human participants' refers to persons used in all types of research. Qualitative based research projects may include personal interviews, questionnaires, interviews, focus groups, observation of groups *etc*. Quantitative and experimental research may include questionnaires, surveys, trials *etc*.

## 2.2 Research included is that undertaken by:

Undergraduate students undertaking research as part (or all) of an undergraduate qualification

Directors of Studies and supervisors of students

all staff doing personal research, collaborative research with outside organisations, contract research and consultancy

all staff undertaking research with students or with other members of staff

## 3. Issues and Principles

3.1 All research involving human participants must consider the following issues from the inception of the research project. Researchers should be in a position to justify the decisions undertaken as a result of those considerations *should it be required*:

the value of the research

informed consent

openness and honesty

right to withdraw without penalty

confidentiality and anonymity

protection from harm

briefing and debriefing

reimbursements, payments and rewards

suitability/experience of researcher

ethics standards of external bodies and institutions

reporting on ethical issues throughout

research for clients/consultants

intended dissemination

3.2 Some of the above issues require very careful consideration. All are discussed in detail in Appendix 1a where the *Principles* governing such considerations are laid out.

3.3 Ethically responsible conduct is part of the University's principles of good research practice (available as a separate document). It states that deliberate, reckless or negligent research misconduct may lead to disciplinary action via the University's disciplinary procedure. It is important to note that honest errors do not constitute misconduct.

## 4. Research for which approval is necessary

4.1 If the research project involves either:

Deceptive research (defined below)

or

Covert research where data are recorded in a manner in which anonymity of participants cannot be assured, or where when the research involves collection of sensitive personal material (including

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matters relating to behaviour), or where the participants are part of a vulnerable group (defined below);

Approval must be sought through the procedures detailed below.

4.2 *Deceptive research* is that which is undertaken when the investigator deliberately conceals or significantly misrepresents his or herself, the true nature of the research, or any other significant aspect of the research (see Appendix 1b).

4.3 *Vulnerable group* includes any person(s) who may be precluded from giving *informed* consent. Note that this does not necessarily include all groups whose consent is given by parents or by those in *loco parentis*. It should additionally be noted that even in those circumstances the 'real' consent of those individuals under study should also be sought wherever possible (see Appendix 1a, informed consent).

4.4 Approval for research involving human participants not covered within the categories detailed in Section 4.1 should be sought thorough the school mechanisms agreed by AQSC on 6th October 2006. All projects must adhere to the *Principles*.

4.4.1 If there is any doubt as to whether a particular research project needs approval, advice should be sought from the relevant academic manager.

## **5. Procedures and Practice for approving research**

5.1 Those projects requiring approval under 4 above will be required to seek such approval through the University's Research and Scholarship Committee. Advice on submitting projects requiring approval should be sought from the Chair of that Committee at an early stage in the formulation of the research proposal. Under no circumstances should such research be started prior to approval being given. 69

### **Appendix 1a - Principles**

#### **2 The value of the research**

The value of the research, in terms of its original contribution to knowledge, should be made apparent to all involved wherever possible. Obviously in the case of deceptive or some covert research this does not apply to participants, but needs to be justified through the procedures outlined above.

#### **3 Informed consent**

*Informed* consent by individuals, guardians or individuals acting *in loco parentis* can be complicated (particularly when children are involved). Except in cases where free and informed consent is thought not be warranted

(ethically acceptable deceptive and some forms of covert research). The default position is that free and informed consent should normally be gained in writing from the participant(s) and/or their properly authorised representative(s). In exceptional cases there may be reasons why the participant(s) or representative(s) wish not to sign consent themselves. In such cases the researcher should record consent. Even where an authorised representative gives consent, the 'real' consent of the participant should also be obtained (see also right to withdraw).

The word *informed* is important. In order to be informed prior to consenting the participant should have an understanding of project aims, objectives, any potential benefits or harm that may arise and likely outcome of the research (eg. policy documents, publications).

Consent given does not oblige the participant to carry on through the entire research as originally requested in any formal or legalistic sense. It should, however, be made clear to participants what commitment they are consenting to, and also that by consenting they are in effect consenting to carry through the agreement.

The secondary analysis of data through access from their 'gatekeepers' does not negate the researchers involved from considering issues relating to consent except where the gatekeeper can act in law as the consenter (eg. is a parent or guardian).

#### **4 Openness and honesty**

As a default research should be carried out in an honest and open manner, with participants fully and honestly informed about the research rationale, method(s) and outcomes (see informed consent above). Some types of research (deceptive and some forms of covert research) may be exceptions and must be agreed (see above).

#### **5 Right to withdraw without penalty**

It should be made apparent to all potential participants, as part of the informed consent process, that they are free to withdraw without penalty from the research project, even if they have received inducements or payments. They

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may also request that consent be withdrawn retrospectively and that any accrued data regarding them be destroyed.

Those whose consent has been given through a surrogate can themselves request to withdraw from the research, a request that must be honoured.

#### **Confidentiality and anonymity**

Privacy is normal practice in research and law. Confidentiality and anonymity becomes a real issue when data is recorded on computer (eg. named responses to questionnaires) or when named organisations are reported upon where individual roles cannot be hidden (eg. in action research projects). Data should be coded and stored in a manner that does not allow direct recognition of individuals within the stored data set(s) by anyone other than the researcher or research team. Data should not normally be shared with others without the consent of the subject or their surrogate. Plans to publish research should therefore be made clear at the outset. If it is suspected (due to the nature or context of the research work) that anonymity cannot be guaranteed

even if data are coded etc. then this limitation should be made aware to the participants.

Those who court publicity or are active in the public-eye (speakers at public events, celebrities etc) are not considered subject to privacy/anonymity rights as outlined above.

## **6 Protection from harm**

Researchers have a responsibility to ensure that the physical, social and psychological well-being of research participants is not affected in an adverse manner by the research. The relationship should be one of mutual respect and based, wherever possible, on trust. Undue risk is considered to be that above and beyond risks run in the normal everyday life of the participant. Particular care is needed when the participants are from vulnerable and/or powerless groups. The responsibility for protection from harm does not necessarily end with the research project; it may extend to the life of the data set. Particular care needs to be taken when discussing the results of research projects with those *in loco parentis* or other consenting positions, since such discussion may prejudice attitudes toward the participants.

## **7 Briefing and debriefing**

As well as being informed about the research, participants should be adequately briefed as to how the research is to be carried out from inception to dissemination (see informed consent above). Wherever possible participants should also receive information relating to the outcomes of the research. Sometimes, for example in some forms of laboratory controlled psychology research, debriefing may involve remedial action to negate post-participatory effects, for example where negative moods have been induced.

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## **8 Reimbursements, payments and rewards**

Any arrangements should be clearly articulated to participants, in writing wherever possible. If staged or progressive payments are involved these should be clearly articulated from the beginning. Withdrawal of the participant between stages does not negate the obligation to reimburse the participant for completed stages. Reimbursements, payments and rewards may not be used to induce participants to take undue risk.

## **9 Suitability/experience of researcher**

Investigators should have the relevant academic/professional competence to carry out the research project. In particular they (meaning either an individual in terms of an individually-led project, or the 'team' in the case of joint research) should have experience of dealing with the ethical dimensions of the research.

## **10 Ethics standards of external bodies and institutions**

Where external bodies and institutions (either those funding the research, or professional bodies to which the researcher belongs) have their own ethical codes these must be followed. If there is any conflict with BSU principles and procedures these should be identified as soon as possible and the relevant academic managers notified.

## **11 Reporting on ethical issues throughout**

If there are interim reports, whether verbal or written, ethical issues should be acknowledged and discussed throughout.

### **12 Research for clients/consultants**

Where it is necessary, ethical positions should be clarified with external clients and organisations prior to the research beginning. Agreement should preferably be in writing. It is particularly important to establish data ownership rights and rights to publish (on both sides), since this establishes future 'gatekeepers'. Care should be taken not to compromise the BSU ethics guidelines and/or professional codes.

### **13 Intended dissemination**

Should be relayed to the participant as part of the consent process. Wherever possible summaries of research findings (preferably in non-technical language) should be relayed to participants. 72

### **APPENDIX 1b – definitions**

***Deceptive research*** *Research in which the investigator deliberately misrepresents his/her self, the true nature of the research and/or any other significant characteristic. Deceptive research may be a necessity, though as part of the procedures established above the investigator(s) must justify why deception is required.*

**Covert research** Research gathering information about participants (in whatever form) without the participant's knowledge or consent. Note that this is not always problematic, the gaining of 'naturalistic' data of 'normal' behaviour may not be unethical, unless it infringes on some of the principles outlined above. Covertly observing people at public meetings or events is also normally not considered unethical. Key issues of anonymity and/or recoding of sensitive data must still be considered.

**Gatekeeper** An individual or organisation that controls access to data, or has legal rights with respect to the giving of permission to obtain data. The consent of a gatekeeper does not, in itself, constitute informed consent on behalf of the participants unless the gatekeeper also acts in law as the consenting authority for the participant.

## APPENDIX 7

### APPEALS AND COMPLAINTS

In the first instance, please contact the Course Leader in college if you have a concern or complaint, Sally Foster, or Jim Hall, Head of School for Health and Social Care, Early Years and Education at Norton Radstock College.

#### An Extract from the Guide to the Modular Scheme

<http://www2.bathspa.ac.uk/services/student-services/current-students/your-course/guide-for-students-course-of-study/guide-to-the-modular-scheme-2013-2014.pdf>

The University regulations and practices for appeals and complaints apply to all students registered for awards under the Modular Scheme, and to all Associate Students. The procedures are described in annexes to the University's Academic Regulations, which may be found on the University's website ([www.bathspa.ac.uk](http://www.bathspa.ac.uk)). Copies are also available in associated FE Colleges and private organisations.

#### 7.1 Considering an appeal or complaint

The appeals procedure is restricted to the conduct of assessment and Examination Boards; the complaints procedure is broader, and covers any aspect of the student experience at BSU or on a BSU-validated course. If you are considering making an appeal or complaint, help and guidance may be sought from the Students' Union or from a lecturer.

#### 7.2 Grounds for appeal

A student may appeal on one or more of the following grounds only:

- That their performance in an examination or assessment was adversely affected by illness or other factors that they could not reasonably have been expected to divulge before the Examination Board reached its decision
- That there has been a material and significant administrative error
- That the examination or assessment was not conducted in accordance with the current regulations for the course
- That the outcome of the decision of the Unfair Practice committee was erroneous
- That some other material and significant irregularity has occurred.

A student may not appeal on the following grounds:

- Against the academic judgement of examiners
- Informal assessment of the student's work by members of academic staff
- Marginal failure to attain a higher class of degree
- Late reporting of mitigating circumstances which a student might

reasonably have been expected to disclose to the Examination Board at the appropriate time

You should be particularly clear that dissatisfaction with an academic judgment - such as a mark less than one per cent below a class boundary - is not grounds for appeal. It is important to appreciate that the Modular Scheme operates on the basis of automatic rules. As these rules are automatic rather than discretionary, you must appreciate that you are very unlikely to be upgraded if you remain the lower side of a class boundary.