

 School of Education

**Doctor of Education (EdD)**

**Student Handbook**

**Stage 1**

**2016/17**

**Contents**

|  |  |
| --- | --- |
|  | Page |
| **Introduction** | 1 |
| **Part 1: The Professional Doctorate in Education**……………………………………………………. | 2 |
| Communications and Contact Details……………………………………………………………. | 2 |
| Contact Details…………………………………………………………………………………… | 2 |
| Important Dates for All EdD Students……………………………………………………………. | 3 |
| Being an EdD Student……………………………………………………………………………. | 4 |
| Enrolment……………………………………………………………………………….. | 4 |
| Induction………………………………………………………………………………... | 4 |
| The Education Research Centre………………………………………………………... | 4 |
| People…………………………………..……………………………………………….. | 4 |
| Your Professional Doctorate Advisor (PDA)………………………………….. | 5 |
| The EdD Programme Leader………………………………………………….. | 5 |
| The EdD Stage 1 Programme Assistant……………………………………….. | 5 |
| Structure of the Programme……………………………………………………………………… | 5 |
| Stage 1 of the EdD.……………………………………………………………………... | 5 |
| EdD Credits in Stage 1………………………………………………………………….. | 5 |
| Exit Award……………………………………………………………………………… | 6 |
| Transfer to Stage 2 of the EdD…………………………………………………………. | 6 |
| The Research Plan Approval Panel……..…………………………………………….... | 7 |
| Your Supervisors for Stage 2……………………………………………………………. | 7 |
| The Doctoral College…………………………………………………………………… | 7 |
| Processes and Procedures…………………………………………………………………………. | 8 |
| Research Training………………………………………………………………………. | 8 |
| Guidance and Support…………………………………………………………………... | 8 |
| Length of Study…………………………………………………………………………. | 8 |
| Fees…………………………………………………………………………………….... | 8 |
| Record-keeping Procedures……………………………………………………………. | 8 |
| Your Attendance Commitments…………………………………………………………………. | 9 |
| Intensive Study Days and Methodology Sessions………………………………………. | 9 |
| Education Research Seminars…………………………………………………………... | 9 |
| Your Written Work……………………………………………………………………………… | 10 |
| Assignments in Stage 1………………………………………………………………….. | 10 |
| Stage 1 Unit Assessments……………………………………………………………….. | 11 |
| KZ701: A Review of Literature to Identify a Researchable Problem………… | 11 |
| KZ702: Critical Engagement with Methodology…………………………….. | 11 |
| KZ703: Designing and Conducting a Research Project……………………… | 11 |
| Research Ethics in the School of Education……………………………………………………… | 12 |
| Your Reflective Diary……………………………………………………………………………. | 13 |
| Cohort Support Group…………………………………………………………………………… | 13 |
| Studentcentral…………………………………………………………………………………….. | 13 |
| Making Your Voice Heard……………………………………………………………………….. | 14 |
| Equality and Diversity…………………………………………………………………………….. | 14 |
| Student Services…………………………………………………………………………………... | 16 |
| **Part 2: Submission and Assessment of Assignments** ………………………………………………. | 18 |
| Submission of Assignments……………………………………………………………………….. | 18 |
| Late Submission of Work……………………………………………………………….. | 18 |
| Non-Submission of Work………………………………………………………………. | 18 |
| Important Information about Extensions………………………………………………………… | 19 |
| Plagiarism and Collusion………………………………………………………………………….. | 19 |
| Assessment Regulations…………………………………………………………………………... | 20 |
| Frequently Asked Questions……………………………………………………………………… | 20 |
| What if I Fail a Module?................................................................................................ | 20 |
| What if Illness or Difficult Circumstances have Affected My Assessment?....................... | 21 |
| What if I Fail to Submit an Assignment?........................................................................ | 21 |
| What if I Submit Work Late?........................................................................................ | 21 |
| When Does a Late Submission Become a Non-submission?........................................... | 22 |
| How Will I be Reassessed?............................................................................................ | 22 |
| Can I Keep Being Re-assessed to get a Better Mark?..................................................... | 22 |
| School of Education Code of Practice in Assessment 2014/15…………………………………. | 23 |
| Introduction…………………………………………………………………………….. | 23 |
| 1. Academic Integrity and Plagiarism…………………………………………………… | 23 |
| 2. Learning Outcomes………………………………………………………………….. | 24 |
| 3. Assessment Tasks……………………………………………………………………... | 24 |
| 4. Assessment Criteria…………………………………………………………………… | 25 |
| 5. Grading Descriptors………………………………………………………………….. | 25 |
| 6. Level Descriptors…………………………………………………………………….. | 25 |
| 7. Requirements for Presentation of Assignments………………………………………. | 26 |
| 8. Group Work…………………………………………………………………………. | 28 |
| 9. Marking, Feedback and Annotating Students' Work………………………………… | 29 |
| 10. Students’ Use of English…………………………………………………………….. | 29 |
| 11. Unseen Double Marking and Moderation………………………………………….. | 30 |
| 12. External Examiners………………………………………………………………….. | 32 |
| 13. Returning Students’ Work………………………………………………………….. | 33 |
| Postgraduate Grading Descriptor (level 7)……………………………………………………….. | 34 |
| **Part 3: Guidelines for the Use of References**………………………………………………………… | 37 |
| Contents…………………………………………………………………………………………... | 37 |
| 1. Introduction……………………………………………………………………………………. | 37 |
| 1.1 Why bother?........................................................................................................... | 38 |
| 1.2 How does it work? The Harvard Referencing System……………………………... | 38 |
| 1.3 Where to find Referencing Information…………………………………………… | 39 |
| 2. How to Give a Reference in the Text of Your Essay (Harvard system)………………………. | 39 |
| 2.1 Indirect References…………………………………………………………………. | 39 |
| 2.2 Direct References…………………………………………………………………… | 39 |
| 3. How to Give Full References in Your List of References……………………………………. | 40 |
| 3.1 Authored Books…………………………………………………………………….. | 40 |
| 3.2 Edited Books………………………………………………………………………... | 41 |
| 3.3 Chapter in a Book…………………………………………………………………... | 41 |
| 3.4 Journal References………………………………………………………………….. | 42 |
| 3.5 Government Publications and Reports……………………………………………... | 42 |
| 3.6 Media Sources………………………………………………………………………. | 43 |
| 3.7 Electronic Sources…………………………………………………………………... | 44 |
| 4. Secondary References…………………………………………………………………………. | 46 |
| 5. Example List of References……………………………………………………………………. | 47 |
| **Part 4: Programme Specification**……………………………………………………………………… | 48 |
| Part 1: Course Summary Information……………………………………………………………. | 48 |
| Part 2: Course Details…………………………………………………………………………….. | 51 |
| Aims and Learning Outcomes…………………………………………………………... | 51 |
| Learning and Teaching………………………………………………………………….. | 56 |
| Assessment………………………………………………………………………………. | 57 |
| Support and Information………………………………………………………………... | 60 |
| Part 3: Course Specific Regulations………………………………………………………………. | 62 |
| Course Structure………………………………………………………………………… | 62 |
| Award and Classification………………………………………………………………… | 66 |
| Examination and Assessment Regulations………………………………………………. | 67 |
| **Annex 1: The Roles of the EdD (MRes) Programme Management Team**………………………. | 69 |

**Introduction**

Welcome to the EdD Professional Doctorate in the School of Education at the University of Brighton. We hope that this handbook will support your progress through your course. It has been designed to help you understand the nature and structure of the EdD programme and, together with the current University of Brighton Code of Practice and Regulations for Research Degrees, to provide you with all the detailed information you might need at various stages during your studies. If, after reading these handbooks, you need further information on any aspect of being an EdD student, or would like to discuss any of its contents (for example, how particular regulations or procedures might affect you) please speak to your Professional Doctorate Advisor (PDA) or the Programme Leader.

What follows is structured into four parts:

**Part 1: The Professional Doctorate in Education**

This section includes general information about being an EdD student and the various key points, commitments, deadlines and processes of Stage 1 – including information on assignments and the support available to EdD students.

**Part 2: Stage 1 Submission and Assessment of Assignments**

Within this section you will find information about the submission of assignments and the assessment process, including frequently asked questions.

**Part 3: Guideline for the Use of References**

This section includes detailed guidance for the use of references.

**Part 4: Programme Specification**

Details of the whole programme and its Regulations, as approved by the University, are set out within this section.

**Part 1: The Professional Doctorate in Education**

The Professional Doctorate in Education (EdD) at the University of Brighton was first validated in September 2000. The development team designed an EdD programme that was recognised by external validators as unique at that time. Its focus was on the contribution to critical, original professional knowledge from research and reflection on the processes of professional practice, supported by a structure of stages, Professional Doctorate Advisor (PDA) support, Research Methods training and seminars based on educational issues. The programme provides a research-based, flexible, and practice-focused experience. Its developmental, ‘spiral’ model distinguishes it from many other national EdD models which have particular taught routes.

The EdD programme offers research-based professional development at doctoral level to experienced professional education practitioners. The students on the programme represent a range of educational settings in schools and higher education. Successful graduates of the programme are expected to contribute to the advancement of knowledge in professional practice within their field of educational responsibility.

**Communications and Contact Details**

We must have a current contact address for you at all times, and wherever possible a daytime telephone number in case we have to contact you urgently - occasionally, if a lecturer is taken ill or the weather gets very bad, we have to cancel or postpone classes at very short notice and we’d hate you to come all the way to the university for nothing! So do let us know if you move home or change jobs. Don’t rely on your Professional Doctorate Advisor to pass the information to us - make sure you tell Adam Byford, the EdD Stage 1 Programme Assistant, yourself, preferably in writing.

Please also ensure that if you are not able to regularly check your university email address that you set up a forwarding service so that your university emails are forwarded to a personal email address that you are able to check on a more regular basis. Email tends to be our primary means of contacting you so it is important that you have means to check your messages. **We do not communicate with students through individual personal email addresses.**

**Contact Details**

**EdD Programme Leader:**

Dr Nadia Edmond 01273 643448 N.Edmond@brighton.ac.uk

**EdD Stage 1 Programme Assistant:**

Mr Adam Byford 01273 643443 A.Byford@brighton.ac.uk

**Director of Postgraduate Study (Doctoral College)**

Prof Mark Erickson 01273-644078 M.Erickson@brighton.ac.uk

**Research Student Administrator (Doctoral College/Stage 2)**

Linda McVeigh 01273-641084 L.Mcveigh@brighton.ac.uk

**Important Dates for all EdD Students**

Programmes and rooms to be confirmed.

Students are expected to attend the following:

**Intensive Study Days**

0900 start. End times vary: up to 5.30pm.

Stage 1 students & Cohort 16 Induction: Thursday 27th and Friday 28th October 2016

Stage 1 students: Saturday 14th January 2017

Stage 1 students: Thursday 9th and Friday 10th March 2017

Stage 1 students: Thursday 8th and Friday 9th June 2017

**Research Methods**

Doctoral research students’ work-in-progress and Research Methods sessions

Saturdays, 0900–1300

5th November, 3rd December 2016

18th February, 25th March, 13th May 2017

**Postgraduate Research Students’ Conference**

Saturday 24th June 2016 9.30am-3.30pm

MRes, EdD, MPhil, PhD and MA students from the School of Education participate in the conference with keynote speakers

**Doctoral College Conference**

​Details of the Doctoral College conference for postgraduate research students within the College of Life, Health & Physical Sciences (LHPS) and Social Science (SS) are available [here](https://staff.brighton.ac.uk/reg/doc/Pages/Home.aspx) .

During the week, poster and oral presentations are given by Postgraduate Research Students and Clinical MRes students. The schedule for oral presentations is available [here](https://blogs.brighton.ac.uk/doctoralcollege/) .

The conference presents a fantastic opportunity to hear about the types and breadth of research being conducted by students at the University of Brighton. It also offers the chance to experience a conference environment right on your doorstep and all events are free staff and students.

**Education Research Centre Seminars**

There is a programme of regular education seminars run by the [Education Research Centre](https://www.brighton.ac.uk/education-research-centre/index.aspx). Some of the seminars will coincide with study days and form part of the programme for those days. EdD students are welcome to attend any other seminars. For more information see [here](https://www.brighton.ac.uk/education-research-centre/events/index.aspx) .

**Stage 1 Assignment Submission Dates**

You will be required to submit your assignments electronically via studentcentral. Information is available on studentcentral.

**Cohort 15 2014/15**

Assignment 2 (KZ702): Monday 19 October 2015

Assignment 3 (KZ703: Monday 3 October 2016

**Cohort 16 2015/16**

Assignment 1 (KZ701): Monday 15 February 2016

Assignment 2 (KZ702: Monday 17 October 2016

Assignment 3 (KZ703): Monday 2 October 2017

**Cohort 17 2016/17**

Assignment 1 (KZ701): Monday 24 February 2017

Assignment 2 (KZ702: Monday 17 October 2017

Assignment 3 (KZ703): Monday 3 October 2018

**Being an EdD Student**

**Enrolment**

The University is organised for its teaching and research into the following colleges:

* College of Arts and Humanities
* College of Life, Health and Physical Sciences
* College of Social Sciences
* Brighton Doctoral College

The School of Education is within the College of Social Sciences.

In September, you will be invited to enrol as an EdD student within the University’s School of Education attached to the Education Research Centre. Once you have enrolled, you will be able to access the EdD area on studentcentral where you will find information relating to your programme including, post-graduate research and study skills, Health & Safety, the University’s Code of Practice and Regulations for Research Degrees, and the General Examination & Assessment Regulations for Taught Courses (GEAR) (for Stage 1 of the EdD). When you gain access to them, please familiarise yourself with these documents. Please also to go the Information Services website at: <http://www.brighton.ac.uk/is/cms/index.php> to find out more about services available to students.

The enrolment process establishes you formally as a student of the University of Brighton and is the vital passport to the various facilities, services and benefits of the University. You will need to re-enrol with the University at the beginning of each academic year while you are actively pursuing your research. Academic Services will send you an email every year to remind you to do this, and to tell you what is required.

The following sections explain a few key points about being an EdD student at Brighton.

**Induction**

As a new EdD student you will attend a two-day induction programme. In addition to being made aware of any facilities available for your use in the University and in the Education Research Centre, you will be introduced to key staff, meet and begin to work with your fellow EdD students and have your commitments on the programme explained to you.

**The Education Research Centre**

The Education Research Centre will be your academic ‘home’ during Stage 1. It is intended to be an focus for contact with other researchers working in your area of interest, as well as other EdD students and staff, and for information and guidance on relevant research developments and publications. Your induction as a new research student will also tell you what the Education Research Centre provides for you to assist with your research, including any computing facilities, library resources or workspace available for your use. There is a doctoral student lunch during one of the intensive study days, which provides an informal opportunity for staff, EdD and PhD students to come together, share ideas and network.

**People**

Apart from your own Professional Doctorate Advisor (PDA), some of the first and most important members of staff you will meet are the EdD Programme leader and the EdD Stage 1 Programme Assistant.

**Your Professional Doctorate Advisor (PDA)**

Every EdD student has a designated PDA who has responsibility for acting as your primary staff contact on all programme-related matters, for advising you in your preparation of Stage 1 assignments, and who will be a member of your Research Plan Approval Panel during Stage 2. Your advisor also shares responsibility for marking your Stage 1 assignments, and for supporting, monitoring and reporting your academic progress throughout your programme. In addition to the taught sessions outlined in the programme, you also have an allocation of 10 hours of tutorial time with your PDA and should book this time in at the start of the year. You should aim to have at least four tutorials with your PDA to support your submission of assignment 1 and at least one of these should enable detailed discussion of a full draft of the assignment.

**The EdD Programme Leader**

The EdD Programme Leader has responsibility for organising admissions to the programme, for co-ordinating assessment procedures in Stage 1, and for monitoring and evaluating the effectiveness of programme provision generally. If you have concerns in any of these areas please contact the Programme Leader directly, as well as your PDA. The Programme Leader also has responsibility for overseeing the academic well-being, progress and pastoral support of all Stage 1 EdD students.

The EdD Programme Leader is

Dr Nadia Edmond, tel: 01273 643448, email: N.Edmond@brighton.ac.uk

**The EdD Stage 1 Programme Assistant**

Each programme has a Programme Assistant (administrator) who is a point of contact for advice and information. The EdD Stage 1 Programme Assistant will also record and acknowledge receipt of your assignments, and establish and maintain your academic record file.

The EdD Stage 1 Programme Assistant is:

Adam Byford, tel: 01273 643443, email: A.Byford@brighton.ac.uk

**Structure of the Programme**

The EdD programme is structured in two stages: Stage 1, during which you attend sessions on Research Methodology and Educational Issues, join seminars and cohort support group sessions, and receive advice from the Programme Leader and your PDA on the preparation of your first three research assignments; and Stage 2, during which you may also attend lectures, join seminars and support groups, and in addition receive academic supervision to support your preparation and submission of your major thesis.

**Stage 1 of the EdD**

Stage 1 has been designed to introduce you progressively to a wide range of issues in the practice of education and to the full scope and content of research approaches currently utilised in their study. There are six major elements contributing to your study in this introductory phase: intensive study blocks, educational issues seminars, research methodology sessions, your written work (three formal assignments), your cohort group support and studentcentral.

**EdD Credits in Stage 1**

Your EdD programme attracts 540 ‘D’level credits which may be transferable to other EdD programmes nationally, should you have to move location before completion of your studies. Please be aware, however, that any recognition of these credits will be at the discretion of the new institution, and will be affected by the precise content and nature of their course. Your Stage 1 assignments are increasingly weighted and reflect both their size and the amount of time you will spend in their preparation.

|  |  |  |  |
| --- | --- | --- | --- |
| KZ701 | worth 30 credits | 5,000 words | submitted after 4 months |
| KZ702 | worth 50 credits | 7,000 words | submitted after a further 8 months |
| KZ703 | worth 100 credits | 12,000 words | submitted after a further 11 months |

**Exit Award**

Students not transferring/progressing to Stage 2 of the EdD will be conferred the MRes Education as an exit award, if they have achieved a mark of pass in each of the three modules comprising Stage 1 of the EdD and have completed a separate viva-voce examination (oral) of their final module. This examination will be a pass/fail completion requirement for the award of MRes and is assessed in accordance with the University’s Master of Research Generic Framework.

The viva voce examination will be assessed by two independent assessors, one of whom is an external assessor. Sufficient external assessors should be appointed to be able to satisfactorily assess all the subject areas of the research component within Stage 1 of the EdD (it is anticipated that one external assessor will be required).

External assessors will normally be appointed for a period of three years by the School Board of Study, based on the criteria included in the University’s Master of Research Generic Framework. Each oral examination will normally be chaired by an independent chair with no prior involvement with the dissertation, and no mentorship association with the candidate. This person shall advise the assessors on the regulations of the University but will take no part in the final academic judgment of the assessors.

The MRes Education degree is awarded as a pass, with merit or with distinction. The algorithm used to determine merit and distinction classification is as follows:

* Merit will be awarded to students who have satisfied the requirements of the MRes and have achieved a credit-weighted mean mark from the three modules comprising Stage 1 of the EdD of at least 60.00 and a mark of at least 60 in module 3 (KZ703)
* Distinction will be awarded to students who have satisfied the requirements of the award and have achieved a credit-weighted mean mark from the three modules comprising Stage 1 of the EdD of at least 70.00 and a mark of at least 70 in module 3 (KZ703).

Each oral examination will normally be chaired by a member of UoB staff who has no association with the EdD, no prior involvement with the project or any association with the student. This person shall advise the internal and external assessors on the regulations of the University but will take no part in the final academic judgement of the assessors.

**Transfer to Stage 2 of the EdD**

In order to transfer to Stage 2 of the EdD, students must have achieved the following:

* A mark of pass in all three modules comprising Stage 1 of the EdD;
* A credit weighted mean of at least 60% in modules 2 (KZ702) and 3 (KZ703) of Stage 1 of the EdD.

When you are nearing completion of Assignment 3 your PDA and Programme Leader will be able to advise you on how to prepare for your transfer to the next stage of your studies. Before drafting their final thesis all students are required to obtain Research Plan Approval and this event should normally take place within four months of progressing to Stage 2. Students are advised to use the period between completion of Assignment 3 and the date of the Research Plan Approval meeting to prepare for this.

The University’s Code of Practice for MPhil/PhD and Professional Doctorate students contains full information about this stage of your studies and gives details of key ‘events’, such as the Research Plan Approval, Application for Approval of Examination Arrangements, Submission of Thesis, etc.

**The Research Plan Approval Panel**

Every research degree student in the University has a Research Plan Approval Panel, which in the case of EdD students comes into operation for Stage 2. The Panel is responsible for making major decisions about your progress during the preparation of your final thesis.

Your Research Plan Approval Panel will consist of:

* your supervisor/s
* the Head of School of Education
* the Director of Postgraduate Studies (DPS) at Falmer. The DPS is located within the Doctoral College and will be responsible for overseeing the progress of Stage 2 EdD students.

The DPS will normally be the chair of the panel.

**Your supervisors for Stage 2**

The relationship you have with your supervisory team is clearly an extremely important one. Between them, the members of your supervisory team will have both subject expertise and experience of supervision. These are the people (usually two of them, sometimes three) who will guide and oversee your research for your final thesis and support your development as an independent researching educational professional during Stage 2.

Although in some universities a research degree candidate has only one supervisor, here at Brighton we use a team. Each member of the team will be expected to bring a specific strength to the project and they will jointly guide you through the various stages and formal requirements of producing your final thesis. In some cases you may find one of your supervisors works outside the University, but is considered the most appropriate person for the job, having a particular expertise. If this is the case you will of course also have an internal supervisor to oversee your progress on a regular basis.

It is a joint responsibility between you and your supervisory team to ensure that good communication is established, and that there is a clear understanding about the frequency and nature of supervision meetings.

The University has a Code of Practice that covers the nature of research degree supervision in much more detail. This can be found in the Research Degrees Student Handbook. We strongly recommend that you read this carefully and discuss any issues you are not clear about with your supervisors or the Director of Post Graduate Studies within the Doctoral College (Mark Erickson, tel: 01273-644078, email: M.Erickson@brighton.ac.uk

The Research Student Administrator for Stage 2 is Linda McVeigh (tel: 01273-641084, email: l.mcveigh@brighton.ac.uk

**The Doctoral College**

The Doctoral College is responsible for overseeing the progress and administrative issues relating to Stage 2 EdD students, (the School of Education will be responsible for overseeing the progress and administrative issues relating to Stage 1 EdD students); Stage 1 EdD students will be honorary members of the Doctoral College, giving them access to all seminars organised by the Doctoral College. The Director of Postgraduate Studies (DPS) at Falmer will lead Research Plan Approval Meetings for Stage 2 EdD students.

In terms of the students’ experience, students on the EdD programme (Stage 1) attend EdD Study Days run by the EdD programme leader. Stage 1 students also attend Methodology sessions run by the EdD Programme Leader and Stage 2 students are invited to these both to present their work and as participants at Study Days and Methodology sessions.

**Processes and Procedures**

**Research Training**

In addition to your attendance at the Research Methodology sessions within your EdD programme, the University offers a wider programme in research methodology which is available to all research degree students and to University staff free of charge.

The Education Research Centre also offers seminars at which research students, staff and visitors from outside the University are invited to give presentations on research in progress. The programme for each term will be available on studentcentral.

**Guidance and Support**

The foregoing has described the key people responsible for guiding your academic studies, and those who are available to offer you pastoral support within your division. You may also find that you meet other members of staff - academic, technical or administrative - with whom you get on well, who are willing to offer you some advice and support. However, if you have serious personal problems that you feel should be dealt with outside of your school, or if you have problems with your studies and you feel that these have not been satisfactorily addressed, please refer to the chapter on Entitlements and Responsibilities in the University of Brighton Code of Practice for MPhil, PhD and Professional Doctorates.

**Length of Study**

The University sets down in guidelines minimum and maximum periods (often known as ‘periods of registration’) from the point of your first enrolment as a research degree student to the point at which you have to submit your final thesis for examination. For the EdD the minimum period is 48 months and the maximum period is normally 72 months. EdD students are initially registered for 60 months and must apply for an extension to registration if they do not complete within that time.

**Fees**

Fees are payable for all University research degrees, although for some categories of researcher (e.g. members of University of Brighton staff) fees for research degrees may be waived. Details of fee levels are available from the Registry, and are subject to revision on an annual basis.

**Record-keeping Procedures**

Records for all students are held in the office, both as paper files and on an electronic database which is used solely by the School to maintain records, provide registers, mark lists and transcripts, and communicate with students. Information on the database and in paper files is treated as confidential and is not communicated to any third party outside the university unless a reference is requested by the student, in which case the academic record forms the basis of the reference. Students have the right to see their files on request to their programme leader and may ask for a printout of their database entry.

Students wishing to ask for a reference should give the name of the programme leader as their referee and make clear which programme they have taken or are taking. References can usually only comment on academic performance.

**Your Attendance Commitments**

This section will describe to you the various commitments, deadlines and processes involved in Stage 1, and should be read together with the Programme Specification which sets out a number of precise requirements in more detail.

Participation in the cohort group activities is an important part of the programme and contributes to the development of shared professional knowledge. Attendance at whole day study blocks, Research Methods lectures and Work in Progress sessions is expected. Please inform the Programme Leader in advance of any of these sessions if you know you will be unable to attend. Attendance at the monthly Education Research Centre Research Seminars is encouraged.

**Intensive Study Days and Methodology Sessions**

During Stage 1 you are expected to attend seven whole day study days per year. These are arranged as three two-day meetings and one one-day meeting.

These days are designed to co-ordinate and extend the work you are undertaking in your individual assignments and in your studies of research methodology and educational issues. These meetings are of particular importance to the development of your cohort group as a learning community, providing opportunities for discussions with advisors and other experienced professionals in the field of education. The days are timed to offer maximum support for the preparation of, and feedback on, your individual assignments.

You are also expected to attend monthly Saturday morning methodology sessions. The purpose of these sessions is to provide a background understanding of the importance of research and evaluation within education, an awareness of how to approach research-based questions, and of practical methods which may be of use in approaching methodological problems in the pursuit of your research studies. Particular consideration and discussion will focus on practitioner research.

The Postgraduate Research Students’ Conference offers the opportunity for Masters’ and Doctoral students to hear invited keynote speakers, and present papers, roundtables or poster sessions of their work in progress. This is a very valuable and supportive experience for students at different stages of their research.

**Education Research Seminars**

This series of seminars has the dual purpose of helping you gain an appreciation of emerging problems and issues in the practice and management of education and of the role of research in contributing to the resolution of these problems, and of providing a forum for students on different years of the course to meet and interact with each other. You are strongly encouraged to attend these seminars.

Seminars will focus on issues of direct relevance to the learning outcomes of the programme, and to the practice of experienced professionals and researchers in the field of education.

Education research seminars take place during University term times, and EdD students are invited to attend any of these that seem of interest. The programme for the seminar series will be made available on studentcentral.

**Your Written Work**

**Assignments in Stage 1**

In Stage 1 you are expected to complete and submit three written assignments, the first two of which are due within the first calendar year. Your PDA will advise you on the preparation of these assignments. In addition to tutorials with your PDA, you are strongly encouraged to participate in the cohort support group with your fellow students, in order to build a mutually supportive learning community that will also offer invaluable critical comment, and advice on work in progress to all its members. You will be given clear guidance about this group at induction and time is made available at attendance times for cohort support group meetings.

Assignments undertaken in Stage 1 have been designed and sequenced to introduce and establish the ideas of practitioner-researchers as knowledge-creators and critical approaches to research within professional contexts. In particular, the first assignment is designed to enable the student to select a researchable problem, identify appropriate academic literature that may inform insight into that problem and establish the need for appropriate research to explore the problem. The second assignment focuses on enhancing aspects of the student’s research knowledge and technique, through the exploration of appropriate research methodologies. The third assignment is a small-scale research project carried out for the purpose of contributing to the interrogation, resolution or management of some problem or issue within the student’s area of practice. This project may take the form of a pilot study for the main thesis, but this is entirely optional.

All three assignments should be completed by the due dates, word processed, and submitted via studentcentral. Information on this is available on the EdD area in studentcentral, or follow the link below to find a “Student Guide to Submitting Work to Turnitin”: <http://www.brighton.ac.uk/is/cms/index.php?option=com_wrapper&Itemid=650>

**Each assignment must have a short abstract at the start, of no more than 100 words. The word limit, which excludes the abstract and references, will be strictly adhered to. The front cover of the assignment should indicate your name, assignment number, title, and whether you are willing to allow other students to read your work.**

**Please note:** You should make yourself familiar with the University’s regulations regarding late and non-submission of assignments, as well as those pertaining to mitigating circumstances, failure and resubmission (these are found in the University’s General Examination and Assessment Regulations booklet (GEAR) on studentcentral). **If you find yourself in any difficulty likely to affect your ability to submit an assignment on time, please alert your PDA and/or the Programme Leader as soon as possible and in any case before the actual deadline for submission.** Extensions to deadlines can be arranged where circumstances are recognised to be unavoidably obstructing progress with an assignment, but please remember that obtaining an extension for one assignment inevitably affects work on the next.

All assignments will be marked as a percentage (see the Examination and Assessment Regulations in the Programme Specification), and you must pass all three Stage 1 assignments in order to progress to Stage 2 of the EdD degree, subject to the progression requirements stated above. Students who have not met the progression requirements, but have passed all three Stage 1 assignments with a minimum of 50% and who wish to exit from the programme at this point, will be conferred with the MRes Education award.

**Stage 1 Unit Assessments**

**KZ701 (5,000 words; 30 credits): A review of literature to identify a researchable problem**

The purpose of this module is to develop a research enquiry through the exploration of literature focusing on an area of practice or policy. This assignment allows students to identify and address a range of researchable problems relevant to their work and professional experience. Problem identification involves critical reflection upon the concern and a literature search in order to discover work others may have undertaken which seems to bear upon the concern addressed. During this module, where appropriate, students consider policy in relation to professional practice. Alongside reading and discussions, writing is seen as being central to the development and transformation of students’ ideas and practices.

Assessment criteria:

1. The ability to form an educational enquiry;
2. The ability to undertake an enquiry-based literature search;
3. The capacity to critically evaluate education research relevant to personal practice and/or policy;
4. The ability to evaluate conclusions based upon problem focus and published research in the field;
5. The ability to demonstrate the application of appropriate referencing throughout the assignment;
6. The ability to reflect upon their work in the context of the programme.

**KZ702 (7,000 words; 50 credits): Critical Engagement with Methodology**

The purpose of this module is to develop and demonstrate an understanding around methodology and methods through planning and undertaking a small-scale investigation, to include data collection and an indicative analysis of the data. This will involve a critical analysis of chosen methodology and methods and bring together ideas through consideration of ontology, epistemology and ethics.

Assessment criteria:

1. Demonstrate a critical understanding of a variety of qualitative and quantitative data collection methods and analysis techniques, and critically and selectively apply knowledge of research designs to plan, manage, implement, conduct, evaluate and interpret educational research;
2. Demonstrate knowledge and a critical understanding of a wide range of literature on research methods and methodology, and demonstrate an ability to synthesise, analyse and evaluate it critically.
3. Demonstrate critical understanding of the methodological choices and research methods available, and articulate a considered rationale for their ontological and epistemological choices and the implication of these on their chosen methodology and data collection and analysis methods.
4. Reflect critically upon, and articulate, practical, conceptual and ethical issues arising from their chosen methodology and methods, demonstrating knowledge and understanding of the ethical dilemmas and their implications and be able to relate these specifically to their own research project.
5. Reflect critically upon their work, demonstrating this through the inclusions of critically reflective commentary within the assignment.

**KZ703 (12,000 words; 100 credits): Designing and conducting a research project**

The purpose of this module is to undertake a small-scale research project carried out to contribute to the interrogation, resolution or management of some problem or policy opportunity within the student’s organisation or comparison of the student’s organisation with other (similar) organisations. Within this module students will plan and conduct a research project, including providing a clear rationale for the selection of particular methodological approaches, and collecting, analysing, interpreting and presenting the data. There is an expectation that consideration will be given to ethical issues in relation to the research, and that students will respond reflectively and reflexively to their role in the research process. The assignment focuses particularly on the analysis, interpretation and theorisation of data.

Assessment criteria:

1. The ability to identify an appropriate topic for enquiry and related research question(s) and/or aim(s), and form an educational enquiry;
2. The ability to critically select and use appropriate research methods, giving sound justification for the selection and implications of the chosen methodology and methods and reflect critically upon practical, conceptual and ethical issues arising during the conduct of their research;
3. Demonstrate a critical understanding of how to record, analyse and interpret data;
4. The ability to apply knowledge of appropriate substantive, policy, methodological and theoretical literature and to synthesise, conceptualise, analyse and evaluate it critically;
5. The capacity to critically evaluate existing practice and the relationship between the research findings and dominant studies in the literature, giving consideration to implications for the student’s organisation and/or the wider professional community, and to how the work of the assignment could inform the student’s future approach to research.

**Research Ethics in the School of Education**

The University Policy for Research Ethics and Governance approval is available in the studentcentral area for the course. Please familiarise yourself with it and discuss the ethical implications of your research with your PDA.

**Your Reflective Diary**

A key feature of the EdD programme is your development as a critical and reflective researching professional. We see such development as having two aspects:

1. critical reflection - the exploration and consideration of educational practice from your point of view, as well as insights from outside your practice and alternative perspectives; and
2. reflexivity - within any research/practice, accounting for your own involvement and its effects upon the research/action process.

You are most strongly advised to maintain and develop a reflective diary, in which you note your developing critical reflections and observations concerning your own involvement within your research/practice. Make sure all pages are numbered and all entries dated; your diary will effectively trace the development of your reflection upon educational practice and research over the entire period of your EdD studies.

Your Reflective Diary is personal to you and is not assessed. However, each Stage 1 assignment requires you to reflect upon your research/practice experience itself, and when you prepare your final thesis for Stage 2 you are required to include within your thesis evidence of critical reflection and reflexivity. Your thesis examiner will be required to comment upon this aspect of your work which has to be made explicit in your final thesis. You will find addressing the requirements for critical reflection in your Stage 1 assignments and in your Stage 2 thesis immeasurably easier to manage if you maintain your reflective diary diligently.

We do not suggest any particular form for your Reflective Diary; how you maintain and develop this best is a matter of individual choice and preference. It may be worth noting however, that it will be particularly important to develop notes around anything that surprises you—why were you surprised? what does that tell you about your expectations?—and also to keep clear notes of your questions—these shape your researching and reveal your presuppositions, which are themselves always open to further question.

**Cohort Support Group**

A distinctive feature of the EdD programme is the support provided by cohort groups. These are usually defined by the enrolment date of the group, but occasionally people suspend or extend their studies and move into a group which is currently working on particular Unit Assessments within Stage 1. Contact with other experienced professionals engaged in research-based practice is an essential element of the programme. Cohort groups work in Action Learning Sets to provide mutual exchange and support, and all students are strongly advised to participate in the range of study days, research seminars and research methodology sessions.

**Studentcentral**

The University has a Virtual Learning Environment (VLE) called studentcentral, which is used to provide access to course materials, interactive activities and discussions, and communication between the programme team and students.

The EdD Professional Doctorate area on studentcentral is organised into different sections offering programme information such as key dates, handbooks and programme documentation. There are also areas for learning materials and materials presented during structured sessions.

There are separate module areas for each of your Stage 1 assignments as follows:

**KZ701: A review of literature to identify a researchable problem.**

**KZ702: Critical Engagement with Methodology.**

**KZ703: Designing and conducting a research project.**

Each module area contains information specific to that module along with the Turnitin assignment submission point. See the section on “Assignments and Assessment” below for more information.

**Making Your Voice Heard**

Student feedback is a key component of the university’s quality assurance and enhancement processes and students are encouraged to become involved in decision-making in a variety of ways. You may be asked to contribute to a review process (this will be a tightly-structured part of a normal session involving all participants) and/or provide feedback and evaluation at the end of each assignment/ programme.

During Stage 1 of the EdD, you will be invited to act as student representative. If more than one person comes forward for this role, students on the programme will elect who they would like to be the rep for Stage 1 of the programme. This is an important role that fulfils a number of key functions. There is a special training programme, organised by the Students’ Union, for student representatives, who will need to:

* accurately reflect the views and opinions of their colleagues whom they represent;
* participate in the development of improved relationships and communications between staff and students;
* attend meetings and participate constructively;
* consult with and report back to students;
* help with problem solving tasks where appropriate.

The membership of Course Boards and School Boards of Study includes at least one student representative and all students can view the agendas and minutes of these meetings via studentcentral. More information on Student Representatives can be found at:

<https://studentcentral.brighton.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_32_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2FcourseMain%3Fcourse_id%3D_52176_1>

Your views of your course and your overall student experience are crucially important in helping us to make improvements. In addition to the formal processes outlined above, students are encouraged to make their views known to tutors through discussions conducted in an informal but professional manner.

**Equality and Diversity**

The School of Education is committed to valuing, promoting and celebrating diversity and challenging and addressing discrimination.

The university’s commitments to equality and diversity are detailed in our Equality and Diversity Policy and as a member of the university’s community you are responsible for making yourself aware of this policy and for abiding by it. This policy and associated documents are available in full on the University’s Equality and Diversity pages which can be found here: [www.brighton.ac.uk/equality](http://www.brighton.ac.uk/equality)

The university knows that some groups in society continue to experience discrimination, and also that these groups may not be protected by the law. The university is committed to getting rid of any forms of discrimination and to offering support and opportunity to all. Higher Education has an important part to play in making equal opportunities really work for all members of our society, and also depends upon contributions from people of different backgrounds who bring a wide range of experiences to the university community.

Our Equality and Diversity Policy recognises that these differences (or this ‘diversity’) should be seen as something positive, that should be valued and must be used to create a successful, dynamic and respectful organisation.

The Policy Statement also makes it clear that all members of the university community have a responsibility to think about how equal opportunities is relevant to them in their work or study, and to act on this to take equality forward.

**Student Services**

**Opportunities and support to help you get the most out of your time at university.**

Student Services is a central department that provides a range of services to support you through university and to help you get the most from the student experience.

Our experienced and supportive staff offer advice on a range of issues, including:

* Advice about money worries and how to live on a budget.
* Support in finding jobs and volunteering opportunities.
* Help accessing academic support if you have a disability, learning difficulty or long-term medical condition.
* One to one support for students with worries or concerns in a safe, confidential space.

**Here for you, whatever the issue**

Below is an outline of some of the ways in which we can help you during your time here.

Career development

Build your employability skills and boost your graduate potential, with careers guidance, enterprise skills, and employment and volunteering opportunities.

Chaplaincy

There’s more to the Chaplaincy than you think with social events, retreats, worship, discussion, support and listening.

Childcare

With two Ofsted rated nurseries open to children of staff, students and the local community, the University of Brighton is an excellent choice for high quality, affordable and flexible childcare.

Counselling

Whatever the reason, if you are finding academic life is causing you concern, or for personal reasons you need someone to talk things over with, you don't need to feel that you are all alone with your worries. Talk to one of our trained counsellors in a safe and confidential space.

Disability and dyslexia support

If you’ve got a disability, specific learning difficulty or long term-health condition and choose to disclose it in confidence to the Disability and Dyslexia team, you’ll discover the wide range of academic and personal support available.

**Health and wellbeing**

Looking after yourself whist at university helps you to get the most of your experience. Our links to local surgeries give you access to a doctor, while our health and wellbeing workshops and information help you to keep everything in balance – so look after your mind and body whilst you are here.

Student Advice Service

When it comes to your finances at university it pays to be money wise; so for expert advice on financial issues, including fees, grants, bursaries, loans, and money management, contact the Student Advice Service. They can also help if you are an international student needing immigration advice, or support if you’re experiencing culture shock and home sickness.

**Get in touch**

You can find further information about our services and answers to your student life queries at [www.brighton.ac.uk/current-students](http://www.brighton.ac.uk/current-students)

You can also access our services at each campus by visiting our student centres, or call us to find out more or book an appointment.

**Eastbourne** - Trevin Towers, Gaudick Road T: 01273 643845

**Falmer** – E354, Checkland Building T: 01273 643584

**Grand Parade** – Room 153, Level 1, main building T: 01273 643187

**Moulsecoomb** - Manor House, Moulsecoomb Place T: 01273 642895

**Hastings** – The Student Centre, Level 1, Priory Square T: 01273 644643

We can also help answer your questions in confidence via email, at studentservices@brighton.ac.uk, via the ‘help and support’ tab on student central or follow us on Twitter for the latest student life news via @brightonstudent – [www.twitter.com/brightonstudent](http://www.twitter.com/brightonstudent)

Our service leaflet with additional information can be found at: <http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc012712.pdf>

**Part 2: Submission and Assessment of Assignments**

**Submission of assignments**

Assignments are normally submitted via ‘Turnitin’ on Studentcentral. You will be given clear guidance about how to use this system.

Assignments must be submitted by 4.30pm on the submission date. Please note that any work submitted beyond this time will be counted as a late submission.

You are responsible for keeping a copy of all work submitted and for keeping the marked work once returned. You may need to bring or send all your work in again before the relevant examinations board. This includes any work which is referred; we will need to be able to see the original and the new version at the exam board. If you do not do this you may risk not getting your award.

Marked assignments and feedback are normally returned within 20 working days of the submission date.

**Late submission of work**

All assignments have a clear submission date. It is realised that very occasionally students may be prevented from completing the set work in time for that submission date. In these circumstances students must apply in writing to the programme leader for an extension at least one day before the due submission date using the university pro forma available on Studentcentral (under “Information and Documents”): <https://studentcentral.brighton.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_31_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_25291_1%26url%3D>

Your programme leader, in consultation with your supervisor, will respond in writing by either setting a new submission date for the work, or rejecting the application. In the latter case the original submission date stands. Extensions cannot be granted by tutors other than the programme leader, who will have strict guidelines about what constitutes an acceptable reason for granting an extension. Poor time management or computer failure are not acceptable reasons for granting an extension.

Failure to submit an assignment by the due date and time (including any extensions granted) will constitute failure in that work. Any work submitted after the deadline will have a mark of zero recorded for it. Although the examination board may accept your late assignment as a referral attempt, the maximum mark that can be awarded for any referral is the minimum pass mark (i,e, 50% for postgraduate work), and this may affect your award classification. Thus, since late submission can have very serious consequences, you are advised to view the submission date as an absolute deadline.

If an assignment is submitted late without an approved formal extension, you will be asked to complete a late submission form. If there is a good unforeseen reason for the late submission, you should also submit a mitigating circumstances form with accompanying documentary evidence. If your mitigating circumstances are accepted, the examination board may raise your mark of 0% to the face value mark.

**Non-submission of work**

Non-submission of an assignment will result in a failed assignment. The consequences of this are likely to be far more serious than a failure for any other reason as it is likely that the examination board will require you to repeat the assignment in full at your own expense before progressing to the next or completing your course. Thus, it is better to submit your work late than not to submit an assignment at all.

**Important information about extensions**

It is expected that the EdD as a whole will normally take five years in total to complete. The expectation is that Stage 1 (the MRes) will take two years to complete and Stage 2 will take three years. There is the possibility of additional time being allowed at the end of Stage 2 for writing up, but this is not a ‘given’ and students should not assume that this will be available. Points to note are as follows:

1. Extensions to Stage 1 assignments can be granted with the agreement of the student’s PDA and the EdD Programme Leader within the School of Education.
2. A student can normally only have one extension to an assignment: an extension to an extension is not permitted.
3. If an extension is granted, it is assumed that the student will catch up with their work and that the submission date for the next assignment will not be affected (thus, in effect, taking longer over one assignment will reduce the time a student has to complete the following assignment).
4. If the overall time taken to complete Stage 1 is longer than two years, students should be aware that this will impact on the time they have available for Stage 2 of the programme, and might affect their ability to progress to Stage 2 and complete their final thesis.
5. The Doctoral College is responsible for approving any extension for the writing up period in Stage 2.

**Plagiarism and Collusion**

If you attempt to gain a grade by any fraudulent means you can be severely punished by the Examination Board. Penalties range from being awarded 0% for the piece of work to exclusion from the university and denial of an award. In all cases of suspected plagiarism or collusion, formal procedures (in accordance with GEAR) are followed.

Plagiarism is presenting (directly or indirectly) another person’s thoughts or words as your own.

Plagiarism can relate to drawings, images and objects, in addition to the written word. Quoting directly without quotation marks is plagiarism and copying material from a book, website, article, electronic file or another student, even if you paraphrase, is also considered to be plagiarism if you do not reference your source correctly. If you do not follow the guidance given on the use of references may be found guilty of plagiarism even if this is unintentional!

Information on referencing can be found later in this handbook or on studentcentral at the following link:

<https://studentcentral.brighton.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_31_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_25291_1%26url%3D>

You are strongly advised to make use of the Plagiarism Awareness Pack to develop your understanding of what is meant by plagiarism and how to avoid it. This can be found on studentcentral at the following link:

<https://studentcentral.brighton.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=_31_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_25291_1%26url%3D>

Copying the work of a fellow student is treated very seriously as it is unlikely to happen inadvertently. Do not lend your notes, computer disks or assignments to other people if you suspect they may be copied. You could find it difficult to prove that you were the originator of the work and thus you both may be found guilty of collusion.

Collusion is presenting a piece of work as your own when it is, in fact, the work of a group and this is a form of fraud. Although it can be helpful to work in collaboration with fellow students in preparing for an assignment, you must take care that the work you submit is all your own and is above any suspicion of collusion.

**Assessment regulations**

The modular scheme in the School of Education operates according to principles found in the University’s General Examination and Assessment Regulations (GEAR) which is available on studentcentral.

The formal regulations are necessarily complex. This section provides answers to some of the most frequently asked questions but should not been considered to be definitive. It is your responsibility to understand the regulations that apply to your year and course. If in doubt, you should consult your programme leader. During each academic year, Examination Boards meet to agree the marks that have been awarded for assignments, to consider students’ progress and to make decisions regarding progression and awards.

Your course is made up of a number of modules which relate to each of the assignments you undertake in Stage 1. Each module is assigned a certain number of credits, as follows:

KZ701: A review of literature to identify a researchable problem – 30 credits

KZ702: Critical Engagement with Methodology – 50 credits

KZ703: Designing and conducting a research project – 100 credits

At the end of each year or stage of study, Examination Boards meet to agree the marks that have been awarded for modules, to consider students’ progress and to make decisions regarding progression and awards. There are two types of Examination Boards; Area Examination Boards (AEBs) consider marks awarded for individual modules in their subject area and Course Examination Boards (CEBs) consider the overall progress of students on their course.

**Frequently Asked Questions**

**What if I fail a module?**

The Area and Course Examinations Boards (AEB & CEB) may allow you to undertake reassessment of the failed assessment. This is known as being **referred**.

If the failure is very bad or your attendance very poor, the CEB may decide it is unlikely that you could redeem the failure simply by some extra study and reassessment. You may then be required to re-take the entire module. Re-taking a complete module will normally be at your own expense and may require you to slow down your progress through the degree.

If you have failed to submit a piece of work but have otherwise attended the module, the AEB may exceptionally decide that you can re-take the module by assessment only. This would mean that you could be reassessed, in the same way as a referral, during the summer vacation rather than slow down or trail a module. In this case, if you fail to achieve the pass mark there would be only one further opportunity available to redeem failure.

In these cases, the maximum mark awarded for any redeemed module will be 50% (or the minimum pass mark).

**What if illness or difficult circumstances have affected my assessment?**

The CEB will take into account illness or other extenuating circumstances such as personal or family difficulties. The CEB is always considerate when students have difficult circumstances but the Board must have documentary evidence if a case is to be made.

If you have serious personal problems or exceptional circumstances that have caused poor performance in any of your modules, these can be taken into account by the Board of Examiners provided that you have submitted a properly completed mitigating circumstances form. Please contact Violet Hakner, Deputy School Administration Manager, on 01273 643390 for information about making a claim and to obtain the relevant forms. If you submit a claim, you will need to explain the nature of the circumstances, how these have affected your performance on particular elements of your course, and you must attach documentary evidence to your claim form, such as a doctor’s certificate or letter from a counsellor. Claims without documentary evidence will be automatically rejected.

If you think you might have mitigating circumstances, you are advised to read the detailed guidance on mitigating circumstances on studentcentral and/or speak to Violet before submitting a claim. Once completed, any claims will need to be submitted directly to Violet. All properly submitted mitigating circumstances will be considered by a small sub-group of the Board of Examiners who will ensure that the details remain confidential.

Mitigating circumstances need to be submitted by given dates, prior to the exam boards. Full details of when and where to submit such claims will be posted on the student notice boards nearer the time.

**What if I fail to submit an assignment?**

If you missed an assignment because of a formal leave of absence or due to mitigating circumstances then you will normally be allowed to take resubmit the assignment. This is known as being **deferred**. You will be taking the assignment ‘as if for the first time’ and you will be credited with the mark you achieve, and you will still be able to be referred if you fail.

If you missed an assignment without a valid reason you will be awarded zero for that assignment and will have failed the module. You may be allowed to redeem this failure by retaking the module with full attendance at your own expense which may slow down your progress. [See third point above in section **What if I fail a module?**]

**What if I submit work late?**

If you submit work within the two weeks after the submission date, without a valid reason, this is considered to be a “late submission‟. The consequences of a “late-submission‟ are not as serious as a “non-submission‟. Although late work will formally receive a mark of 0%, the piece of work may be accepted as a referral attempt. If it gains a face value mark of 50% or higher, the referral will have been completed, and you will not have to re-submit. If the face value mark of a late piece of work is a fail, you will normally be allowed the opportunity to repeat the module by resubmitting, usually during the summer vacation.

If you know that you will not be able to submit work by the deadline and if you have a good reason, then your route leader can grant you a formal extension. The module tutors are not permitted to

give an extension of time. You will need to check with your route leader the procedure and timescale for requesting an extension.

Late submission of work without a formal extension has serious consequences. If you do submit work late you will need to fill in a late submission form and if you have mitigating circumstances you should also fill in a mitigating circumstances form with supporting documentary evidence.

It is better to submit an assessment late than not to submit at all since (in some circumstances) failures due to non-submission can often only be redeemed by retaking the entire module. Further, work submitted late may be considered, at the discretion of the Board of Examiners, as the referred work.

**When does a late submission become a non-submission?**

Any work that is submitted within two weeks of the agreed submission date and time for the assessment task (i.e. the standard submission date for the work or any agreed extension) will normally be treated as a late submission rather than a non-submission. Work submitted after two weeks will not be accepted.

**How will I be reassessed?**

An Examination Board will consider all students’ marks at the end of a stage. If you fail a module you will receive exact details of what you must do to redeem that failure before the beginning of the next academic year or stage.

If you are referred, this might involve reworking the original assignment or undertaking a new task. It is your responsibility to ensure that you have the necessary materials with you during this time to complete these tasks, Should you choose not to re-submit or re-sit, or fail a re-submission attempt, it will rest with the next Examination Board to determine whether you may or may not progress.

If you are given the opportunity to redeem a failure by re-taking a module in full, this normally means slowing your progress so that you can re-take the entire module in the following year.

**Can I keep being re-assessed to get a better mark?**

No. The maximum mark you are awarded for any module which includes re-assessment is 50% (or the minimum pass mark). If you have already passed a module you do not have the right to be re-assessed to gain a higher mark.

The following pages set out the School of Education’s formal code of practice in assessment.

#### University of Brighton Assessment Policy

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| **Policy Aims**  |
| The University of Brighton Assessment Policy aims to promote good practice, consistency and rigour in summative assessment design and practice in terms of: * clarity and student understanding of assessment criteria and assignments;
* promoting learning (including the quality of feedback to students);
* evaluating attainment of the intended learning outcomes;
* appropriateness to the student profile, level and mode of study;
* consistency and rigour of marking;
* internal moderation and scrutiny by external examiners.
 |
| The QAA Code of Practice on Assessment informs these aims.  |

Further details of the policy are available [here](https://staff.brighton.ac.uk/reg/acs/docs/Assessment%20Policy.pdf) .

**POSTGRADUATE GRADING DESCRIPTOR (level 7)**

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| **80-100 High Distinction**  |
| All learning outcomes/ assessment criteria have been achieved to an exceptionally high level | An **outstanding** response to the task The work demonstrates most or all of the following characteristics beyond that expected for work at the given level of study within the discipline: |
| * Exceptional display of understanding, exploration, insight and/or research
* Potential for publication/exhibition[[1]](#footnote-1) and/or ability to undertake further research
* All specifications for the assessment task, including word limit where appropriate, have been adhered to
* The organisation, structure and standard of presentation of the work, including any subject-specific conventions[[2]](#footnote-2) where appropriate, are exemplary throughout
* Evidence of effective communication of work to specialist and non-specialist audiences
* Stimulating and rigorous arguments that are likely to be at the limits of what may be expected at this level
* The work has been approached and/or executed/performed in an original way
* Inspirational, innovative and authoritative - evidence of intellectual rigour, independence of judgement and insightful contextualisation, including relevant theory/literature/artefacts/ performance
* Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence
* Evidence of very high quality analysis, synthesis, evaluation and critical appraisal
* Outstanding problem solving skills – suggests alternative approaches
* Ability to address complex issues both systematically and creatively - challenges established knowledge
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| **70-79 Distinction** |
| All learning outcomes/ assessment criteria have been achieved to a high standard and many at an exceptionally high level | An **excellent** response to the task The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline: |
| * In-depth understanding, exploration, insight and/or research
* Potential for publication/exhibition[[3]](#footnote-3) and/or ability to undertake further research
* All specifications for the assessment task, including word limit where appropriate, have been adhered to
* The organisation, structure and standard of presentation of the work, including any subject-specific conventions[[4]](#footnote-4) where appropriate, are excellent throughout
* Evidence of effective communication of work to specialist and non-specialist audiences
* Convincing arguments that are likely to be at the limits of what may be expected at this level
* The work has been approached and/or executed/ performed in an original way
* Insightful contextualisation, including relevant theory/literature/artefacts/ performance
* Clear evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence
* Evidence of high to very high quality analysis, synthesis, evaluation and critical appraisal
* Excellent problem solving skills – suggests alternative approaches
* Ability to address complex issues effectively – challenges established knowledge
 |
| **60-69 Merit**  |
| All learning outcomes/assessment criteria have been met fully at a good or very good standard | A **good** **to very good** response to the task The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline: |
| * Good to very good understanding and exploration, some insight and/or thorough research
* Some capacity to undertake further research
* No significant inaccuracies, misunderstandings or errors
* The specifications for the assessment task, including word limit where appropriate, have been adhered to
* The work is well organised, coherent and the standard of presentation including any subject-specific conventions7 where appropriate, is at least good
* Evidence of effective communication of work
* Ability to present structured, clear and concise arguments
* The work has been approached and/or executed/performed in a comprehensive way with some degree of originality
* Appropriate contextualisation, including relevant theory/literature/ artefacts/performance
* Evidence of extensive study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence
* Evidence of high quality analysis, synthesis, evaluation and critical appraisal
* Good or at least competent problem solving skills – suggests alternative approaches
* Ability to address complex issues competently – explores established knowledge
 |
| **50-59** Pass |
| All learning outcomes/assessment criteria have been met  | An **adequate** to **sound** response to the task The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:  |
| * Sound understanding and exploration, some insight and/or appropriate research
* Some minor inaccuracies and/or misunderstandings – small but not significant errors
* Some minor aberrations from the specifications for the assessment task, including word limit where appropriate
* The work is suitably organised8 and the standard of presentation, including any subject-specific conventions9 where appropriate, is at least sound
* Ability to develop an argument but can lack fluency
* The work has been approached and/or executed/performed in a standard way with limited evidence of originality
* Some contextualisation but with a heavy reliance on a limited number of sources and, in general, the breadth and depth of sources and research are lacking
* Evidence of study and demonstration of ability to reach appropriate decisions based on incomplete or complex evidence
* Some, but limited evidence of analysis, synthesis, evaluation and critical appraisal
* Some evidence of problem solving skills
* Some evidence of ability to address complex issues adequately
 |
| **40-49** Fail |
| One or more of the learning outcomes/ assessment criteria have not been met  | An **unsatisfactory** response to the task: The work may display some strengths but these are outweighed by several weak features in relation to the expectations for the given level of study within the discipline, such as:  |
| * Limited understanding and/or exploration of major ideas with very little insight and/or minimal research
* Some significant inaccuracies and/or misunderstandings – gaps in understanding and/or knowledge
* Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task10
* The work is too descriptive, somewhat disorganised and unclear and the standard of presentation, including any subject-specific conventions11 where appropriate, is inadequate
* Development of an argument is limited and often flawed
* The work has been approached and/or executed/performed inadequately
* The context provided takes the form of description lacking any breadth, depth and accuracy
* Limited or inappropriate research and demonstrated ability to reach decisions
* Insufficient evidence of analysis, synthesis, evaluation and critical appraisal
* Little evidence of problem solving skills
* Barely addresses complex issues
 |
| **0-39** Fail |
| Most of the learning outcomes/assessment criteria have not been met  | An **unsatisfactory** response to the task: The work fails to meet the requirements in relation to those expected at the given level of study within the discipline, exemplified by most or all of the following:  |
| * Very limited understanding and/or exploration of major ideas with very little or no insight and/or minimal research
* Several significant inaccuracies and/or misunderstandings – minimal or no evidence of knowledge and understanding of the subject
* Insufficient attention paid to several of the assessment criteria and some serious deviations from the specifications for the assessment task12
* The work is descriptive, poorly structured and the standard of presentation, including any subject-specific conventions13 where appropriate, is inadequate
* The work lacks supporting evidence or argument
* The work has been approached and/or executed/performed inadequately
* Failure to contextualise from sources
* Little or no evidence of analysis, synthesis, evaluation and critical appraisal
* Little or no evidence of problem solving skills
* Failure to address complex issues
 |

Approved ASC November 2011 Approved AB March 2012 |

**Part 3: Guidelines for the use of References**

## Contents

# 1 Introduction

 **1.1 Why bother?**

 **1.2 The Harvard referencing system**

 **1.3 Where to find referencing information**

**2 How to give a reference in the text of your essay**

 **2.1 Indirect references**

 **2.2 Direct references**

**3 How to give full references in your list of references**

 **3.1 Authored books**

 **3.2 Edited books**

 **3.3 Chapter in a book**

 **3.4 Journal references**

 **3.5 Government publications and reports**

 **3.6 Media sources**

 **3.7 Electronic sources**

1. **Secondary references**
2. **Example list of references**

###### 1. Introduction

 This section of your handbook sets out the ways to reference your work. It may seem quite complicated to start with; please ask your tutor if you need help, showing them the bit which is puzzling you so they can explain it. We know you may need time to get used to using this system, so don’t worry too much about getting it perfect first time! It may seem like a lot of fuss but it is all part of the process of becoming part of a wider academic community, so do persevere. It will very quickly become second nature to you. It’s a good idea to keep an index card system or computer database as you read or view and to record all the required information for each reference on that straight away (and also where you got the reference, e.g. “Falmer library ref: 314.65”) so that when you come to the writing task, all the information you need is at hand and you don’t waste time going back to find resources again. Develop the skills of note-making by always making sure you have included details of the author, title, publisher and date and place of publication of everything that informs your studies. If copying the precise words, put them in inverted commas. Develop your précis and paraphrasing skills.

 Whilst this document is intended to provide guidance on the use of references, students should note the requirements for the presentation of written assignments (as indicated in the School of Education Code of Practice in Assessment), which includes the following expectation:

 *Work should be appropriately and accurately referenced as set out in Student Handbooks and in the ‘Guidelines for the use of References’*

 The extent to which the requirements for the presentation of written assignments has been met is reflected in the University’s grading descriptors for the assessment of modules.

***1.1 Why bother?***

 The importance of referencing cannot be over-emphasised. It is essential scholarly practice. It does not reduce the originality of your work if you have ordered, considered and critically analysed the topic in question. Rather, it allows you to show that you have researched your material, that the ideas that you present have been considered in the light of documented material on the subject, and to differentiate between your own opinions and the views of those who have greater knowledge and wider experience of the given subject. References are necessary to substantiate the knowledge, theories and discussions that you present in your papers, and allow the reader to see the material used, to check the interpretation of information, and, if necessary, to locate the sources you have used.

 You may refer to literature or media resources in order to:

* give factual information
* illustrate a point
* present a theoretical perspective
* present an argument or counter argument
* support an argument or counter argument of your own

 References are necessary to acknowledge the sources of your information, ideas and arguments. The reader should be able, from your reference list, to quickly locate your sources of information. If you fail to observe these conventions, (a) your assignment may come across to the reader as lacking in credibility OR (b) you may find yourself accused of plagiarism, that is, the theft of “intellectual property”. There are very serious consequences for plagiarism and penalties range from reducing the mark for a piece of work to exclusion from further study. Further details regarding plagiarism are available on studentcentral[[5]](#footnote-5).

***1.2 How does it work? The Harvard referencing system***

 There are several different systems of referencing in current use in academic work. You will see different systems in your reading and may have used other systems in the past, but we expect you to use the Harvard system (Harvard Convention) in any work you do whilst studying with us. This system requires you to give two kinds of information: (a) a short reference within the main text and (b) a full list of references at the end of your text which includes detailed publication information.

 *(a) In the text of your essay*

 If you quote the exact words of another writer in any essay or paper of your own, then you MUST acknowledge the source of the quotation. Similarly you MUST acknowledge the source of an example, idea, argument or theory that you are describing in your own words. Thus a reference is any piece of written or broadcast material, published or unpublished, to which you, the writer, "refer". It is your professional acknowledgement of another's work as a source of ideas or information. You also are enabling the readers of your assignment to obtain the work and consult it for themselves. Below you will find details about the ways to acknowledge information.

 *(b) In your list of references*

 At the end of your assignment, you must write a list of references. A list of references must include every item that you should have acknowledged in the text of your assignment but, unlike a full bibliography, this should not include other works you may have read as background reading for your essay but did not actually use in your assignment. If things are really significant, they should feature in your text in some way, either as the source of an idea, argument or theory, or as a quotation. This list of references must be in alphabetical order of authors’ surnames. Where there are two or more items by the same author, they are distinguished by their date of publication. Where there are two or more items published by the same author in the same year, they must be distinguished as 2002a, 2002b, etc. This means that the author’s name in the list of references must also be followed by the date of publication in brackets. Again, more detail as to how to present your list of references is given below, and an example of a typical list of references in provided in paragraph 5.

 On some occasions, you might be asked to include a bibliography (which also includes those works you have read as background reading): your tutor will advise you when this is required.

The Harvard system standardizes the order and content of reference information, but not the format or page layout. Variations in layout, capitalization and punctuation are acceptable provided they are used consistently within your assignment.

***1.3 Where to find referencing information***

 Do not depend on the cover of the book. The title page should always be consulted for details of the author, full title and volume number if there is one. The date, edition, place of publication and publisher are usually found on the back of the title page.

### 2. How to give a reference in the text of your essay (Harvard system)

***2.1 Indirect references***

 When you are referring to someone else’s work but not quoting it directly, immediately after you do so you should give the surname of the author(s) followed by the year of publication, all in brackets, with a comma between the surname and year. If you are referring to more than one work, separate them by using a semi-colon. Full details of each of the works would then be included in the list of references.

 *Examples:*

 ***One author***

 It has been argued that good and poor readers are taught differently (Allington, 1983).

 ***Two authors of one work***

 In a recent paper (Black and William, 1999)...

 ***Authors of two different works***

 Recent studies (Black and Wiliam, 1999; Koshy, 2001) have shown...

 ***Three or more authors of one work***

 A recent study (Brown et al, 2000) has shown...

 In order to show that you have a general overview of a certain area of study and to acknowledge that you may have taken information from several books you should follow the example below:

 A number of significant monographs have appeared, on rugby (Dunning and Sheard, 1979) soccer (Wagg, 1984) and cricket (Brookes, 1978).

***2.2 Direct references***

 To avoid any accusation of plagiarism (which would be considered as academic misconduct), it is particularly important to distinguish your own text from direct quotations from another author. When you quote exactly from someone else’s text, you still include the name and date as above, but you should also give the page reference. If the quotation is less than a line long, it can be included in the body of your text in inverted commas (single or double, but be consistent). Any longer quotations, as well as poems, should be set out separately, indented on both sides and if possible in a smaller size print and in single spacing without the use of inverted commas.

 *Examples:*

 (a) Referencing a quotation **in the line of text**

 For Joyce Morris, who favours a phonic approach, the text for the beginning reader must expose children to “the ‘sense appeal’ of alliteration, onomatopoeia, rhyme and rhythm” (1981, p.23).

 (b) Referencing a quotation **as an indented block**

 Children also showed different ways of making sense of the reading process:

Children in the study convincingly demonstrated that learning how tread bears
the stamp of a person’s individuality... Children in the study all exhibited likenesses in
their physical, emotional and intellectual functioning.

(Bussis et al, 1985, pp.64-65)

***2.2.1 Writing style***

 If you have already identified the author immediately before your quotation it would be clumsy to repeat the author in brackets.

 *Example:*

 Slobin makes the distinction between “notions that are obvious to the senses” and those which, on the contrary, “can only be learned through language” (1993, p.247).

 There may be occasions when you do not quote directly but summarise very specific ideas in your own words. You need to acknowledge these, often identifying a number of pages or a specific chapter in a book. The reference could then be as follows:

 …(Houlihan, 1991, pp.82-114)...

 The abbreviation ‘pp’ indicates more than one page.

**3. How to give full references in your list of references**

***3.1 Authored books***

 Supply these details, in this order:

* Each author’s surname followed by their initials;
* Year of publication in brackets;
* Title of book *in italics* (or underlined if you are not using a word-processor);
* Edition of book, if there has been more than one, in brackets;
* Volume number if there is more than one;
* Place of publication or town of origin (where several are listed use the first in the list);
* Publisher’s name.

 *Examples showing the type of punctuation to use to distinguish each of the details:*

 ***One author:***

 Anning, A. (1997) *The First Years at School: Education 4 to 8* (2nd edition), Buckingham: Open University Press.

 ***Two authors:***

 Drew, S. and Bingham, R. (1997) *The Student Skills Guide,* Aldershot: Gower.

 ***Three or more authors:***

 Thwaites, T., Davis, L. and Mules, W. (2002) Introducing Cultural and Media Studies. A Semiotic Approach, Basingstoke: Palgrave.

 *Notes:*

 (a) The reference fills the first line and runs straight onto the second line.

 (b) For publishers you do not need to put Co., Ltd.

 (c) The place of publication is usually a town. If this is well known (such as Aldershot above) then this is sufficient. If obscure, then the country or state is added, e.g. Champaign, IL: Human Kinetics.

 (d) If there are many authors, list the first three and then put ‘et al’.

 (e) Before the advent of word processors it was common practice to underline rather than use italics on the book title. This remains a correct alternative if used consistently, e.g.
Carter, J. and Heath, B. (1990) Somatotyping: Development and applications, Cambridge: Cambridge University Press.

***3.2 Edited books***

 Many academic books are “edited”. An editor is responsible for collecting contributions on a particular theme from a number of different authors. Usually each author’s contribution will become a “chapter”, and every chapter may well have a different author. Be careful how you refer to an edited book. If you are referring to a particular author's contribution only, it should look like this:

 *Examples:*

 Ryle, G. (1967) “Teaching & Training” in Peters, R.S. (Ed.), *The Concept of Education*, London: Routledge and Kegan Paul.

 (Ed. is the abbreviation for editor. Note that you use italics for the title of the book, (or underline if you are not using a word-processor) and put the title of the chapter in inverted commas.)

 However, if you read most or all of the chapters in this edited book, and you are not directly quoting from any specific part of it, then you can refer to it in your bibliography (where this is required - see 2.1 above) like this:

 Peters, R.S. (Ed.), (1967) *The Concept of Education*, London: Routledge and Kegan Paul.

***3.3 Chapter in a book***

 *Example:*

 Barker, M. (2001) “The Newson Report: A case study in ‘common sense’”, in Barker, M. and Petley, J. (Eds), *Ill Effects: The Media/Violence Debate,* London: Routledge.

***3.4 Journal references***

 When you have read an article in a journal, magazine or a newspaper, supply these details in this order:

* Author’s surname, followed by initials;
* Year of publication, in brackets;
* Title of article, in inverted commas;
* Title of journal, in italics (or underlined if you are not using a word-processor);
* Volume number, part number in brackets (where available);
* The number of the first and last pages, on which the article appears.

 *Examples:*

 Fanning, B. (1994) “Gallic flair, Gaelic despair”, *Sunday Times (Sport* *supplement),* 16th Jan, p.12.

 Nichol, J. (2004) “Assessing Children: Profiling Progression”, *Primary History,* 36, pp.18-22.

 Szal, S. and Schoene, R. (1989) “Ventilatory response to rowing and cycling in elite oarswomen”, *Journal of Applied Physiology*, 67, pp.264-269.

 Coghlan, D. and Holian, R. (2007) Editorial: “Insider action research”, *Action Research, 5* (1), pp.5-10.

 *Notes:*

 (a) If there are many authors, list the first three and then put ‘et al’.

 (b) Again, it was common practice at one time to underline the journal title rather than using italics.

 If you are citing several articles written by the same author and published in the same year, use “a”, “b” etc., alongside the year to distinguish them:

 Brown, J. (1998a)…

 Here is an example where there is no author and you will need to use the title instead:

 “Declining Britain” (1996) *Sunday Times*, 28th July 1996, p.23.

 In this case, the alphabetical order is determined by the title.

***3.5 Government publications and reports***

 Reports that have been written collaboratively should be listed under the name of the government department, company or organisation responsible. They should not be listed under the name of the Chair of a committee, in spite of the fact that they are commonly referred to in this way.

 *Examples:*

 Committee of Inquiry into the Education of Children from Ethnic Minority Groups (1985) *Education For All,* London: HMSO [The Swann Report].

 Home Office (1990) *Supervision and Punishment in the Community: A framework for action*, London: HMSO.

 Department for Education (1992) *Choice and Diversity: a new framework for schools*, London: HMSO.

 British Telecom (1993) *The Indispensable Guide To Working From Home*, London: B.T.

 Teacher Training Agency (2002) *Qualifying to Teach: Professional Standards for the Award of Qualified Teacher Status and Requirements for Initial Teacher Training,* London: DfES.

***3.5.1 Acts of Parliament***

 Acts of Parliament are written in capital letters and italicised, without brackets around year as this is part of the formal name of the act.

 *EDUCATION REFORM ACT 1988,* London: HMSO*.*

 *CHILDREN ACT 1989,* London: HMSO.

***3.6 Media sources***

***3.6.1 Film***

 The film title should be cited in italics followed by the year of release in brackets. The format medium is provided in square brackets followed by the name of the director or producer and the location and name of the production company.

 *Examples:*

 *Macbeth* (1948) [Film] Directed by Orson Welles, USA: Republic Pictures.

 *Donnie Darko* (2004) [DVD] Directed by Richard Kelly, New York: Pandora.

***3.6.2 Television and radio***

 Television and radio broadcasts should be cited using the title of the broadcast first. If appropriate, the episode number/title should be stated following the series title. The full date and start time of transmission should be provided.

 *Examples:*

 *The Archers* (1996) BBC Radio 4, May 14th, 19.00 hrs.

 *Woman’s Hour* (1996) BBC Radio 4, February 19th, 10.30 hrs.

 *News at Ten* (1986) ITV, January 27th , 2200 hrs.

 *Yes, Prime Minster*, Episode 1, The Ministerial Broadcast (1986) BBC2, January 16th, 21.00 hrs.

 *Match of the Day*, Wimbledon v. Manchester United (1994) BBC2, February 20th, 21.00 hrs.

***3.6.3 Interviews within television and radio programmes***

 Individual items within a programme should be cited as contributors and should begin with the name of the person interviewed.

 *Examples:*

 Thatcher, M. (1986) Interview, in: *Six O’clock News,* BBC1, January 29th, 18.23 hrs.

 Lorret, P. (1991) Interview by Christopher Pintor, in: *Panorama*, BBC1, March 18th, 21.40 hrs.

***3.6.4 Magazine or newspaper***

 For the citation of newspaper or magazine articles the surname and initials are stated first. Give the year of publication in brackets, then the article title, in inverted commas, followed by the title of the publication in italics.The day and month of article should be provided along with the page number(s), if available.

 *Examples:*

 Gibson, J. (2004) “And the channel of the year will be...” *Guardian*, 9th August, pp.6-7.

 Randerson, J. (2008) “Researchers find fish that can count up to four”, *Guardian*, 26th February, p.14.

***3.6.5 DVD/Videotape***

 If part of a series, state this first, then the programme title, all in italics. Give the year of the original broadcast in brackets, then the media format, in square brackets, the name of the broadcasting company, and finally the actual date of the recording, if known.

 *Examples:*

 The 50 years war: Israel and the Arabs Part 2 (2005) [DVD] BBC 4, September 27th 2005.

 *Men of Ideas. No.11: The Ideas of Chomsky* (1978) [Videotape] BBC.

***3.6.6 Computer software***

 *Examples:*

 *textease 2000* [CD-Rom] (2000) Ashbourne: Derbyshire: Softease.

 *CLIMATE CHANGE* [CD-Rom] (1994) Cheltenham: International Centre for Conservation Education.

***3.7 Electronic sources***

# *3.7.1 Web-pages*

 The important thing to remember when citing electronic sources is to include the URL address; this will enable the reader to easily trace the information you have used. You must also include the date you accessed the site as online information is regularly updated; therefore by informing the reader of the date you visited the site notifies them that the information was correct at that time. Cite online sources as you would hardcopy formats i.e.:

 Author or Editor or Corporate Author. (year) *Title* (edition)[online], Place of publication: Publisher. Available: <URL> [Access Date].

 Not all web sites give a publisher or place of publication, in which case it is acceptable to omit these details. If the site does not have an author then start the reference with the title.

 *Examples:*

 Blanchett, B. (2008) *Teaching Information Skills in Schools: a report for the Eduserv Foundation Information Literacy Initiative* [online], Newcastle: Netskills.

 Available:< <http://www.netskills.ac.uk/content/projects/eduserv-info-lit/infoskills-report.pdf> > [Accessed 16 August 2013].

 If you wish to refer to an electronic source in the text of your essay, it is not necessary to quote the complete URL. Usually a website will have at least an author, date or title or sometimes all three details. It would be preferable to give the author and date, cited as for a published book, or give the date as a minimum reference. To take the above as an example, in the body of your text it would be cited as (Blanchett, 2008) and the details of the electronic copy would only appear in the bibliography or list of references at the end of your essay and would include the full URL and the access date.

 If you cannot identify the date of a web page, write “n.d.” (short for “no date”). If the date is not indicated on the web page itself, you can often discover it by choosing “view page info” or “view document info” in your web browser. In all cases, indicate the date that you last accessed the page.

# *3.7.2 Electronic journal articles*

 *Examples:*

 Author. (year) “Article Title”, *Journal Title* [online], volume (issue). Available: <URL> [Access date].

 Havans, T. (2007) “Universal Childhood: The Global Trade in Children’s Television and Changing Ideals of Childhood”, *Global Media Journal* [online], 6 (10). Available: < <http://lass.purduecal.edu/cca/gmj/sp07/gmj-sp07-havens.htm>> [Accessed 16 August 2013].

 It is not always possible to cite the volume number or the relevant issue in which the article appears. If this is the case simply omit these details.

 For newspaper and magazine articles ensure that the date of original publication is given:

 Leo, B. (2014) “High achievers honoured in Youth in Action Education Awards”, *The Argus* [online],9 June 2014, Brighton. Available: <http://www.theargus.co.uk/news/11264387.High\_achievers\_honoured\_in\_Youth\_in\_Action\_Education\_Awards/>. [Accessed 27 June 2014].

# *3.7.3 Email*

 ***Personal email:***

 Author. (email address) dd month yyyyy, *Title or subject of message.* Email to: recipient’s name (email address).

 *Example:*

 Westwood, S. (s.westwood@bton.ac.uk) 13th November 2004, *Citation books.* Email to: Watts, D (d.watts@brighton.ac.uk).

##  *Mailing Lists: JISCmail/Listserv email lists/Discussion Lists:*

 Author. Day, dd month yyyyy, subject of message. *Discussion list* [online]. Available: <URL>/JISCmail/Listserv email address [Access date].

 *Example:*

 Webster, J. 2nd December 2011, Re: New British Library newspapers database. *LIBRARYLICENSING,* [online]. Available: <URL: [https://www.jiscmail.ac.uk/cgi-bin/webadmin?A2=ind1112&L=LIBRARYLICENSING&F=&S=&P=928](https://www.jiscmail.ac.uk/cgi-bin/webadmin?A2=ind1112&L=LIBRARYLICENSING&F=&S=&P=928%20) > [Accessed 16 August 2013].

# *3.7.4 Citing online government resources*

 Author. (date) *Title* (edition) [Type of medium]. Available: <URL> [Access date].

 *Examples:*

 Department For Education and Skills (2001) *Delivering Results: a Strategy to 2006* [online]. Available: < [http://webarchive.nationalarchives.gov.uk/20040104235255/http://dfes.gov.uk/delivering-results/pdf/DfES-Strategic%20Framework.pdf](http://webarchive.nationalarchives.gov.uk/20040104235255/http%3A/dfes.gov.uk/delivering-results/pdf/DfES-Strategic%20Framework.pdf)> [Accessed 15th August 2011].

 Allison, E. (2002) *Using the science passport for transition* [online]. Available: < <http://www.teachfind.com/national-strategies/using-science-passport-transition> > [Accessed 16 August 2013].

|  |  |
| --- | --- |
| ***Further examples and information can be found from:*** | **Class. No.** |
| Li, X and Crane, N.B. (1996) *Electronic Styles: A Handbook for* *Citing Electronic Information.* Medford, N. J.: Information Today, Inc. | 808.02/LI |
| Radford, M. L., Barnes, S. B. and Barr, L. R. (2002) *Web Research: Selecting, Evaluating, and Citing.* London: Allyn and Bacon. | 004.6/RAD |
| Anglia Ruskin University, (2010) *Harvard System of Referencing Guide* (2nd Edition) [online]. Available: < <http://libweb.anglia.ac.uk/referencing/harvard.htm>> [Accessed 16 August 2013] |  |

**4. Secondary references**

Secondary referencing would occur when, instead of consulting an author’s own writing, you take a passage (a ‘quotation’) from that author’s work as it is quoted by a second author. Here, your use of the passage is not justified by your own scholarship.

As a result, such secondary referencing should be avoided. Try to obtain the original text because then you will see the quoted passage in its intended context and will be able to assess the original author’s argument. If it is impractical or impossible to obtain the original text then always reference the secondary text you have in your hand. In the text of your assignment you would need to indicate that you have quoted from a secondary source as well.

*Example:*

...(Toffler 1970, pp.353-4 cited in Straughan and Wilson, 1983)...

The secondary text should be referenced in full in the list of references followed by “in” and then the full reference for the original text.

*Example:*

Toffler, A. (1970) *Future Shock*, in Straugham, P. and Wilson, J. (1983) *Philosophising about Education*, London: Holt, Rinehart and Winston.

**5. Example list of references**

 The following is an example of a list of references that accompanies an assessment task. The Harvard system standardises the order and content of reference information, but not the format or page layout. Minor variations in layout, capitalisation and punctuation are acceptable provided they are used consistently within the document.

 *List of References[[6]](#footnote-6):*

 Askari, A. (1998) *The Final Years at School: Education 11-16* (4th edition), Birmingham: Open University Press.

 Baker, T. (2002) “The Jewson Report: A case study in ‘common sense’”, in Baker, T. and Petman, K. (Eds) *Ill effects: the state of education,* London: Routledge.

 Cogan, R. and Hoolihan, D. (2008) Editorial: Insider action research, *Action Research, 6* (2), pp.6-11.

 Department for Education (1994*) Sustainability and Diversity: a framework for schools*, London: HMSO.

 Davis, P. and Bling, P. (1999a) *The Student Study Guide,* Winchester: Gower.

 Davis, P. and Bling, P. (1999b) *The Adult Study Guide,* Winchester: Gower.

 *EDUCATION REFORM ACT 1988,* London: HMSO.

 Fairburn, B. (1996) “Gallic flair, Irish Educational Reform”, *Sunday Times (Education* *supplement),* 16th August, p.12.

 Havans, T. (2007) “Universal Childhood: The Global Trade in Children’s Television and Changing Ideals of Childhood”, *Global Media Journal* [online], 6 (10). Available: < <http://lass.purduecal.edu/cca/gmj/sp07/gmj-sp07-havens.htm>> [Accessed 16 August 2013]

 Home Office (1995) *Education In The Cities: A lasting solution*, London: HMSO.

 Jerome, T. (2007) “Researchers expose education void”, *The Guardian,* 20th August, p.18.

 Lorret, P. (1991) Interview by Christopher Pintor, in: *Panorama*, BBC1, March 18th, 21.40 hrs.

 Nash, E. (2005) “Profiling Assessment and Achievement”, *Education History,* 36, pp.103-113.

 Powers, L. S. (Ed.) (1972) *The Theory of Education*, London: Pountney and Reeves.

 “Re-making Britain” (1998) *Sunday Times*, 15th July, p.23.

 Royal, K. (1972) “Training Teachers” in Powers, L. S. (Ed.) *The Theory of Education*, London: Pountney and Reeves.

 Saber, Z. and Saddler, Y. (1990) “Measuring response in non-resilient subjects”, *Journal of Educational Physiology*, 76, pp.166-171.

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**Part 4: Programme Specification**

Academic health of programmes is maintained through regular review and development in response to developments in the field and the course team and to feedback from students and external examiners. The current programme specification relating to your programme is available [here](https://studentcentral.brighton.ac.uk/webapps/blackboard/content/listContent.jsp?course_id=_25291_1&content_id=_235961_1&mode=reset) .

1. *Includes equivalent inflntial dissemination* [↑](#footnote-ref-1)
2. *For example use of language, referencing*  [↑](#footnote-ref-2)
3. *Includes equivalent influential dissemination*  [↑](#footnote-ref-3)
4. *For example use of language, referencing*  [↑](#footnote-ref-4)
5. Please see the University of Brighton Plagiarism Awareness Pack for further information on avoiding plagiarism [↑](#footnote-ref-5)
6. Please note that the references provided are fictional and are provided as an example only. [↑](#footnote-ref-6)