



**University of Edinburgh  
School of Social & Political Science  
Politics and International Relations  
2018-2019**

**HONOURS SEMINAR IN BRITISH GOVERNMENT  
PLIT10103  
Year 4, Semester 1**

**Key Information**

**Course Organiser**

Dr Alan Convery  
**Email:** alan.convery@ed.ac.uk  
**Room:** 2.14, Chrystal Macmillan Building  
**Guidance & Feedback Hours:** Thursdays, 10:00-12:00

**Location**

Semester 1  
Thursdays, 13:10-16:00  
  
Room 5.1  
Lister Learning and Teaching Centre

**Course Secretary  
Team**

**Email:** spsUTO.team1@ed.ac.uk  
**Room:** Undergraduate Teaching Office, CMB

**Assessment  
Deadlines**

- Essay: 7 November 2018, 12 noon
- Exam: To be confirmed

**Aims and Objectives**

Who runs Britain? Why do people vote UKIP? Are our political elites all the same? These are the sort of questions and issues that we will explore in this in-depth course on the contemporary governance of the United Kingdom. Are the structures of British government buckling under the strain of globalisation, decentralisation and Brexit?

The Honours Seminar in British Government is an optional course for senior honours students in Politics and International Relations. It is an advanced, research-led course that is designed to be the culmination of a four-year undergraduate degree at Edinburgh. Using cutting-edge research (including work in progress by Edinburgh academics) we will study how the United Kingdom deals with the challenges of governing in the twenty-first century. Crucially, we will also consider wider questions about the nature of social science and its relationship with the study of British politics.

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## Learning Outcomes

- Students will acquire an in-depth sense of the chronology and development of British politics in the latter half of the twentieth century, and they will be able to discuss how this political history has affected the present state of British government.
- Students will acquire a deep knowledge of the workings of the central form political institutions in the United Kingdom (including Whitehall, Parliament and the core executive) and the challenges they face.
- Students will be able to place the UK in the context of wider debates about the nature of government in the twenty-first century, particularly in relation to voter disengagement, political economy and 'governance' perspectives.
- Students will be able to assess the strengths and weaknesses of competing theories of British governance and relate these to wider debates about the nature of social and political science.
- Students will have sharpened their research and presentation skills through delivering extended papers to the class and the writing of scholarly essays.

## Teaching Methods

This course adopts a seminar format. There are no lectures. The class meets on Thursdays, 13:10-16:00, in room 5.1 in the Lister Learning and Teaching Centre.

Seminars will take the format of an extended scholarly discussion. Three students will each present a paper on the topic for the day. These presentations will set the agenda for our discussion.

Please note that the success of this course depends on how much and how well students read the material. The required readings must be considered an absolute *minimum* in terms of preparation. What we must avoid at all costs is a *Question Time*-style discussion of the issues: we aim for a scholarly debate that allows consideration of competing perspectives.

From week 3 onwards, each student will prepare a one-page reading summary of the three or four items they have read in preparation for the seminar. Students should write about a paragraph on each reading. Students will email these to the course convener before the beginning of each seminar. Students do not need to prepare a reading summary in the week they are doing a presentation.

## Assessment

Students will be assessed by:

Assessment	Word count limit Do not exceed the word limit or penalties will be applied	Weighting	Submission date	Return of feedback
Seminar Presentation	NA	15%	To be assigned at first seminar	Within one week of seminar
Essay	3000 (including footnotes; excluding bibliography)	50%	7 November 2017, 12 noon	28 November 2017
Exam	NA	35%	Exam dates are set by Student Administration. Exam diet information can be found at: <a href="http://www.ed.ac.uk/student-administration/exams/exam-diets">http://www.ed.ac.uk/student-administration/exams/exam-diets</a> Students are responsible for knowing the time, date and location of their exams.	Dates will be published closer to the time Please also see <b>Exam feedback information in appendix 2</b>

**Note:** All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find [here](#).

### Seminar Presentation

Each student will give one presentation to the class over the course of the semester. Three or four students will be assigned a seminar at which to present. There are suggested presentation questions for each week. If you wish, you may write your own presentation question. However, you must seek Dr Convery's approval at least one week in advance.

There will be three elements to the seminar presentations:

- The presenter should prepare a 10-minute presentation that directly addresses his or her chosen question. You must prepare Powerpoint slides OR a handout (which can be in electronic form).
- At the end of the presentation, the presenter will be asked to answer questions from the rest of the class, based on his or her presentation.
- The presenter should then present a set of questions and discussion points to help foster discussion and debate in the seminar.

After each presentation, the course convener will give a mark to each individual presenter based on how far the presentation fulfils the following requirements: (i) to address the assigned research question in a clear, concise and engaging presentation; (ii) to respond well to the questions posed by the rest of the class; and (iii) to foster a

vibrant and relevant discussion on this theme. Dr Convery will prepare a feedback sheet for each presenter with a mark. A sample of this feedback sheet can be found below.

The presentation grade will count towards 15 per cent of your final mark for this course.

Please ensure that you time your presentation carefully beforehand. The 10-minute time limit will be strictly enforced so that we have enough time for class discussion.

*Sample Presentation Feedback Sheet*

<b>Some factors informing assessment:</b>	<i>First</i>	<i>2:1</i>	<i>2:2</i>	<i>3</i>	<i>Fail</i>
Presentation addresses the question set, and with sufficient focus?					
Presentation engages critically with the literature and shows grasp of relevant concepts and knowledge?					
Presentation follows a logical and effective pattern of argument?					
Presentation supports arguments with examples that are drawn from the literature on British politics					
Quality of the presentation (clarity, use of visual images)					
Capacity to respond appropriately to questions from the class					
Discussion questions that follow from the presentation are clearly linked to the set question					
Presenter makes sufficient effort to engage his/her audience during the discussion					

## Essay

The course essay is your opportunity to write an extended scholarly analysis of a topic from the seminars. Your essay should be 3000 words long and the deadline is 7 November 2018 at 12 noon.

Students should choose one of the questions below. **Please note that you may not answer an essay question on the same topic as your seminar paper presentation.**

1. To what extent do you agree with R.A.W. Rhodes and Mark Bevir that the UK is a 'differentiated polity'?
2. 'Margaret Thatcher was considerably more pragmatic in government than the 'Thatcherites' she inspired.' Discuss.
3. 'The issue had been a slow train coming for years. A Conservative Prime Minister could no longer avoid it' (Craig Oliver). How convincing do you find this justification for David Cameron's decision to hold a referendum on the UK's EU membership?
4. To what extent is Ed Miliband's record as Leader of the Opposition (2010-2015) responsible for creating the conditions under which Jeremy Corbyn could be elected Leader of the Labour Party?
5. 'The Scottish and UK Governments now have different and mutually incompatible interpretations of the territorial constitution.' Do you agree?
6. Is diversity in British politics only tolerated within certain limits?

The course essay will be assessed according to the following criteria:

- Development and coherence of arguments.
- Use of supporting evidence, including scholarly work on British politics and primary sources.
- Demonstration of an advanced and critical understanding of relevant key debates examined on the course.
- Degree of reflexivity and critical thinking in relation to arguments and evidence.
- Formal presentation of essay: correct referencing and quoting; spelling, grammar and style; layout and visual presentation.

Please refer to the assessment and submission procedure information on our webpages which you will find in [appendix 2](#).

## **Exam**

The exam will be held on a date to be announced by the University Registry. The exam will last two hours and you must answer two questions from a choice of 6.

### **Specimen Exam Paper 1**

1. If the Westminster Model of British Government is so discredited, then why do scholars keep talking about it?
2. To what extent do judges now play a greater role in the interpretation of the British constitution?
3. 'Brown achieved more as Prime Minister than is widely acknowledged' (Lodge and Seldon, 2010: 1). Do you agree?
4. 'Power reveals' (Caro, 2014). Discuss in relation to Conservative Party modernisation in government (2010-2015).
5. 'Where there is discord, may we bring harmony' (St Francis of Assisi). Did the Thatcher governments (1979-1990) achieve this aim?
6. 'A colossal strategic error.' Critically assess this view of the Liberal Democrats' decision to enter a coalition with the Conservative Party in 2010.

### **Specimen Exam Paper 2**

1. To what extent does Marsh, Richards and Smith's (2003) asymmetric power model provide a convincing account of British politics?
2. 'The state has been hollowed out' (Bevir and Rhodes 2003: 58). Do you agree?
3. Did the financial crisis overshadow the public policy achievements of the Labour Governments (1997-2010)?
4. Why do people hate politics in the UK?
5. To what extent has the UK made a positive contribution to the development of the European Union?
6. 'To effectively understand contemporary changes in the UK, political scientists and other commentators need to completely abandon the anachronistic 'legacy' conceptual apparatus of a 'two-party system'' (Dunleavy, 2005: 503). Do you agree?

Exam papers from previous years are available through the Library's website.

### **Communications and Feedback**

You are strongly encouraged to use email for routine communication with lecturers. We shall also use email to communicate with you, e.g., to assign readings for the second hour of each class. All students are provided with email addresses on the university system. If you are not sure of your address, which is based on your matric number, check your EUCLID database entry using the Student Portal.

This is the ONLY email address we shall use to communicate with you. Please note that we will NOT use 'private' email addresses such as Yahoo or Hotmail; it is therefore essential that you check your university email regularly, preferably each day.

### **Readings and Resource List**

This course uses an electronic reading list. For some seminars there are required readings; for other weeks, you are free to select any four readings from the list.



## Course Outline

<i>Week</i>	<i>Date</i>	<i>Seminar</i>
1	20/09	<b>Seminar 1:</b> Introduction – ‘Representative and Responsible Government’ The Westminster Model and the British Political Tradition
2	27/09	<b>Seminar 2:</b> Political ‘Science’ and British Politics Theories of British Politics
3	04/10	<b>Seminar 3:</b> The Political Constitution Is the British Constitution in transition?
4	11/10	<b>Seminar 4:</b> The Conservative Governments (1979-1997) Understanding Thatcherism and its impact
5	18/10	<b>Seminar 5:</b> The Labour Governments (1997-2010) Assessing New Labour
6	25/10	<b>Seminar 6:</b> The Coalition Government (2010-2015) Conservative Liberals and Liberal Conservatives?
7	01/11	<b>Seminar 7:</b> Challenges to the Party System UKIP, the SNP and the fragmentation of British politics?
<b>Course Essay Deadline: 7 November 2018, 12 noon</b>		
8	08/11	<b>Seminar 8:</b> Diversity, Difference and British Government Are some people excluded from British politics?
9	15/11	<b>Seminar 9:</b> Brexit From fringe to mainstream to reality
10	22/11	<b>Seminar 10:</b> Governing Britain Are the tensions becoming too difficult to manage?

## Detailed Seminar Information

### **Seminar 1: Introduction – ‘Representative and Responsible Government’ The Westminster Model and the British Political Tradition**

...the UK’s representative model of governance is still organised on the basis of 19-century precepts. Essentially, the notion of democracy, the executive, voting and representation that exist in the UK are 19th-century constructs. Crucial to the normative ideas underpinning this approach is the idea that both the executive and the legislature should operate within a self-regulating arena to protect against outside, potentially undemocratic, influence.

Richards and Smith (2014: 10)

Dr Convery will discuss class administration and outline the main themes of the course. What is British politics? What are the dominant ideas that have informed the study of British politics? Is it any longer sensible to talk about British politics? Is there any point in studying British politics? Perhaps this declining power makes a poor case study.

### **Seminar 2: Political ‘Science’ and British Politics Theories of British Politics**

Anthony King (1989, p. 97) argued some time ago that: ‘most of Britain’s best political scientists...are for some reason journalists’. This is a claim which could only be made by someone who thinks that understanding, or explaining, politics merely revolves around knowing what happens at the centre of power. It neglects the point that facts do not speak for themselves; rather, they have to be interpreted within a conceptual or theoretical framework. Such theoretical frameworks are, for the most part, conspicuous by their absence in work on British politics.

Marsh (2011: 32)

Before entering the main body of the course, we pause to consider the nature of the phenomena we are studying. As Marsh and Furlong (2010) point out, our approach to the study of politics is a ‘skin, not a sweater’. We cannot take it off. We will therefore consider today how different approaches to the study of British politics ask different questions and yield different answers.

We will also discuss three perspectives on British politics: statecraft, the asymmetric power model and the differentiated polity model.

### **Seminar 3: The Political Constitution Is the British Constitution in transition?**

The United Kingdom does not have a constitution to be found entirely in a written document. This does not mean there is an absence of a constitution or constitutional law. On the contrary, the United Kingdom has its own form of constitutional law, as recognised in each of the jurisdictions of the four constituent nations. Some of it is written, in the form of statutes which have particular constitutional importance (as we explain at paragraphs 43-44). Some of it is reflected in fundamental rules of law recognised by both Parliament and the courts. There are established and well-recognised legal rules which govern the exercise of public power and which distribute decision-making authority between different entities in the state and define the extent of their respective powers.

High Court Judgement in *R (Miller) v Secretary of State for Exiting the European Union* (2016), paragraph 18

Traditional understandings of the British constitution are under pressure. We will consider today whether the UK can continue to patch and mend its constitutional arrangements or whether the anomalies and contradictions require a wholesale rethinking. In particular, can asymmetric devolution continue to progress without some form of constitutional convention? We will also consider fundamental questions about whether the British state is capable of reform.

#### **Presentation questions**

1. Is 'parliamentary sovereignty' still a useful concept in the study of the British constitution?
2. What role (if any) does the British Political Tradition play in shaping Westminster politicians' views about constitutional reform?
3. Is there a 'new British constitution' (Bogdanor, 2009) or are the central features of the 'old' constitution still in place?

### **Seminar 4: The Conservative Governments (1979-1997) Understanding Thatcherism and Its Impact**

I think that the hon. Gentleman knows that I have the same contempt for his socialist policies as the people of east Europe, who have experienced them, have for theirs. I think that I must have hit the right nail on the head when I pointed out that the logic of those policies is that they would rather the poor were poorer. Once they start to talk about the gap, they would rather that the gap were that – *[indicating]* – down here, not this – *[indicating]* – but that – *[indicating]*. So long as the gap is smaller, they would rather have the poor poorer. One does not create wealth and opportunity that way. One does not create a property-owning democracy that way.

Margaret Thatcher (HC Hansard, 27 November 1990, col 449)

We are only really now gaining some historical perspective on Margaret Thatcher's governments. How should we approach competing explanations and interpretations of

Thatcherism? Was this the most ideologically driven government in British history or did it have a much more limited impact on British politics? How should we judge the Major governments? We will consider the changes during this period and their subsequent impact on the Labour Party and on British political economy.

### **Presentation Questions**

1. What was the significance, if any, of Geoffrey Howe's 1981 budget?
2. Were the principal impacts of the Thatcher governments economic or political?
3. To what extent did Thatcher's governments break the 'post-war consensus'?
4. 'The prime minister who came after Thatcher but before Blair.' Is this a fair assessment of John Major's governments?

<b>Seminar 5: The Labour Governments (1997-2010) Assessing New Labour</b>
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Her Majesty the Queen has asked me to form a new government and I have accepted. Before I talk about that new government, let me say something about the one that has just passed. Compared with a decade ago, this country is more open at home and more compassionate abroad and that is something we should all be grateful for and on behalf of the whole country I'd like to pay tribute to the outgoing prime minister for his long record of dedicated public service.

David Cameron (first speech as Prime Minister, 11 May 2010)

Is the time ripe for a re-assessment of the Labour Governments (1997-2010)? We will discuss the evolution of New Labour and the implementation of its reform agenda in government. We will also consider whether the legacy of Iraq clouds an otherwise more positive contribution to British politics. To what extent did the Blair and Brown governments change the terms of the debate for those who came after them?

### **Presentation Questions**

1. Did Tony Blair have any need for the size of his first term majority?
2. To what extent did New Labour accept the economic changes of the Conservative Governments (1979-1997)?
3. Did the Blair and Brown governments achieve any worthwhile public service reforms?
4. Did Brown achieve anything as prime minister?

**Seminar 6: The Coalition Government (2010-2015)  
Conservative Liberals and Liberal Conservatives?**

The 22 days from 6 to 27 May 2010 changed British politics, and changed my life. In just five days, a coalition government was formed for the first time since the Second World War. After years of expectation of a great alliance of the 'Liberal-Labour centre-left' and in defiance of the general assumptions of most politicians and political commentators, the coalition that emerged was actually between the Liberal Democrats and the Conservatives.

Laws (2010: 1)

The UK's first post-war coalition government came as something of a surprise. But should it have? We will examine the points of agreement between Conservative and Liberal Democrat elites. We will also consider the Coalition's economic impact and its unifying narrative of deficit reduction and economic renewal. Beyond this, we will discuss whether its public service and constitutional reform agenda merits the term 'radical'.

**Presentation Questions**

1. How do you account for the relative ease with which the coalition agreement was reached?
2. Did David Cameron abandon Conservative Party modernisation in government?
3. Was the Coalition Government an economic success?
4. Did the Liberal Democrats gain anything from government?

**Seminar 7: Challenges to the Party System  
UKIP, the SNP and the fragmentation of British politics?**

To effectively understand contemporary changes in the UK, political scientists and other commentators need to completely abandon the anachronistic 'legacy' conceptual apparatus of a 'two-party system' and the assumption that voting for a party necessarily betokens positive support. Instead we need to focus on how party competition works in an era where increasingly 'dealigned' voters have multiple preferences, activated in different ways at different contests, and imposing fundamental changes in how parties campaign and choose strategies from one contest to another.

Dunleavy (2005: 503)

The two-party system has been under pressure for decades. Did 2017 mark its triumphant return? We will discuss the rise of smaller parties (the Liberal Democrats, UKIP, the SNP and the Greens). We will also consider whether there can now be any justification for the continuation of the first past the post electoral system. What are the main challenges facing the smaller parties and how well have they dealt with them?

### **Presentation Questions**

1. Did 2017 mark the return of the two-party system?
2. Was the rise of UKIP mainly due to euroscepticism?
3. How do you account for the decline of the Liberal Democrats?
4. What are the main electoral challenges facing the Labour Party?

### **Seminar 8: Diversity, Difference and British Government Are some people excluded from British politics?**

For so many years when the children were young, in such an overwhelmingly male political world, it had been a huge effort just to keep going, let alone harbour ambitions to lead the party. And having been denigrated in the press and certainly not seen as leadership material, it's perhaps not surprising that this wasn't how I saw myself.

Harriet Harman (2017: 349)

Does British politics reflect the diversity of modern Britain? Ought it to do so? We will discuss whether the structures of British politics (in parliament, parties and Whitehall) have the (perhaps unintended) effect of excluding certain groups on the basis of difference.

1. Are there barriers to minorities entering British politics?
2. Why are women under-represented in British politics?
3. Does the UK draw its political elites from a narrow sub-set of the population?

### **Seminar 9: Brexit From fringe to mainstream to reality**

Well, Dave's f\*\*\*\*\*, I'm f\*\*\*\*\*, the country's f\*\*\*\*\*.

George Osborne, 24 June 2016 (quoted in Shipman, 2016: 462)

The impact of Brexit is likely to dominate the next decade of British politics. The UK has always had an uneasy relationship with the European Union. However, until recently, the idea of leaving was not high on the agenda. Why did EU membership cause such divisions within the Conservative Party and why did David Cameron concede the idea of having a referendum? We will also examine the likely implications for Brexit on the territorial constitution of the UK.

### **Presentation Questions**

1. 'Party management.' Is this a convincing explanation for David Cameron's decision to promise a referendum on the UK's EU membership?
2. How do you account for euroscepticism in the Conservative Party?
3. Did the UK make a positive contribution to the development of the EU?
4. What difficulties does Brexit cause for the territorial constitution of the UK?

**Seminar 10: Governing the UK**  
**Are the tensions becoming too difficult to manage?**

The people's representatives require to have a large measure of discretion and autonomy in decision-making 'on behalf' of the people and in their ultimate interests...In this view, government is a specialised vocation; government must therefore be unfettered, free and independent, in order to make sometimes difficult decisions on behalf of the people.

Tant (1993:4)

The UK has weathered several challenges in the past, but are its core institutions now struggling to cope? Can the UK still be governed effectively? We will also consider the state of the democracy that underpins British Government.

1. Has the centre of British Government been 'hollowed out'?
2. Is political apathy mainly due to supply or demand factors?
3. Is British Government still too centralised?

## **Appendix 1 – General Information**

### **Students with Disabilities**

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: <http://www.ed.ac.uk/student-disability-service>

### **Learning Resources for Undergraduates**

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: [www.ed.ac.uk/iad/undergraduates](http://www.ed.ac.uk/iad/undergraduates)

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

Students can book a study skills consultation <http://www.ed.ac.uk/institute-academic-development/postgraduate/taught/study/study-on-campus>

Academic English support can also be accessed at <http://www.ed.ac.uk/english-language-teaching/students/current-students>



## Attendance Monitoring

In accordance with the University general degree regulations you are expected to attend all teaching and assessment events associated with all courses that you are enrolled on. The College of Arts, Humanities and Social Sciences undertakes routine monitoring of attendance at tutorials and seminars for all students enrolled on courses delivered by Schools within our College. We undertake monitoring of attendance and engagement to enable us to identify where individual students may be experiencing difficulties and to ensure that timely and appropriate intervention can be delivered to provide support and guidance. We also undertake monitoring for sponsored students specifically to meet our obligations to the UKVI. If you miss one or more of your tutorials and/or seminars you may be contacted by your local Student Support Team and be asked to provide an explanation for your absence.

All data is gathered and stored in line with the University policies and guidance on data handling and you can view the privacy statement at:

<https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement>

## External Examiner

The External Examiner Is Professor Matthew Goodwin.]

## Appendix 2 - Course Work Submission and Penalties

### Penalties that can be applied to your work and how to avoid them.

Below is a list of of penalties that can be applied to your course work and these are listed below. Students **must** read the full description on each of these at:

[http://www.sps.ed.ac.uk/undergrad/current\\_students/teaching\\_and\\_learning/assessment\\_and\\_regulations/coursework\\_penalties](http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties)

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Lateness Penalty**

If you miss the submission deadline for any piece of assessed work **5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks)**. Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

- **Word Count Penalty**

Your course handbook will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.

If you go over the word length, you will receive a 5 mark penalty. These 5 marks will be deducted, regardless of how much you have exceeded the word count (whether it

is by 5 words or by 500!). In exceptional circumstances, a Course Organizer may decide that, instead of a 5 marks penalty, any text beyond the word limit will be excluded from the assignment and be marked only on the text up to the word limit.

In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. Make sure you know what is and what is not included in the word count

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

### **ELMA: Submission and Return of Coursework**

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages [here](#).

Please note that all submissions to ELMA should be formatted as a Word document (doc or.docx.). If you are permitted or required to submit in a different format, this will be detailed in your course handbook.

Any submission that is not in word format will be converted by the Undergraduate Teaching Office into word where possible. By submitting in any format other than word, you are accepting this process and the possibility that errors may occur during conversion. The UTO will do everything possible to ensure the integrity of any document converted but to avoid issue, please submit in Word format as requested.

### **Extensions:**

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our [webpages](#) and take note of the key points below. You will also be able to access the online extension request form through our [webpages](#).

- Extensions are granted for 7 calendar days.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You

should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.

- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

### **Exam Feedback and Viewing Exam Scripts:**

General exam feedback will be provided for all courses with an examination. General feedback will be uploaded to the relevant course learn page within 24 hours of the overall marks for the course being returned to Students.

Students who sit the exam will also receive individual feedback. The relevant Course Secretary will contact students to let them know when this is available and how to access it.

If students wish to view their scripts for any reason, they must contact the relevant Course Secretary via email to arrange this.

### **Plagiarism Guidance for Students: Avoiding Plagiarism**

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else's work (including another student's work or material from the Web or a published author) as your own is plagiarism** and will be punished severely.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through 'Turnitin', our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student's record. **For further details on plagiarism see the Academic Services' website:**

<http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct>

### **Data Protection Guidance for Students**

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

<https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents>