



Faculty of Humanities and Social Sciences

Department of Education PGT Handbook 2024/25

MA Education

MA Education (International Education)

MA Education (Learning and Teaching)

MA Education (Educational Leadership and Management)

This handbook is available online or in alternative formats.

Please contact education-ma@bath.ac.uk if required.

[September 2024]

[NFAAR-PGT-VERSION]

Contents

Purpose and scope.....	4
The Department.....	5
Introduction to the Department	5
Departmental information including course teams.....	6
Other Support	7
Contact information	7
Key Contacts/Staff List	7
External Examiners.....	8
The University's expectations of students.....	8
University regulations	8
Attendance expectations	8
Learning resources, Moodle, and recorded lectures	8
Research ethics.....	8
Student Representation	9
Assessment.....	9
Assessment Regulations.....	9
Your programme and how you are assessed.....	9
Calculating your degree outcome	11
Exit awards	12
Switching courses.....	12
Individual Mitigating Circumstances (IMCs)	12
Coursework	12
Assignment briefs, word counts and deadlines	12
Submission deadlines.....	12
Late submission of coursework.....	13
Word counts.....	13
Writing and Submitting Assignments and the Dissertation.....	13
Coursework extensions	14
Late submission of coursework.....	15
Marking and feedback.....	15
Feedback on assessment.....	15
Your course.....	16
Programme and Unit Catalogue.....	16

Course Specification	16
About your programme	16
Programme aims and learning outcomes	16
Programme description: structure of your programme	19
Accreditation of Prior Learning and Accreditation of Prior Experimental Learning	20
The Structure of the MA Education and the Specialist Pathways	21
Annex 1 Programme Description for MA Education (general)	26
Annex 2 Assessment and Progression Regulations.....	34
Annex 3 Assessment and Marking Guidance: Assessment Criteria and feedback form	36

Purpose and scope

Your handbook for academic year 2024/25 comprises the following three documents which should be read alongside each other:

1. [University information](#)
2. **Department handbook (this document)**
3. Your course specification

All three of these documents were made available to you at the beginning of the academic year and/or at the start of your studies. You are expected to familiarise yourself with the contents.

This handbook includes important information, about the Department and your course, that you should be aware of whilst studying here.

This handbook can be provided in alternative formats. Please contact education-ma@bath.ac.uk.

The content of this handbook is accurate at the time of publication (*September 2024*) but information contained within may sometimes be subject to change after this handbook has been issued. You will be informed of any changes and issued with a revised version, if there are any material changes to the information in this handbook.

The Department

Introduction to the Department

Welcome to your part-time MA Education Programme in the Department of Education, University of Bath. This is a highly regarded programme which has been running, in various forms, for more than 20 years. You belong to a large community of students from all over the world, many of whom are educational professionals. I hope you will feel part of our learning community and benefit from this extended professional network. As well as the MA Education Hub site on Moodle, you are welcome to join the Students' [Facebook](#) group where you can meet other students; this is used for peer support and to network. Please also follow us on [X \(formerly Twitter\)](#) @BathMAEd for news, updates, reminders, and deadlines.

The part-time MA Education Programme is designed for teachers, lecturers, trainers, educational leaders, managers and administrators, and those aspiring to a career in education. The programme gives you an unparalleled opportunity to study education at an advanced level.

The aims of the programme are to give you the opportunity to:

- improve your critical thinking and analytical skills
- enhance your professional practice through greater theoretical understanding of current educational issues

This Handbook is designed for those who have enrolled on the MA Education programme on a part time basis and who are studying towards the following awards:

MA Education [90 credits]

MA Education (Educational Leadership and Management) [90 credits]

MA Education (International Education) [90 credits]

MA Education (Learning and Teaching) [90 credits]

Postgraduate Diploma in Education [60 credits]

Postgraduate Certificate in Educational Studies [30 credits]

The programme is challenging, and you will be expected to work independently. But we will do all that we can to support you in your studies.

This handbook aims to provide you with some information that we think you will need in order to help you on the programme. Please read it and familiarise yourself with its content.

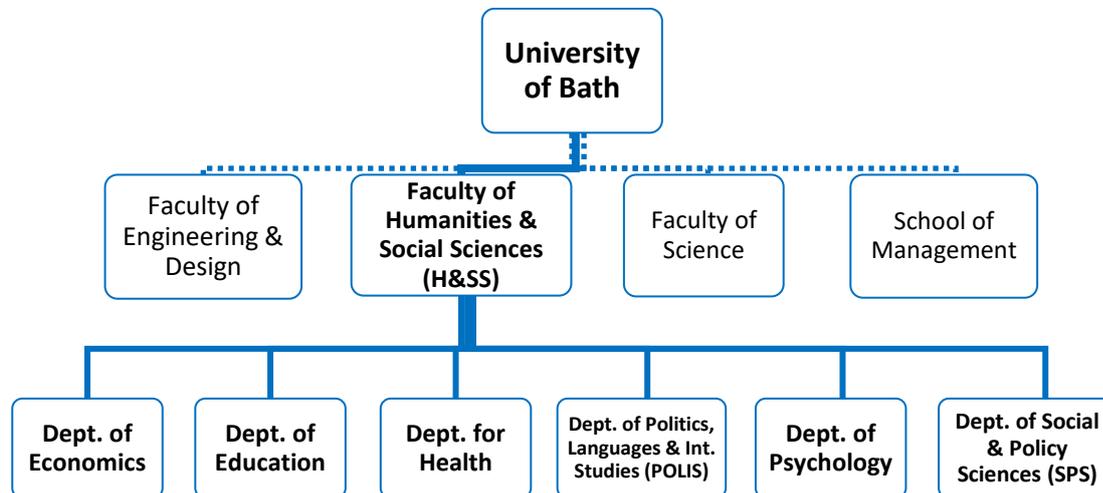
I wish you a very successful, enjoyable and stimulating year.

With very best wishes,

Dr MariCarmen Gil Ortega
Director of Studies MA Education

Departmental information including course teams

Your programme is delivered by the Department of Education within the [Faculty of Humanities & Social Sciences \(HSS\)](#). The Faculty is one of three Faculties and one School in the University (see below) and comprises six academic [departments](#): [Economics](#), [Education](#), [Health](#), [Politics, Languages & International Politics](#), [Psychology](#) and [Social & Policy Sciences](#).



Faculty H&SS Taught Programmes Administration

Undergraduate and Postgraduate departmental taught programmes are delivered by academic staff in departments, with administrative support provided by our Taught Programmes Team. Our Taught Programmes Team consists of experts, managers, officers, administrators and administrative assistants, located in office hubs across our Faculty buildings – 3 East, 1 West North, 1 West and 10 West.

Our Taught Programmes Team is responsible for all aspects of administrative support for all taught programmes in the faculty, ensuring that services are efficient, effective and adaptive to changing circumstances. We provide students with support and advice from registration to graduation and support academic teaching staff in our departments.

Our duties include:

- managing administrative processes of the faculty's taught programmes
- acting as a central point of contact for staff and students seeking advice
- offering programme-related operational support for academic teaching staff in departments

It is important that you get to know the administrators who look after your particular programme, as they can often provide invaluable guidance on various aspects of the programme. If your administrator is unavailable then please feel free to speak to any other of our other administrators listed below, all of whom will be very happy to help you. If you have any problems, then please feel free to contact one of the programmes officers or managers.

Emails are managed via shared mailboxes to deal with enquiries from students and academic staff and these are regularly monitored by designated members of the team.

Other Support

On the MA Education course, you will work through online units that are convened by members of teaching staff from the department. You will also be assigned a tutor for each unit. If you need support with your unit, you should contact your tutor in the first instance. You can also contact the unit convenor. If you need support that is not directly related to your unit of study, you should contact the Director or Deputy Directors of Studies whose contact details are listed below.

Contact information

The MA is delivered by the Department of Education. The Department is located in 1West North – see the campus map at [Travel Advice \(bath.ac.uk\)](http://www.bath.ac.uk/travel-advice)

Information regarding the department, including a list of academic staff, their individual research interests, departmental research activities, events (including seminars to which you may be able to attend) and news items can be found by linking from <http://www.bath.ac.uk/hss/>.

Key Contacts/Staff List

Key contacts include your Director of Studies (a member of academic staff who has overall responsibility for the programme) and your administrator specifically:

Administrator	Responsibility	Room	Ext no	email
Director of Studies				
Dr MariCarmen Gil Ortega	All aspects related to your academic progression in the programme. Academic queries related to your units should be directed in the first instance to the Unit Coordinator.	1WN 3.04	5658	education-ma@bath.ac.uk
Deputy Director of Studies				
Dr Siân Ephgrave	Student Support, Extensions, Suspensions, Ethics and Staff/Student Liaison Committee (SSLC)			education-ma@bath.ac.uk
Dr Brendan Higgins	External Examiners, Moderation and Staff support, IB Certificates			education-ma@bath.ac.uk
Programme Administrator(s)				
Kath Earle	Programme Administrator	1W 3.04	6602	education-ma@bath.ac.uk
Nic Topping	Programmes Administrative Assistant	1W 3.04	6105	education-ma@bath.ac.uk

External Examiners

External Examiners are appointed for a course or set of courses and are important in assuring academic quality and standards. Please note that it is not appropriate for students to contact an External Examiner directly. If you have any queries or concerns, please contact your Deputy Director of Studies, Brendan Higgins, in the first instance.

The External Examiner(s) for your programme are:

Dr Pontso Moorosi, University of Warwick
Dr Sue Grey, University of Exeter

The University's expectations of students

University regulations

When you registered with the University you agreed to abide by the Regulations for Students. These are important documents which set out the roles and responsibilities of both you as a student and the University. **You are expected to familiarise yourself with these.**

Attendance expectations

You are expected to be in attendance and participate in all scheduled learning and teaching activities required by your course.

If you require a leave of absence from the University for any reason, please contact: education@bath.ac.uk

Learning resources, Moodle, and recorded lectures

All the resources you need for your studies can be found on the Moodle pages linked to the course overall (MA Education Hub Page) and to your specific taught unit. Your unit convenor will inform you of the dates for live online seminars throughout your unit. If you are unable to attend the seminar, a recording will be made available on the unit Moodle page, for you to watch in your own time.

Research ethics

You are expected to approach all of your studies on the programme in an ethical manner; this is especially important when undertaking educational research for your studies. The University of Bath expects its researchers to act with honesty, integrity, accountability, openness, minimal risk to participants, collaborators and themselves, and sensitivity to cultures and environments ([Research integrity and ethics \(bath.ac.uk\)](https://www.bath.ac.uk/research-integrity-and-ethics)). The research that you do for your MA Education Dissertation will have ethical implications. For this reason, we require you to obtain ethical approval for your research. **You must therefore obtain ethics approval when planning your research, before you collect any data.** Once you have agreed, with your dissertation supervisor, upon a research topic and course of action for your inquiry, you will need to complete a centralised ethical approval process. A video is available on the Education Hub Moodle page, that explains this process clearly. Your supervisor will also be able to guide you. Before completing the process, please read the guidelines published by the British Educational Research Association (BERA), which are available in Moodle. Please also discuss the ethical implications of your research with your supervisor. Your supervisor will need to sign your ethics form online, and once they have done so it will be sent for review by

the department's ethical review panel. It is likely that your supervisor will ask you to make changes and revisions, before signing your form. Your supervisor will need to approve and sign your research plan before your application progresses to the centralised team for final approval.

Your completed dissertation or educational enquiry should include a clear and thorough discussion of ethical issues and how they were managed, together with your reflections and evaluation in relation to this aspect of your research. Your dissertation will be examined by someone who is not familiar with your work, so it is important that you explain your ethical considerations clearly.

Student Representation

Mechanisms for student representation are designed to enable you to be an active partner in continually improving your learning and teaching experience. The main ways in which your feedback will be sought will be through:

- Staff/Student Liaison Committees (SSLCs) ([Academic and Faculty Reps](#))
- Surveys and evaluations
- [The Students' Union](#)

Dr Sian Ephgrave is responsible for overseeing the SSLC. Please contact her via email if you are interested in becoming a student representative.

Assessment

Assessment Regulations

The University's New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes ('NFAAR-PGT') specifies the rules governing progression from one stage of your programme to the next as well as for the award of degrees. The rules cover all areas of assessment, including supplementary assessment and the extent to which failure may be condoned.

If at any time you are in doubt about how NFAAR-PGT provisions apply to your work, please consult your Director of Studies.

This section highlights areas of the University's assessment framework for the type of programme you are undertaking. It explains the regulations that govern your assessment and outlines how the University makes decisions concerning your progression through your programme and award. Complete information is available in the [NFAAR-PGT document](#). The full NFAAR-PGT, and definitions of terms used in it, are available online.

Your programme and how you are assessed

Within a programme of study, there are *compulsory units* (i.e. those units in a programme which must be taken by every student registered on the programme), and there may also be *optional units* (i.e. those units students may choose from a range of options).

In the Programme and Unit Catalogues, there are links to the relevant appendices of the NFAAR-PGT which state exactly how the assessment rules operate for each stage of your programme.

The following points will help you to understand how the assessment rules relate to your specific programme, such as pass marks, averaging of marks and dealing with any failures: Firstly, there are several references below to the persistent generic rules on the extent of any failures of units permitted overall. The rules are that you can only (1) fail and retrieve units, or (2) marginally fail units and have them condoned, **within set limits**. Breaking these rules results in failure of the programme.

- Your programme has Designated Essential Units (DEUs) which you must pass to gain the award you seek; even marginal failure in these units cannot be condoned.
- Your programme is divided into stages, but only some of the units are Stage Required Units (SRUs) that you must pass before being permitted to progress to the next stage. This means that, if you are required to undertake supplementary assessment for a non-SRU, it will only have to be completed before the end of the programme. You must also never break one of the persistent generic rules.
- Your programme has units that constitute the Taught Stage(s) Credits in a separate phase before the period in which you will do the Dissertation/Project type unit(s), as indicated in the table showing the structure of your programme. The Programme Progression Requirement to get from the taught phase to the Dissertation/Project phase is 100%.
- Should you fail to qualify for the award of the degree of Master, you may be considered for the award of a related Postgraduate Diploma or Postgraduate Certificate (subject to your having met the requirements for one of those awards).

The normal pass mark for a unit is 40%. In some units, you might need to achieve a threshold mark in one or more component assessments in order to pass the unit overall. Particular rules apply to failure of units of the 'Taught type', or in the 'taught' stages. They are as follows:

- If you fail any DEUs, you will have to undertake supplementary assessment – unless you have failed so many DEUs that you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.
- If you fail any non-DEU units badly (i.e. achieve less than 35%), you will have to undertake supplementary assessment – unless you have failed so many units that you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.
- If you fail only non-DEU units marginally (i.e. achieve 35%-39%), you might be able to progress without supplementary assessment. Whether you do progress will depend on the total credit value of the failed units.

Dissertation/Project units have their own special rule on failure: only cases of marginal failure (i.e. 35%-39%) will be given permission for attempted retrieval through supplementary assessment, and any resubmission that is permitted for marginal failure must be made within a specified period. Ultimately, you must pass a Dissertation/Project unit (or have an average of at least 40% for them if there are more than one) for satisfactory completion of the requirements for Dissertation/Project elements.

Your unit results are combined as follows to make overall assessment/award decisions:

- The Taught Stage(s) Average (TSA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the taught stage(s), or by taking the credit-weighted average of marks for all units defined as of 'Taught type' required to contribute to the programme.
- The Dissertation/Project Average (DPA) will be calculated by taking the credit-weighted average of marks for the unit(s) required to contribute to the Dissertation/Project stage(s), or by taking the credit-weighted average of marks for the unit(s) defined as of 'Dissertation/Project type' required to contribute to the programme.
- The Overall Programme Average (OPA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the programme.

Calculating your degree outcome

A Board of Examiners will decide at appropriate points whether you are continuing to meet the requirements for the programme (including not breaking persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits), and/or whether you have met all the requirements for your target award or any alternative that might be available. The outcomes will depend on both your performance in individual units and your overall performance. Generally, if you pass each of your units, you will progress and, in due course, be recommended for an award.

If you fail units beyond certain credit values, or you fail some too badly, you might break one of the persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits, and this will result in failure of the programme – without any opportunity for supplementary assessment. (Further information on supplementary assessment is provided below.)

The criteria for making awards with distinction or with merit are described in the relevant NFAAR-PGT rules (paras. 78-80).

Supplementary assessment

'Supplementary assessment' is the term normally used for an opportunity given to a student to retrieve failure before starting the next stage of a programme, or by the end of the programme if it is a single-stage programme or the failed units are not Stage Required Units (SRUs).

[Academic year dates](#), including the supplementary assessment period, can be found online.

Each unit's method of supplementary assessment is shown in the online Unit Catalogue.

At supplementary assessment, students will normally have the opportunity to gain credit for units they successfully passed and to have the mark gained reported to them for feedback purposes, but a maximum mark of 40% will be awarded and used in the Overall Stage Average, the Overall Programme Average, the Taught Stage(s) Average, and any award calculation.

If you pass all your supplementary assessments, you will be able to progress onto the next stage of your programme and/or, as appropriate, be considered for an award. If you do not pass them all, the outcome will depend on your overall performance including consideration

of the rules about passing particular types of units and the persistent generic rules (as set out above).

Exit awards

If you leave the University early, without completing your course, you may be eligible for an exit award. You will find information on these awards in your course specification.

Switching courses

If you are considering transferring to a different course, where this would be permitted, you should speak to your Director of Studies in the first instance. In certain circumstances you may be able to or may be required to transfer onto a specific alternative course, known as a Designated Alternative Course/Programme (DAC/P) if you have not met the criteria to remain on your current course of study.

Academic Registry have also published [further information and guidance on assessment arrangements](#). This also includes a link to the [University's Academic Integrity Training and Test](#). **All students will be unable to progress beyond the next progression point in their studies until they pass the test.** The test has a pass mark of 85% but you can take the test as many times as you need to.

[Individual Mitigating Circumstances \(IMCs\)](#)

We acknowledge that you may experience circumstances that disrupt your assessment attempt or performance. Submitting an IMC claim allows you to report any conditions which prevented you from taking assessment or significantly impaired your performance. If accepted an IMC recognises that your assessment was affected.

You are expected to familiarise yourself with the information available about IMCs including the process for submission, the evidence requirements, how claims are considered and what can (and cannot) happen if a claim is accepted as valid.

Coursework

Assignment briefs, word counts and deadlines

Submission deadlines

You will be informed of the deadline to submit your assessment. Submission deadlines will be included on the unit welcome letter that you are sent at the start of each unit.

Dates and Deadlines for the Part-time MA Education Programme, 2024-25

Please put these dates in your diary. They will help you to organise and plan your work, and to set personal targets throughout the year.

Submission deadlines

Students	Deadline for draft assignments	Deadline for final submission
Distance Learners – 1 October 2024 starters:		
12 credit units	15 January 2025	28 February 2025

6 credit Educational Enquiry unit	15 November 2024	31 December 2024
Distance Learners – 1 April 2025 starters:		
12 credit units	15 July 2025	31 August 2025
6 credit Educational Enquiry unit	15 May 2025	30 June 2025

Late submission of coursework

To ensure fairness to all students, you will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time, and there are penalties for submitting work after the specified deadline. If there are valid circumstances preventing you from meeting a deadline, your Director of Studies may grant you an extension to the specified submission date. It is essential that you contact your unit convenor well in advance of the deadline if you think you are going to need an extension. Extensions cannot be granted after the deadline has passed.

Word counts

Coursework tasks will normally have a word limit or word range. This, and the penalty for non-compliance, will be confirmed when you receive an assignment.

You should check with your Director of Studies if you have questions about word counts and penalties.

Writing and Submitting Assignments and the Dissertation

Assignment Writing

For each unit you must complete an assignment of 5,000 words (+/- 10%) written on a topic relevant to the unit. You should submit an assignment outline to your unit tutor and obtain the tutor's approval before you start writing.

You should then write a draft version of your assignment and submit this to your tutor via Moodle, who will give you feedback on the draft.

All dates and deadlines for the submission of assignments are published in the MA in Education - Information for Students (hub).

Dissertation Writing

In order to complete the MA Education programme you will need to write a 15,000-word Dissertation (+/- 10%). If you are taking a named pathway within the MA Education programme the dissertation must be based within the field of that pathway (i.e. Education, Educational Leadership and Management, International Education and Learning and Teaching).

For information about the Dissertation, please refer to the Moodle course: 'Dissertation for the MA Programmes': <http://moodle.bath.ac.uk/course/view.php?id=2381>.

The assignment for the Research Methods in Education unit is normally to write a plan for the study that you intend to carry out for your Dissertation. Please make sure that you have formal ethical approval for your dissertation project before you start collecting data for your dissertation. Your supervisor will review your project plan and they must sign your ethical approval application before it is sent to our departmental ethical review team for formal approval. You are not permitted to collect any data prior to gaining formal ethical approval. The panel will not grant approval retrospectively. (Please also see the section above on research ethics).

You will receive feedback on your proposal, outlines for each chapter and **one** draft of a whole chapter of your dissertation, up to 3000 words. You will normally receive feedback from your supervisor within 3 weeks. Please negotiate with your dissertation supervisor a schedule for supervision and feedback.

How to Submit your Assignments and Dissertation

Please submit all your assignments by 11.59pm on the deadline. You must submit your draft assignments, final assignments and dissertation chapter for one chapter and final dissertation electronically via Moodle. Instructions on how to do this can be found in the submission area for each individual Moodle course.

When you submit an assignment or dissertation, make sure that you include a front coversheet. You can find a copy in the Moodle course: MA in Education - Information for Students (hub).

Word length of assignments and dissertations

Every taught unit assignment and the dissertation has a maximum length. Assignments should be 5000 words (+ / – 10%). Dissertations should be 15,000 words (+/- 10%).

Your programme has adopted the University's default policy for non-compliance with the word limit or word range in accordance with QA16

(<http://www.bath.ac.uk/quality/documents/QA16.pdf>) as below:

- the marker(s) will stop reading the work once the student has exceeded a word limit (or the upper figure of a word range) by 10%. If a student writes less than the word limit (or the lower figure of a word range) they risk not maximising their potential mark;
- for the purpose of calculating the word count, footnotes are included, whereas contents pages, executive summaries, tables, figures, appendices and reference lists/bibliographies are excluded.

Coursework tasks will normally have a word limit or word range. This, and the penalty for not adhering to this, will be confirmed when you receive an assignment. Markers may stop reading/marking your work at the point it exceeds the word/page limit.

Coursework extensions

If you find you are facing circumstances that are preventing you from submitting on time you can request an extension to your deadline before the work is due. Short extensions are often granted but occasionally there may be a better measure to support you depending on your

individual circumstances and the type of assessment. You will need to give a brief explanation of how your circumstances are impacting on your ability to complete on time. Extension requests require evidence to confirm what has happened and when.

You can request an extension under 'student tasks' using the following link https://samis.bath.ac.uk/urd/sits.urd/run/siw_lgn. Please note that the cut off point for extension requests is 5 working days before the final assignment due date. You will be required to provide evidence to support your extension request. Students can apply for a maximum of 2 months' extension for assignments and a maximum of 6 months' extension for the dissertation.

Late submission of coursework

To ensure fairness to all students, you will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time, and [there are penalties for submitting work after the specified deadline](#). **If you are experiencing difficulties completing work on time, please seek help before the deadline.**

Marking and feedback

We have in place processes to ensure that assessment is conducted and marked in a fair and rigorous manner which upholds the academic standards of the University. You can find further information [on such processes, and their purpose, on our website](#).

Feedback on assessment

During your course, you will receive feedback on your assessed work. This feedback may take different forms, depending on the subject and type of assessment. You will be informed of the timing and nature of the feedback you will receive on each assessment, including whether the piece of work itself will be returned to you. For exam-type assessment, you may receive general feedback relevant to all who took the assessment rather than individual feedback. You can discuss feedback you receive on assessments alongside your performance and progress in your studies at meetings with your unit tutors.

Feedback and Marking

For each taught MA Education unit, you are expected to submit an outline (or proposal for the dissertation), then a draft, followed by the final submission. Your unit tutor will provide feedback on the outline and ONE draft of the assignment. In the case of the dissertation your supervisor will provide feedback on outlines for all chapters and only one draft chapter only once, up to 3000 words. Students who take advantage of the opportunity to receive feedback on a draft tend to achieve better results on the programme. Important: Please note that in no case will the tutor edit assignments that show a poor level of English. In such cases students should be given an indication that their use of language needs to be improved. Where appropriate, students will receive suggestions about proof reading before the final submission.

Responsibilities of staff: Staff will provide written electronic feedback to students on all final pieces of submitted written assessment using the standardised assignment feedback form (Annexe 3) incorporating common elements of feedback on strengths and feedback on areas which could be improved. In addition to feedback related to the learning outcomes and assessment criteria, staff will provide feedback that is consistent with the grading criteria

(Annexe 3) and that focuses both on the specific piece of coursework and on developing generic skills for subsequent coursework. Feedback is also provided on complete draft assignments. Feedback on drafts will be formative to provide you with an indication of how to improve your assignment; the tutor will not give an indication of the precise mark or grade that the assignment is likely to receive.

Where a final assignment exceeds the word length limit (defined limit +10%), staff will not mark any work beyond this limit. The full range of grades are available for use in marking, however, a system of categorical marking is used (categorical marks to be used are shown in the assessment criteria, Annexe 3).

Responsibilities of students: Students should ensure they are familiar with the assessment criteria (Annexe 3).

Timing of feedback: Feedback for coursework will be uploaded to Moodle (the relevant unit sites), following the moderation of (or second) marking, normally within three weeks of a deadline not counting University holidays. Marks are provisional until agreed by Boards of Examiners for Units. Results are officially released via SAMIS following Boards of Examiners.

Preparation for assessed coursework: Advice on coursework is available in DL materials and tutors will provide individualised advice as requested.

Monitoring: Feedback is monitored via assignment moderation and/ or the Director of Studies. The Director of Studies also has responsibility to ensure that feedback is consistent with the assessment criteria.

Your course

Programme and Unit Catalogue

This is where you will find details about individual units for the current academic year. The catalogues also provide links to the relevant assessment regulations.

Course Specification

Course Specifications set out important key information about your course, including the award title, the intended learning outcomes, and the structure of the course, as well as regulations for meeting the requirements for any exit awards and any agreed exemptions from your Assessment Regulations. You are expected to be familiar with this document and its contents.

About your programme

Programme aims and learning outcomes

The MA Education comprises a number of Aims and Learning Outcomes which are listed below. Key information (including this Handbook, various forms and other links) can be found on the in the MA in Education - Information for Students (hub).

Details of programmes and individual units can be found in the Programme & Unit Catalogue at: <https://www.bath.ac.uk/catalogues/2023-2024/ed/ed-proglist-pg.html>

Aims

The aims of the programme are to give participants the opportunity to:

- improve their critical thinking and analysis skills
- enhance their professional practice through greater theoretical understanding of current educational issues

Each of the named degrees shares these common aims, but has a focus on a particular area of the field of Education. Please see page 13 for pathways.

Learning Objectives

Knowledge and Understanding	<p>The taught units and the dissertation of the MA Education programme enables students to demonstrate:</p> <ul style="list-style-type: none">• a systematic and conceptual understanding of educational issues which enables them to evaluate methodologies relating to education, and to develop critiques of these and when appropriate to develop new hypotheses• a comprehensive understanding of techniques applicable to their own research or advanced scholarship <p>Named degrees share these generic outcomes, but provide a focus on a particular area of the field of Education.</p>
Intellectual Skills	<p>The taught units and the dissertation of the MA Education enables students to:</p> <ul style="list-style-type: none">• evaluate research and a variety of types of information and evidence critically and to make informed judgements in the absence of complete data• critically analyse, evaluate and interpret the evidence underpinning practice and change in practice appropriately. <p>Named degrees share these generic outcomes, but provide a focus on a particular area of the field of Education.</p>
Professional Practical Skills	<p>The taught units and the dissertation of the MA Education programme enable students to:</p> <ul style="list-style-type: none">• enhance their professional practice in education• better contribute to professional debate in the field of education• act autonomously in planning and implementing tasks at a professional level.

	<p>Named degrees share these generic outcomes, but provide a focus on a particular area of the field of Education.</p>
<p>Transferable/Key Skills</p>	<p>At all levels the programme enables students better to:</p> <ul style="list-style-type: none"> • communicate their conclusions clearly to specialist and non-specialist audiences • evaluate their own academic and professional performance • utilise problem-solving skills in a variety of theoretical and practical situations • manage change effectively and respond to changing demands • continue to advance their knowledge and understanding • manage time, prioritise workloads and recognise and manage personal emotions and stress • understand career opportunities and challenges • develop new or higher level skills, for example in IT. <p>The Key Skills that are taught, facilitated or assessed in the MA Education Programme are as follows.</p> <ol style="list-style-type: none"> 1. Make critical use of the literature of the field of Education 2. Make critical use of professional experience in the field of Education 3. Undertake and educational study in an appropriately critical, original and balanced fashion 4. Analyse, interpret and critique findings and arguments. 5. Collect, Analyse and interpret data appropriately. 6. Draw appropriate conclusions from an education research study, taking account of its strengths and limitations. 7. Select and justify the focus, scope and methodology of an educational research study. 8. Review, employ, and engage critically with an appropriate literature through the design, conduct and evaluation of an educational research study. 9. Demonstrate self-direction and originality in tackling and solving problems.

	<p>10. Evaluate research and variety of types of information and evidence critically, also making informed judgements in the absence of complete data</p> <p>11. Initiate change in practice appropriately.</p> <p>12. Contribute to professional debate in the field of education.</p> <p>13. Act autonomously in planning and implementing tasks at a professional level.</p> <p>14. Communicate their conclusions clearly to specialist and non-specialist audiences (T/F/A).</p> <p>15. Evaluate their own academic and professional performance.</p> <p>16. Manage change effectively and respond to changing demands.</p> <p>17. Manage time, prioritise workloads and recognise and manage personal emotions and stress.</p> <p>18. Develop new or higher level skills, for example in information technology.</p> <p>The ways in which these key skills are addressed in the taught units and the dissertation are given in the MA Education Key Skills Map.</p> <p>Named degrees share these generic outcomes, but provide a focus on a particular area of the field of Education.</p>
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Programme description: structure of your programme

The structure of your programme year for 2024/25 can be found in the 2024/25 Unit and Programme Catalogues (see below). The content of the Programme Catalogues is correct for teaching being delivered in 2024/25 at the time of publication. Information on your program can be found in the archived catalogues here: [Archived Unit Catalogues](#) Programmes and units may be subject to reasonable change (see **Unit and programme changes** in this Handbook). You have a maximum of 5 years to complete this part-time programme. This includes the time you spend on your dissertation. You are not permitted to complete the course in less than two years. You may study a maximum of two units at any one time. Please note that new students can sign up for one unit only for your first unit. If you want to do more (e.g. because you have time off work to do so), you must contact the relevant Director of Studies for permission.

Your MA Programme will consist of five taught units, each worth 12 credits, plus one 30-credit dissertation. The 12 credit Research Methods in Education (RME) unit is compulsory for all MA students.

The length of a 12-credit unit assignment is 5,000 words. Part time students are allowed 5 months to complete and submit each of these.

The length of the 30-credit dissertation is 15,000 words. Part time students are allowed 12 months to complete and submit this.

A 6 credit unit is also offered in order to enable students to make up the required amount of credit following the transfer of any credit from previous modes of study, or from study elsewhere (see notes on Credit Transfer below). The assignment length for the 6 credit unit is 3,000 words. Part-time students are allowed 3 months to complete and submit this.

Basic details of every unit can be found on the Unit Catalogues at:

<http://www.bath.ac.uk/catalogues/>

Credit Tariffs and Exit Awards

The size of each unit is defined by its credit tariff which relates to the approximate amount of study required. A taught MA unit has a tariff of 12 credits. The MA dissertation has a tariff of 30 credits. In the case of a taught Masters degree, at least 75% of the units studied must be at Masters M level. For a description of Masters level study see Framework for Higher Education Qualifications, Section 4 'Qualification Descriptors', published by the QAA at: https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10

In addition to the MA Education Programme there are two exit awards:

- The Postgraduate Certificate in Educational Studies (PGCES). For this you need to have obtained 30 MA credits.
- The Postgraduate Diploma in Education (PGDE). For this you need to have completed 60 MA credits, plus you must have completed the unit Research Methods in Education.

The Programme Descriptions for your programme can be found in Annex 1.

Accreditation of Prior Learning and Accreditation of Prior Experiential Learning

Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) are the processes by which the University recognises that a student has *either* completed a formal course of education in an area related to their programme of study which has enabled them to demonstrate achievement of the learning outcomes of one or more of its units *or* has demonstrated achievement of the learning outcomes of one or more of its units through experience and practice.

Specifically, and subject to agreement by the Director of Studies/Admissions Tutor responsible for the particular programme of study, APL and APEL can ONLY be arranged once you have formally enrolled on your first MA unit. Students may receive up to 12 APA credits towards the Postgraduate Certificate in Educational Studies, 24 APA credits towards the Postgraduate Diploma in Education and 36 APA credits towards the MA Education. A specialist committee assesses applications for APL and APEL and makes recommendations to the MA Education Board of Examiners. The committee meets two times per year.

Specific details, including the maximum credits that can be awarded, can be found in

<https://www.bath.ac.uk/publications/qa45-accreditation-of-prior-and-experiential-learning-apl-and-apel/>

Specifically, and **subject to agreement by the Director of Studies/Admissions Tutor** responsible for the particular programme of study, APL and APEL can **ONLY be arranged before the beginning of the semester** in which the specified units run – under no circumstances can these be considered once any form of assessment has been taken.

The Structure of the MA Education and the Specialist Pathways

To complete the MA Education students will need to take five 12 credit units and a 30 credit dissertation; once you have completed the 60 credits for the taught stage you can register for your dissertation. You are required to take the compulsory unit Research Methods in Education, plus a choice of either Understanding Learners and Learning and/or Education and Society.

Please be aware that if you wish to follow a particular strand (pathway) of the MA Education there will be specific requirements as to which units you should take (please see below). Study pathways are particular combinations of units that lead to specific named MA Education Awards. All study pathways include the Research Methods in Education unit

All MA Education students also have to choose between either the 12-credit Understanding Learners & Learning (ULL) unit or the 12-credit Education & Society unit.

In addition, students choose from several other core and optional units, depending on their chosen pathway.

Study Pathways	MA Education	MA Education (International Education)	MA Education (Learning and Teaching)	MA Education (Leadership and Management) part-time study only
Units	Research Methods in Education (compulsory unit for all students)			
	<p>Choose either/both:</p> <ul style="list-style-type: none"> • Education & Society • Understanding Learners and Learning 	<p>Choose either/both:</p> <ul style="list-style-type: none"> • Education & Society • Understanding Learners and Learning 	<ul style="list-style-type: none"> • Understanding Learners and Learning 	<ul style="list-style-type: none"> • Education & Society
	<p>Choose any 3 optional units</p>	<ul style="list-style-type: none"> • Education in an International Context <p>Choose any 2 optional units (at least 2 assignments must be grounded in International Education)</p>	<ul style="list-style-type: none"> • Technologies for learning • Curriculum Studies <p>Choose any 1 optional unit</p>	<ul style="list-style-type: none"> • Leading and Managing Schools and Colleges • Leading and Managing Educational Innovations <p>Choose any 1 optional unit</p>
You will also complete a 15,000-word Dissertation (this must be grounded in your Study Pathway).				

For further details of the units available to study for each named degree, please visit: [Archived Unit Catalogues](#)

Please note:

1. If you are following a specialist pathway, your unit assignments and dissertation will need to be grounded in the field of that pathway. If you are in any doubt, please speak to your unit tutors.
2. Whilst every effort is made to make all combinations of units available to students, some units may reach capacity or certain unit combinations may not be possible. Students will then be asked to select an alternative unit or combination of units.
3. Whilst every effort is made to ensure that all units are available, the university reserves the right to withdraw a unit at any time – reasons may include too few students electing to take a unit and the availability of teaching staff/facilities.
4. Due to the continual improvement/development of the various programmes of study, the programme structures and availability of units may change from one year to the next.

The International Baccalaureate Educator and Leadership Certificates

The IB Educator and Leadership Certificates offer formal recognition of the experience and commitment of IB teachers and /or leaders, as well as their skills and understanding. It is possible to study for the IB Educator and/or Leadership Certificates at the University of Bath, either as part of the MA Education or on a stand-alone basis.

Holders of these qualifications will be recognised by the IB as having met the professional development requirements associated with the IB's programme authorisation and evaluation procedures.

Please see detailed advice on studying for the IBEC at:

<https://moodle.bath.ac.uk/course/view.php?id=58965>

Mode of Study

Distance Learning units

Studying via Distance Learning means that you will not have any formal attendance at the University. You will learn online through our Virtual Learning Environment (VLE) and Microsoft Teams. You will be directed through the use of video conferencing, virtual classroom and social networking, exploring a range of technologies to become part of an active virtual community of practice, and work in collaboration with your tutors and peers.

We expect a commitment of approximately 120-240 hours of individual study per-unit. There is a tutor for each of your Distance Learning units who you can contact via email. Your tutor will assist with any queries and provide support for your assignment.

Enrolment for Distance Learning units takes place at two points in each year:

Unit start date: 1 October

Unit start date: 1 April

There is a limit to the number of places available on each unit and student applications will be treated on a first-come-first-served basis and alternatives recommended where necessary. Please check the website for details of which units are currently available by distance learning:
<http://www.bath.ac.uk/education/postgraduate/ways-of-studying/distance-learning/>

Students can also begin the Educational Enquiry unit at these two points each year. Educational Enquiry units (6 credit, 3000 words) involve an academic reflection that draws on the literature and student's professional experience in education. There is no formal contact time assigned for this unit. Your work is supervised by a University tutor and will involve a workload of approximately 120 hours. These units are available to study by distance learning. A maximum of two Educational Enquiries can be taken. **Important note about deferrals:** Once you are registered on a unit you must complete it. In exceptional circumstances you can defer to the next entry point but must do so within 14 days of your unit start date. Deferrals after this (i.e. beyond 14 days) are not permitted.

Summary about the assessment of the MA Education programme

All students are assessed under the New Framework for Assessment: Assessment Regulation (NFAAR).

In order to complete the MA Education programme, you should normally gain a pass (40% or above) in all five taught unit assignments. However, failure in one taught unit can be condoned if it is graded in range of 35-39%. One other taught unit can be retrieved through resubmission, although the grade will be capped at maximum 40%.

If you fail the dissertation within the range of 35-39% it can be retrieved through resubmission with a capped grade of 40%. Resubmission is normally within 12 months of notification of failure.

If you fail the dissertation at 34% or below, it cannot be retrieved.

The Postgraduate Certificate in Educational Studies may be awarded if you exit the programme after successful completion of 30 credits. The Postgraduate Diploma in Education may be awarded if you exit the programme after successful completion of 60 credits (including the Research Methods in Education unit).

Designated Essential Units (DEU)

DEUs are those that must be passed (minimum 40%) in order to receive the normal award at the end of the programme. Marginal failure in such units cannot be condoned.

Research Methods in Education is the only DEU within the MA Programmes. You must therefore pass this unit at 40%.

Condoning of units

Students will be able to pass just one *non*- DEU unit (i.e. any of the other units) at a marginal level (i.e. 35-39%).

Retrieval of units

A student will normally be permitted one attempt to retrieve one failed taught unit by resubmitting the assignment.

MA Dissertation

Marginal failed dissertations (in the range of 35% to 39%) can be retrieved. Any dissertations with marks of less than 35% cannot be retrieved.

There are several references below to the persistent generic rules governing the extent to which failures of units are permitted. The rules are that you can only (1) fail and retrieve units, or (2) marginally fail units and have them condoned, within set limits. Breaking these rules results in failure of the programme.

- Your programme has Designated Essential Units (DEUs) which you must pass to gain the award you seek. Even marginal failure in these units cannot be condoned. Students following MA programmes in the Department of Education must pass the Research Methods in Education unit with at least 40%.
- Should you fail to qualify for the award of the degree of Masters, you may be considered for the award of Postgraduate Certificate in Educational Studies (PGCES) or Postgraduate Diploma in Education (PGDE) (subject to your having met the requirements for one of those awards).
- Should you fail to qualify for the award of Postgraduate Diploma in Education, you may be considered for the award of Postgraduate Certificate in Educational Studies (subject to your having met the requirements for that award).
- Should you fail to qualify for the award a Postgraduate Certificate, there is no alternative award available.

The normal pass mark for a unit is 40%.

Particular rules apply to failure of units of the “taught” type. They are as follows:

- If you fail the DEU (Research Methods in Education), you will need to undertake supplementary assessment, i.e. you will need to resubmit your assignment.
- If you fail any non-DEU units badly (i.e. achieve less than 35%), you will have to undertake supplementary assessment (i.e. resubmission). This is unless you have failed so many units that you fail outright, or the attempted retrieval would break the rule on how much failure can be retrieved.
- If you fail only non-DEU units marginally (i.e. achieve 35%-39%), you might be able to progress without supplementary assessment. Whether you do progress will depend on the total credit value of the failed units. In other words, you are permitted to fail only one non-DEU unit at 35- 39%, and we will condone this failure.
- you can retrieve one failed unit (12 credits) and can condone one unit that has failed marginally (35%-39%).

The Dissertation unit has its own special rule on failure. Only cases of marginal failure (i.e. 35%-39%) will be given permission for attempted retrieval through supplementary assessment. If you resubmit your Dissertation you must do so within a period of one year. Ultimately, you must pass a Dissertation at 40% or more. Your unit results are combined as follows to make overall assessment/award decisions:

- The Taught Stage Average (TSA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the taught stage(s), or by taking the credit-weighted average of marks for all units defined as of 'Taught-type' required to contribute to the programme.
- The Dissertation/Project Average (DPA) will be calculated by taking the credit-weighted average of marks for the unit(s) required to contribute to the Dissertation, or by taking the credit-weighted average of marks for the unit(s) defined as of 'Dissertation/project-type' required to contribute to the programme.
- The Overall Programme Average (OPA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the programme. In the case of the MA Education programme the OPA is an average of the percentage grades of the Taught Stage Average and the percentage grade of the Dissertation.

A Board of Examiners will decide at appropriate points whether you are continuing to meet the requirements for the programme (including not breaking persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits), and/or whether you have met all the requirements for your target award or any alternative that might be available. The outcomes will depend on both your performance in individual units and your overall performance. Generally, if you pass each of your units, you will progress and, in due course, be recommended for an award.

Annex 1 Programme Description for MA Education (general)

Programme code	(PT) THED-APM25
Programme title	MA EDUCATION
Award type	MASTERS
Award title	MA Education
Mode of Attendance	PART TIME
Length	2-5 years part-time
State any designated alternative programme(s)	PG Certificate in Educational Studies comprising any 30 TSC DAP for PGDip and MA PG Diploma in Education comprising 60 TSC (ED50326 is compulsory) DAP for MA
Approving body and date of approval	

ACADEMIC YEAR 2024/25											
Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	Notes	
4	1		ED50326	Research Methods in Education	C	12	DEU	Non SRU	TSC		
			Optional units: Select one or both units from the following (12 or 24 credits):								
			ED50333	Understanding Learners and Learning	O	12	-	Non SRU	TSC		
			ED50304	Education & Society	O	12	-	Non SRU	TSC		
			Optional units: Select between 6 and 36 credits from the following (subject to availability):								
			ED50303	Assessment	O	12	-	Non SRU	TSC		
			ED50307	Curriculum Studies	O	12	-	Non SRU	TSC		
			ED50311	Education in an International Context	O	12	-	Non SRU	TSC		
			ED50330	Technologies for Learning	O	12	-	Non SRU	TSC		
			ED50343	Educational Enquiry (6 credits)	O	6	-	Non SRU	TSC		
ED50318	Leading and Managing Educational Innovation	O	12	-	Non SRU	TSC					
ED50319	Leading and Managing Schools and Colleges	O	12	-	Non SRU	TSC					
2			ED50308	Dissertation	C	30	-	Non SRU	DPC		

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR-PGT decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm
1	67%	All assessment:
2	33%	All assessment:

where:

- C Compulsory
- O Optional
- OA Optional Audit

Programme Description for MA Education (International Education)

Programme code	(PT) THED-APM25
Programme title	MA EDUCATION (International Education)
Award type	MASTERS
Award title	MA Education (International Education)
Mode of Attendance	PART TIME
Length	2-5 years part-time
State any designated alternative programme(s)	PG Certificate in Educational Studies comprising any 30 TSC DAP for PGDip and MA PG Diploma in Education comprising 60 TSC (ED50326 is compulsory) DAP for MA
Approving body and date of approval	

ACADEMIC YEAR 2024-25

Part	Stage	Normal period of study for full-time students	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation / project credits	Notes			
4	1		ED50326	Research Methods in Education	C	12	DEU	Non SRU	TSC				
			ED50311	Education in an International Context	C	12	-	Non SRU	TSC				
			Optional units: Select one or both units from the following (12 or 24 credits):										
			ED50304	Education & society	O	12	-	Non SRU	TSC				
			ED50333	Understanding learners & learning	O	12	-	Non SRU	TSC				
			Optional units: Select 12 or 24 credits from the following (subject to availability): Assignments must be grounded in International Education										
			ED50303	Assessment	O	12	-	Non SRU	TSC				
			ED50307	Curriculum Studies	O	12	-	Non SRU	TSC				
			ED50330	Technologies for Learning	O	12	-	Non SRU	TSC				
			ED50343	Educational Enquiry (6 credits)	O	6	-	Non SRU	TSC				
			ED50318	Leading and Managing Educational Innovation	O	12	-	Non SRU	TSC				
			ED50319	Leading and Managing Schools and Colleges	O	12	-	Non SRU	TSC				
			ED50308	Dissertation	C	30	-	Non SRU	DPC	Must be grounded in International Education			

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR-PGT decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm
1	67%	All assessment:
2	33%	All assessment:

where:

- C Compulsory
- O Optional
- OA Optional Audit

Programme Description for MA Education (Leadership & Management)

Programme code	(PT) THED-APM25
Programme title	MA EDUCATION (Leadership & Management)
Award type	MASTERS
Award title	MA Education (Leadership and Management)
Mode of Attendance	PART TIME
Length	2-5 years part-time
State any designated alternative programme(s)	PG Certificate in Educational Studies comprising any 30 TSC DAP for PGDip and MA PG Diploma in Education comprising 60 TSC (ED50326 is compulsory) DAP for MA
Approving body and date of approval	

ACADEMIC YEAR 2024-25

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation / project credits	Notes			
4	1		ED50326	Research Methods in Education	C	12	DEU	Non SRU	TSC				
			ED50304	Education and Society	C	12	-	Non SRU	TSC				
			ED50318	Leading and Managing Educational Innovation	C	12	-	Non SRU	TSC				
			ED50319	Leading and Managing Schools and Colleges	C	12	-	Non SRU	TSC				
			Optional units: Select 12 credits from the following (subject to availability):										
			ED50303	Assessment	O	12	-	Non SRU	TSC				
			ED50307	Curriculum Studies	O	12	-	Non SRU	TSC				
			ED50311	Education in an International Context	O	12	-	Non SRU	TSC				
			ED50343	Educational Enquiry (6 credits)	O	6	-	Non SRU	TSC				
			ED50330	Technologies for Learning	O	12	-	Non SRU	TSC				
			ED50333	Understanding learners and learning	O	12	-	Non SRU	TSC				
2			ED50308	Dissertation	C	30	-	Non SRU	DPC	Must be grounded in Educational Leadership and Management			

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR-PGT decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm
1	67%	All assessment:
2	33%	All assessment:

where:

- C Compulsory
- O Optional
- OA Optional Audit

Programme Description for MA Education (Learning and Teaching)

Programme code	(PT) THED-APM25
Programme title	MA EDUCATION (Learning and Teaching)
Award type	MASTERS
Award title	MA Education (Learning and Teaching)
Mode of Attendance	PART TIME
Length	2-5 years part-time
State any designated alternative programme(s)	PG Certificate in Educational Studies comprising any 30 TSC DAP for PGDip and MA PG Diploma in Education comprising 60 TSC (ED50326 is compulsory) DAP for MA
Approving body and date of approval	

ACADEMIC YEAR 2024-25

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation / project credits	Notes
4			ED50326	Research Methods in Education	C	12	DEU	Non SRU	TSC	
			ED50333	Understanding Learners and Learning	C	12	-	Non SRU	TSC	
			ED50330	Technologies for Learning	C	12	-	Non SRU	TSC	
			ED50307	Curriculum Studies	C	12	-	Non SRU	TSC	
			Optional units: Select 12 credits from the following (subject to availability):							
			ED50303	Assessment	O	12	-	Non SRU	TSC	
			ED50304	Education and Society	O	12	-	Non SRU	TSC	
			ED50311	Education in an International Context	O	12	-	Non SRU	TSC	
			ED50343	Educational Enquiry (6 credits) (PT only)	O	6	-	Non SRU	TSC	
			ED50318	Leading and Managing Educational Innovation	O	12	-	Non SRU	TSC	
			ED50319	Leading and Managing Schools and Colleges	O	12	-	Non SRU	TSC	
4			ED50308	Dissertation	C	30	-	Non SRU	DPC	Must be grounded in Learning & Teaching

Assessment weightings and decision references		
Stage	Weighting within programme	NFAAR-PGT decisions reference See: http://www.bath.ac.uk/registry/nfa/index.htm
1	67%	All assessment:
2	33%	All assessment:

where:

- C Compulsory**
- O Optional**
- OA Optional Audit**

Annex 2 Assessment and Progression Regulations

All Masters programmes are assessed under the New Framework for Assessment: Assessment Regulation (NFAAR), details of which can be found in 'The New Framework for Assessment: Assessment Regulations.' The key aspects are summarised below. Please also see the links provided below for full NFAAR guidance related to each award.

Masters degree (*for full details please see: <http://www.bath.ac.uk/registry/nfa/nfaar-pqt-appendix-11.pdf>*) and also

<http://www.bath.ac.uk/registry/registry.bho/assessment/nfa-briefing-030.pdf>

Awards

Masters degree - a student must achieve:

at least **90 credits**, at least 75 of these credits being gained at M level;
both an overall programme average (OPA) of at least 40.00% and a
dissertation/project average (DPA) of at least 40.00%.

Masters degree with Merit - a student must achieve:

(i) an overall programme average (OPA) of at least 60.00%, (ii) a dissertation/project average (DPA) of at least 60.00%, and (iii) a taught stage(s) average (TSA) of at least 50.00%. **Masters degree with Distinction** - a student must achieve:

(i) an overall programme average (OPA) of at least 70.00%, (ii) a dissertation/project average (DPA) of at least 70.00%, and (iii) a taught stage(s) average (TSA) of at least 60.00%.

Condoning

Designated Essential Units (DEU) cannot be condoned.

Marks of 35%-39% in non-DEU taught stage credits (TSC) can be condoned.

Maximum of 12 taught stage credits (TSC) (20% of the award)).

Dissertation/project credits (DPC) cannot be condoned.

Retrieval (supplementary assessment)

Taught-stage credits (TSC) – maximum of 18 credits for taught units (TSC) may be retrieved after failure by supplementary assessment.

Dissertation/project credits (DPC) - can only be retrieved if the fail mark is in the range 35%-39%.

A student will be permitted **one attempt only** to retrieve a failed unit. Unit marks will be capped at 40% on retrieval.

Postgraduate Diploma (*for full details please see:*

<http://www.bath.ac.uk/registry/nfa/nfaar-pqt-appendix-12.pdf>)

Awards

PG Diploma - a student must achieve:

at least **60 credits**, at least 48 of these credits being gained at M level;

<p>overall programme average (OPA) of at least 40.00%.</p> <p>PG Diploma with Merit - a student must achieve: overall programme average (OPA) of at least 60.00%.</p> <p>PG Diploma with Distinction - a student must achieve: overall programme average (OPA) of at least 70.00%.</p>
<p><u>Condoning</u> Designated Essential Units (DEU) <u>cannot</u> be condoned. Marks of 35%-39% in non-DEU taught stage credits (TSC) can be condoned. Maximum of 12 credits (20% of the award) can be condoned.</p>
<p><u>Retrieval (supplementary assessment)</u> Maximum of 18 credits for taught units (TSC) may be retrieved after failure by supplementary assessment. A student will be permitted one attempt only to retrieve a failed unit. Unit marks will be capped at 40% on retrieval.</p>
<p><u>Progression to Masters from Diploma Check does this apply to your programme</u> <u>Programme Progression Requirement (PPR):</u> This programme does not have a programme progression requirement</p>

<p><u>Postgraduate Certificate (for full details please see:</u> http://www.bath.ac.uk/registry/nfa/nfaar-pqt-appendix-13.pdf)</p>
<p><u>Awards</u> Although normally comprising semester 1 units, units can be selected from either semester unless specific units are required under the specific programme regulations. Important: This needs to be clarified with each DoS.</p> <p>PG Certificate a student must achieve: at least 30 credits with at least 24 of these credits being gained at M level; overall programme average (OPA) of at least 40.00%.</p> <p>PG Certificate with Merit overall programme average (OPA) of at least 60.00%.</p> <p>PG Certificate with Distinction overall programme average (OPA) of at least 70.00%.</p>
<p><u>Condoning</u> Designated Essential Units (DEU) <u>cannot</u> be condoned. Marks of 35%-39% in non-DEU taught stage credits (TSC) can be condoned. Maximum of 6 credits (20% of the award) can be condoned.</p>
<p><u>Retrieval (supplementary assessment)</u> Maximum of 12 credits for taught units (TSC) may be retrieved after failure by supplementary assessment. A student will be permitted one attempt only to retrieve a failed unit. Unit marks will be capped at 40% on retrieval.</p>

Annex 3 Assessment and Marking Guidance: Assessment Criteria and feedback form

ASSESSMENT CRITERIA (FROM SEPTEMBER 2015)

The level statements given below are illustrative rather than absolute requirements. They reflect the assessment elements.

Overall Scholarship Perspective Coherence	The extent of knowledge and depth of analysis. The breadth of view, critical perception and insight. The synthesis and control of material and the persuasiveness of arguments.
Content	The relevance of the topic to the content of the unit and the student's experience.
Structure	The structure and the way it enables arguments to develop logically and lead to reasoned conclusion
Presentation Clarity Style Appearance Length Referencing	Communication of ideas, use of syntax and typographical presentation Use of language Visual impression and clarity of layout Number of words specified for the assignment Accuracy in citation and attribution, and the application of academic conventions.
Analysis Argument Interpretation Evaluation Application	The line of argument within an appropriate conceptual framework. Interpretation: The development of a perspective through a reflective consideration within an appropriate conceptual framework. The weighing of evidence, exploration of other options, and the basis of judgements. Where appropriate, the application of findings and arguments in a reflective manner to the improvement of educational practices.
Use of sources Scope and number Types of sources Scope and number	Familiarity with a range of literature germane to the topic. The range of different types of sources used.

Methodology, methods and ethics Methodology Design Critique	(For dissertations and assignments based on empirical study) The explanation of the kind of study undertaken and the justification of the methodology. The explanation and justification of the chosen methods, including ethical procedures, and the overall design. The consideration of the strengths and weaknesses of methodology, design, ethical procedures and underpinning theories.
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	70% -100% (Distinction) [72 75 78 82 85 88 95 100]	60% - 69% (Merit) [62 65 68]	50% - 59% (Good Pass) [52 55 58]	40% - 49% (Pass) [42 45 48]
Overall Scholarship Perspective Coherence	The assignment shows extensive knowledge and considerable depth of analysis. It clearly demonstrates breadth of view and shows significant insight. Material is controlled well and is synthesised effectively and creatively. Arguments are sound and persuasive. Shows originality.	The assignment shows a broad knowledge and considerable depth of analysis. It clearly demonstrates breadth of view and shows considerable insight. Material is synthesised effectively and controlled well. Arguments are sound.	The assignment shows knowledge and a depth of analysis. It demonstrates a breadth of view and shows insight. Material is controlled well. Arguments are sound.	The assignment displays sufficient knowledge and an adequate depth of analysis. It shows sufficient breadth of view and insight. Material is generally controlled adequately. Arguments are generally sound.
Content	The topic identified is clearly and directly relevant to the content of the unit and the student's experience. An appropriate and well-grounded conceptual framework is securely established. A sophisticated discussion takes place within the conceptual framework and, in the better assignments, the discussion develops the framework.	The topic identified is relevant to the content of the unit and the student's experience. An appropriate and well-grounded conceptual framework is established. A thoughtful discussion takes place within the conceptual framework.	The topic identified is relevant to the content of the unit and the student's experience. An appropriate conceptual framework is established that is adequately grounded. A discussion takes place within the conceptual framework.	The topic identified is relevant to the content of the unit and to the student's experience. A conceptual framework is established that is in the main adequately grounded. The discussion draws upon the conceptual framework.
Structure	The assignment is well structured so that arguments develop logically and lead to a well-reasoned and original conclusion.	The assignment is well structured so that arguments develop logically and lead to a well-reasoned conclusion.	The assignment is adequately structured and arguments develop logically and lead to a reasoned conclusion.	The assignment is generally soundly structured. Arguments develop and there is an appropriate conclusion.

<p>Presentation</p> <p>Clarity</p> <p>Style</p> <p>Appearance</p> <p>Length</p> <p>Referencing</p>	<p>Ideas are communicated exceptionally clearly. Appropriate syntax is consistently used. There are very few, if any, typographical errors. The writing is fluent and succinct which, together with the prudent use of language, gives scholarly style. The length of the assignment is acceptable. The visual presentation is of a high standard and the layout is clear. Referencing is accurate in citation and attribution. There is consistent application of academic conventions.</p>	<p>Ideas are communicated clearly. Appropriate syntax is consistently used. There are very few typographical errors. The writing is fluent and succinct and has a scholarly style. The length of the assignment is acceptable. The visual presentation is of a high standard and the layout is clear. Referencing is accurate in citation and attribution. There is consistent application of academic conventions.</p>	<p>Ideas are communicated clearly. Appropriate syntax is generally consistently used with very few typographical errors. There are only a small number of typographical errors. The writing is fluent and succinct and generally has an appropriately scholarly style. The length of the assignment is acceptable. The visual presentation is of good standard and the layout is clear. Referencing is accurate in citation and attribution. There is consistent application of academic conventions.</p>	<p>Generally, ideas are communicated clearly. Appropriate syntax is generally used. There are some typographical errors but not a significant number. The writing is generally fluent and succinct and the style is appropriate. The length of the assignment is acceptable. The visual presentation is adequate. The layout is sufficiently clear. Referencing is generally accurate in citation and attribution. Application of academic conventions is generally consistent.</p>
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<p>Analysis</p> <p>Argument</p> <p>Interpretation</p> <p>Evaluation</p> <p>Application</p>	<p>Analysis. The assignment develops a well-reasoned line of argument and a perspective clearly develops through significant reflective consideration. Evidence is thoughtfully marshalled and weighed, a wide range of other options is explored, and judgements are soundly based on critical appraisal. Where appropriate, findings and arguments are applied reflectively and with considerable insight and explicit evidence is presented that shows improvement of educational practices.</p>	<p>Analysis. The assignment develops a well-reasoned line of argument and a perspective clearly develops through substantial reflective consideration. Evidence is thoughtfully marshalled and weighed, a range of other options is explored, and judgements are based on critical appraisal. Where appropriate, findings and arguments are applied reflectively and with some insight and there is evidence showing improvement of educational practices.</p>	<p>Analysis. The assignment develops a well-reasoned line of argument and a perspective develops through sufficient reflective consideration. Evidence is thoughtfully marshalled and weighed, some other options are explored, and judgements are based on critical appraisal. Where appropriate, findings and arguments are applied reflectively and there is evidence showing improvement of educational practices.</p>	<p>Analysis. The assignment develops an adequately reasoned line of argument and a perspective develops through some reflective consideration. Evidence is marshalled and weighed with some thought, and some other options are explored, and judgements are generally based on critical appraisal. Where appropriate, findings and arguments are applied reflectively to the improvement of educational practices.</p>
<p>Use of sources</p> <p>Scope and number</p> <p>Types of sources</p>	<p>Use of sources. The assignment clearly demonstrates considerable familiarity with and uses a wide range of literature germane to the topic.</p>	<p>Use of sources. The assignment demonstrates familiarity with and uses a wide range of literature germane to the topic.</p>	<p>Use of sources. The assignment demonstrates familiarity with and uses a range of literature germane to the topic.</p>	<p>Use of sources. The assignment demonstrates sufficient familiarity with and uses of a range of literature germane to the topic.</p>

<p>Methodology, methods and ethics</p> <p>Methodology</p> <p>Design</p> <p>Critique</p>	<p>Methodology and methods. For dissertations and assignments based on empirical study, it is clear what kind of study was undertaken. The methodology is fully justified. There is a thorough explanation and justification of the chosen methods. There is a full consideration of the strengths and weaknesses of the methodology, design and underpinning theories. Ethical issues have been considered.</p>	<p>Methodology and methods. For dissertations and assignments based on empirical study, it is clear what kind of study was undertaken. The methodology is well justified. There is a sound explanation and justification of the chosen methods. There is a wide-ranging consideration of the strengths and weaknesses of the methodology, design and underpinning theories. Ethical issues have been considered.</p>	<p>Methodology and methods. For dissertations and assignments based on empirical study, it is clear what kind of study was undertaken. The methodology is adequately justified. The chosen methods are adequately explained and justified. There is a sound consideration of the strengths and weaknesses of the methodology, design and underpinning theories. Ethical issues have been considered.</p>	<p>Methodology and methods. For dissertations and assignments based on empirical study, it is more or less clear what kind of study was undertaken. The methodology is adequately justified. The chosen methods are explained and justified. The strengths and weaknesses of the methodology, design and underpinning theories are adequately considered. Ethical issues have been considered.</p>
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	35-39% (Condonable Fail) [35 38]	30-34 % (Fail) [32]	0-29% (Fail) [0 15 25]
Overall Scholarship Perspective Coherence	The assignment is not securely at the standard required for a pass at Masters level. The assignment may display some knowledge and some analysis. However, it shows limited breadth of view and insight. There may be some effort to control material and to present an argument. Arguments may be partially convincing.	The assignment has significant weaknesses. The assignment displays limited knowledge and lacks analysis. It shows little breadth of view and does not display insight. Material is poorly used and the arguments lack persuasion. The assignment is largely descriptive.	The assignment has significant weaknesses and would need major work or rewriting to reach a passing standard. The assignment is under length and/or draft or non-scholarly in style. The assignment displays limited knowledge and lacks analysis. It shows little breadth of view and does not display insight. Material is poorly used and there is little argument; any argument lacks persuasion. The assignment is largely descriptive.
Content	The topic identified may to some extent be relevant to the content of the unit and to the student's experience. A conceptual framework may be presented, but this may not be adequately grounded. The discussion may not be adequately developed.	The topic identified may not be directly relevant to the content of the unit and to the student's experience. An appropriate conceptual framework may not be established and discussion is therefore lacking in focus.	It may not be clear how the content is related to the unit and/or the student's experience. A conceptual framework is absent or inappropriate. The discussion is weak and lacking in focus.
Structure	The assignment may not be very well structured. Arguments may be underdeveloped and may not be clearly linked to the conclusion.	The assignment may be poorly structured so that arguments fail to develop logically and there is no reasoned conclusion.	The assignment has no evident or clear structure; there may be no conclusion.

<p>Presentation</p> <p>Clarity</p> <p>Style</p> <p>Appearance</p> <p>Length</p> <p>Referencing</p>	<p>Ideas may be communicated, although not always clearly. Syntax may not be used adequately. There may be some typographical errors. The writing may be of limited fluency and the style may be inappropriate in some places. The assignment may not be of an acceptable length. The visual impression may be poor and the layout may be not fully clear. Referencing may be inaccurate and/or inadequate in some places.</p>	<p>Ideas may not be communicated clearly. The syntax may be weak and there may be a significant number of typographical errors. The writing may not flow and the style and use of language may be inappropriate. The length of the assignment may not be acceptable. The visual impression may be inadequate and the layout unclear. Referencing may be inaccurate in citation and attribution and there may be inconsistent application of academic conventions.</p>	<p>There are significant weaknesses in presentation to do with one or more of:</p> <p>Clarity (ideas not communicated clearly; writing errors evident)</p> <p>Style (not fluent or scholarly; inappropriate use of language)</p> <p>Appearance (poor visual impression and layout)</p> <p>Length (under length)</p> <p>Referencing (significant errors evident)</p>
<p>Analysis</p> <p>Argument</p> <p>Interpretation</p> <p>Evaluation</p> <p>Application</p>	<p>There is some attempt to develop a line of argument and a perspective, but this may be limited and lacking in reflective consideration. There is some limited attempt to marshal and weigh evidence, but insufficient consideration is given to other options. Judgements are based on limited critical appraisal. Where appropriate, some limited attempt is made to reflect and apply findings and arguments to the improvement of educational practices.</p>	<p>The assignment may not develop a reasoned line of argument. A perspective may fail to develop because there is little or no reflective consideration. Evidence may be neither marshalled nor weighed and other options may not be explored. Judgements may not be adequately based on critical appraisal. Even where appropriate, findings and arguments may not be applied reflectively to the improvement of educational practices. The assignment may be largely descriptive.</p>	<p>There is limited analysis or coherent argument. The assignment is largely descriptive with little or inappropriate reflective consideration and limited use of evidence. Any judgements are not justified or inappropriately justified. There are few, limited or inappropriate links to educational practice.</p>

<p>Use of sources</p> <p>Scope and number</p> <p>Types of sources</p>	<p>The assignment may demonstrate only a limited familiarity with and uses a limited range of literature germane to the topic.</p>	<p>Although some literature has been used the assignment may not demonstrate familiarity with a range of literature germane to the topic, or inappropriate literature may be analysed.</p>	<p>The assignment may inappropriately use only a narrow range of literature. There are significant weaknesses in the use of sources to do with one or both of:</p> <p>Scope and number (none or narrow range)</p> <p>Types of sources (inappropriate literature)</p>
<p>Methodology, methods and ethics</p> <p>Methodology</p> <p>Design</p> <p>Critique</p>	<p>For dissertations and assignments based on empirical study, it is not completely clear what kind of study was undertaken. The methodology may be justified to a limited extent. The chosen methods may not be sufficiently explained or justified. The strengths and weaknesses of the methodology, design and underpinning theories may be inadequately considered. There may be limited consideration of ethical issues.</p>	<p>For dissertations and assignments based on empirical study, it may not be clear what kind of study was undertaken and the methodology may not be adequately justified. The explanation and justification of the chosen methods may be inadequate. The strengths and weaknesses of the methodology, design and underpinning theories may not be considered. Ethical issues may not be considered.</p>	<p>There are significant weaknesses in methodology and methods to do with one or more of:</p> <p>Methodology (not explained justified or inappropriate)</p> <p>Design (not explained/justified or inappropriate)</p> <p>Critique (not included or inappropriate).</p> <p>Ethics (not considered or inappropriate).</p>

University of Bath Department of Education
MA Unit Assignment and Dissertation Feedback Form

Draft/Final [please delete]

[to be used for all submissions from August 1st 2021]

Student's name

Unit/Dissertation
title

TUTOR'S COMMENTS

Strengths in relation to the MA Assessment Elements

Areas for improvement in relation to the MA Assessment Elements

Other comments

Mark awarded

Date

1st/ 2nd/ 3rd
marker [Please
delete]

Tutors Signature