



**Faculty of Humanities & Social Sciences
Department of Education**

MA Education

Programme Handbook 2018/19

This handbook is available in electronic format via the Programmes e-learning portal, which has been created using a programme called Moodle. You can access the Moodle portal at: <http://moodle.bath.ac.uk/login/index.php>

Contents

WELCOME.....	4
ABOUT THIS HANDBOOK	5
SECTION 1	6
THE FACULTY OF HUMANITIES & SOCIAL SCIENCES (HSS)	6
INTRODUCTION	6
DEPARTMENTAL INFORMATION	8
KEY CONTACTS/STAFF LIST	8
SECTION 2	8
YOUR PROGRAMME.....	8
PROGRAMME AIMS AND LEARNING OUTCOMES.....	8
PROGRAMME DESCRIPTION: STRUCTURE OF THE PROGRAMME	10
UNIT AND PROGRAMME CATALOGUES	11
ACCREDITATION OF PRIOR LEARNING AND ACCREDITATION OF PRIOR EXPERIMENTAL LEARNING	11
THE STRUCTURE OF THE MA EDUCATION AND THE SPECIALIST PATHWAYS	12
MODE OF STUDY.....	14
RESEARCH ETHICS	15
FURTHER STUDY.....	15
UNIT AND PROGRAMME CHANGES	15
HOW YOUR PROGRAMME IS REVIEWED AND MONITORED.....	16
SECTION 3 ASSESSMENT	16
THE NEW FRAMEWORK FOR ASSESSMENT: ASSESSMENT REGULATIONS.....	16
FEEDBACK TO STUDENTS ON ASSESSMENT (FEEDBACK, MARKING AND MODERATION POLICY)	20
EXTERNAL EXAMINERS.....	21
WRITING AND SUBMITTING ASSIGNMENTS AND THE DISSERTATION	22
SUBMISSION DEADLINES	23
LATE SUBMISSION OF COURSEWORK	23
INDIVIDUAL MITIGATING CIRCUMSTANCES	24
ASSESSMENT PROCESSES	25
EXAMINATIONS – INFORMATION AND GUIDANCE	26
REFERENCING, PLAGIARISM AND CHEATING.....	26
ACADEMIC INTEGRITY: REFERENCING AND PLAGIARISM	27
ACADEMIC INTEGRITY TRAINING AND TEST	28
ACADEMIC INTEGRITY: PENALTIES.....	29
WORD COUNTS	30
SECTION 4.....	31
STUDY AND SUPPORT: GETTING THE MOST OUT OF YOUR STUDIES.....	31
ACCESSING UNIVERSITY EMAIL.....	31
YOUR STUDENT RECORD: SAMIS.....	31
MOODLE	31
LANGUAGE AND ACADEMIC STUDY SKILLS SUPPORT AND DEVELOPMENT	32
BUILDING ON YOUR SKILLS USING PERSONAL DEVELOPMENT PLANNING.....	32
THE LIBRARY	33
COMPUTING FACILITIES AND IT SKILLS.....	33
RECORDING OF LECTURES	34
STUDENT REPRESENTATION	34
FEEDING BACK YOUR VIEWS TO THE UNIVERSITY	34
STUDENT REPRESENTATIVES	35
STUDENTS’ UNION MEMBERSHIP	36
STUDENT SUPPORT	36

WELLBEING SERVICE	38
ADVICE FOR INTERNATIONAL STUDENTS.....	38
DEALING WITH A PROBLEM INVOLVING THE UNIVERSITY.....	38
COMPLAINTS.....	38
WORD COUNTS.....	39
BULLYING, HARASSMENT AND VICTIMISATION	40
MEDIATION.....	40
ADVICE FOR STUDENTS WITH DISABILITIES, LONG-TERM ILLNESS, AND SPECIFIC LEARNING DIFFICULTIES	40
PREGNANCY AND MATERNITY	41
CARE LEAVERS, ESTRANGED STUDENTS, REFUGEES AND YOUNG ADULT CARERS.....	41
EQUALITY AND DIVERSITY AND INCLUSION.....	41
CAREERS SERVICE	42
SECTION 5 GENERAL INFORMATION	43
UNIVERSITY REGULATIONS FOR STUDENTS	43
REGISTRATION STATUS	43
CHANGE IN YOUR CIRCUMSTANCES.....	43
HEALTH AND SAFETY	44
DATA PROTECTION	44
ANNEX 1 PROGRAMME DESCRIPTION FOR MA EDUCATION (GENERAL)	45
ANNEX 2	53
ASSESSMENT AND PROGRESSION REGULATIONS	53
ANNEX 3 ASSESSMENT AND MARKING GUIDANCE: ASSESSMENT CRITERIA AND FEEDBACK FORM	56
CONTENT	56
THE RELEVANCE OF THE TOPIC TO THE CONTENT OF THE UNIT AND THE STUDENT'S EXPERIENCE.	56
STRUCTURE.....	56
THE STRUCTURE AND THE WAY IT ENABLES ARGUMENTS TO DEVELOP LOGICALLY AND LEAD TO REASONED CONCLUSION.	56
PRESENTATION	56
ANALYSIS	56
WHERE APPROPRIATE, THE APPLICATION OF FINDINGS AND ARGUMENTS IN A REFLECTIVE MANNER TO THE IMPROVEMENT OF EDUCATIONAL PRACTICES.	56
USE OF SOURCES.....	56
THE RANGE OF DIFFERENT TYPES OF SOURCES USED.	56
CONTENT	58
PRESENTATION	58
ANALYSIS	59
USE OF SOURCES.....	59
CONTENT	61
PRESENTATION	61
ANALYSIS	61
USE OF SOURCES.....	62
ANNEX 4	64
DISSERTATION GUIDELINES.....	64

WELCOME

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. Please 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 [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 skills of critical thinking and analysis
- 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,

Elisabeth Barratt Hacking
Director of Studies MA Education

ABOUT THIS HANDBOOK

This Handbook is intended for all students commencing the MA Education in the academic year 2018/19.

Please note that the contents of this Handbook are accurate at August 2018 but that information may sometimes be subject to change after this Handbook has been issued.

- While this Handbook signposts information about **regulations for students**, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: www.bath.ac.uk/regulations and Assessment Regulations: www.bath.ac.uk/registry/nfa) are the most up-to-date and take precedence over the contents of this Handbook.
- For further information about unit and programme changes, see the **Unit and programme changes** section in this Handbook.

If in doubt about what applies to you, or if your circumstances change (for example if you are returning from a suspension of study, or transferring to a different programme) please contact your director of studies (Elisabeth Barratt Hacking – education-ma@bath.ac.uk) for advice.

SECTION 1

THE FACULTY OF HUMANITIES & SOCIAL SCIENCES (HSS)

INTRODUCTION

Your programme is delivered by the Department of Education within the **Faculty of Humanities & Social Sciences (HSS)** (<http://www.bath.ac.uk/hss/>). The Faculty (one of three Faculties and one School in the University – see below and <http://www.bath.ac.uk/departments/>) comprises six departments

Economics <http://www.bath.ac.uk/economics>

Education <http://www.bath.ac.uk/education/>

Health <http://www.bath.ac.uk/health>

Politics, Languages & International Studies <http://www.bath.ac.uk/polis>

Psychology <http://www.bath.ac.uk/psychology>

Social & Policy Sciences <http://www.bath.ac.uk/sps>

Faculty Taught Programmes - Undergraduate and Postgraduate

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 consist of expert 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 adapt 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.

Programme specific email addresses are used to manage enquiries from students and academic staff and these are regularly monitored by designated members of the team.

Our Taught Programmes Team members are based in Taught Programmes Support Hubs across the Faculty.

Taught Programmes Support Hub

Location: 1 West (office 3.04)

Faculty: Postgraduate Distance Learning programmes

Programmes Officers:

- [Jo Wright](#) PGT Distance Learning in Health and Education
- [Sharon Firkins](#) MRes Programmes Coordinator (including programme administration for the MRes in Health and Wellbeing)

MA Education: education-ma@bath.ac.uk

- [Kath Earle](#) Programme Administrator

MSc Sports and Exercise Medicine: SEM@bath.ac.uk

MSc Sports Physiotherapy: SPY@bath.ac.uk

- [Rachel Sherring-Lucas](#) Programme Administrator

Administrative Assistant:

- [Nicola Topping](#) Administrative Assistant (supports MA Education programme and Health distance learning programmes Research Phase)

DEPARTMENTAL INFORMATION

The MA is delivered by the Department of Education. The Department is located in 1West North – see the campus map at <http://www.bath.ac.uk/travel-advice/location-maps/>

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 (from the Graduate School), specifically:

Administrator	Responsibility	Room	Ext. No.	email
Director of Studies				
Elisabeth Barratt Hacking	All aspects of your study on the programme, including problems and requests for extensions. (Any academic queries should be directed in the first instance to the Unit Coordinator.)	1WN 4.8A	6768	education-ma@bath.ac.uk
Programme Administrator(s)				
Kath Earle	Programme Administrator	1W 3.04	6602	education-ma@bath.ac.uk
Nicola Topping	Administrative Assistant	1W 3.04	6105	education-ma@bath.ac.uk

Internal messages are usually sent by **email** and you should make a point of checking your account every day. You can also access your account via the internet by typing <https://mail.bath.ac.uk> or clicking on “Webmail” on the University’s internal home page. **You must ensure that your email inbox does not become full otherwise emails cannot be sent to you and you therefore run the risk of missing important information.**

The best way to **contact staff** is by email. If you want to send hard copy mail to a member of staff, you can hand this to the administrator who will place it in the appropriate ‘pigeon-hole’ (mail box).

Should you have any **queries or problems** (that you have not been able to resolve using the various sources of information in this handbook and elsewhere) we strongly recommend you talk to us. Any issues relating to your work then please contact either the lecturer concerned or your Director of Studies. Administrators are available in office hours (typically 10.00 to 12.00, 14.00 to 16.00, Monday to Friday).

SECTION 2

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 <http://www.bath.ac.uk/catalogues/2018-2019/>

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.

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>
Transferable/Key Skills	<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 an 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. 10. Evaluate research and variety of types of information and evidence critically, also making informed judgements in the absence of complete data 11. Initiate change in practice appropriately. 12. Contribute to professional debate in the field of education. 13. Act autonomously in planning and implementing tasks at a professional level. 14. Communicate their conclusions clearly to specialist and non-specialist audiences (T/F/A). 15. Evaluate their own academic and professional performance. 16. Manage change effectively and respond to changing demands. 17. Manage time, prioritise workloads and recognise and manage personal emotions and stress. 18. Develop new or higher level skill, for example in information technology. <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>
--	--

PROGRAMME DESCRIPTION: STRUCTURE OF THE PROGRAMME

Please note that the content of the programme description is correct at the time of publication and units are subject to reasonable change. Current versions of the units are available via the programme and unit catalogue: <http://www.bath.ac.uk/catalogues>

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. 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.

If you enrolled on the part-time MA between 1st August 2004 and 1st August 2010, you have a maximum of 8 years to complete the course.

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 6 months to complete and submit each of these.

The length of the 30-credit dissertation is 15,000 words. Part time students are allowed 18 months to complete and submit this.

3 and 6 credit units are 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 a 6 credit unit is 3,000 words and for a 3 credit unit it is 1,750 words.

Basic details of every unit can be found on the Unit Catalogues at:
<http://www.bath.ac.uk/catalogues/>.

Some students who are already enrolled on the programme are studying units worth 9 credits, and/or a dissertation worth 36 credits. These are part of an older mark-scheme which has been phased out. 9 credit units and 36 credit dissertations are no longer available to study.

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:
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf>

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.

UNIT AND PROGRAMME CATALOGUES

Details of programmes and individual units can be found in the Programme & Unit Catalogue at
<http://www.bath.ac.uk/catalogues>

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 three times per year.

Specific details, including the maximum credits that can be awarded, can be found in at <http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA45.pdf> and at

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 registered to begin their studies on or after 1st September 2010 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)			
	Choose either/both: • Education & Society • Understanding Learners and Learning	Choose either/both: • Education & Society • Understanding Learners and Learning	• Understanding Learners and Learning	• Education & Society
	Choose any 3 optional units	• Education in an International Context Choose any 2 optional units (at least 2 assignments must be grounded in International Education)	• Technologies for learning • Curriculum Studies Choose any 1 optional unit	• Leading and Managing Schools and Colleges • Leading and Managing Educational Innovations Choose any 1 optional unit
	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:

<http://www.bath.ac.uk/study/pg/programmes/ma-in-educ/#pathways>

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 CERTIFICATES (IBEC)

The IBEC is formal recognition of the experience and commitment of IB teachers, as well as their skills and understanding. It is possible to study the IBEC 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://wiki.bath.ac.uk/display/IBECME/International+Baccalaureate+Educator+Certificates+\(MA+Education\)+Home](https://wiki.bath.ac.uk/display/IBECME/International+Baccalaureate+Educator+Certificates+(MA+Education)+Home)

MODE OF STUDY

We offer a flexible programme in terms of mode of study. You can choose any combination of:

- face to face at the [annual Summer School](#) (3 weeks every July)
- face to face at [Study Centres](#) - we have a small number of study centres in different locations around the world
- [distance learning](#) (using on line materials) (starting Sept 1st and March 1st annually)

We recommend, if at all possible, that you plan to attend at least one face to face unit during your time as a student on the programme. Students report how valuable it is to meet the tutors, other students and spend time in a face to face study environment. We recognise, however, that this may not be possible and many students have completed the degree successfully at a distance.

Postgraduate Summer School

The Department of Education Postgraduate Summer School takes place on the University of Bath campus during July each year. The taught part of each unit is offered over a period of one week. Participants may enrol for up to two units and/or attend workshop sessions designed for those working on their dissertations. University tutors, library services, computers and the other facilities of the University are available during Summer School. There is student accommodation available for those participants who wish to stay on campus. Participation in Summer School is not a compulsory requirement of the programme, although many students enjoy participating very much. Up-to-date details of Summer School can be found on the Department Summer School webpages: <http://www.bath.ac.uk/education/postgraduate/ways-of-studying/summer-school/>

Study Centres

The Department of Education has a number of Study Centres in the UK and around the world. Typically, these are established for participants from a school, a cluster of schools or a Local Authority (LA)/school district who wish to engage in the Part-time MA Education Programme. Units are taught by visiting University lecturers with the choice and times negotiated to meet the needs of individual students and the group. Further details may be obtained from the Study Centre webpages:

<http://www.bath.ac.uk/education/postgraduate/ways-of-studying/study-centres/>

Distance Learning units (including Educational Enquiry units)

Students taking taught units by distance learning use e-learning provided by the University. The units that can be studied in this way do not require attendance at either the University or a Study Centre. No formal contact time is involved: course materials are supplied online and require a commitment of approximately 120-240 hours of individual study. Exchanges between student and the University-appointed tutor will usually be by e-mail (post and telephone can also be used if necessary).

There is no limit on the number of distance learning units which may contribute to any of the qualifications. Enrolment for Distance Learning units takes place at two points in each year.

Unit start date: 1st September (enrolment closes 1st August) (for existing students)

Unit start date: 1st March (enrolment closes 1st February) (for existing students)

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. Most units are taught online via Moodle and the University wiki. 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 Educational Enquiry units at these two points each year. Educational Enquiry units (6 credit [3000 words] or 12 credit [5000 words]) involve individual study of an educational

issue. We encourage participants to study topics that are relevant to their own professional work in education. There is no formal contact time assigned for these units. Your work is supervised by a University tutor and will involve a workload of approximately 120-240 hours for each unit. These units are available to study by distance learning. A maximum of two Educational Enquiries can be taken.

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 ([University of Bath Research Integrity and Ethics](#)). The research that you do for your MA Education Dissertation or Educational Enquiry 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.** When you have been allocated a dissertation supervisor or educational enquiry tutor, you must complete a draft MA Ethical Approval Form. This can be found on Moodle. Before completing the form, 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/ tutor who may ask you to make some revisions to the form before agreeing to sign it. Then please upload the approved (signed) MA Ethics Approval Form to the relevant unit Moodle course.

Your completed dissertation or educational enquiry should include discussion of ethical issues and how they were managed, together with your reflections and evaluation in relation to this aspect of your research.

Important: where a unit assignment requires empirical work you will need to complete the ethics form as normal

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 six weeks of your unit start date. An administrative fee will be charged for deferrals. Deferrals after this (i.e. beyond six weeks) are not permitted.

FURTHER STUDY

Every year a number of graduates from this programme go on to study at Doctoral level. If you would like to know more about continuing your studies at doctoral level (EdD or PhD) you can get more information from our website:

PhD: <http://www.bath.ac.uk/study/pg/programmes/educ-mphi/>

EdD: <http://www.bath.ac.uk/study/pg/programmes/doct-of-educ/>

UNIT AND PROGRAMME CHANGES

We continually look for ways to develop and improve our programmes. For example:

- it might be desirable to make some updates to content to reflect the latest developments in a particular field of study
- a review of assessments across a programme (including feedback received) might identify that changes to a unit assessment would better support student learning.

Students who would be affected by proposed changes are consulted about them, either via their Staff/Student Liaison Committee or directly, depending on the nature of the change.

In addition, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. For example:

- the accrediting body for a programme may require changes to be made to it
- it may not be possible to run a particular unit because a member of teaching staff with specialist expertise leaves the University and we are unable to find a suitable replacement
- it may not be viable to run a particular optional unit in a given year because very few students select it.

In such cases, the University will always endeavour to ensure that any impact on students is minimised and that students are informed at the earliest opportunity.

All programme and unit changes are managed through a formal process set out by the University to ensure that they are academically appropriate and properly supported, take place in a timely manner, and safeguard the interests of students.

HOW YOUR PROGRAMME IS REVIEWED AND MONITORED

The University has in place a number of ways to ensure that programmes remain up-to-date, issues are dealt with and improvements made.

All programmes and units are monitored annually, looking at evidence for what is working well and identifying any actions that need to be taken. Taking account of student feedback, including feedback given through unit evaluation and other student surveys, is a key part of unit and programme monitoring.

Departments also conduct periodic reviews of their programmes. These provide an opportunity for in-depth review and development, involving input from students and from an adviser(s) external to the University.



SECTION 3 ASSESSMENT

THE NEW FRAMEWORK FOR ASSESSMENT: ASSESSMENT REGULATIONS

This section describes the University's assessment framework for the type of programme that you are undertaking.

The University's **New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes ('NFAAR-PGT')** specifies the rules governing students' progression from one stage of their 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 you began the first stage of your programme in or after the 2011/12 academic year, NFAAR-PGT applies to you. (If you began before then, please ask the Director of Studies for guidance on assessment).

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.

Important information

This section may contain terms unfamiliar to you. In addition to the explanations we give below you can find full definitions at:

www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf

For full details of the NFAAR-PGT, visit: www.bath.ac.uk/registry/nfa For information relating to your programme, visit: www.bath.ac.uk/catalogues

Your programme and how you are assessed

Within your 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 *optional units* (i.e. those units you may choose from a range of options).

The Programme Description; Structure of the programme section in this handbook shows the structure of your programme. In the table, compulsory and optional units are labelled "C" and "O" respectively. Please note that you can also access this information via links in your programme's description in the Programme and Unit Catalogues available at: www.bath.ac.uk/catalogues/

At the end of the table, there is a link to the relevant appendix of the NFAAR-PGT which states exactly how the assessment rules operate.

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.

Summary about the assessment of the MA Education programme

All students starting on or after September 1 2011 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.

Your programme and how you are assessed

Within your 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 optional units (i.e. those units you may choose from a range of options). The Research Methods in Education unit is compulsory for all students following MA programmes in the Department of Education.

There are also semi-compulsory units in the MA Education programme, in which case you need to choose between two options.

Please note that you can also access this information via links in your programme's description in the Programme & Unit Catalogues available at: www.bath.ac.uk/catalogues/

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 any failures.

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.

An MA Education 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 NFAARPGT rules (paras. 78-80).

Supplementary Assessment (Resubmission of Assignments or Dissertations)

‘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). In the case of the MA Education programme this involves resubmitting your assignment or dissertation. Each unit’s method of supplementary assessment is shown in the Unit catalogue on the University webpages.

In the case of resubmission students will normally have the opportunity to gain credit for units then 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.

Please note: There are strict limits on the number of credits that can be retrieved through supplementary assessment and (separately) on the number of credits that may be awarded through condoning. The Full progression regulations can be viewed at: <http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf> . For definitions of assessment terms see: www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-02.pdf

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).

FEEDBACK TO STUDENTS ON ASSESSMENT (FEEDBACK, MARKING AND MODERATION POLICY)

During your programme, you will receive feedback on assessed work. Feedback on assessments may take different forms, depending on your subject and the 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 formal written examinations, students may receive general feedback to the group rather than individual feedback. You can discuss feedback you receive on assessments alongside your performance and progress in your studies at meetings with your Personal Tutor

Feedback and Marking

For each taught MA Education unit and the dissertation 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 tutor will provide feedback on each draft chapter once only. 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 (Annex 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.

Moderation

Moderation is the procedure we have in place in the Department of Education for taught programmes to safeguard the security of marking. Moderation involves sampling work submitted for assessment.

The purposes of moderation are to converge the marker's viewpoint with that of the moderator's and to provide feedback for future marking and the assessment process i.e. the process is one of feeding forward. The process of moderation does not result in changing marks or grades, except where there is a concern about consistency between marker and moderator. Moderation provides the opportunity for marker and moderator to identify any systematic discrepancies. The completed moderation proforma is included with the external examining sample. No provisional marks/ grades are released until moderation has been completed.

EXTERNAL EXAMINERS

An External Examiner is someone from another University or a professional organisation who is suitably qualified and experienced in the relevant field of study. At least one External Examiner is appointed for each taught programme or group of programmes. The role of External Examiner is an important one in assuring that assessment processes are fair and academic standards are appropriate, and supporting the development of your programme. External Examiners look at draft examination papers and samples of assessed work, and attend Boards of Examiners.

Once a year, External Examiners provide a written report on each taught programme. University staff will look at these reports and a response will be made to the External Examiner's comments. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of annual monitoring. You can read the latest External Examiner report for your programme, and the University's response to it, at: <http://go.bath.ac.uk/external-examiners-reports>
The External Examiner for your programme is:

Dr Josef Ploner
Dr Maria Kaparou

It is not appropriate to make direct contact with External Examiners. If you are dissatisfied with the process or outcome of an assessment, and are considering whether to raise this either informally or formally, the sections of this handbook on **Procedures for Academic Appeals** and **Dealing with a problem involving the University: Complaints** give some more information about the University's procedures for student complaints and academic appeals. The section on **Student Representation** sets out how students can engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

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>.

Full guidance and study support for your Dissertation is available at:

<https://wiki.bath.ac.uk/display/MED/MA+Ed+Dissertation+Home>

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 your dissertation supervisor approves your data gathering plans and data gathering instruments before you start collecting data for your dissertation. You must also obtain ethical approval from your supervisor before you begin any data collection (please see section on research ethics).

You will receive feedback on the draft work that you write for your dissertation. You will receive feedback on **one** draft version of your dissertation. 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 and final versions 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

SUBMISSION DEADLINES

Dates and Deadlines for the Part-time MA Education Programme, 2018-19

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 st September 2018 starters (and Summer School 2018)	15th January 2019	28th February 2019
Distance Learners – 1 st March 2019 starters	15th July 2019	31st August 2019
Summer School 2019	15th January 2020	28th February 2020

LATE SUBMISSION OF COURSEWORK

You will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time. This is to ensure fairness to all students who are submitting work.

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. Forms to request an extension are available from your Department. You will need to provide a description of the circumstances which you feel support your request. Your Director of Studies may ask you to produce supporting evidence.

Please note that:

- if you submit a piece of work after the submission date, and no extension has been granted, the maximum mark possible will be the pass mark
- if you submit work more than five working days after the submission date, you will normally receive a mark of 0 (zero), unless you have been granted an extension.

It is not usually possible to mark coursework anonymously if it is submitted after the deadline.

It is important that you speak to your Director of Studies as soon as possible if you become concerned about your submission deadlines.

See also the section in this handbook on **Submission deadlines**.

INDIVIDUAL MITIGATING CIRCUMSTANCES

Individual Mitigating Circumstances (IMCs) are the conditions which temporarily prevent you from undertaking assessment or significantly impair your performance in assessment. As such, the measure of their severity is not about impact on you, but the impact on your affected assessment.

Full information and guidance on Individual Mitigating Circumstances and Assessment (including definitions of IMCs, in the document “What are Individual Mitigating Circumstances?”) is available at: www.bath.ac.uk/registry/imc/imc-students.html

It is strongly advised that you become familiar with the available guidance so that you understand the process and timescales should such circumstances arise.

You should make yourself familiar with these definitions, in addition to any IMC guidance offered by your Department, and support and guidance offered through the Disability Service (www.bath.ac.uk/groups/disability-service) or the Students’ Union Advice and Support Service (thesubath.com/advice).

Your Department/School will be able to advise you on how to submit an IMC claim, and your Director of Studies can help you to understand the potential implications of your IMC claim on your overall progress and/or award, in light of your academic achievement to date and the assessment regulations for your programme.

The IMC claim must be submitted no more than three days after the affected assessment by completing the IMC report form available at: www.bath.ac.uk/registry/imc/imc-students.html

You will also need to submit evidence of how your circumstances affected the relevant assessment(s), for example, a medical certificate in the case of illness or injury.

If you know of a potential IMC that may affect your assessment before you begin an assessment period, it is important that you notify your Director of Studies as soon as possible. After speaking to your Director of Studies if you do intend to submit a formal IMC claim for the assessment(s), you feel were affected, you will still need to complete the form and follow procedures.

If you are having any difficulties whilst working on your dissertation and are considering submitting an IMC claim, please contact your Director of Studies as it may be more appropriate for an extension to be given to allow you to complete the work.

ASSESSMENT PROCESSES

Assessment and marking processes at the University are designed to ensure that assessment of your work is fair and consistent, and that academic standards are appropriate and comparable between the University and other higher education institutions. This is achieved in a number of ways.

Marking: Assessments you will complete during your programme are marked according to:

- *marking criteria (or assessment criteria)* - these are the knowledge, understanding and skills which it has been identified that students should demonstrate in the assessment and which are taken into account during marking. They are based on the learning outcomes being assessed
- *marking scheme* - this is a detailed description of how specific numbers of marks should be assigned against individual components of an answer within the assessment task
- *grade descriptors* - these are descriptions of the levels of achievement required in order to get a result within a given band of marks (e.g. 70% or more).

Anonymous marking: The University has adopted a principle of anonymous marking in order to protect students and staff from bias, and the perception of bias, in the marking process. It applies to all examinations and, where practical, other assessment. It is not possible to mark all coursework anonymously as in some types of assessment the student can be easily identified by the marker (e.g. presentations, group work, laboratory work) or it might not be practical, or in the student interest, to do so. You will be informed when your coursework is to be marked anonymously.

Moderation: Both the setting and the marking of assessments are independently checked through a process known as moderation to ensure that questions test the learning outcomes and are set at the right standard, and that marking is consistent and fair. Moderation is conducted by internal examiners and also by your External Examiner (see below).

Boards of Examiners:

Assessment decision-making at the University is the responsibility of Boards of Examiners established at three levels: assessment outcomes go first to *Boards of Examiners for Units*, then *Boards of Examiners for Programmes*, then finally to *Boards of Studies*. Boards of Studies confirm decisions relating to student progression from one stage of the programme to the next and the final award. **The assessment marks you are given initially by markers are therefore provisional up until the point when they have been confirmed by the Board of Studies for your programme.** An official release date is set when your confirmed results will be made available to you via SAMIS (the University's student records system). An appeal can only be made in relation to a confirmed mark (see the section in this handbook on **Procedures for Academic Appeals**).

All marks for a unit are reviewed at a meeting of a Board of Examiners for Units which will verify that the assessment process has been conducted appropriately and that the marks are an accurate reflection of the standards achieved. On rare occasions a Board of Examiners may decide to recommend a change to the marks assigned initially, based on evidence that there was a problem with the assessment (for instance, disruption during an examination, or an exam paper that was too easy or difficult) which means that the marks assigned initially do not accurately reflect the standards achieved by the candidates. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

EXAMINATIONS – INFORMATION AND GUIDANCE

Rules and procedures for examinations are set out in the University's Regulation 15 and Rule 2. The dates of the University's formal assessment periods are found on the academic year charts:

www.bath.ac.uk/publications/academic-year-charts

You will have access to your personal examination timetable via SAMIS approximately seven weeks before the assessment period begins.

If you have learning or support needs and think you may require alternative examination arrangements please seek advice from the Disability Service and inform your Director of Studies as early as possible.

Further information

www.bath.ac.uk/student-records/examinations/examinations-information

Regulation 15: www.bath.ac.uk/publications/regulations-for-students

Rule 2: www.bath.ac.uk/rules/exam

Disability Service: www.bath.ac.uk/groups/disability-service

REFERENCING, PLAGIARISM AND CHEATING

Presenting work that is not your own for assessment constitutes plagiarism. Plagiarism occurs when a student 'borrows' or copies information, data, or results from an unacknowledged source, without quotation marks or any indication that the presenter is not the original author or researcher.

Another form of plagiarism (and hence cheating) is auto-plagiarism or self-plagiarism. This occurs when a student submits work (whether a whole piece or part of a piece) without acknowledging that they have used this material for a previous assessment.

If you use someone else's pre-existing work – say, by summarising it or quoting from it – you must reference the original author. This applies to all types of material – not only text, but also diagrams, maps, tables, charts, and so on. Be sure to use quotation marks when quoting from any source (whether original or secondary). Fully reference not only quotations, but also paraphrases and summaries. Such references should then be included in a bibliography or reference list at the end of the piece of work. Note that the need for referencing also applies to web-based material; appropriate references according to the type of work or image should always be given.

There are several acceptable methods of referencing material. Examples include the Harvard system and the Numeric system. **Ask your Director of Studies or Personal Tutor for further information and advice on the referencing system used on your programme.**

Guidance concerning referencing and plagiarism is available from several sources, in addition to staff in the Department. They include:

- online student support and resources at: www.bath.ac.uk/students/support/academic/academic-integrity/index.html
- the Library at: www.bath.ac.uk/library/infoskills/referencing-plagiarism/ and courses run by library staff
- the Students' Union Skills Training programme: www.bathstudent.com/skills-training/
- courses delivered by the Academic Skills Centre: www.bath.ac.uk/asc

Any student who is found to have used unfair means in an examination or assessment procedure will be penalised. 'Unfair means' here include:

- cheating (for example, unauthorised use of notes or course material in an examination)
- fabrication (for example, reporting on experiments that were never performed)
- falsification (for example, misrepresentation of the results of experimentation)
- plagiarism (as discussed above)
- self-plagiarism (duplication of one's own work, as discussed above)
- unfair collaboration or collusion (representation of work produced in collaboration with another person or persons as the work of a single candidate).

The University's QA Code of Practice, QA53 Examination and Assessment Offences, sets out the consequences of committing an offence and the penalties that might be applied.

Penalties for unfair practice will be determined by the Department or by the Faculty/School Board of Studies. They may include failure of the assessment unit or part of a degree, with no provision for reassessment or retrieval of that failure. Proven cases of plagiarism or cheating can also lead to an Inquiry Hearing or disciplinary proceedings. Claims of inadvertence or ignorance will not be accepted as a basis for mitigation of a penalty.

If you are accused of an offence, the Students' Union's welfare services are available to support you when your case is being examined.

Further information

Examination and assessment offences: www.bath.ac.uk/quality/documents/QA53.pdf

ACADEMIC INTEGRITY: REFERENCING AND PLAGIARISM

Plagiarism is the use of any published or unpublished work without proper acknowledgement in your references. Plagiarism occurs when a student 'borrows' or copies information, data, or results from an unacknowledged source, without quotation marks or any indication that the presenter is not the original author or researcher.

Another form of plagiarism (and hence cheating) is auto-plagiarism or self-plagiarism. This occurs when a student submits work (whether a whole piece or part of a piece) without acknowledging that they have used this material for a previous assessment.

If you use someone else's work – say, by summarising it or quoting from it – you must reference the original author. This applies to all types of material: not only text, but also diagrams, maps, tables, charts, and so on. Be sure to use quotation marks when quoting from any source (whether original or secondary). Fully reference not only quotations, but also paraphrases and summaries. Such references should then be included in a bibliography or reference list at the end of the piece of work. Note that the need for referencing also applies to web-based material; appropriate references according to the type of work or image should always be given.

There are several acceptable styles for referencing material within two general systems: Name/date (e.g. Harvard) and Numeric. **Ask your Director of Studies or Personal Tutor for further information and advice on the referencing system used on your programme.**

Guidance on referencing and plagiarism is available through skills training run by the University and the Students' Union, as well as online resources. Information guides and style sheets are available from the Library, and your Subject Librarian will be able to help with any questions.

Further information

For a range of skills and development opportunities see: <http://go.bath.ac.uk/skills>

Library referencing resources, including style sheets: www.bath.ac.uk/library/infoskills/referencing-plagiarism
Students' Union Skills Training: thesubath.com/skills-training

ACADEMIC INTEGRITY TRAINING AND TEST

As a student registered on a University of Bath award, you are required to undertake the academic integrity training and pass the associated test.

The academic integrity training aims to provide all students with a basic knowledge and understanding of good academic practice. This includes an understanding of plagiarism and other assessment offences, and skills necessary to reference your work appropriately.

The training and test are accessed from Moodle by clicking on the link entitled '**Academic Integrity Initiative**': <http://moodle.bath.ac.uk>

If you have any access problems, then please contact [education-ma@bath.ac.uk] in the first instance.

When you have completed the training tutorial and are confident that you have understood it, you should undertake the test.

To pass the test you will need to achieve a mark of 85%. You can take the test as many times as necessary until you pass.

If you do not pass the test, you will need to re-visit the training and/or look at the other guidance available to you or as required by your Director of Studies, and then take the test again.

You will not be able to progress beyond the next progression point in your studies, irrespective of your programme marks, until you pass this test. Ultimately this means that, if you have not passed the test, you will not be able to receive your award. Your Director of Studies will be able to confirm when the next progression point occurs for your stage of your programme.

Further information

Academic and information skills:

www.bath.ac.uk/library/infoskills

www.bath.ac.uk/professional-services/academic-skills-programme-asp

Regulation 3.7: www.bath.ac.uk/regulations/Regulation3.pdf

Plagiarism detection and personal data

When you hand in a piece of assessed coursework, you will be expected to make a declaration that the work is your own and, where you have re-used your own work and/or used other sources of information, that you have referenced the material appropriately.

The University uses the Plagiarism Detection Service, Turnitin. This service checks electronic, text-based submissions against a large database of material from other sources and for each submission, produces an 'originality report'. It makes no judgement on the intention behind the inclusion of unoriginal work; it simply highlights its presence and links to the original source.

Turnitin complies with European General Data Protection Regulation (Regulation (EU) 2016/679) (GDPR). When you registered with the University, you gave it permission to process your personal

data for a variety of legitimate purposes. This includes allowing the University to disclose such data to third parties for purposes relating to your studies. The University, at its sole discretion, may submit the work of any student to the Plagiarism Detection Service (in accordance with Regulation 15.3e – see below) and may make, or authorise third parties to make, copies of any such work for the purposes of:

- i. assessment of the work;
- ii. comparison with databases of earlier work or previously available works to confirm the work is original;
- iii. addition to databases of works used to ensure that future works submitted at this institution and others do not contain content from the work submitted.

The University will not make any more copies of your work than are necessary, and will only retain these for so long as remains necessary, for these purposes.

Please note that, if at any time the University submits any of your work to the Plagiarism Detection Service, the service will be provided with, and will retain, certain personal data relating to you – for example, your name, email address, programme details and the work submitted. Such data may be transferred by the Plagiarism Detection Service to countries worldwide (some of which may not be governed by EU Data legislation) in order for the work to be checked and an originality report generated in accordance with the proper workings of the Plagiarism Detection Service. Personal data is retained indefinitely by the Plagiarism Service upon submission of work. You may ask for your personal data to be removed by contacting the University's Data Protection Officer.

Further information

The University's procedures on Examination and Assessment Offences (QA53) are described at:

www.bath.ac.uk/quality/documents/QA53.pdf

Regulation 15, Assessment of undergraduate and taught postgraduate programmes:

www.bath.ac.uk/publications/regulations-for-students

University's Data Protection Officer: dataprotection-queries@lists.bath.ac.uk.

Further information on Turnitin:

https://guides.turnitin.com/Privacy_and_Security#EU_Data_Protection_Compliance

ACADEMIC INTEGRITY: PENALTIES

Any student who is found to have used unfair means in an examination or assessment procedure will be penalised. 'Unfair means' here include:

- cheating - for example, unauthorised use of notes or course material in an examination
- fabrication - for example, reporting on experiments that were never performed
- falsification - for example, misrepresentation of the results of experimentation
- plagiarism, including self-plagiarism (see above)
- unfair collaboration or collusion - representation of work produced in collaboration with another person or persons as the work of a single candidate.

The University's Quality Assurance Code of Practice, QA53 Examination and Assessment Offences, sets out the consequences of committing an offence and the penalties that might be applied.

Penalties for unfair practice will be determined by the Department or by the Faculty/School Board of Studies in line with the procedures set out in QA53. They may include failure of the assessment unit or part of a degree, with no provision for reassessment or retrieval of that failure. Proven cases of

plagiarism or cheating can also lead to an Inquiry Hearing or disciplinary proceedings. Claims of inadvertence or ignorance will not be accepted as a basis for mitigation of a penalty.

If you are accused of an offence, the Students' Union's welfare services are available to support you. You have the right to appeal against the outcome of the investigation.

Further information

Examination and assessment offences: www.bath.ac.uk/quality/documents/QA53.pdf

Appealing a decision about an assessment offence:

www.bath.ac.uk/guides/appeal-against-a-decision-about-an-assessment-offence

Students' Union advice and support: thesubath.com/advice

WORD COUNTS

Written coursework tasks will normally have a word range or limit. This is in order to give an indication of the depth and detail of work required, and to ensure that students' submitted work is comparable. You will be required to declare the word count for your work when submitting it for assessment.

If you do not observe the given word range or limit for the coursework task, for example if you exceed the word limit, then a penalty will be applied. The penalty that would apply should be stated in writing when the assignment task is distributed. You should take note of what is included when calculating the total word count (e.g. whether or not contents pages, appendices, footnotes, bibliographies and other elements that are not part of the main text are included).

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

SECTION 4

STUDY AND SUPPORT: GETTING THE MOST OUT OF YOUR STUDIES

ACCESSING UNIVERSITY EMAIL

You will need to use your unique username and password to access your University email account. You are able to access your email by going to <http://mail.bath.ac.uk>. Your username also forms your email address (username@bath.ac.uk).

The University will often communicate with you about a range of important matters requiring action from you including registration, unit-enrolment, assessment, degree ceremonies, and matters such as tuition fees via your University email account. It is a University requirement (Regulation 1.3) that you access your University email account regularly, even if you are out on placement or study abroad.

You therefore have a responsibility to ensure that your University email account can receive incoming mail and that you read your email regularly.

Once you graduate or withdraw from your course, you will receive an email stating exactly when your account will be closed. The email will give at least 30 days' notice.

Further information

Email guidance: www.bath.ac.uk/guides/accessing-your-university-email-and-calendar

Regulation 1.3: www.bath.ac.uk/publications/regulations-for-students

YOUR STUDENT RECORD: SAMIS

SAMIS is the University's student records database. It provides an online portal where you can view details about your registration, update your contact details, and do other things such as viewing exam information, viewing your confirmed assessment results, and (where applicable) choosing optional units.

Further information

<https://samis.bath.ac.uk>

MOODLE

Moodle is the Virtual Learning Environment (VLE) used at the University of Bath. It is used by academic Departments to support learning and teaching at programme and unit level. It provides a platform for the delivery of resources and online activities, and can also support student interaction and collaboration.

IMPORTANT: The information contained on Moodle is **extremely important**, and you are strongly recommended to check this page regularly for updates.

Moodle can be accessed by anyone with a University of Bath user name and password without the need for training. Moodle can be found at: <https://moodle.bath.ac.uk/login/index.php>. You can access this from any PC at the University or elsewhere.

To get started, go to: <https://wiki.bath.ac.uk/display/moodle/Student+Support> and read through the support documents. Then have a look at the Moodle pages for one of your Semester 1 units.

Programme-specific pages including forms, instructions for coursework submissions, dissertation requirements, dissertation supervision guidelines, marking guidelines and links to others resources can be found in the MA in Education - Information for Students (Moodle hub)

Unit-specific pages including Unit Outlines, lecture schedules, timetabling, lecture notes and presentations, reading lists and assessment information; and an archive of previous documents can be found in each unit Moodle course.

LANGUAGE AND ACADEMIC STUDY SKILLS SUPPORT AND DEVELOPMENT

To help you get the best out of your studies and your future employability, we offer all our students a comprehensive range of free, year-round skills and personal development opportunities designed to complement your academic programme.

These opportunities have been designed to give you choice and flexibility to help you get the support and development you need at the time you most need it.

To develop your academic skills, you can choose from classes, tutorials, drop-in sessions, workshops and online resources , for example:

- create well-written, clearly structured essays, reports and dissertations
- think critically in order to enhance your writing
- manage information sources and literature effectively
- give polished and effective academic presentations
- manage and analyse numbers, data and statistics
- enhance your existing language proficiency, or learn a new language
- use IT tools and resources effectively.

There are many opportunities available to you through our Careers Service and Students' Union to help you develop your skills and prepare for the workplace. For example:

- writing an effective job application and CV
- succeeding at interview or assessment centre
- leading and managing projects
- chairing meetings
- running a club or society.

Further information

Find out more about the skills support and development opportunities available here:

<http://go.bath.ac.uk/skills>

BUILDING ON YOUR SKILLS USING PERSONAL DEVELOPMENT PLANNING

Personal Development Planning (PDP) is a process of recording and reflecting on your skills and experience which will help you to plan for your personal, educational, and career development. The University provides information and tools to guide you through the process.

Further information

www.bath.ac.uk/students/support/academic/personal-development-planning/index.html

THE LIBRARY

The Library is open 24 hours a day and provides print and electronic materials and information services to support study and research across the University. It houses over 520 PCs, wireless networking throughout and provides areas for both quiet individual study and group work. Alongside 360,000 printed books, it offers over 26,000 electronic journals, 440,000 electronic books, 90 databases for information, literature and data searching, and digital versions of the University's academic publications, all available across the University and beyond. The Library's copy and print service includes black and white and colour photocopying, laser printing and scanning.

Information specialists, known as Subject Librarians (see the Department's Library resources page below), are responsible for services to individual Departments and Schools. They provide individual help to students and staff, as well as teaching information skills. All new students receive library introduction sessions during the induction period.

Further information

This Department's Library resources page is

[<http://www.bath.ac.uk/library/subjects/education/index.html>]

For information on all library services and resources, please see www.bath.ac.uk/library/

COMPUTING FACILITIES AND IT SKILLS

Using your username and password, you will be able to connect to University computers, University email, the internet, file storage and printing. You will also be able to get access to a range of free software, including Office 365 and antivirus. You can also work from any location using our UniDesk and UniApps service, which gives you access to your files as if you were on campus.

If you'd like to know more about these services and how to access them, visit

<http://go.bath.ac.uk/it-new-students>

IT Support is available from the IT Service Desk on Level 2 of the Library or online at:

<http://go.bath.ac.uk/it-help-form>

If you require learning assistance, Computing Services can support you with your computing needs. The Assistive Technology Team is available to provide advice and support. Additional resources are available, which include the Assistive Technology room, specialist software and computer hardware - including laptops for loan.

The IT shop in the Library stocks popular products such as academic software, DVDs, network cables and headsets. You can order many further IT products through the shop. Prices are often lower than in high street shops.

You can also borrow technology from the Service Desk in support of your studies, for example: audio recorders, video cameras, projectors, laptops etc.

Further information

Computing Services: www.bath.ac.uk/professional-services/computing-services

Information for new users: <http://go.bath.ac.uk/it-new-students>

Information for users requiring learning assistance: www.bath.ac.uk/professional-services/assistive-technology
IT shop: www.bath.ac.uk/locations/it-shop
Computing Services Twitter feed: [@UniofBathIT](https://twitter.com/UniofBathIT)

RECORDING OF LECTURES

‘Lecture capture’ technology is widely used on campus to record lectures. Lecturers on your units will inform you if lectures will be recorded and the recordings made available for you to view again online. Where provided, lecture recordings are made available as an additional resource for personal study and revision purposes, and you can pause and rewind recordings when you re-watch them. The University cannot guarantee recordings (for example in the event of a technical fault) and recordings are not made available indefinitely.

As set out in Ordinance 22.4, students are not permitted to copy or redistribute lecture recordings, or to make their own recordings of lectures. However, the University may permit students with a disability to record lectures where this is a reasonable adjustment under the provisions of the Equality Act, in order to give these students equal access to educational opportunities. In such circumstances the lecturer will be informed that the lecture is being recorded and the student may use the recording for their own personal study purposes only. Students with a disability should contact the Disability Service for further advice.

Further information

Ordinance 22: www.bath.ac.uk/corporate-information/ordinances Disability Service: www.bath.ac.uk/groups/disability-service

STUDENT REPRESENTATION

FEEDING BACK YOUR VIEWS TO THE UNIVERSITY

The University is committed to reviewing and continually improving its practice. The main ways in which we seek feedback are through:

- Staff / Student Liaison Committees (SSLCs)
- surveys
- The SU (Students’ Union).

We also use focus groups, Departmental working parties, and various kinds of feedback session.

You can get actively involved in determining how your educational and student experiences are organised by becoming active in T SU or by letting your Department know that you are interested in contributing.

Every Department has a formal system so that all students can comment routinely, in confidence and anonymously on the learning experience they have received. Such comments help us to check that:

- you have a clear idea of the aims and requirements of each unit you study
- our teaching is effective and stimulating
- the advice and feedback we provide on your work is helpful
- our resources are suitable

You will be asked to complete a short online unit evaluation for units you have studied. You will also be asked to complete surveys periodically on your experience of the programme as a whole. Please complete each evaluation fully, thoughtfully, and candidly. In particular, please tell us not only your opinion but also the *reasons* behind your opinion.

When we receive responses to evaluations, we analyse them – especially the positive suggestions for change and concerns that are voiced. Student feedback and the resulting actions are taken into consideration in annual monitoring of units and programmes. Survey results are discussed at committees where student representatives have the opportunity to input to action plans developed in response to the issues raised.

Your feedback is important to both the University and The SU. Please keep telling us what is going well and what needs to get better. We will communicate how your comments on your units and programme, and the wider student experience, have been acted upon.

STUDENT REPRESENTATIVES

As a student of the University you are automatically a member of The **SU** (although you have a right to opt out - see section below on **Students' Union Membership**). Officers of The SU represent students' interests on University decision-making bodies. In addition, numerous elected student representatives play important roles on various Departmental, Faculty/School and University committees. All student representatives are elected through Students' Union online elections.

There are many opportunities for elected student representatives. If you are elected by fellow students to serve on Departmental, Faculty/School or University committees you will be expected to represent the views of your fellow students and provide feedback following meetings.

<p>Departmental level:</p>	<p>Each Department has at least one Departmental SSLC. These comprise six or more elected student members, known as Academic Reps, and an equal or smaller number of staff members. Academic Reps are elected at the beginning of every year through online elections. Their role involves collecting the views of the students on their programme and attending SSLCs where they represent these views to their Department.</p> <p>The SU and the Centre for Learning & Teaching receive minutes of SSLC meetings in order to gain an overview of key themes explored, good practice identified and actions taken. This information helps to inform student engagement activity and summary reports prepared by The SU for the University.</p> <p>There is also provision for student membership of the Department Learning, Teaching and Quality Committee: normally one undergraduate and one postgraduate (taught) representative.</p> <p>Academic Reps attend SU Academic Council meetings. These take place regularly during semester time in order to:</p> <ul style="list-style-type: none"> • keep Students' Union Officers and fellow Academic Reps informed of academic developments throughout the University • discuss common problems and interests affecting Departments • gather student opinions and views to be used by the University and the Students' Union • update Academic Reps on key issues.
-----------------------------------	--

	Do feel free to approach your student Academic Reps at any time to inform them of good practice or areas for enhancement in your units and programme. This is normally the person who represents your year or degree scheme on the Departmental SSLC.
Faculty/ School level:	Student representatives are also elected as Faculty Reps to sit on a number of Faculty/School level committees such as the Faculty/School Board of Studies and the Faculty/School Learning, Teaching and Quality Committee. Faculty Reps are also members of the Students' Union Academic Exec Committee.
University level:	University committees with student representation include the Council/Senate/Students' Union; the University Learning, Teaching and Quality Committee; University Research Students' Committee; the Programmes and Partnership Approval Committee and Senate.

If you are interested in representing student views at Faculty/School or University level, please contact the Students' Union: academicreps@bath.ac.uk

The SU runs a full training programme for student representatives including an online course in Moodle and additional sessions through the Skills Training programme.

If you need to raise a concern, remember there are various routes open to you. You can discuss issues directly with a lecturer, your Personal Tutor, or the Director of Studies. Individual problems are often more readily resolved in this way. The SUAdvice and Support Service, described below, also provides students with information and confidential advice.

Further information

Your SSLC:

Information about the MA Education SSLC can be found on the MA in Education - Information for Students (hub). We have a face to face meeting every July during the Department of Education Postgraduate Summer School.

Students' Union Academic Representation including contact details for Academic Reps:

thesubath.com/academicreps

Election of Academic Reps: thesubath.com/elections

SUSkills Training programme: thesubath.com/skills-training

Outline election procedures are included in QA48 Student Engagement with Quality Assurance and Enhancement, Annex A: Staff/Student Liaison Committees:

www.bath.ac.uk/quality/documents/QA48_Annex_A.pdf

STUDENTS' UNION MEMBERSHIP

All students registered with the University are automatically given membership of the Students' Union however you have the right not to be a member. For further information on opting out of this membership, please go to the Code of Practice for the Students' Union: www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su

STUDENT SUPPORT

Most students find there are occasions when it can help to talk to someone about a personal problem or issue. In many cases your Personal Tutor, Director of Studies, or Wellbeing Adviser (see the **Wellbeing Service** section below) will be able to help. However, sometimes more specialist help is needed. The University has a range of professional support services that you can approach directly. Your two main contact points are Student Services at the Roper Centre in 4 West and the Advice and Representation Centre in the Students' Union.

Student Services

Student Services can provide advice and support on a range of issues including:

- counselling and mental health
- disability issues
- money and funding
- residential life and wellbeing.

You can make an individual appointment or just pop in to our daily drop-in sessions. Advice and support can also be provided via email or over the telephone.

Student Services can also provide letters confirming student status for a variety of purposes, which can be requested by logging on to SAMIS: <https://samis.bath.ac.uk>

The Roper Student Services Centre in 4 West is open from 9.30am to 4.30pm throughout the year (tel: 01225 385538). Services are also available from the Virgil Building in Bath city centre.

For the full range of Student Services, see: <http://go.bath.ac.uk/student-services> or email: studentservices@bath.ac.uk

The Students' Union Advice and Support Service

The Students' Union Advice and Support Service can guide and support you with any problems you may have during your time at Bath. Their professional advisers offer confidential and non-judgemental information, advice and support, and are fully trained to give assistance and empower you to find the best resolution for your issue.

They can advise on a range of topics affecting your education and welfare. They provide academic advice for students wanting to submit Individual Mitigating Circumstances claims (see the section in this Handbook on **Assessment**), support for academic appeals, changing course, placements and more.

The Students' Union Advice and Representation Centre is open Monday to Friday 9.00am to 5.00pm in term time (from 10.00am on Fridays) and 10.00am to 4.00pm during vacations; tel: 01225 386906, email: suadvice@bath.ac.uk

The Advice and Representation Centre also supports the Diversity and Support groups – details of which can be found at: thesubath.com/diversity-support

The Students' Union webpage provides the facility for students to report incidents of harassment, discrimination or bullying. Incidents can be reported anonymously if preferred. Details of how to report an incident are available at: thesubath.com/report-an-incident

For the full range of services see: thesubath.com/advice

Further information

A guide to the wide variety of support and information available to students can be found at: www.bath.ac.uk/students and the Students' Union website: thesubath.com

WELLBEING SERVICE

The University's professionally qualified Wellbeing Advisers provide a welfare and wellbeing service to all our students. You can talk to a Wellbeing Adviser about anything and we are also available evenings and weekends.

We hold daily drop-in sessions on campus, including weekends and University vacations. Drop-in sessions are also held at the Virgil Building in Bath city centre and we run activities during vacations for students who remain in Bath.

Further information

www.bath.ac.uk/groups/wellbeing-service

ADVICE FOR INTERNATIONAL STUDENTS

The International Student Advice Team provides immigration advice and support for all international students, including a 'check and send' service if you need to send a Tier 4 application to the Home Office. The Service offers workshops, a 'drop in' service, advice via email, phone and web based platforms or individual appointments can be made through the Helpdesk in The Roper Student Services Centre, 4 West.

Further information:

www.bath.ac.uk/topics/visas

Student Services organise University-wide induction and welcome events in September. Events are also organised for incoming exchange students in the first week of each semester.

Further information:

<http://www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-or-visiting-student>

For students who join outside of the standard semester dates, induction and welcome events are organised by the relevant Department.

DEALING WITH A PROBLEM INVOLVING THE UNIVERSITY

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. As described above, there are student representatives on all formal decision-making committees – at Departmental, Faculty/School and University level. Student representatives help to anticipate potential problems and, when problems occur, to raise them so that they can be dealt with promptly. As a result we can often resolve problems *before* they get to the stage where a formal complaint might be necessary.

The Students' Union offers advice for students on a range of issues through its Advice and Support Service. Its advice is independent of the University. See the section above on **Student Support**.

COMPLAINTS

If you do need to make a complaint, there are procedures in place to deal with it, outlined in the student Complaints Procedure (see below).

These procedures are designed to ensure that your complaint will be dealt with in good faith and that you will not be penalised for complaining. When we receive a complaint, we will first seek to

deal with it through informal discussion. If this fails to resolve the issue at hand, you can raise the complaint formally.

There are separate procedures for requesting a review of progression or award classification decisions. See the section in this handbook on **Procedures for Academic Appeals**

Further information:

Student Complaints Procedure: www.bath.ac.uk/guides/student-complaints-procedure

WORD COUNTS

Written coursework tasks will normally have a word range or limit. This is in order to give an indication of the depth and detail of work required, and to ensure that students' submitted work is comparable. You will be required to declare the word count for your work when submitting it for assessment.

If you do not observe the given word range or limit for the coursework task, for example if you exceed the word limit, then a penalty will be applied. The penalty that would apply should be stated in writing when the assignment task is distributed. You should take note of what is included when calculating the total word count (e.g. whether or not contents pages, appendices, footnotes, bibliographies and other elements that are not part of the main text are included).

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

BULLYING, HARASSMENT AND VICTIMISATION

All our students and employees are entitled to be treated with dignity and respect and to be free from unlawful discrimination, victimisation, bullying, or any form of harassment. This is set out in the University's policy, Dignity and Respect for Students and Staff of the University of Bath: Policy and Procedure for Dealing with Complaints (below). This policy and procedure applies to all staff, students and third parties (e.g. contractors to the University).

Further information:

Dignity and Respect Policy:

www.bath.ac.uk/equalities

See also the section in this Handbook on **Student Support** for information on reporting incidents of bullying or harassment.

MEDIATION

If you are involved in a disagreement or dispute, you can seek help from the University's Mediation Service. This service is impartial, non-judgemental, and confidential. Requests for mediation support should in the first instance be made either to the Mediation Service Manager.

Further information and contacts

Mediation Service: www.bath.ac.uk/guides/mediation Mediation Service Manager: 01225 383098 or equalsdiv@bath.ac.uk

ADVICE FOR STUDENTS WITH DISABILITIES, LONG-TERM ILLNESS, AND SPECIFIC LEARNING DIFFICULTIES

If you have a disability and/or specific learning difficulty (such as dyslexia), we strongly advise you to speak to the Disability Service team, your Personal Tutor or Director of Studies as soon as possible and preferably before your programme begins. Referral to the Disability Service will enable us to assess your needs and make arrangements to support you.

Any personal information you give when disclosing your disability will be treated in confidence and made available *only* to relevant members of staff and only *with your permission*. If you don't disclose your disability it may be difficult for the University to provide suitable support to help you during your studies. Disclosure will not disadvantage you in any way.

The Disability Service provides advice, guidance, information and support for a range of needs including:

- Autism Spectrum Disorders/Asperger's Syndrome
- dyslexia and other specific learning difficulties
- mental health
- mobility impairments
- sensory impairments
- health conditions such as Epilepsy, HIV, Diabetes or Chronic Fatigue.

A screening process is available if you think you may have a specific learning difficulty/dyslexia.

Disability Advisers are also responsible for making applications for alternative arrangements for exams and assessments. Therefore, if you think that, because of a disability, you need alternative

exam arrangements (such as extra time or the use of a computer) please discuss this with a Disability Adviser without delay.

Further information

www.bath.ac.uk/groups/disability-service

PREGNANCY AND MATERNITY

The University is committed to being as flexible as possible in supporting students who become pregnant, decide to terminate a pregnancy or have a very young child. You can seek advice, guidance and support via your Director of Studies, Personal Tutor and the University's Student Services. This will enable us to put in place arrangements that will assist you in undertaking your programme of study.

If you anticipate that you will need an absence from the University, talk to your department. They will offer you an appointment to discuss your options for continuing your studies and how the University can support you.

Further information:

<http://www.bath.ac.uk/guides/getting-advice-if-you-are-pregnant-while-studying-or-have-a-young-child>

CARE LEAVERS, ESTRANGED STUDENTS, REFUGEES AND YOUNG ADULT CARERS

The University is committed to supporting students from a wide range of backgrounds and circumstances including those who are care leavers, from a Foyer or are estranged from their family. We are aware of the challenges students may face when starting university and we want you to get the best out of your programme and university experience. We are able to offer you advice and guidance about settling in, academic studies, funding, accommodation, wellbeing and careers. The service we provide is confidential and entirely optional in relation to the level of support you feel that you may need.

Further information

EQUALITY AND DIVERSITY AND INCLUSION

Everyone at the University of Bath has a responsibility for promoting equality and fostering good relations between all members of the community, students and staff, and also for eliminating unlawful discrimination, harassment and victimisation against anyone for reasons of age, disability, gender, pregnancy and maternity, race (this means colour, nationality including citizenship, ethnic or national origins), religion or belief, sexual orientation, or transgender status. The new equality duty also covers marriage and civil partnership with regards to eliminating discrimination in employment.

Further information

There is a range of information and resources available at www.bath.ac.uk/equalities or email: equalsdiv@bath.ac.uk

Accessibility

An access guide is available which outlines the disabled access features and route plans at the University of Bath:

www.disabledgo.com/organisations/university-of-bath/main-2

CAREERS SERVICE

The University Careers Service can support you through the career planning process, whatever your career aspirations. In addition to providing support with developing your employability, and guidance on how to make informed career decisions, Careers Advisers can help you by providing feedback on your CV, and your interview technique. The Careers Service also provides a wealth of careers information, and access to resources such as online aptitude tests. Being in regular contact with several hundred major employers, the Service is also the best source of summer internships and graduate vacancies for Bath students, as well as the organiser of several major careers fairs each year.

Further information

The Careers Service is open throughout the year, including the vacations.

Check the web site for opening times: www.bath.ac.uk/students/careers

The web site includes the *Myfuture* vacancies portal.

For students who do not regularly come to campus, one-to-one appointments are also available via Skype and telephone. Contact careers@bath.ac.uk or 01225 386009 or follow the Careers Service on Twitter @CareersatBath or Facebook (search for BathUniCareers).

SECTION 5 GENERAL INFORMATION

UNIVERSITY REGULATIONS FOR STUDENTS

All registered students of the University are subject to the University's Regulations for Students. The Regulations contain rules and other important information about being a student at the University of Bath, including regulations governing the payment of fees due to the University, student discipline, fitness to study and those governing attendance, conduct and progress in studies. They also form part of the formal contract between you and the University. You will find references to the requirements of the Regulations for Students throughout this programme handbook. You are advised to download a copy of the Regulations and read them carefully as they contain a lot of important information.

Further information

The full Regulations for Students can be found at: www.bath.ac.uk/publications/regulations-for-students

REGISTRATION STATUS

Note that only registered students may use the University's facilities, such as email, Moodle and the Library. You will be asked to register online at the start of your programme of study and then to re-register at the start of every academic year thereafter until you have completed your programme. It is a requirement that you register when asked to do so. Tuition fees for each academic year are payable at registration in full or in instalments.

Regulation 1.1 explains the requirement to register. Regulations 2.4 and 2.10 explain the consequences of non-payment of tuition fees: www.bath.ac.uk/regulations/Regulation2.pdf

CHANGE IN YOUR CIRCUMSTANCES

Personal circumstances

It is important to ensure that the University holds your correct, up-to-date, personal and academic details within SAMIS, the University's student records database. If you change your address – either your semester-time or home address – please update your details online at: <https://samis.bath.ac.uk>

If you change your name, you will need to provide valid proof of the change. Please speak to your Department or Faculty/School administration, or Student Services in the Roper Centre, for advice on how to do this.

If you are considering suspending your studies, transferring from one programme to another, or withdrawing from your programme, please discuss your situation with your Director of Studies. They will be able to advise you on an appropriate course of action.

It is a University Regulation (3.1) that you attend regularly; if circumstances are such that you are not able to do so, then please contact your Director of Studies to discuss your situation and agree an appropriate course of action.

Your Personal Tutor will also be able to provide support and guidance on matters relating to your programme.

The financial implications of withdrawing from the University or suspending your studies can be significant. You will find general information at: www.bath.ac.uk/students/finance/changes-to-your-study/withdrawing-or-suspending-from-your-course The Student Money Advice Team in Student Services and the Student Finance Office will be able to advise you on the implications for fees in your situation and on how to suspend any student funding you are receiving.

If you are an international student holding a Tier 4 visa, you should consult the advisers in the Student Immigration Service about the implications of suspending or withdrawing from your programme: www.bath.ac.uk/topics/visa

You will need to register any change of academic circumstance, including a change of optional units, with the University. Please speak to your Department or Faculty/School administration who will advise you on how to do this.

HEALTH AND SAFETY

The University's Health and Safety Policy Statement and policies on specific topics are available at: www.bath.ac.uk/corporate-information/health-and-safety-policy

The Policy Statement is also displayed throughout the campus. Staff within the University Health, Safety and Environment Service (Wessex House 3.12) provide professional advice on health and safety matters and monitor the health and safety performance of the University.

Further information

email: uhse@bath.ac.uk

Current University guidance on fieldwork, work placements and overseas travel:

www.bath.ac.uk/corporate-information/fieldwork-safety-standard

www.bath.ac.uk/corporate-information/placements-and-study-abroad-programmes-safety-standard

www.bath.ac.uk/guides/overseas-travel-safety-guidance

DATA PROTECTION

The University's Data Protection Policy and Guidelines on Data Protection may be accessed via the data protection website - www.bath.ac.uk/data-protection

(<http://www.bath.ac.uk/data-protection/guidance/academic-research>).

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 2016-2017										
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	
			ED50312	Educational Enquiry 1	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 2016-2017											
P a r t	S t a g e	Normal period of study for full-time students	Unit code	Unit title	Unit status	C r e d i t s	D E U S t a t u s	S R U s t a t u s	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		
			ED50312	Educational Enquiry 1	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

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 2016/2017										
P a r t	S t a g e	Normal period of study for this Mode	Unit code	Unit title	Unit status	C r e d i t s	D E U S t a t u s	S R U s t a t u s	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	
			ED50312	Educational Enquiry 1	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 2016-2017										
P a r t	S t a g e	Normal period of study for this Mode	Unit code	Unit title	Unit status	C r e d i t s	D E U s t a t u s	S R U s t a t u s	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	
			ED50312	Educational Enquiry 1	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-pgt-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-pgt-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;
overall programme average (OPA) of at least 40.00%.

PG Diploma with Merit - a student must achieve:

overall programme average (OPA) of at least 60.00%.

PG Diploma with Distinction - a student must achieve:

overall programme average (OPA) of at least 70.00%.

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 credits (20% of the award) can be condoned.

Retrieval (supplementary assessment)

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.

Progression to Masters from Diploma Check does this apply to your programme

Programme Progression Requirement (PPR):

This programme does not have a programme progression requirement

Postgraduate Certificate (*for full details please see: <http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-13.pdf>*)

Awards

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.

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%.

PG Certificate with Merit

overall programme average (OPA) of at least 60.00%.

PG Certificate with Distinction

overall programme average (OPA) of at least 70.00%.

Condoning

Designated Essential Units (DEU) cannot be condoned.

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

Maximum of 6 credits (20% of the award) can be condoned.

Retrieval (supplementary assessment)

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.

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. 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	(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.

Design Critique	The consideration of the strengths and weaknesses of methodology, design, ethical procedures and underpinning theories.
--------------------	---

	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.
Presentation Clarity Style Appearance Length Referencing	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.	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.	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.	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.

Analysis Argument Interpretation Evaluation Application	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.	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.	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.	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.
Use of sources Scope and number Types of sources	Use of sources. The assignment clearly demonstrates considerable familiarity with and uses a wide range of literature germane to the topic.	Use of sources. The assignment demonstrates familiarity with and uses a wide range of literature germane to the topic.	Use of sources. The assignment demonstrates familiarity with and uses a range of literature germane to the topic.	Use of sources. The assignment demonstrates sufficient familiarity with and uses of a range of literature germane to the topic.

Methodology, methods and ethics Methodology Design Critique	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.	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.	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.	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.
---	--	--	--	--

	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.
Presentation Clarity Style Appearance Length Referencing	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.	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.	There are significant weaknesses in presentation to do with one or more of: Clarity (ideas not communicated clearly; writing errors evident) Style (not fluent or scholarly; inappropriate use of language) Appearance (poor visual impression and layout) Length (under length) Referencing (significant errors evident)
Analysis Argument Interpretation Evaluation Application	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	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	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

	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.	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.	are few, limited or inappropriate links to educational practice.
Use of sources Scope and number Types of sources	The assignment may demonstrate only a limited familiarity with and uses a limited range of literature germane to the topic.	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.	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: Scope and number (none or narrow range) Types of sources (inappropriate literature)
Methodology, methods and ethics Methodology Design Critique	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.	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.	There are significant weaknesses in methodology and methods to do with one or more of: Methodology (not explained justified or inappropriate) Design (not explained/justified or inappropriate) Critique (not included or inappropriate). Ethics (not considered or inappropriate).

ASSIGNMENT FEEDBACK FORM

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

Draft/Final [please delete]

[to be used for all submissions from December 1st 2011]

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

Tutor's
Signature

Date

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

ANNEX 4

DISSERTATION GUIDELINES

IMPORTANT Full guidance and support for your Dissertation studies can be found on the MA Education Dissertation wiki at:

<https://wiki.bath.ac.uk/display/MED/MA+Ed+Dissertation+Home> (MA Ed Dissertation home)

There are many sources of guidance on how to develop your dissertation writing. A particular good site is Writing Skills hosted by the Student Support & Resources at

<http://www.bath.ac.uk/students/support/academic/writing/> which includes the following links:

The [English Language Centre](#) offers sessional and pre-sessional courses and courses to improve your writing, including:

- [academic writing](#) for non-native undergraduates, taught postgraduates, doctoral students, and professionals; and
- [effective writing](#) for native speakers of English.

Individual tuition on improving academic writing is available from:

- The University's [Academic Writing Coaches](#)
- The [English Language Centre](#)
- The Students' Union offer courses on effective writing through the [SORTED programme](#)
- The [Postgraduate Skills programme](#) provides courses – many tailored to specific faculties – on academic reading, writing and publication for postgraduate researchers

More information

- The Royal Literary Fund and University Library staff have developed an [interactive Moodle tutorial](#) on improving your academic writing.
- A [podcast](#) about methods of constructing your writing in a clear, engaging manner and conveying your meaning as directly possible is available on the [Palgrave Skills4Study website](#).
- Further guidance on referencing correctly and avoiding plagiarism is provided on the [student website](#), and in a [Moodle course](#).