Faculty of Humanities & Social Sciences
Department of Education

MA Teaching English to Speakers of Other Languages (TESOL) Programme Handbook 2020/21

This Handbook is available online or in alternative formats. Please contact education-tesol@bath.ac.uk if required.

[12/10/2020]

CONTENTS

ABOUT THIS HANDBOOK

This is the 2020-21 Handbook for year 1 students on the MA TESOL programme.

The contents of this Handbook are accurate at the time of publication (12/10/2020) but information contained within may sometimes be subject to change after this Handbook has been issued.

The Important Links and Information section of this Handbook includes links to information online about both the topics covered in this Handbook and other key topics. It is important that you familiarise yourself with the online information as well as the contents of this Handbook.

In August 2020 we wrote to you to explain how your programme has been adapted in response to COVID-19 safety measures and our 'Bath Blend' approach to learning and teaching for academic year 2020/21.

Information about the structure of your programme (which units you take when, which units are compulsory etc), as well as key unit information (including learning outcomes, synopsis and assessment), for the upcoming academic year can be found online in the Unit and Programme Catalogues (see **Unit and Programme Catalogues** in this Handbook and www.bath.ac.uk/catalogues). You will also receive details about unit content and assessment via the University's online learning environment, Moodle.

You will be informed, normally by your Director of Studies or Unit Convenor, of any further changes that will affect your programme or a unit. See also **Unit and programme changes 2020/21** in this Handbook.

You will be informed via announcements if any services offered by the University will need to be changed as a result of changing circumstances during 2020/21.

While this Handbook signposts information about regulations for students, it does not have regulatory status itself, and the Regulations available online (Regulations for Students: http://go.bath.ac.uk/regulations and Assessment Regulations: www.bath.ac.uk/corporate-information/new-framework-for-assessment) are the most up-to-date and take precedence over the contents of this Handbook. It is your responsibility to take the time to familiarise yourself with the Regulations.

If in doubt about what applies to you, or if your circumstances change, please contact your Deputy Director of Studies Dr Adem Soruc (as3762@bath.ac.uk) for advice.

IMPORTANT LINKS AND INFORMATION

UNIVERSITY INFORMATION ONLINE

This Handbook is an accompaniment to important information available to all students on the University's website. It is expected that you will familiarise yourself with the online information signposted below.

If you cannot find the information you are looking for in this Handbook or on the web please contact education-tesol@bath.ac.uk in the first instance.

SUPPORTING YOU

Student Support Services
https://www.bath.ac.uk/professional-services/student-services/

SU Advice and Support Service
www.thesubath.com/advice

Equality, Diversity and Inclusion
https://www.bath.ac.uk/professional-services/equality-diversity-and-inclusion/

Advice for specific groups of students:
International students
www.bath.ac.uk/topics/visas
www.bath.ac.uk/guides/student-immigration-appointments-and-drop-in-sessions
www.bath.ac.uk/campaigns/studying-at-bath-as-an-erasmus-exchange-or-visiting-student
www.bath.ac.uk/guides/academic-engagement-monitoring-for-tier-4-students
Care-leavers
https://www.bath.ac.uk/publications/university-and-leaving-care/
Estranged students
https://www.bath.ac.uk/publications/university-and-estranged-students/
Refugees
https://www.bath.ac.uk/publications/university-and-refugees/
Students with caring responsibilities
https://www.bath.ac.uk/publications/university-and-young-adult-carers/

CORE UNIVERSITY SERVICES / INFORMATION

Dissatisfaction with a University service or facility (Complaints)
www.bath.ac.uk/guides/student-complaints-policy-and-procedure

Health and Safety
www.bath/ac/uk/guides/student-health-and-safety
Be Safe on Campus information (COVID-19)
https://www.bath.ac.uk/campaigns/be-safe-on-campus-and-in-bath-during-the-covid-19-pandemic/

Library and Study Spaces
https://library.bath.ac.uk/home
www.bath.ac.uk/campaigns/where-you-can-study-on-campus-and-in-the-city

Skills Support and Development
http://go.bath.ac.uk/my-skills
www.bath.ac.uk/campaigns/get-ahead-with-skills-at-bath

Learning Technologies & IT Support
https://www.bath.ac.uk/professional-services/digital-data-and-technology/

Careers Service
www.bath.ac.uk/professional-services/careers-service

Data Protection
www.bath.ac.uk/guides/data-protection-guidance

Pregnancy and maternity
https://www.bath.ac.uk/guides/getting-advice-if-you-are-pregnant-while-studying-or-have-a-young-child/
Disabilities, long-term illness, and specific learning difficulties
http://go.bath.ac.uk/disability-service

Bullying, harassment and victimisation
https://www.bath.ac.uk/campaigns/report-and-support/

SU Code of Practice and membership
www.bath.ac.uk/corporate-information/code-of-practice-for-the-students-union-su

SUPPORTING YOUR LEARNING

Your Learning
www.bath.ac.uk/guides/your-learning
Bath Blend
Glossary
Year Dates and Timetables

Regulations for students
http://go.bath.ac.uk/regulations

Registration
www.bath.ac.uk/guides/registering-with-the-university

Withdrawing from or suspending your studies
www.bath.ac.uk/guides/suspending-your-studies-or-leaving-the-university

Placements
http://go.bath.ac.uk/placements-information-for-students

Personal Tutoring
www.bath.ac.uk/guides/personal-tutoring

Units and Programmes
www.bath.ac.uk/guides/about-units-and-programmes
Catalogues
Option choices
How your programme is reviewed and monitored

Student Representation and Engagement
www.bath.ac.uk/campaigns/student-engagement-shape-your-university

Assessment
www.bath.ac.uk/guides/assessment-guidance-for-students
Assessment processes
Understanding your results
External examiners
Supplementary assessment

Academic Integrity
www.bath.ac.uk/campaigns/academic-integrity-training-and-test

Assessment Regulations
www.bath.ac.uk/corporate-information/new-framework-for-assessment
Definitions of assessment terms

Individual Mitigating Circumstances
www.bath.ac.uk/guides/reporting-individual-mitigating-circumstances-to-the-university

Academic Appeals
www.bath.ac.uk/guides/appealing-against-an-academic-decision

HEAD OF DEPARTMENT WELCOME 2020/21

Welcome to the Department of Education at the University of Bath. We are delighted you have chosen to study with us. You have chosen a department that prides itself on its research informed teaching and its close and productive pedagogical relationships with students.   We have students from around the world studying on our undergraduate, postgraduate and doctoral programmes. When students join our department they become part of an international body of scholars who aim to address diverse educational challenges.

Our staff lead and collaborate in international research projects. Their research interests are organised into four clusters: languages and educational practices (https://www.bath.ac.uk/corporate-information/language-and-educational-practices-research-cluster-themes/); the internationalisation and globalisation of education (https://www.bath.ac.uk/research-groups/internationalisation-and-globalisation-of-education/), Educational Leadership, Management and Governance (https://www.bath.ac.uk/research-groups/educational-leadership-management-and-governance/) ; and Learning Pedagogy and Diversity (https://www.bath.ac.uk/research-groups/learning-pedagogy-and-diversity/). The Department also hosts the Centre for Research in Education in China and East Asia (CRECEA) https://www.bath.ac.uk/research-centres/centre-for-research-in-education-in-china-and-east-asia/). This centre works with an interdisciplinary global network of researchers, universities and centres focusing on this geographical area. Throughout the academic year the clusters, centres and researchers we offer lectures and research seminars to showcase our research activities. We hope you will join us for some of these sessions.

The Department of Education Is also based within the Faculty of Humanities & Social Sciences (HSS). The Faculty is one of three Faculties and one School in the University and comprises six academic Departments: Economics, Education, Health, Politics, Languages & International Politics, Psychology and Social & Policy Sciences. These departments also provide an interesting context for educational researchers and there are seminars and symposia from colleagues in related areas that are of interest to educational scholars. I hope that you find your time with us stimulating, productive and rewarding.
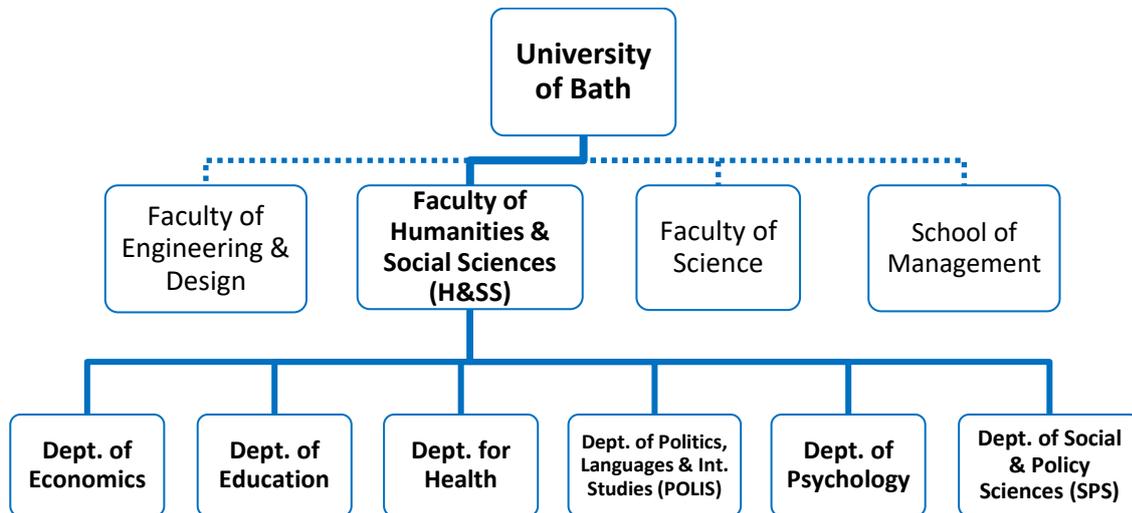
ABOUT THE DEPARTMENT 2020/21

For the academic year 2020-21 we have addressed the Covid-19 disruption by providing a strong and effective blend of in-person and online learning activities, a cross university approach that is termed the '**Bath Blend**' and supported by services across the university. This context has afforded us the opportunity to develop digital spaces that provide accessible and exciting modes of teaching. Moodle is used to share teaching materials for weekly sessions. MS Teams, Zoom are the key platforms used to give the live online interactive lectures (LOILs) and other remote sessions; they are enhanced by the use of other software. These technologies and spaces also facilitate communication with staff through group and individual tutorials. In-person teaching (IPT) sessions are given in rooms on campus that following university and national COVID safety guidelines.

The Department of Education offices are located in 1 West North. See the campus map at http://www.bath.ac.uk/travel-advice/location-maps/.

Wider, information regarding the Department, including a list of academic staff, departmental research activities and news items can be found at: http://www.bath.ac.uk/education/

Welcome to the University of Bath.   Your programme is delivered by the **Department of Education** within the **Faculty of Humanities & Social Sciences (HSS)**. The Faculty is one of three Faculties and one School in the University (see below) and comprises six academic **Departments**.

Economics, Education, Health, Politics, Languages & International Politics, Psychology and Social & Policy Sciences.

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                          University
                           of Bath
     ┌──────────────┬──────────┴──────────┬──────────────┐
Faculty of     Faculty of         Faculty of      School of
Engineering &  Humanities &       Science         Management
Design         Social Sciences
               (H&SS)
     ┌──────┬──────┼──────┬──────┬──────┐
Dept. of   Dept. of   Dept. for   Dept. of Politics,   Dept. of   Dept. of Social
Economics  Education   Health     Languages & Int.     Psychology & Policy
                                  Studies (POLIS)                 Sciences (SPS)
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Faculty H&SS Taught Programmes administration
Undergraduate and Postgraduate Taught (Masters) 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 Hub Offices 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 speak to any other of our other administrators listed on our wiki page here, all of whom will be very happy to help you. If you have any problems then please contact one of the Programmes Officers or Managers. Emails are managed via shared mailboxes to deal with enquiries from students and academic staff and these are regularly monitored by designated members of the team.

KEY CONTACTS/STAFF LIST

Member of staff	Responsibility	Room	Email
Dr Reka Ratkaine Jablonkai	Academic aspects of your study on the programme	1WN 3.23	rirj20@bath.ac.uk
Dr Adem Soruc	Student issues (including requests for extensions, SSLC)	1WN 3.17B	as3762@bath.ac.uk
Mrs Heather Kubiak	MA TESOL administrative responsibilities	1WN 3.02	education-tesol@bath.ac.uk

The MA TESOL teaching team

Dr Reka Ratkaine Jablonkai	Director of Studies Unit convenor for the Dissertation and TAEIL Unit tutor	rirj20@bath.ac.uk
Dr Adem Soruç	Deputy Director of Studies Unit convenor for RMSLE2 Unit tutor	as3762@bath.ac.uk
Dr Janina Iwaniec	Unit convenor for SLA Unit tutor	ji283@bath.ac.uk
Dr Gail Forey	Unit convenor for LA Unit tutor	gf370@bath.ac.uk
Dr Samantha Curle	Unit convenor for RMSLE1 Unit tutor	smc20@bath.ac.uk
Dr Trevor Grimshaw	Unit convenor for LPCM Unit tutor	edstg@bath.ac.uk
Prof Xiao Lan Curdt-Christiansen	Unit tutor	xlcc20@bath.ac.uk
Dr Hugo Santiago Sanchez	Unit tutor	hss30@bath.ac.uk
Mr David Busby (Skills Centre)	Unit convenor and tutor for Critical Reading & Writing for the MA TESOL (CRWT)	drb45@bath.ac.uk
Ms Virginia Irwin	Cambridge English for MA TESOL	vi204@bath.ac.uk
Ms Dan Zhao PhD candidate	Graduate Teaching Assistant across the units	dz425@bath.ac.uk
Mr Walid Daffri PhD candidate	Graduate Teaching Assistant across the units	wd400@bath.ac.uk

The best way to contact staff is by email.

Unit tutors

For each unit of study you will have several unit tutors. Any questions that you have about your units of study should be directed in the first instance to your unit tutors. They should be your first point of contact for any matters regarding the unit, including feedback on final assignments. Each unit of study also has a Unit Convenor who coordinates the unit overall. This person also contributes to teaching on the unit.

Personal tutors

Personal tutors are available to support you in pastoral (i.e. non-academic) matters. All new students on the MA TESOL programme are assigned a personal tutor during Welcome Week. You will meet with your personal tutor at regular times throughout the year. Also, please feel free to contact your personal tutor at any other time. There is a Senior Personal Tutor who coordinates the team of personal tutors.

Director of Studies for the MA TESOL programme

The Director of Studies, Dr Reka Ratkaine Jablonkai (rirj20@bath.ac.uk), has responsibility for academic matters relating to the MA TESOL programme. The Deputy Director of Studies, Dr Adem Soruc (as3762@bath.ac.uk) is responsible for student issues. This includes SSLC, requests for extensions, etc.

Dissertation supervisors

Dissertation supervisors will be appointed in Semester 2, after you have submitted your Dissertation Registration and Outline Form usually by the end of April. Supervision of MA TESOL dissertations will be provided throughout the summer months.

ABOUT YOUR PROGRAMME

Welcome to the MA TESOL (Teaching English to Speakers of Other Languages) at the University of Bath. We hope that you will have a very happy and successful time on the programme. Our curriculum covers all major areas of TESOL from a focus on language and texts to theories of second language acquisition, practices and policies of English language teaching. You will learn about the latest developments in TESOL and Applied Linguistics research and your tasks and assignments will give you the opportunity to link theory and practice. The MA TESOL course will equip you with knowledge and skills to help you improve your own teaching practice, enhance your employability and build an international profile.

The MA TESOL is a specialist degree designed to meet the needs of those wishing to enhance their career prospects in the teaching of English as an international language.

The MA TESOL is not an initial teacher training course. But it will provide you with the tools and resources that you will need in order to develop your teaching skills, reflect upon your professional practice and conduct your own research. The programme places particular emphasis on helping you to develop appropriate methods and materials to suit your social and cultural context.

This year the university introduced the Bath Blend to mitigate the effect of the COVID-19 disruption. This blended learning approach involves a mixture of Live Online Interactive Lectures (LOILs) and 'in-person teaching' (IPT) seminars. As part of our Enrichment Programme you will also be given in-person time for academic and intercultural skills development and wellbeing support and you will have the opportunity to work on creative tasks with your peers. All materials given in IPT sessions will be made available online (reading materials, handouts, recordings of sessions) through Moodle for remote access. Remote seminars will also be given in MS Teams or Zoom for students who are unable to come to campus.

The programme is challenging and you will be expected to work independently as well as collaboratively with your peers to prepare tasks and read before and after your LOILs and IPT or Remote Seminars. During LOILs and IPT or Remote Seminars you will be expected to participate in planned activities and interact in discussions. Although the programme is very demanding, we will do all we can to support you in your studies. Students will be part of an inclusive, friendly community on campus and online and will have the opportunity to make friends and build relationships with tutors, fellow students and practitioners both in person and on our virtual platforms.

The MA TESOL programme is also a pathway to Doctoral level study in the Department. The Department of Education offers two doctorates: the PhD in Education (full-time or part-time) and the EdD (part-time). If you are interested in pursuing a doctorate upon completion of the programme, you are encouraged to refer to information about these two programmes via https://www.bath.ac.uk/study/pg/programmes/educ-mphi/ and https://www.bath.ac.uk/study/pg/programmes/doct-of-educ/ You may also wish to view the doctoral college webpage: https://www.bath.ac.uk/departments/doctoral-college/ and if you wish to discuss your ideas, you may contact in the Department of Education either the PhD Director of Studies, Dr Rita Chawla-Duggan (email: edsrcd@bath.ac.uk), or the PhD Deputy Director of Studies, Dr Janina Iwaniec (email: ji283@bath.ac.uk), the EdD Director of Studies, Professor Mary Hayden

(email: edsmch@bath.ac.uk) or the EdD Deputy Director of Studies, Dr Jim Hordern (email: jh637@bath.ac.uk).

PROGRAMME AIMS AND LEARNING OUTCOMES

Educational Aims of the Programme

The educational aims of the programme are to:

- Develop students' understanding of relevant current issues in English language teaching in order to help them build a solid foundation for their professional practice;
- Provide participants with the theoretical foundations for good English language teaching practice;
- Improve students' critical thinking and analytical skills;
- Enable students to have a systematic and conceptual understanding of issues concerning teaching and learning a foreign language for all age ranges;
- Enable students to use research to inform their daily practice and decision-making as language educators;
- Enable students to critically analyse the role of English as the world's major international language;
- Enable students to develop reflective skills with which to examine their pre-existing beliefs and knowledge about language learning and teaching;
- Enable students to analyse the social and cultural factors which influence English language teaching in specific contexts.

Intended Learning Outcomes

Teaching methods include tutor-led lectures, student-led seminars, workshops, individual tutorials, and electronically mediated communications.

Students gaining the award of Postgraduate Certificate in Educational Studies will have demonstrated their ability to:

- identify and engage critically with appropriate and representative literature in the field of education;
- understand current educational theories and apply them to their own professional practice;
- demonstrate clarity of thought and quality of argument in educational issues.
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Students gaining the award of Postgraduate Diploma in Education will have demonstrated their ability to:

- identify and engage critically with a wide range of appropriate and representative literature in the field of education;
- understand a broad range of current educational theories and apply them to their own professional practice;
- demonstrate clarity of thought and quality of argument in a wide variety of educational issues.
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Students gaining the award of MA TESOL will have demonstrated their ability to:

- identify and engage critically with a wide range of appropriate and representative literature in the field of education;

	- understand a broad range of current educational theories and apply them to their own professional practice; - demonstrate clarity of thought and quality of argument in a wide variety of educational issues; - design and systematically undertake an educational research study; - select and justify the focus, scope and methodology of an educational research study; - review, employ and engage critically with an appropriate literature through the design, conduct and evaluation of an educational research study.
Knowledge and Understanding	A systematic and conceptual understanding of: - linguistics, which enables them to evaluate theories and methodologies relating to linguistics and TESOL, and to develop critiques of these and, when appropriate, develop new hypotheses; - a conceptual understanding that enables students to evaluate critically current TESOL research and advanced scholarship; - a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the TESOL and Second Language Acquisition fields; - a comprehensive understanding of techniques applicable to their own research or advanced scholarship; - a critical awareness of current problems and/or new insights, at the forefront of, or informed by, applied linguistics and TESOL research and practice; - originality in the application of this knowledge.
Intellectual Skills	The programme enables students to: - address complex and academic issues both systematically and creatively; - evaluate research and a variety of types of information and evidence critically, also making informed judgements in the absence of complete data; - synthesise information from a number of sources in order to gain a coherent understanding of theory and practice; - apply strategies for appropriate selection of relevant information from a wide source and large body of knowledge; - demonstrate self-direction and originality in tackling and solving problems; - analyse, evaluate and interpret the evidence underpinning practice critically and initiate change in practice appropriately; - design and carry out a research project related to their area of study.
Professional Practical Skills	The programme enables students to: - be informed and competent TESOL practitioners; - be able to contribute professionally to the world of TESOL; - act autonomously in planning and implementing tasks at a professional level.

Transferable/ Key Skills	The programme enables students to:
	• make critical use of the literature of the field of Education;
	• make critical use of professional experience in the field of Education;
	• undertake an educational study in an appropriately critical, original and balanced fashion;
	• analyse, interpret and critique findings and arguments;
	• collect, analyse and interpret data appropriately;
	• draw appropriate conclusions from an education research study, taking account of its strengths and limitations;
	• select and justify the focus, scope and methodology of an educational research study;
	• review, employ, and engage critically with an appropriate literature through the design, conduct and evaluation of an educational research study;
	• demonstrate self-direction and originality in tackling and solving problems;
	• evaluate research and variety of types of information and evidence critically, also making informed judgements in the absence of complete data;
	• initiate change in practice appropriately;
	• contribute to professional debate in the field of education;
	• act autonomously in planning and implementing tasks at a professional level;
	• communicate their conclusions clearly to specialist and non-specialist audiences(T/F/A);
	• evaluate their own academic and professional performance;
	• manage change effectively and respond to changing demands;
	• manage time, prioritise workloads and recognise and manage personal emotions and stress;
	• utilise problem-solving skills in a variety of theoretical and practical situations;
	• develop new or higher level skill, for example in information technology;
	• understand career opportunities and challenges ahead and begin to plan a career path.

PROGRAMME DESCRIPTION: STRUCTURE OF YOUR PROGRAMME

The structure for your programme year for 2020/21 can be found in the 2020/21 Unit and Programme Catalogues (see below). This is where you find important information on which units you are taking in which semester and if any units are 'designated essential units' (DEUs) that you must pass.

The content of the Programme Catalogues is correct at the time of publication. Programmes and units may be subject to reasonable change (see also **Unit and programme changes 2020/21** in this Handbook).

UNIT AND PROGRAMME CATALOGUES

This is where you will find details about all years of your programme as well as details about individual units for the current academic year.

The Catalogues also provide links to the relevant areas of the University's assessment regulations, showing how these are applied to this programme of study.

For the online Catalogues, please refer to **Important Links and Information** in this Handbook. See also the section in this Handbook on **Assessment.**

YOUR LEARNING

For 2020/21, the University has developed a blended learning approach called 'The Bath Blend' which combines in-person activities on campus, live interactive learning, and structured independent study.

The Bath Blend approach to programme delivery has been developed to be flexible in the face of possible changes in law, including measures on social distancing, which may occur through the course of this academic year.

Information on IT support and key software for this academic year is available online. Please refer to **Important Links and Information** in this Handbook.

YOUR TIMETABLE

Using MyTimetable, you can access your personal timetable and download it into an electronic calendar.

Your In-Person Teaching (IPT) day and Live Online Interactive Learning (LOIL) sessions will show in your timetable. Links to LOIL sessions can also be accessed through the relevant unit page on the University's online learning environment, Moodle.

When you start your units, you will be able to access associated online material at a time that suits your schedule.

MyTimetable updates regularly, so should there be a change to your timetable, it will be reflected in MyTimetable.

Since timetables are subject to change, we recommend that you check your timetable regularly. Whilst the programme team will endeavour to inform students of changes, it is the student's responsibility to check for changes.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

PHYSICAL STUDY SPACE – 2020/21

As in previous years, you will be able to book study space on campus and in the city for individual or group study. Information on how to book, and the COVID-19 requirements, is available online. Please refer to **Important Links and Information** in this Handbook.

OPTION CHOICES

If your programme has option choice then information about how and when to choose your option units can be found online (please refer to **Important Links and Information**). If

applicable, you will receive an email notification at the relevant point in the year when online unit selection is available and if you need to discuss option choices, please contact your Director of Studies.

RESEARCH ETHICS

The research that you do for your MA TESOL Dissertation will almost certainly have ethical implications. For this reason we require you to obtain ethical approval for your research before you collect any data.

The MA TESOL Ethical Approval Form can be downloaded from the 'Dissertation for the MA TESOL' Moodle site. Once you have been allocated a dissertation supervisor, he/she will ask you to complete a draft of this form. Your supervisor may ask you to make some revisions to the form. Once you have both agreed on the statements in your MA TESOL Ethical Approval Form, you will both sign the form. You should then upload the signed form to Moodle. We also suggest that you put a copy of the form in an appendix at the end of your dissertation.

UNIT AND PROGRAMME CHANGES 2020/21

All programme and unit changes are managed through formal University processes. This is to ensure that changes are academically appropriate, properly supported and are done in a way that safeguards the interests of students.

In addition to the Bath Blend approach to delivery of your programme in 2020/21, which has already been put in place, it is possible that further changes to your programme may be required. These are more likely to be part of continual development aimed at enhancing your learning experience and maintaining high academic standards and quality. Such changes could be, for example, to update content to reflect latest developments in a particular field of study, or to respond to student feedback on delivery and/or assessment. 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.

As we have already experienced, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. Outside of the global pandemic, this could be for reasons such as:
- the accrediting body requiring changes to be made to the course, or,
- being unable to run an option unit because too few students selected it.

When this happens, we always try to ensure that the impact on students is minimised and that those affected are informed of the changes at the earliest opportunity.

Information on how we assure the quality and standards of your programme of study is available online. Please refer to **Important Links and Information** in this Handbook.

GIVING FEEDBACK ON YOUR PROGRAMME TO THE UNIVERSITY

The University is committed to continually improving its practice and aims to engage students as active partners in their education (Education Strategy 2016-21). The three main ways in which your feedback will be sought will be through:
- Staff / Student Liaison Committees (SSLCs)
- surveys and evaluations

- the Students' Union.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

ASSESSMENT

Full information is available online. For signposts to important information on many aspects of assessment, please refer to **Important Links and Information** in this Handbook.

Any exam-based assessment during the 2020/21 academic year will be online. More information on assessment arrangements for this year, including online assessment, will be provided via the University webpages and updated as necessary.

SUBMISSION DEADLINES

You will be informed of the deadline to submit your assessment on Moodle.

Coursework for the MA TESOL programme is assessed through written assignments or recorded oral presentation. The submission of students' work and the provision of tutor feedback are administered via the Moodle virtual learning environment. Instructions on how to submit assignments can be found in the submission area for each individual Moodle unit page.

In order to complete your MA TESOL programme you will need to write a 15,000-word dissertation. This must be based within the field of TESOL. For information about Dissertation Writing, see the 'Dissertation for the MA TESOL' Moodle site.

Your dissertation supervisor will provide you with a general schedule for supervision and feedback, but you can negotiate the details, depending on the characteristics of your study (e.g. when you will be collecting your data). Your supervision includes face-to-face, skype and e-mail communication and formative feedback.

Dissertation supervisors will provide formative feedback on one 500-word outline of each individual chapter of a dissertation. This feedback may be written (including email correspondence) and/or verbal.

When you submit an assignment or dissertation, make sure that you include a front Cover and Feedback Sheet. You can find a copy of this on Moodle.

LATE SUBMISSION OF COURSEWORK

To ensure fairness to all students, you will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time, and there are penalties for submitting work after the specified deadline. If there are valid circumstances preventing you from meeting a deadline, your Deputy Director of Studies may grant you an extension to the specified submission date. Forms to request an extension are available from the Department.

WORD COUNTS

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

You will be required to declare the word count for your work when submitting it for assessment. 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.

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 substantially less than the word limit (or less than 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.

FEEDBACK ON ASSESSMENT

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

MA TESOL Feedback Policy

Coursework for the MA TESOL programme is assessed through written assignments or oral presentation. The submission of students' work is administered via the Moodle virtual learning environment.

What students can expect
Formative feedback on taught unit assignments will be provided in a variety of ways which may include Question & Answer sessions, individual or group tutorials, email correspondence, Moodle forums and class discussions. Students are encouraged to seek advice from unit tutors, peers and other relevant sources of support such as English language tutors and the subject librarian. It is the responsibility of students to take advantage of these opportunities to receive feedback before submitting their final assignments.

Dissertation supervisors will provide supervision and formative feedback on one outline (max. 500 words) of each individual chapter of a dissertation. This feedback may be written (including email correspondence) and/or verbal.

The nature of the feedback provided

Formative feedback will provide students with an indication of how to refine the focus of the assignments, the range of sources being used, the ways in which the assignments could be structured, and the extent to which the assignments address the assessment criteria. In no case will the tutor give an indication of the mark that might be awarded for the assignments.

Feedback on final assignments will be provided in word-processed format on the MA TESOL Assignment Feedback Form. The programme uses a standardised assessment feedback form incorporating common elements of feedback on strengths and feedback on areas which could be improved. Feedback on oral presentations will be both written and audio-recorded. All feedback on final assignments will be uploaded to Moodle. The feedback will:
- Be both summative and formative.
- Recognise the focus of the assignment and the issues that it seeks to address.
- Refer to the Assessment Criteria.

Important: Tutors will not edit the language used in assignments but will provide feedback on language use in line with the marking criteria.

After the marks and grades have been released on SAMIS students are encouraged to contact their tutors to have an opportunity to ask questions and comment on the feedback that they have received.

Provision of marks and grades
Each assignment will be marked by one unit tutor.

In addition, a second unit tutor will 'moderate' the grades for each unit of study. The sample for moderation will be as follows:
- all failed assignments;
- a further representative sample of passing assignments from each classification (pass, merit, distinction).

The moderator will view the final assignments as well as the MA TESOL Assignment Feedback Forms and the marks from the tutor(s). The moderator will then complete a Moderation of Unit Assignments form for each of the assignments in the sample. The moderator's sample will be the same as that which is sent to the External Examiners.

Students will receive a mark and a grade which indicates the overall quality of the final version of their assignment. The marks and grades will be uploaded to SAMIS.

The marks and grades provided to students will remain provisional until the Department of Education's MA TESOL Board of Examiners for Units (BEU) and the Faculty Board of Studies. Following this, students will receive confirmation of their final marks on SAMIS.
See the Appendix for the 'Assessment criteria & level descriptors for the assessment of units of the MA Programmes in the Department of Education'.

ACADEMIC INTEGRITY
The University has a wide range of resources available to you to help you understand academic integrity and enhance your academic writing and practice.

It also has in place an Academic Integrity Test you are required to take and pass (the pass mark is 85% but you can take the test as many times as you need to). You will not be able to progress beyond the next progression point in your studies until you pass this test.

When you submit assessment, 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 a plagiarism detection service (currently Urkund), which searches the web and databases of reference material and content submitted by other students, to identify duplicated work. Where practical, all summative assessment is submitted to this service to check for similarities as an initial indicator of whether work has been plagiarised and an assessment offence committed.

Submission of your assessment to the Plagiarism Detection Service - Data Protection statement
The Plagiarism Detection Service complies with European Data Protection legislation. 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) and may make, or authorise third parties to make, copies of any such work for the purposes of:
1) assessment of the work
2) comparison with databases of earlier work or previously available works to confirm the work is original
3) 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 Detection Service upon submission of work. You may ask for your personal data to be removed by contacting the University's Data Protection Officer.

Assessment offences – penalties
Any student who is found to have used unfair means in an assessment procedure will be penalised. 'Unfair means' here include cheating, fabrication, falsification, plagiarism, unfair collaboration or collusion. Penalties for use of unfair means 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.

Important information on academic integrity, the Plagiarism Detection Service, assessment offences and penalties, and support, as well as the Academic Integrity Test itself, is available online. Please refer to **Important Links and Information** in this Handbook.

IF CIRCUMSTANCES IMPACT ON YOUR ASSESSMENT ATTEMPT

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 about IMCs is available online. Please refer to **Important Links and Information** in this Handbook. **It is strongly advised that you become familiar with the available guidance and related regulations.**

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 schemes* - these are detailed descriptions 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 assessment where practicable. 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 academic appeal can only be made in relation to a confirmed result (see the section in this Handbook on **Academic Appeals**).

Scaling: 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. A Board of Examiners can decide to recommend a change to the provisional marks, based on evidence that there was a problem with the assessment which means the initial marks do not reflect the standards achieved by students. This adjustment is known as scaling and under these circumstances the marks of all affected students will be changed.

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

Once a year, the External Examiners will provide a written report. University staff, including the Head of Department and Director of Studies, will look at these reports and a response will be made to the External Examiner's comments. External Examiner reports and responses are made available to students. Staff/Student Liaison Committees (SSLCs) also discuss External Examiner reports as part of routine monitoring activity.

The External Examiners for your programme are:
Dr Bimali Indrarathne, Lecturer, University of York
Second External Examiner – to be confirmed

It is not appropriate for students 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 **Academic Appeals** and **Dissatisfaction with a University Service or Facility** (**Complaints**) give some more information about the University's procedures for student complaints and academic appeals. The University's mechanisms for student representation are designed to enable students to engage with the quality management process through which the University considers and responds to External Examiners' comments and suggestions.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

ASSESSMENT REGULATIONS

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

This section highlights areas of the University's assessment framework for the type of programme you are undertaking. It explains the regulations that govern your assessment and outlines how the University makes decisions concerning your progression through your programme and award. Complete information is available in the NFAAR-PGT document.

The full NFAAR-PGT, and definitions of terms used in it, are available online. Please refer to **Important Links and Information** in this Handbook.

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

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

The following points will help you to understand how the assessment rules relate to your specific programme, such as pass marks, averaging of marks and dealing with any failures:

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

- Your programme has Designated Essential Units (DEUs) which you must pass to gain the award you seek; even marginal failure in these units cannot be condoned.

- Your programme is divided into stages, but does NOT have Stage Required Units (SRUs) that must be passed before being permitted to progress to the next stage. This means that, if you are required to undertake supplementary assessment, it will

only have to be completed before the end of the programme. You must also never break one of the persistent generic rules.

- Your programme has units that constitute the Taught Stage(s) Credits in a separate phase before the period in which you will do the Dissertation/Project type unit(s), as indicated in the Programme Catalogue, which shows the structure of your programme.

- Should you fail to qualify for the award of the degree of Master, you may be considered for the award of a related Postgraduate Diploma or Postgraduate Certificate (subject to your having met the requirements for one of those awards).

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

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

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

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

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

Dissertation/Project stage(s), or by taking the credit-weighted average of marks for the unit(s) defined as of 'Dissertation/Project type' required to contribute to the programme.

- The Overall Programme Average (OPA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the programme.

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

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

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

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

Academic year dates, including the supplementary assessment period, can be found online. See **Important Links and Information** in this Handbook.

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

More information on arrangements for the 2020/21 academic year will be provided via the University webpages and updated as necessary.

At supplementary assessment, 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.

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).

ACADEMIC APPEALS

If you wish to submit a request for an academic appeal you should refer to Regulation 17 (Conduct of Student Academic Reviews and Appeals), which outlines the process and grounds for an appeal against formal Board of Studies decisions.

You are also strongly advised to read the online guidance on Appeals provided by the Academic Registry.

Independent advice about academic appeals is offered by the Students' Union Advice and Support Centre.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

CORE UNIVERSITY 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 are strongly advised to read them carefully as they contain a lot of important information.**

For a link to the full Regulations for Students, see **Important Links and Information** in this Handbook.

ACCESSING UNIVERSITY EMAIL

You will need to use your University username and password to access your University email account. 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, assessment, degree ceremonies, and matters such as tuition fees, via your University email account. It is a University regulation 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.

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. Information on opting out of this membership, and the Code of Practice for the Students' Union, are available online. Please refer to **Important Links and Information** in this Handbook.

DATA PROTECTION

The University's Data Protection Policy and Guidelines on Data Protection may be accessed via the data protection website (see **Important Links and Information** in this Handbook).

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.

ACADEMIC ENGAGEMENT MONITORING FOR TIER 4 STUDENTS

Guidance and requirements on academic engagement for students who are Tier 4 visa holders, including the University's **Academic Engagement Monitoring Policy for Tier 4 visa holders**, and information on when and how to request an authorised absence, are available online. Please refer to **Important Links and Information** in this Handbook.

CHANGE IN YOUR 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 (see **Important Links and Information** in this Handbook).

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, 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.

The financial implications of withdrawing from the University or suspending your studies can be significant. See **Important Links and Information** in this Handbook.

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. See **Important Links and Information** in this Handbook.

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.

DISSATISFACTION WITH A UNIVERSITY SERVICE OR FACILITY (COMPLAINTS)

We want to ensure that, if you have a problem concerning the University, it is resolved as quickly as possible. The University is committed to continuing review and improvement, and seeks regular feedback from students. There are student representatives on the University's formal decision-making committees who can raise issues so that they can be dealt with promptly. The University is also committed to providing an environment within which students are encouraged to raise any matters of concern in an informal manner as soon as they arise. This often removes the need for formal complaints.

It is expected that most complaints can be resolved at an early stage by discussing the matter informally at a local level. If you have a problem concerning the University, you should bring the matter to the attention of an appropriate member of staff, who will aim to resolve it by informal discussion. If you have attempted to resolve matters informally but are not satisfied with the outcome, you may elect to proceed to the next stage by submitting a formal complaint. You may also submit a formal complaint if the issue involved is too complex or serious for informal resolution.

If you do need to make a complaint, there are procedures in place to deal with it, outlined in the University's **Student Complaints Procedure**. 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.

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

The University recognises that making a complaint can be stressful. Students are therefore advised to seek advice and support before making a complaint, from Student Services, or from the Students' Union Advice and Support Centre, whose advice is independent of the University.

Full information is available online. Please refer to **Important Links and Information** in this Handbook.

APPENDIX: ASSESSMENT CRITERIA AND LEVEL DESCRIPTORS FOR THE ASSESSMENT OF UNITS IN THE MA PROGRAMMES IN THE DEPARTMENT OF EDUCATION

ASSESSMENT CRITERIA

Overall:
Scholarship: The extent of knowledge and depth of analysis.
Perspective: The breadth of view, critical perception and insight.
Coherence: 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 participant's experience.

Structure: The structure and the way it enables arguments to develop logically and lead to reasoned conclusion.

Presentation:
Clarity: Communication of ideas, use of syntax and typographical presentation.
Style: Use of language.
Appearance: Visual impression and clarity of layout.
Length: Number of words specified for the assignment.
Referencing: Accuracy in citation and attribution, and the application of academic conventions.

Analysis:
Argument: The line of argument within an appropriate conceptual framework.
Interpretation: The development of a perspective through a reflective consideration within an appropriate conceptual framework.
Evaluation: The weighing of evidence, exploration of other options, and the basis of judgements.
Application: Where appropriate, the application of findings and arguments in a reflective manner to the improvement of educational practices.

Use of sources:
Scope and number: Familiarity with a range of literature germane to the topic.
Types of sources: The range of different types of sources used.

Methodology, methods and ethics: (For dissertations and assignments based on empirical study)
Methodology: The explanation of the kind of study undertaken and the justification of the methodology.
Design: The explanation and justification of the chosen methods, including ethical procedures, and the overall design.
Critique: The consideration of the strengths and weaknesses of methodology, design and underpinning theories.

MA LEVEL DESCRIPTORS

	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	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	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	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

	standard and the layout is clear. Referencing is accurate in citation and attribution. There is consistent application of academic conventions.	attribution. There is consistent application of academic conventions.	presentation is of good standard and the layout is clear. Referencing is accurate in citation and attribution. There is consistent application of academic conventions.	clear. Referencing is generally accurate in citation and attribution. Application of academic conventions is generally consistent.
Analysis Argument Interpretation Evaluation Application	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.	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.	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.	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	The assignment clearly demonstrates considerable familiarity with and uses a wide range of literature germane to the topic.	The assignment demonstrates familiarity with and uses a wide range of literature germane to the topic.	The assignment demonstrates familiarity with and uses a range of literature germane to the topic.	The assignment demonstrates sufficient familiarity with and uses of a range of literature germane to the topic.
Methodology, methods and ethics Methodology Design Critique	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.	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.	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.	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 be 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 based on limited critical appraisal.	The assignment may not develop a reasoned line of argument. A perspective may fail to develop because there is little or no reflective consideration. Evidence may be neither marshalled nor weighed and other options may not be explored. Judgements may not be adequately based on critical appraisal. Even	There is limited analysis or coherent argument. The assignment is largely descriptive with little or inappropriate reflective consideration and limited use of evidence. Any judgements are not justified or inappropriately justified. There are few, limited or inappropriate links to educational practice.

	Where appropriate, some limited attempt is made to reflect and apply findings and arguments to the improvement of educational practices.	where appropriate, findings and arguments may not be applied reflectively to the improvement of educational practices. The assignment may be largely descriptive.	
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).