Faculty of Humanities & Social Sciences
Department of Education

MA Education
Programme Handbook
2021/22

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

[August 2021]

Contents

ABOUT THIS HANDBOOK

This is the 2021-22 Handbook for students on the MA Education programme.

The contents of this Handbook are accurate at the time of publication [August 2021] 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.

Earlier this summer 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 2021/22.

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** 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 2021/22.

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 Director of Studies [Dr MariCarmen Gil Ortega – education-ma@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-ma@bath.ac.uk in the first instance.

SUPPORTING YOU

Student Support Services
https://www.bath.ac.uk/professional-services/student-services/
Counselling and mental health support
Disability Service
Student Money Advice
Welfare and Wellbeing Advice

Students' Union Advice and Support Service
www.thesubath.com/advice

Equality, Diversity and Inclusion
https://www.thesubath.com/diversity-support/

LGBTQ+ students
https://www.bath.ac.uk/campaigns/lgbtq-student-support-at-bath/

International Students
https://www.thesubath.com/international/
https://www.bath.ac.uk/guides/money-advice-for-international-and-eu-students/

Disabilities, long-term illness, and specific learning difficulties
http://go.bath.ac.uk/disability-service

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
https://www.bath.ac.uk/topics/covid-19-information-for-students/
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/

Student Immigration Service
www.bath.ac.uk/topics/visas
Visa Extension Service
Academic Engagement rules for Tier 4 students

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

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

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

Care-leavers, Estranged students and Foyer Residents
https://www.bath.ac.uk/guides/additional-support-and-funding-for-care-leavers-foyer-residents-and-estranged-students/

Students from a refugee background
https://www.bath.ac.uk/guides/financial-support-for-refugees/
https://www.bath.ac.uk/publications/university-and-refugees/

Student parents (including expectant parents)
https://www.bath.ac.uk/guides/student-parents/

Eurasmus and Visiting students
https://www.thesubath.com/erasmus/

SUPPORTING YOUR LEARNING

Your Learning
www.bath.ac.uk/guides/your-programme
Year dates and timetables
Blended learning (setting yourself up)
How we ensure the quality of your course, including making changes.

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

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

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

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

Bullying, harassment and victimisation
https://www.bath.ac.uk/forms/be-the-change-reporting-form/
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

Assessment
www.bath.ac.uk/guides/assessment-guidance-for-students
Important assessment information
Coursework submission (deadlines, word counts)
Assessment processes (marking, anonymous marking, moderation, scaling)
External examiners
Understanding your results
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

DIRECTOR OF STUDIES WELCOME 2021/22

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

Dr MariCarmen Gil Ortega
Director of Studies MA Education

THE DEPARTMENT 2021/22

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). 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.

```
                        ┌──────────────┐
                        │  University  │
                        │   of Bath    │
                        └──────────────┘
   ┌──────────────┬──────────┴──────────┬──────────────┐
┌─────────┐  ┌──────────────┐  ┌──────────┐  ┌──────────────┐
│Faculty of│  │  Faculty of  │  │Faculty of│  │  School of   │
│Engineering│  │Humanities &  │  │ Science  │  │ Management   │
│& Design  │  │Social Sciences│  └──────────┘  └──────────────┘
└─────────┘  │    (H&SS)    │
             └──────────────┘
```

Dept. of Economics	Dept. of Education	Dept. for Health	Dept. of Politics, Languages & Int. Studies (POLIS)	Dept. of Psychology	Dept. of Social & Policy Sciences (SPS)
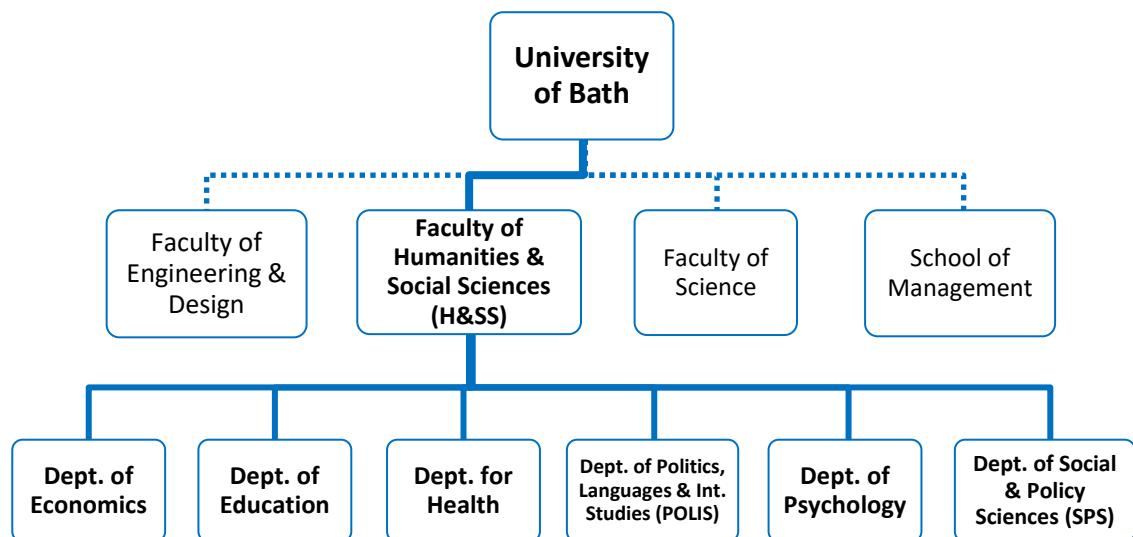
Faculty H&SS Taught Programmes administration Undergraduate and Postgraduate departmental taught programmes are delivered by academic staff in departments, with administrative support provided by our Taught Programmes Team. Our Taught Programmes Team consist of expert Managers, Officers, Administrators 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.

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.

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 specifically:

Administrator	Responsibility	Room	Ext. No.	email
Director of Studies				
Dr MariCarmen Gil Ortega	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 3.04	5658	education-ma@bath.ac.uk
Programme Administrator(s)				
Kath Earle	Programme Administrator	1WN 3.02	6602	education-ma@bath.ac.uk
Nicola Topping	Programmes Administrative Assistant	1WN 3.02	6105	education-ma@bath.ac.uk

ABOUT YOUR PROGRAMME

PROGRAMME AIMS AND LEARNING OUTCOMES

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

Details of programmes and individual units can be found in the Programme & Unit Catalogue at: https://www.bath.ac.uk/catalogues/2021-2022/

Aims
The aims of the programme are to give participants the opportunity to:
• improve their critical thinking and analysis skills
• enhance their professional practice through greater theoretical understanding of current educational issues

Each of the named degrees shares these common aims, but has a focus on a particular area of the field of Education. Please see page 11 for pathways.

Learning Objectives

Knowledge and Understanding	The taught units and the dissertation of the MA Education programme enables students to demonstrate: • 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 Named degrees share these generic outcomes, but provide a focus on a particular area of the field of Education.
Intellectual Skills	The taught units and the dissertation of the MA Education enables students to: • 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. Named degrees share these generic outcomes, but provide a focus on a particular area of the field of Education.
Professional Practical Skills	The taught units and the dissertation of the MA Education programme enable students to: • 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. Named degrees share these generic outcomes, but provide a focus on a particular area of the field of Education.
Transferable/Key Skills	At all levels the programme enables students better to: • 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. The Key Skills that are taught, facilitated or assessed in the MA Education Programme are as follows. 1. Make critical use of the literature of the field of Education 2. Make critical use of professional experience in the field of Education 3. Undertake and educational study in an appropriately critical, original and balanced fashion 4. Analyse, interpret and critique findings and arguments.

	5. Collect, Analyse and interpret data appropriately.
	6. Draw appropriate conclusions from and 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 skills, for example in information technology.
	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.
	Named degrees share these generic outcomes, but provide a focus on a particular area of the field of Education.

PROGRAMME DESCRIPTION: STRUCTURE OF YOUR PROGRAMME

The structure of your programme year for 2021/22 can be found in the 2021/22 Unit and Programme Catalogues (see below). The content of the Programme Catalogues is correct at the time of publication. Programmes and units may be subject to reasonable change (see **Unit and programme changes** in this Handbook).

You have a maximum of 5 years to complete this part-time programme.   This includes the time you spend on your dissertation. You are not permitted to complete the course in less than two years. You may study a maximum of two units at any one time. If you want to do more (e.g. because you have time off work to do so), you must contact the relevant Director of Studies for permission.

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

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

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

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

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

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

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

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

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

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

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

Specific details, including the maximum credits that can be awarded, can be found in
https://www.bath.ac.uk/publications/qa45-accreditation-of-prior-and-experiential-learning-apl-and-apel/

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

THE STRUCTURE OF THE MA EDUCATION AND THE SPECIALIST PATHWAYS

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

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

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

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

Study Pathways	MA Education	MA Education (International Education)	MA Education (Learning and Teaching)	MA Education (Leadership and Management) part-time study only
Units	Research Methods in Education (compulsory unit for all students)			
	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:

https://www.bath.ac.uk/campaigns/ma-education/

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

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
- face to face at Study Centres - we have a small number of study centres in different locations around the world
- distance learning (using online materials) (starting October 1st and April 1st annually)

Postgraduate Summer School
The Department of Education Postgraduate Summer School takes place on the University of Bath campus during July each year. Participants may enrol for one unit only 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:
https://www.bath.ac.uk/campaigns/take-part-in-our-department-of-education-summer-and-winter-schools/

Study Centres
Prior to Covid-19 the Study Centre mode was based on units taught by a visiting University of Bath tutor; currently virtual Study Centres enable local and international educators to share their experiences and learn together online, working with other teachers and educators in an intensive learning environment with the guidance and support of an experienced University of Bath tutor.

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

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

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

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

Unit start date: 1 October (enrolment closes 1 September) (for existing students)
Unit start date: 1 April (enrolment closes 1 March) (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. Please check the website for details of which units are currently available by distance learning:
http://www.bath.ac.uk/education/postgraduate/ways-of-studying/distance-learning/

Students can also begin the Educational Enquiry unit at these two points each year. Educational Enquiry units (6 credit [3000 words] involve an academic reflection that draws on the literature and student's professional experience in education. There is no formal contact time assigned for this unit. Your work is supervised by a University tutor and will involve a workload of approximately 120 hours. These units are available to study by distance learning. A maximum of two Educational Enquiries can be taken.

Please note that new students can sign up for <u>one</u> unit only for your first unit.

Important note about deferrals: Once you are registered on a unit you must complete it. In exceptional circumstances you can defer to the next entry point but must do so within 14 days of your unit start date. Deferrals after this (i.e. beyond 14 days) are not permitted.

UNIT AND PROGRAMME CATALOGUES
This is where you will find details about all 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.**

RESEARCH ETHICS
You are expected to approach all of your studies on the programme in an ethical manner; this is especially important when undertaking educational research for your studies. The University of Bath expects its researchers to act with honesty, integrity, accountability, openness, minimal risk to participants, collaborators and themselves, and sensitivity to cultures and environments (Research integrity and ethics (bath.ac.uk)). 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

UNIT AND PROGRAMME CHANGES 2021/22

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

We continually look for ways to develop and improve our programmes, 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.

In addition, it is sometimes necessary to make changes due to unforeseen or unavoidable circumstances. The need to adapt to circumstances created by the global pandemic was a significant example of this.
This could also 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.

SUBMISSION DEADLINES

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

Dates and Deadlines for the Part-time MA Education Programme, 2021-22
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 September 2021 starters)	15 January 2022	28 February 2022
Distance Learners – 1 April 2022 starters	15 July 2022	31 August 2022
Summer School 2022	15 September 2022	30 October 2022
Study Centre units	Study centres deadlines will be notified by the administrators prior to the unit. Normally the final deadline will be **5 months** after the first day of the month following the unit.	

LATE SUBMISSION OF COURSEWORK

To ensure fairness to all students, you will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time, and there are penalties for submitting work after the specified deadline. If there are valid circumstances preventing you from meeting a deadline, your Director of Studies may grant you an extension to the specified submission date. Forms to request an extension are available from education-ma@bath.ac.uk. Please note that the cut off point for extension requests is 5 working days before the final assignment due date. You will be required to provide evidence to support your extension request.

WORD COUNTS

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

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

WRITING AND SUBMITTING ASSIGNMENTS AND THE DISSERTATION

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

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

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

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

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

The assignment for the Research Methods in Education unit is normally to write a plan for the study that you intend to carry out for your Dissertation.

Please make sure that 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.

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.

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 use (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.

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 (https://www.bath.ac.uk/campaigns/academic-integrity-training-and-test/) 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.

The training and test are accessed from Moodle by clicking on the link entitled **'Academic Integrity Initiative'**: http://moodle.bath.ac.uk/course/view.php?id=53992

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.

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 Examiner(s) for your programme are):

> Dr Maria Kaparou, University of Southampton
> Dr Sarah Amsler, University of Nottingham

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 <u>persistent generic rules</u> 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 are assessed under the New Framework for Assessment: Assessment Regulation (NFAAR).

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

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

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

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

Designated Essential Units (DEU)
DEUs are those that must be passed (minimum 40%) in order to receive the normal award at the end of the programme. Marginal failure in such units cannot be condoned.
Research Methods in Education is the only DEU within the MA Programmes. You must therefore pass this unit at 40%.

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

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

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

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

• Your programme has Designated Essential Units (DEUs) which you must pass to gain the award you seek. Even marginal failure in these units cannot be condoned. Students following MA programmes in the Department of Education must pass the Research Methods in Education unit with at least 40%.

• Should you fail to qualify for the award of the degree of Masters, you may be considered for the award of Postgraduate Certificate in Educational Studies (PGCES) or Postgraduate Diploma in Education (PGDE) (subject to your having met the requirements for one of those awards).

• Should you fail to qualify for the award of Postgraduate Diploma in Education, you may be considered for the award of Postgraduate Certificate in Educational Studies (subject to your having met the requirements for that award).

• Should you fail to qualify for the award a Postgraduate Certificate, there is no alternative award available.

The normal pass mark for a unit is 40%.

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

• If you fail the DEU (Research Methods in Education), you will need to undertake supplementary assessment; i.e. you will need to resubmit your assignment.

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

• you can retrieve one failed unit (12 credits) and can condone one unit that has failed marginally (35%-39%).

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

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

• The Dissertation/Project Average (DPA) will be calculated by taking the credit-weighted average of marks for the unit(s) required to contribute to the Dissertation, or by taking the credit-weighted average of marks for the unit(s) defined as of 'Dissertation/project-type' required to contribute to the programme.

• The Overall Programme Average (OPA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the programme. In the case of the MA Education programme the OPA is an average of the percentage grades of the Taught Stage Average and the percentage grade of the Dissertation.

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

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 2021/22 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 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 STUDENT AND TIER 4 HOLDERS

Guidance and requirements on academic engagement for students who are Student and Tier 4 visa holders, including the University's **Academic Engagement Monitoring Policy for Student and 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 Student or 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.

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 2021/2022

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 2021-2022									
Part	**Stage**	**Normal period of study for full-time students**	**Unit code**	**Unit title**	**Unit status**	**Credits**	**DEU status**	**SRU status**	**Taught, or Dissertation / project credits**	**Notes**
4	*1*		ED50326	Research Methods in Education	C	12	DEU	Non SRU	TSC	
			ED50311	Education in an International Context	C	12	-	Non SRU	TSC	
			**Optional units: Select one or both units from the following (12 or 24 credits):**							
			ED50304	Education & society	O	12	-	Non SRU	TSC	
			ED50333	Understanding learners & learning	O	12	-	Non SRU	TSC	
			**Optional units: Select 12 or 24 credits from the following (subject to availability): Assignments must be grounded in International Education**							
			ED50303	Assessment	O	12	-	Non SRU	TSC	
			ED50307	Curriculum Studies	O	12	-	Non SRU	TSC	
			ED50330	Technologies for Learning	O	12	-	Non SRU	TSC	
			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*	**Must be grounded in International Education**

Assessment weightings and decision references		
Stage	**Weighting within programme**	**NFAAR-PGT decisions reference** ***See***: **http://www.bath.ac.uk/registry/nfa/index.htm**

1	67%	All assessment:
2	33%	All assessment:

where:
C   Compulsory
O   Optional
OA Optional Audit

Programme Description for MA Education (Leadership & Management)

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

ACADEMIC YEAR 2021-2022									
Part	**Stage**	**Normal period of study for this Mode**	**Unit code**	**Unit title**	**Unit status**	**Credits**	**DEU status**	**SRU status**	**Taught, or Dissertation / project credits**	**Notes**
4	1		ED50326	**Research Methods in Education**	C	12	DEU	Non SRU	*TSC*	
			ED50304	**Education and Society**	C	12	-	Non SRU	*TSC*	
			ED50318	**Leading and Managing Educational Innovation**	C	12	-	Non SRU	*TSC*	
			ED50319	**Leading and Managing Schools and Colleges**	C	12	-	Non SRU	*TSC*	
				Optional units: Select 12 credits from the following (subject to availability):						
			ED50303	**Assessment**	O	12	-	Non SRU	*TSC*	
			ED50307	**Curriculum Studies**	O	12	-	Non SRU	*TSC*	
			ED50311	**Education in an International Context**	*O*	12	-	Non SRU	TSC	
			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

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 2021-2022										
Part	**Stage**	**Normal period of study for this Mode**	**Unit code**	**Unit title**	**Unit status**	**Credits**	**DEU status**	**SRU status**	**Taught, or Dissertation / project credits**	**Notes**
4	1		ED50326	**Research Methods in Education**	C	12	DEU	Non SRU	*TSC*	
			ED50304	**Education and Society**	C	12	-	Non SRU	*TSC*	
			ED50318	**Leading and Managing Educational Innovation**	C	12	-	Non SRU	*TSC*	
			ED50319	**Leading and Managing Schools and Colleges**	C	12	-	Non SRU	*TSC*	
				Optional units: Select 12 credits from the following (subject to availability):						
			ED50303	**Assessment**	O	12	-	Non SRU	*TSC*	
			ED50307	**Curriculum Studies**	O	12	-	Non SRU	*TSC*	
			ED50311	**Education in an International Context**	*O*	12	-	Non SRU	TSC	
			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 2021-2022									
Part	**Stage**	**Normal period of study for this Mode**	**Unit code**	**Unit title**	**Unit status**	**Credits**	**DEU status**	**SRU status**	**Taught, or Dissertation / project credits**	**Notes**
4			ED50326	Research Methods in Education	C	12	DEU	Non SRU	TSC	
			ED50333	Understanding Learners and Learning	C	12	-	Non SRU	TSC	
			ED50330	Technologies for Learning	C	12	-	Non SRU	TSC	
			ED50307	Curriculum Studies	C	12	-	Non SRU	TSC	
				Optional units: Select 12 credits from the following (subject to availability):						
			ED50303	Assessment	O	12	-	Non SRU	*TSC*	
			ED50304	Education and Society	O	12	-	Non SRU	*TSC*	
			ED50311	Education in an International Context	*O*	12	-	Non SRU	TSC	
			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) <u>cannot</u> 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) <u>cannot</u> 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) <u>cannot</u> be condoned.

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

Maximum of 12 credits (20% of the award) can be condoned.

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) <u>cannot</u> be condoned.

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

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

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. 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 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	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).

University of Bath Department of Education
MA Unit Assignment and Dissertation Feedback Form
Draft/Final [please delete]
[to be used for all submissions from August 1st 2021]

Student's name

Unit/Dissertation title

TUTOR'S COMMENTS
Strengths in relation to the MA Assessment Elements

Areas for improvement in relation to the MA Assessment Elements

Other comments

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

Tutors Signature ………………………………………………………………………