Faculty of Humanities & Social Sciences

Department of Education

PGT Handbook

2023/24

MA in Teaching English to Speakers of Other Languages (MA TESOL)

This handbook is available online or in alternative formats. Please contact education-pgt-admin@bath.ac.uk if required.

Issue date: 25/09/2023

NFAAR-PGT-VERSION

Contents

Purpose and scope

Your handbook for academic year 2023/24 comprises the following three documents which should be read alongside each other:

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

These documents were made available to you as .pdf files at the beginning of the academic year. You are expected to familiarise yourself with the contents.

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

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

The content of this handbook is accurate at the time of publication (25/09/2023) but information contained within may sometimes be subject to change after this handbook has been issued. You will be informed of any changes and issued with a revised version, if there are any material changes to the information in this handbook.

Please note that links to further information are embedded in the title of each section or in applicable text.

The Department

Introduction to the Department

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

Our staff lead and collaborate in international research projects. Their research interests are organised into four clusters:

Language in and for Education (https://www.bath.ac.uk/corporate-information/language-and-educational-practices-research-cluster-themes/);

Internationalisation and Globalisation of Education (https://www.bath.ac.uk/research-groups/internationalisation-and-globalisation-of-education/);

Educational Leadership, Management and Governance (https://www.bath.ac.uk/research-groups/educational-leadership-management-and-governance/);

Learning Pedagogy and Diversity (https://www.bath.ac.uk/research-groups/learning-

pedagogy-and-diversity/).

The Department also hosts the Centre for Research in Education in Asia (CREA) https://www.bath.ac.uk/research-centres/centre-for-research-in-education-in-asia-crea/. This centre works with an interdisciplinary global network of researchers, universities and centres focusing on this geographical area. Throughout the academic year the clusters, centres and researchers offer lectures and research seminars to showcase their research activities. We hope you will join us for some of these sessions.

The Department of Education is based within the Faculty of Humanities & Social Sciences (HSS). The Faculty is one of three Faculties and one School in the University and comprises six academic Departments: Economics, Education, Health, Politics, Languages & International Politics, Psychology and Social & Policy Sciences. These departments also provide an interesting context for educational researchers and there are seminars and symposia from colleagues in related areas that are of interest to educational scholars. The University of Bath is ranked 4th in the subject area **Education** in the Guardian University Guide 2023.

I hope that you find your time with us stimulating, productive and rewarding.
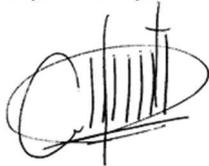
Andres Sandoval-Hernandez
Head of the Department of Education

Departmental information including course teams
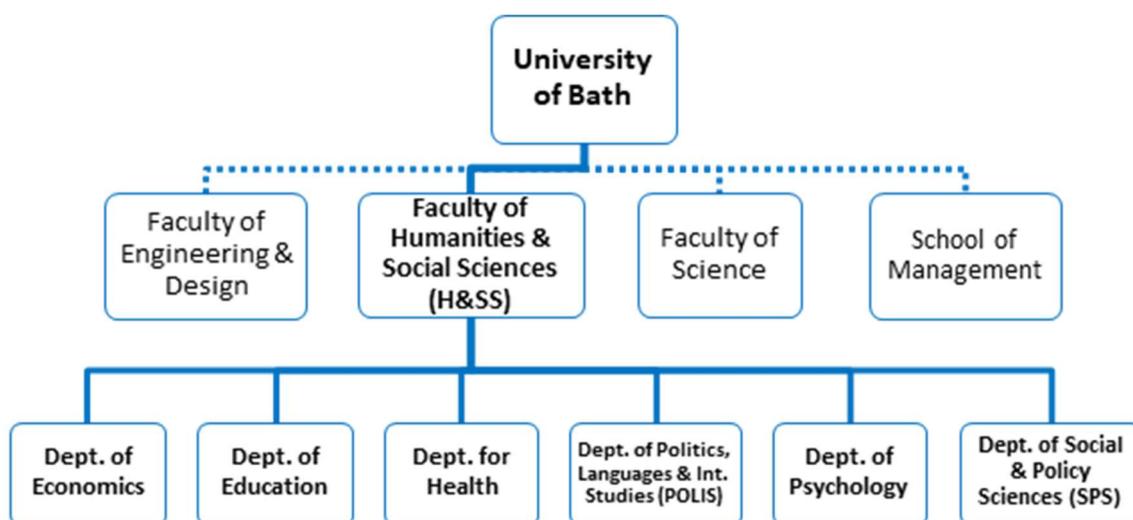
Faculty H&SS Taught Programmes administration

Undergraduate and Postgraduate Taught (Masters) programmes are delivered by academic staff in departments, with administrative support provided by our Taught Programmes Team. Our Taught Programmes Team consists of expert Managers, Officers, Administrators and Administrative Assistants, located in Hub Offices across our Faculty buildings – 3 East, 1 West North, 1 West and 10 West.

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

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

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

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

Unit tutors

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

This person also contributes to teaching on the unit.

Director of Studies for the MA TESOL programme

The Director of Studies, Dr Trevor Grimshaw (edstg@bath.ac.uk), has responsibility for academic matters relating to the MA TESOL programme. The Deputy Director of Studies, Dr Hugo Santiago Sanchez (hss30@bath.ac.uk) is responsible mostly for student issues. These include requests for extensions, assessment offences, implementation of reasonable adjustments for disabled students, etc.

Dissertation supervisors

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

TESOL dissertations will be provided throughout the summer months.

Personal tutoring

When you join the University, you are assigned a Personal Tutor who is a member of academic staff. They will act as a personalised point of contact within your department, supporting your academic and personal development.

Your Tutor should arrange to meet with you on three occasions during your first semester and offer at least one meeting per semester on an ongoing basis for the remainder of your studies. Your Personal Tutor can provide information and guidance about:

- your transition into the University community and your academic studies
- unit choices, placement opportunities and future career plans
- sources of support with any personal matters or situations involving your health and wellbeing
- providing you with a reference for work experience, internships, your placement, further studies, or career

All new students on the MA TESOL programme are assigned a personal tutor during Welcome Week. Please, feel free to contact your personal tutor at any other time. There is a Senior Personal Tutor (Dr Janina Iwaniec, ji283@bath.ac.uk) who coordinates the team of personal tutors.

Contact information

ADMINISTRATIVE CONTACTS

Taught Programmes Team hub office 10 West 1.02
Psychology and Education (UG and PGT Programmes)

How to contact us in person
The Taught Programmes Team hub office is open between 9am and 4pm from Monday to Friday for in-person enquiries.

We ask that students and staff do not enter the office unless you are invited in. Please use our hatch for student and staff enquiries.

We are currently operating 'hybrid working' in the team which means that we will work some of our time on campus in the office and some of it from home each week.

How to contact us remotely
You can contact us using our shared mailboxes with your enquiries. We are happy to take

your calls on Teams if you would like to talk to us, however we may not be able to answer immediately if, for example, we are in a meeting. You can use our shared mailboxes to email us and book in a time when we can call you back.

Do you have an urgent enquiry?

If your enquiry is urgent, we advise sending an email to the relevant shared mailbox which will be monitored between 9am and 5pm from Monday to Friday.

Programme	Administrators + Teams/Phone	Mailbox
MA TESOL	Heather Kubiak: 01225 38 3237	education-pgt-admin@bath.ac.uk

ACADEMIC CONTACTS

Member of staff	Responsibility	Room	Email
Dr Trevor Grimshaw	Director of Studies	1WN 3.26A	edstg@bath.ac.uk
Dr Hugo Santiago Sanchez	Deputy Director of Studies	1WN 3.25	hss30@bath.ac.uk

The MA TESOL teaching team

Dr Trevor Grimshaw	Director of Studies Unit convenor for LPCM Unit tutor	edstg@bath.ac.uk
Dr Hugo Santiago Sanchez	Deputy Director of Studies Unit convenor for the Dissertation Unit tutor	hss30@bath.ac.uk
Dr Janina Iwaniec	Unit convenor for SLA Unit tutor	ji283@bath.ac.uk
Dr Gail Forey	Unit convenor for LA Unit tutor	gf370@bath.ac.uk
Dr Samantha Curle	Unit convenor for RMSLE1 and the Enrichment Programme (semester 2)	smc20@bath.ac.uk

	Unit tutor	
Dr Reka Ratkaine Jablonkai	Unit convenor for TAEIL and the Enrichment Programme (semester 1) Unit tutor	rirj20@bath.ac.uk
Prof Xiao Lan Curdt-Christiansen	Unit convenor for RMSLE2 Unit tutor	xlcc20@bath.ac.uk
Grace Macmillan (Skills Centre)	Tutor for Critical Reading & Writing for the MA TESOL and Advanced English Communication	mlsgm@bath.ac.uk
Tie Jiayu	Tutor (semester 1)	jt2187@bath.ac.uk
Lizzy Emelue	Tutor (semester 2)	eue23@bath.ac.uk

Dr MariCarmen Gil Ortega	Director of Teaching (with overview of all programmes of study in the Department of Education)	mdcgo20@bath.ac.uk

The best way to contact staff is by email.

External Examiners

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

The External Examiners for your programme are:
Dr Erhan Aslan, Associate Professor of Applied Linguistics, University of Reading
Second External Examiner is to be confirmed.

The University's expectations of students

University regulations

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

Attendance expectations

You are expected to be in attendance and participate in all scheduled learning and teaching activities required by your course. If you are ill or are likely to be ill for more than three days, please contact the **relevant unit tutor** and **Dr Hugo Santiago Sanchez** (hss30@bath.ac.uk).

Learning and Teaching

Timetables

Using [MyTimetable](#), you can access your personal timetable and download it into an electronic calendar. MyTimetable updates regularly, so should there be a change to your timetable, it will be reflected.

Any ad hoc changes to your teaching schedule will be conveyed to you via the Announcement forums on Moodle and /or relayed by email using course and unit mailing lists.

Learning resources, Moodle, and recorded lectures

All materials given in the sessions will be available online (reading materials, handouts, recordings of sessions) through Moodle. In special cases lectures and seminars will also be given online in MS Teams or Zoom.

Option choices

If your course has option choices, then information about [how and when to choose your optional units](#) can be found online. If applicable, you will receive an email notification at the relevant point in the year when online unit selection is available. If you want to discuss your option choices, please contact your Director of Studies.

Research ethics

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

Ethics approval is sought though the Ethics@Bath online review system. Detailed information about this can be found [here](#). Your Department Research Ethics Officer (DREO) is Dr Hugo Santiago Sanchez (hss30@bath.ac.uk).

Student Representation

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

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

Assessment

Assessment Regulations

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

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

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

The full NFAAR-PGT, and definitions of terms used in it, are available online.

Your programme and how you are assessed

Within the MA TESOL, all units are *compulsory* (i.e. they must be taken by every student registered on the programme). The MA TESOL programme structure can be found here.

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

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

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

- Your programme has Designated Essential Units (DEUs) which you must pass to gain the award you seek; even marginal failure in these units cannot be condoned. The DEUs in the MA TESOL are RMSLE1, RMSLE2, and the Dissertation for the MA TESOL.
- Your programme is a single-stage programme, so your eligibility for the award you seek will only be judged at the end of the programme. You must also never break one of the persistent generic rules.
- Since your programme has just one stage comprising both the units that constitute the Taught Stage(s) Credits and the Dissertation/Project type unit(s), there is no Programme Progression Requirement to get from the taught phase to the Dissertation/Project phase. The status of the different units is indicated in the table showing the structure of your programme.
- Should you fail to qualify for the award of the degree of Master, you may be considered for the award of a related Postgraduate Diploma or Postgraduate Certificate (subject to your having met the requirements for one of those awards).

The normal pass mark for a unit is 40%. In some units, you might need to achieve a threshold mark in one or more component assessments in order to pass the unit overall.

Particular rules apply to failure of units of the 'Taught type', or in the 'taught' stages. They are as follows:

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

The Dissertation for the MA TESOL 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, and any resubmission that is permitted for marginal failure must be made within a specified period. Ultimately, you must pass the Dissertation unit for satisfactory completion of the requirements for Dissertation elements.

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

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

CALCULATING YOUR DEGREE OUTCOME

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

If you fail units beyond certain credit values, or you fail some too badly, you might break one of the persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits, and this will result in failure of the programme –

without any opportunity for supplementary assessment. (Further information on supplementary assessment is provided below.)

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

Supplementary assessment

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

Academic year dates, including the supplementary assessment period, can be found online.

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

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

If you pass all your supplementary assessments, you will be able to progress onto the next stage of your programme and/or, as appropriate, be considered for an award. If you do not pass them all, the outcome will depend on your overall performance including consideration of the rules about passing particular types of units and the persistent generic rules (as set out above).

Exit awards

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

Switching courses

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

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

Individual Mitigating Circumstances (IMCs)

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

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

Coursework

Assignment briefs, word counts and deadlines

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

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

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

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

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

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

Coursework extensions

If you find you are facing circumstances that are preventing you from submitting on time you can request an extension to your deadline before the work is due. Short extensions are often granted but occasionally there may be a better measure to support you depending on your individual circumstances and the type of assessment. You will need to give a brief explanation of how your circumstances are impacting on your ability to complete on time. Extension requests require evidence to confirm what has happened and when.

Please be aware that an extension request needs to be submitted before the original deadline. You can request an extension in SAMIS under "Student Tasks", more information is available on your programme Moodle page.

Late submission of coursework

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

Marking and feedback

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

MA TESOL Feedback Policy

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

What students can expect

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

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

The nature of the feedback provided

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

Feedback on final assignments will be provided in word-processed format on the MA TESOL Assignment Feedback Form. The programme uses a standardised assessment feedback form incorporating common elements of feedback on strengths and feedback on areas which could be improved. Feedback on oral presentations will be both written and audio-recorded. All feedback on final assignments will be uploaded to Moodle. The feedback will:

- be both summative and formative.

- recognise the focus of the assignment and the issues that it seeks to address.
- refer to the Assessment Criteria.

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

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

The Assessment Criteria and Level Descriptors for the Assessment of MA TESOL Units can be found in Appendix 1 below.

Your course

Programme and Unit Catalogue

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

Course Specification

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

APPENDIX 1: ASSESSMENT CRITERIA AND LEVEL DESCRIPTORS FOR THE ASSESSMENT OF UNITS IN THE MA PROGRAMMES IN THE DEPARTMENT OF EDUCATION

ASSESSMENT CRITERIA

Overall:
Scholarship: The extent of knowledge and depth of analysis.
Perspective: The breadth of view, critical perception and insight.
Coherence: The synthesis and control of material and the persuasiveness of arguments.

Content: The relevance of the topic to the content of the unit and the participant's experience.

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

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

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

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

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

MA LEVEL DESCRIPTORS

The level descriptors given below are illustrative rather than absolute requirements. They reflect the assessment criteria.

	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.	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.	Ideas are communicated clearly. Appropriate syntax is generally consistently used with very few typographical errors. There are only a small number of typographical errors. The writing is fluent and succinct and generally has an appropriately scholarly style. The length of the	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

	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.	Referencing is accurate in citation and attribution. There is consistent application of academic conventions.	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.	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	The assignment develops a well-reasoned line of argument and a perspective clearly develops through significant reflective consideration. Evidence is thoughtfully marshalled and weighed, a wide range of other options is explored, and judgements are soundly based on critical appraisal. Where appropriate, findings and arguments are applied reflectively and with considerable insight and explicit evidence is presented that shows improvement of educational practices.	The assignment develops a well-reasoned line of argument and a perspective clearly develops through substantial reflective consideration. Evidence is thoughtfully marshalled and weighed, a range of other options is explored, and judgements are based on critical appraisal. Where appropriate, findings and arguments are applied reflectively and with some insight and there is evidence showing improvement of educational practices.	The assignment develops a well-reasoned line of argument and a perspective develops through sufficient reflective consideration. Evidence is thoughtfully marshalled and weighed, some other options are explored, and judgements are based on critical appraisal. Where appropriate, findings and arguments are applied reflectively and there is evidence showing improvement of educational practices.	The assignment develops an adequately reasoned line of argument and a perspective develops through some reflective consideration. Evidence is marshalled and weighed with some thought, and some other options are explored, and judgements are generally based on critical appraisal. Where appropriate, findings and arguments are applied reflectively to the improvement of educational practices.
Use of sources Scope and number Types of sources	The assignment clearly demonstrates considerable familiarity with and uses a wide range of literature germane to the topic.	The assignment demonstrates familiarity with and uses a wide range of literature germane to the topic.	The assignment demonstrates familiarity with and uses a range of literature germane to the topic.	The assignment demonstrates sufficient familiarity with and uses of a range of literature germane to the topic.
Methodology, methods and ethics Methodology Design Critique	For dissertations and assignments based on empirical study, it is clear what kind of study was undertaken. The methodology is fully justified. There is a thorough explanation and justification of the chosen methods. There is a full consideration of the strengths and weaknesses of the methodology, design and underpinning theories. Ethical issues have been considered.	For dissertations and assignments based on empirical study, it is clear what kind of study was undertaken. The methodology is well justified. There is a sound explanation and justification of the chosen methods. There is a wide-ranging consideration of the strengths and weaknesses of the methodology, design and underpinning theories. Ethical issues have been considered.	For dissertations and assignments based on empirical study, it is clear what kind of study was undertaken. The methodology is adequately justified. The chosen methods are adequately explained and justified. There is a sound consideration of the strengths and weaknesses of the methodology, design and underpinning theories. Ethical issues have been considered.	For dissertations and assignments based on empirical study, it is more or less clear what kind of study was undertaken. The methodology is adequately justified. The chosen methods are explained and justified. The strengths and weaknesses of the methodology, design and underpinning theories are adequately considered. Ethical issues have been considered.

	35-39% (Condonable Fail) [35 38]	30-34 % (Fail) [32]	0-29% (Fail) [0 15 25]
Overall Scholarship Perspective Coherence	The assignment is not securely at the standard required for a pass at Masters level. The assignment may display some knowledge and some analysis. However, it shows limited breadth of view and insight. There may be some effort to control material and to present an argument. Arguments may be partially convincing.	The assignment has significant weaknesses. The assignment displays limited knowledge and lacks analysis. It shows little breadth of view and does not display insight. Material is poorly used and the arguments lack persuasion. The assignment is largely descriptive.	The assignment has significant weaknesses and would need major work or rewriting to reach a passing standard. The assignment is under length and/or draft or non-scholarly in style. The assignment displays limited knowledge and lacks analysis. It shows little breadth of view and does not display insight. Material is poorly used and there is little argument; any argument lacks persuasion. The assignment is largely descriptive.
Content	The topic identified may to some extent be relevant to the content of the unit and to the student's experience. A conceptual framework may be presented, but this may not be adequately grounded. The discussion may not be adequately developed.	The topic identified may not be directly relevant to the content of the unit and to the student's experience. An appropriate conceptual framework may not be established and discussion is therefore lacking in focus.	It may not be clear how the content is related to the unit and/or the student's experience. A conceptual framework is absent or inappropriate. The discussion is weak and lacking in focus.
Structure	The assignment may not be very well structured. Arguments may be underdeveloped and may not be clearly linked to the conclusion.	The assignment may be poorly structured so that arguments fail to develop logically and there is no reasoned conclusion.	The assignment has no evident or clear structure; there may be no conclusion.
Presentation Clarity Style Appearance Length Referencing	Ideas may be communicated, although not always clearly. Syntax may not be used adequately. There may be some typographical errors. The writing may be of limited fluency and the style may be inappropriate in some places. The assignment may not be of be an acceptable length. The visual impression may be poor and the layout may be not fully clear. Referencing may be inaccurate and/or inadequate in some places.	Ideas may not be communicated clearly. The syntax may be weak and there may be a significant number of typographical errors. The writing may not flow and the style and use of language may be inappropriate. The length of the assignment may not be acceptable. The visual impression may be inadequate and the layout unclear. Referencing may be inaccurate in citation and attribution and there may be inconsistent application of academic conventions.	There are significant weaknesses in presentation to do with one or more of: Clarity (ideas not communicated clearly; writing errors evident) Style (not fluent or scholarly; inappropriate use of language) Appearance (poor visual impression and layout) Length (under length) Referencing (significant errors evident)
Analysis Argument Interpretation Evaluation Application	There is some attempt to develop a line of argument and a perspective, but this may be limited and lacking in reflective consideration. There is some limited attempt to marshal and weigh evidence, but insufficient consideration is given to other options. Judgements are based on limited critical appraisal.	The assignment may not develop a reasoned line of argument. A perspective may fail to develop because there is little or no reflective consideration. Evidence may be neither marshalled nor weighed and other options may not be explored. Judgements may not be adequately based on critical appraisal. Even	There is limited analysis or coherent argument. The assignment is largely descriptive with little or inappropriate reflective consideration and limited use of evidence. Any judgements are not justified or inappropriately justified. There are few, limited or inappropriate links to educational practice.

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