DEPARTMENT OF EDUCATION

GENERAL INFORMATION	
Awarding Institution//Body	University of Bath
*Teaching Institution**	University of Bath
Validated/Franchised (if appropriate)	
*Programme accredited by (including date of accreditation)**	
Programme approved by (including date & minute number of Senate)	Senate 1994
Final award	MA Education MA Education (Educational Leadership and Management) MA Education (International Education) MA Education (Learning and Teaching) PG Cert in Educational Studies PG Dip in Education
*Programme title**	MA Education
UCAS code (if applicable)	N/A
*Subject Benchmark Statement**	N/A
*Intended level of completed programme (in line with FHEQ)**	7 = Masters
*Duration of programme & mode of study**	maximum five years part-time from date of first enrolment. All students are registered for the MA award but the following alternative awards are available for students who wish to exit before completing the MA Education : **PGDip**.: up to five years part-time. **PGCert**: up to five years part-time.
*Date of Specification preparation/revision**	September 2015
Applicable to cohorts (eg. for students commencing in September 2011 or 2011/12-2012/13/2013/14, 2014/15. 2015/16	2015/6

*Synopsis and academic coherence of programme

The part-time courses provide coherent programmes of study, which are securely at Masters level and which are designed to meet the students' development needs. They provide opportunities for students to choose their own programme of study within the field of education. Students can choose to focus their studies by pursuing specialist pathways within the part-time courses where they are required to undertake particular units and their dissertation in a particular aspect of education (see below). These specialist pathways lead to named MA Education degrees.

All aspects of the MA Education programme are firmly grounded in high quality research and scholarship in the field of education for which the Department has a well-deserved national and international reputation. The teaching on the programme draws upon the research expertise in the Department, and aims to be of the highest quality.

*Educational aims of the programme

The MA Education programme is designed for teachers, lecturers, trainers, educational leaders, managers and administrators and those aspiring to a career in education.

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.

*Intended learning outcomes (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

Students gaining credit on the taught units MA Education programme will have demonstrated their ability to:

- identify and engage critically with appropriate and representative literature in the field of education
- understand current educational theories and apply them to their own professional practice
- demonstrate clarity of thought and quality of argument in educational issues.

The above intended learning outcomes are thus those for the Post Graduate Certificate in Educational Studies and the Postgraduate Diploma in Education.

In addition to the above outcomes, students successfully completing the dissertation for the award of MA Education will have demonstrated their ability to:

- design and systematically undertake an educational research study
- select and justify the focus, scope and methodology of an educational research study
- review, employ and engage critically with an appropriate literature through the design, conduct and evaluation of an educational research study.

Named MA Education degrees share these generic outcomes but provide a focus on a particular area of the field of Education.
Teaching methods include lectures, student-led seminars, workshops, tutorials, electronic communications, and distance learning materials.
The assessment method is the completion of an assignment of 5000 words for a 12 credit unit, and 3000 words for a 6 credit unit. [There is also a 3 credit unit available to those students

who started their studies on an earlier version of the MA Education and who need to make up a small number of credits. 3 credit units require an assignment of 1,750 words.]	
➢ Knowledge & 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 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
15. Evaluate their own academic and professional performance.
16. Manage change effectively and respond to changing demands.
17. Manage time, prioritise workloads and recognise and manage personal emotions and stress.
18. Develop new or higher level skill, for example in information technology.

Named degrees share these generic outcomes, but provide a focus on a particular area of the field of education.

Structure and content of the programme (including potential stopping off points) *(Append the relevant **programme description (PD) form(s)** and cross reference below)*

The full programme comprises two stages: Stage 1 comprises the taught units and Stage 2 the Dissertation stage – see Annex 1 for the detailed Programme Description. Details of unit contents can be found from the Unit Catalogue from http://www.bath.ac.uk/catalogues/other.html - please note that these are updated in July of each year to list units for the following academic year.

PG Certificate and PG Diploma qualifications exist as components of the full masters programme. Students may gain a Postgraduate Certificate in Educational Studies (PGCES) for which 30 credits from the taught part of the programme are required. Students may also gain a

Postgraduate Diploma in Education (PGDE) for which 60 credits from the taught part of the programme are required including the required unit, 'Research Methods in Education'.

Students can complete the programme through attendance at the University (Summer School) or attendance at designated study centres, or on line using distance learning materials. Students have up to five years to complete their studies.

For the 90 credits required for the MA Education, students acquire 60 credits through taught units and 30 credits by satisfactorily completing a dissertation. Typically, students complete five 12 credit taught units. One of the taught units must be the Research Methods in Education which is worth 12 credits and students will also need to complete one of either Understanding Learners and Learning or Education and Society

Students register as part–time students and enrol for one or two units at a time. When they have acquired 30 credits they may apply for exit award of the PGCES. When they have acquired 60 credits, including Research Methods in Education, they may apply for exit award of the PGDE or enrol on the dissertation.

There are six awards within the MA Education Programme. There is the MA Education (and the two related exit awards) and three MA Education pathways each of which leads to a named MA Education award. The awards within the MA Education programme are as follows.

1. Postgraduate Certificate in Educational Studies
2. Postgraduate Diploma in Education
3. MA Education
4. MA Education (Educational Leadership and Management)
5. MA Education (International Education)
6. MA Education (Learning and Teaching)

The taught component of the named pathways comprises the following named units

- Research Methods in Education
- Either Understanding Learners and Learning or Education in Society
- One or two further specified core units
- The remaining from one or two other 12 credit units and/ or six credit units.

The units associated with the named pathways are shown in the Programme Descriptions in Annex 1.

All students are asked to indicate a provisional choice of pathway at the time of application.

Details of work placements / work-based learning / industrial training / study abroad requirements

Students may opt to complete up to one 12 or two 6 credit units in the form of Educational Enquiries. An Educational Enquiry is normally a workplace-based enquiry into students' own professional practice. It is intended to improve their professional knowledge, understanding and skills, and their effectiveness in teaching, leadership and/or management. The focus of study of each Educational Enquiry must be different, and is negotiated between the student and a

designated tutor. It is acceptable for students to undertake a linked sequence of two Educational Enquiries within a particular theme or ongoing programme of school development.

Details of support available to students (e.g. induction programmes, programme information, resources)

All students are mature learners. They come from a very wide range of personal and professional contexts, having reached different points in their professional careers in different institutions and systems, and having different personal circumstances. This calls for a flexible, adaptive and, frequently, personal approach to pastoral and welfare support by staff. Students have different primary points of contact at different times during their studies. Each Unit Tutor becomes the student's initial contact point during the time they are studying that unit. Once a student embarks upon the dissertation, the dissertation supervisor becomes that student's tutor for the remainder of the programme. There is, therefore, no division between primary academic and pastoral support for the student. However, once again, this does not affect the student's right to approach the Director of Studies, or other tutors, or the University's providers of central services, with enquiries.

Students, whether studying a unit through the taught mode or using Distance Learning materials, are encouraged to use the Unit Tutor as their first point of contact for academic guidance and support, since this is someone who will be familiar with their professional and academic context. The Unit Tutor is responsible for monitoring and supporting the academic progress and general welfare of their students.

Staff in this role will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: http://www.bath.ac.uk/students/support/.

Whilst on campus there are also Medical and Dental Centres, and a Chaplaincy that are very experienced in meeting the needs of a student population.

At the start of their programmes all students have access to induction via Moodle and access to this is ongoing as induction is seen as a continual process throughout the period of study. This is designed with part-time distance learning students in mind who cannot attend face to face induction but is equally helpful for any students. For new students attending summer school there is an initial induction session. For new students attending study centres the unit tutor will be available to provide induction support.

All students have clearly defined paths of access to Unit tutors and the Director of Studies. These are outlined in the handbooks, and are reinforced through other means, such as personal or e-mail contact. All students are given tutors' full University contact details, including e-mail addresses.

Admissions criteria (including arrangements for APL/APEL)

Academic requirements
- a good undergraduate degree (first or 2:1 Honours degree, or equivalent) in an appropriate subject, from a recognised university, or
- a degree that is not a first or 2:1 Honours degree or equivalent, plus at least two years of relevant experience in a relevant field or sector, or
- a teaching qualification (gained after at least the equivalent of two satisfactory years of higher education) plus at least two years of experience in a relevant field or sector, or
- an advanced diploma in education and at least two years of relevant experience.

English Language requirements

Certificates **must be dated to within two years** of the start of the programme of study.

- IELTS 6.5 (with no less than 6.0 in each of the four components)
- PTE Academic of 62 with no less than 59 in any component
- Cambridge Proficiency English (CPE) grade B
- Cambridge Advanced English (CAE) grade A

References

One academic or professional reference is required.

Accreditation of Prior Learning (APL)

Students who have studied, but not completed or received an award, for postgraduate Masters level units in education from another institution, may be eligible to transfer credit for this prior learning.

- Depending on the programme of study, students may transfer up to 40% of the total credits required for the MA/Postgraduate Certificate/Postgraduate Diploma in Education.
- Credit must have been obtained recently (less than 8 years ago at the time of the award of the qualification to which it contributes).
- Claims for APL will be considered on a case-by-case basis.
- Core units and other study requirements including pathway options must be considered alongside any APL decisions and will take precedence over APL exemptions.

Summary of assessment and progression regulations

The MA Education assessment and progression regulations are covered by the university's "New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes (NFAAR-PGT)" which can be found at http://www.bath.ac.uk/registry/nfa/index.htm. Specific regulations for the masters are summarised in Appendix 11 at http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf.

Details of 'Stage Required Units' and 'Designated Essential Units' can be found in the Programme Description in Annex 1.

Schedule for Board of Examiners and Timings of Re-assessment

Once assessed work has been marked/moderated and viewed by external examiners, all marks are considered by a Board of Examiners for Units (BEU) – these typically meet June, and November. Once the marks have been officially agreed by a BEU, they are then collated and subsequently considered by a Board of Examiners for Programmes (BEP).

Decisions on condoning and/or supplementary assessment requirements will be made at each June BEP *during* the taught stage (as well as at the *end* of the stage) to avoid the student having to wait until they have completed all their taught units. Any decisions regarding condoning and/or supplementary assessment requirements will be based on the Persistent Generic PGT Rules *for the whole taught stage* (http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf). It should be noted however that, very occasionally, those decisions made *during* the stage may have to be reconsidered at a subsequent BEP, depending on the students' performance during the remainder of the stage, taking into account the timeframe in which supplementary assessment has to be completed. Given the extended durations for dissertations, final award decisions may be delayed beyond the normal November BEP to the following June BEP. It should also be noted that decisions on condoning and/ or supplementary assessment may need to be made at the November BEP so that students do not continue with their studies unnecessarily (i.e. if they are likely to be withdrawn at the next June BEP).

The NFAAR-PGT is generic in discussing the timing of the opportunities for the retrieval of failed units, other than they must be retrieved within 2 years of the original failure.

Indicators of quality and standards

For more general information on each part of the framework, click on the links.

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

1. A Quality Assurance Code of Practice, and associated regulations and policies :
    http://www.bath.ac.uk/learningandteaching/cop/index.php

2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:
    Governance:
    http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA03PSGuidQSGov.doc
    Review and Monitoring:
    http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA03PSGuidQSRevMon.doc

3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:
    http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA03PSGuidQSASD.doc

Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/QA03PSGuidQSStuVoice.doc

A more detailed overview of the University's Quality Management framework is set out in this summary document:
http://www.bath.ac.uk/learningandteaching/cop/qastatements/QAX/1%20The%20University's%20approach%20to%20quality%20management.doc

The University's management of its academic standards and quality is subject to external institutional review by the Quality Assurance Agency on a six year cycle. In its 2013 Institutional Review, the QAA confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, the enhancement of learning opportunities. The University was commended on its provision of information.

Professional bodies (such as The International Baccalaureate Organisation) require particular standards and content in our programmes so that students exit able to claim professional registration or recognition, enabling them to progress successfully in their subsequent careers. Current professional accreditations are reviewed periodically by the bodies concerned. They are shown against each relevant programme in the prospectus. The full list can be seen here: QA8 RegisterofAccreditationsCurrent.pdf .
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Sources of other information

- The programme website at http://www.bath.ac.uk/study/pg/programmes/ma-in-educ/

…………………………………………... Dean/Head LPO   ……………………. Date

The programme specification, and revised versions must be signed by the Dean of Faculty/School/Head of Learning Partnerships

Annex 1: Programme Description for MA Education (general)

Programme code	THED-APM32
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 2015-2016

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 24 and 36 credits from the following (subject to availability): note that a maximum of 2 x 6 credit Educational Enquiries or one x 12 credit Education Enquiry is allowed						
			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 in Education (International Education)

Programme code	THED-APM42
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 2015-2016								
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** Note that a maximum of 2 x 6 credit Educational Enquiries or one x 12 credit Education Enquiry is allowed						
			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	
	2	**(FT: summer)**	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	THED-APM41
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 2015-2016									
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	THED-APM43
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 2015-2016										
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	
			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)**	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	2		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**