



UNIVERSITY  
OF LONDON

INTERNATIONAL  
PROGRAMMES

# Programme Regulations 2016–17

## Education

### MA

### Individual modules

**Important document – please read**

This document contains important information that governs your registration, assessment and programme of study



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## Important information regarding the Programme Regulations

### About this document

Last revised 09 August 2016

As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study.

The Programme Regulations are designed and developed by the College of the University of London responsible for the programme and they normally take account of the associated arrangements within the College. Programme Regulations, together with the [Programme Handbook](#), will provide the detailed rules and guidance for your programme of study. Further information about how to use the Programme Regulations and Programme Handbook can be found in the [Student Guide](#).

In addition to Programme Regulations you will have to abide by the [General Regulations](#). These regulations apply to all students registered for a programme of study with the International Academy and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary.

Programme Regulations should be read in conjunction with the General Regulations.

A [Glossary](#) provides an explanation of the terms used in this document.

If you have a query about any of the programme information provided please contact us. You should use the *ask a question* tab in the student portal <https://my.londoninternational.ac.uk>.

### To note:

Throughout the Regulations, 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean the student, or where applicable, all students.

### Changes to MA in Education Regulations 2016–17

The assessment of the core module *What is Education?* has been changed from 100% written examination to 100% coursework;

The core module *Introduction to Social Research* (assessed by 100% written examination) has been replaced with the core module *Understanding Research* (assessed by 100% coursework);

The assessment of the Dissertation module has been changed from 50% written examination and 50% coursework to 100% coursework.

### 9 August 2016

Module Descriptor document removed from Programme regulations and link provided to website which provides up-to-date module outlines.

# 1 Structure of the programme

## 1.1

The MA degree consists of four modules and a dissertation as follows:

**two** compulsory core modules:

- What is Education?
- Understanding Research

plus

**two** further modules chosen from three option blocks below, with not more than one module coming from each option block:

- Curriculum Specialisms and Phases
- Assessing and Designing Learning
- Education and Society

See option modules in [Module Descriptor document](#).

plus

- a dissertation

For how to progress through the degree, see [section 6](#).

## 1.2

There are limits to the number of students who can be registered for each module each year; we cannot guarantee that your preferred choice of modules will always be available. Therefore, on registration, and each year, you may be asked to indicate alternative choices.

## 1.3

The MA in Education is a broad and balanced degree. To make sure that you select option modules that reflect this aim, all the option modules are categorised under three option blocks. You are required to select two modules, with not more than one module coming from each option block. Your selection of the option modules is subject to the Programme Director's approval.

Please see the [Module Descriptor document](#) for a detailed summary of option module choices.

## 1.4

If your selection of module is not available you may select an alternative module, subject to the Programme Director's approval.

## 1.5

Once registered for a particular module, you may be permitted to change to another module *provided* you apply to do so by **15 September** (if registered prior to 31 August) **or 15 December** (if registered between 1 September and 30 November) in the year of registration for the module concerned. Applications must be made to the Registration and Learning Resources Office via the *ask a question* tab in the [Student Portal](#) by these dates. If you are permitted to change your choice of module, you may be required to pay an additional fee. If you have not applied by these dates, you will not normally be permitted to change your choice of module.

## Attendance requirements

### 1.6

In order to satisfy the requirements of the programme and to be able to undertake the coursework, participation in the Virtual Learning Environment is **essential**. During participation in the Virtual Learning Environment and during all other on-line contributions, you must observe the code of conduct for on-line behaviour given in the [Student Guide](#). If you attend face-to-face or mixed mode modules, you are required to attend all sessions.

### 1.7

You are required to complete the Virtual Learning Environment (VLE) Induction session before beginning your studies.

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## 2 Registration

### Effective date of registration

See [Glossary](#) for the definition of Effective date of registration.

### 2.1

For the MA in Education, your effective date of registration will be 1 July.

### Period of registration

See the [Programme Specification](#) for the minimum and maximum periods of registration applicable to this programme.

### 2.2

If you are registered for individual modules and have been permitted to proceed from an individual module to the degree, we will give you a new period of registration as an International Programmes student, effective from the date of registration for the degree. The maximum period of registration permitted will be the same as for all other students registered for the same programme.

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## 3 Accreditation of prior learning and credit transfer

To be read in conjunction with the [General Regulations](#), Section 3.

### Accreditation of prior learning

See [www.londoninternational.ac.uk/applications-admissions/accreditation-prior-learning](http://www.londoninternational.ac.uk/applications-admissions/accreditation-prior-learning) for procedures and deadlines for applying for accreditation of prior learning.

### 3.1

Applications for accreditation of prior learning will not be accepted for core modules or the dissertation.

### 3.2

If you have obtained a postgraduate level award in a related subject, you may apply for accreditation of prior learning for up to **two** specified option modules. This application will be subject to a non-refundable fee. All applications will be considered on an individual basis at our discretion.

## 4 Assessment for the programme

### Assessment methods

See [Glossary](#) for the definition of 'examination' and 'written examination'

#### 4.1

From 2016-17, each module will be formally assessed by one piece of coursework.

#### 4.2

In order to pass a particular module, you will be required to pass the assessment for the module concerned and participate in the Virtual Learning Environment (VLE), where applicable.

#### 4.3

You will normally be required to undertake the assessment for a module or the dissertation and participate in the VLE in the same academic year in which you register for the module concerned.

#### 4.4

Coursework and dissertations must be submitted by the deadlines given in the VLE, if applicable. In exceptional circumstances, you may be granted permission to extend the deadline for assessment. To make such a request, you must contact the Programme Administrator and follow the [UCL Institute of Education Policy and Procedures for Requests of Additional Time for Submission of Assessment](#).

#### 4.5

If you are registered for a particular module, or the dissertation, and wish to withdraw your entry to the assessment of that module and/or defer your studies to a future year, you must contact the Programme Administrator and follow the [UCL Institute of Education Policy and Procedures for Requests of Additional Time for Submission of Assessment](#). You must also notify the International Programmes via the 'ask a question' tab in the [Student Portal](#) in the year of registration for the module concerned.

#### 4.6

If you do not have permission to defer your studies to a future year or extend the deadline and you do not submit assessment at the proper time, you will normally be recorded as absent from it and this will count as an attempt.

### Dissertation

#### 4.7

The dissertation module is assessed by a written dissertation of 20,000 words (plus or minus 10%) excluding references and appendices.

#### 4.8

For the dissertation, you are required to send, for approval by the Programme Director, a research proposal, of no more than 500 words, and an Ethics Review form by the deadlines given in the VLE. The proposal and Ethics Review form will not form part of the final assessment, but are an essential study requirement. If you do not send a proposal or Ethics Review Form, you will not be permitted to submit the final dissertation.

#### 4.9

You are strongly advised to send a draft of your dissertation to your supervisor before submission of the final version. The draft dissertation will not form part of the final assessment.

#### 4.10

You must submit two hard copies of your dissertation and an electronic version. The completed final dissertation must be sent in duplicate as a bound hard copy by post or courier to the Student Assessment Office, with a postmark of not later than **1 October** in the year of entry. All students are entirely responsible for ensuring that their work is sent on or before the deadline. This is a 'sent by' deadline, meaning that the package must bear clear evidence (for example, a postmark or courier documentation) that it was sent no later than this date. A dissertation received with a later postmark will only be considered if permission has been given to extend the deadline. To make such a request, you must contact the Programme Administrator and follow the [UCL Institute of Education Policy and Procedures for Requests of Additional Time for Submission of Assessment](#).

Full details of the deadlines for submission of coursework and dissertation will be posted in the programme VLE. Also see Dissertation Handbook in VLE.

## 5 Number of attempts permitted at an examination

### 5.1

The maximum number of attempts permitted at any examination is two.

### 5.2

If you fail a module at the first attempt, you will be required to make a second attempt. You may not withdraw from that module and take an alternative module in its place.

### 5.3

If you fail a module at the second attempt, your registration will cease and you will not be permitted to re-register for further study on this programme.

### 5.4

You may not make a further attempt at any element of assessment which you have already passed or for which you have been awarded specific accreditation of prior learning or credit.

### 5.5

If you fail a module assessment at the first attempt and make a second attempt, you may choose to participate in the VLE for a second time for which a fee will normally be payable.

### 5.6

If you make a second attempt at the coursework for a module, you may be required to submit coursework in answer to a new question or coursework topic.

### 5.7

If you submit a dissertation which is otherwise adequate but requires minor amendment, the examiners may require you to make any amendments necessary and to re-submit the dissertation within a period of four weeks unless otherwise specified by the examiners. If you fail the dissertation completely, you will be required to offer a re-written dissertation at a subsequent examination, or make a new application for approval of a topic and offer a satisfactory new dissertation, as specified by the examiners, at a subsequent examination.

## 5.8

If you fail the dissertation and make a second attempt at the dissertation, either by offering a re-written dissertation or making a new application for a new dissertation at a subsequent examination, you may be required to participate in the VLE for a second time for which a fee will normally be payable.

## 5.9

If you failed the written examination for a module prior to 2016-17, you will be required to resit the written examination rather than attempt the coursework assessment introduced from 2016-17 onwards.

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## 6 Progression within the programme

See [section 4](#) for method of assessment.

### 6.1

If you have registered for a particular module/dissertation and participated in the VLE for the module/dissertation concerned, but do not attempt the assessment for that module/dissertation, you will be required to undertake the assessment in the following year. This may require you to participate in the VLE for a second time for which a fee will normally be payable.

### A student registered for the MA

#### 6.2

In any one academic year in which you decide to study and be assessed, you may attempt a minimum of one module and a maximum of four modules and the dissertation.

#### 6.3

You are required to have commenced study of the core module “What is Education?” in order to take any further modules.

#### 6.4

In addition, you will usually be required to take the two core and two option modules before proceeding to the dissertation.

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## 7 Schemes of award

### 7.1

In order to be considered for the award of the MA degree in Education, you must have attempted and passed the assessment for two core modules, two option modules and a dissertation.

See [Appendix C](#) for information on how to achieve a particular mark.

## 7.2

Grades are awarded as follows:

A (80 – 100 per cent)	Pass
B (65 – 79 per cent)	Pass
C (50 – 64 per cent)	Pass
D (0 – 49 per cent)	Fail

See [Appendix C](#) for further information on how to achieve a particular mark.

## 7.3

To be awarded the MA in Education, a student must have attempted and passed in two core modules, two option modules and a dissertation. A grade of 'C' or above is a pass. At the discretion of the Board of Examiners, a mark of distinction may be awarded to you. To obtain a mark of distinction, you will be required to achieve an A grade in the dissertation and will normally be required to achieve an A grade in the majority of modules. In any case, if you receive a grade lower than B, you will not be eligible for the award of distinction. Examiners have discretion to take into account your overall performance.

### Exit awards

## 7.4

The Postgraduate Certificate in Education and Postgraduate Diploma in Education are offered to students as exit awards only. In order to be awarded the Postgraduate Certificate in Education, a student must have attempted and passed in the two core modules. In order to be awarded the Postgraduate Diploma, a student must have attempted and passed in the two core modules and two option modules. A grade of 'C' or above is a pass. No accreditation of prior learning will count towards an exit award. The award will be with effect from the year in which you satisfied the requirements for that award.

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## 8 Individual modules for study on a stand-alone basis

### 8.1

The modules available to study on a stand-alone basis are drawn from the same set of modules available in the structure of the related MA, with the exception of the dissertation.

### 8.2

You may apply to register for one or more individual modules on a stand-alone basis, instead of registering for the MA degree.

### 8.3

If you successfully complete the assessment for one or more of the individual modules, available on a stand-alone basis, you may be considered for progression to:

- MA degree in Education
- or to an unrelated certificate, diploma or degree.

Credit for that individual module(s) may also be considered provided that application is made within three years of the completion of the relevant module or modules. Neither progression, nor credit is automatic.

On the basis of successful completion of stand-alone modules, you will only be considered for progression to the MA in Education once your final result has been ratified by the exam board and released to you. This may affect your module selection and term start time.

## Appendix A – Structures

The module codes are appended to the module titles and these codes should be used when entering for an examination.

You should complete the VLE Induction session before beginning your studies.

### MA degree

Two compulsory core modules:

- What is Education? [EDM010]
- Understanding Research [EDM020]

+

Two further modules chosen from three option blocks below, with not more than one module coming from each option block:

- Curriculum Specialisms and Phases
- Assessing and Designing Learning
- Education and Society

See option modules in [Module Descriptor document](#).

+

A dissertation

- Dissertation [EDM800]

#### Notes:

- Not all modules will necessarily be available each year.
- Your selection of the further modules is subject to the approval of the Programme Director.

## Appendix B – Module Outlines

### Core Modules codes and outlines

The module codes are appended to the module titles and these codes should be used when entering for an examination. Please see the [Module Descriptor document](#) for a detailed summary of option module choices.

All modules may be completed as individual modules taken on a stand-alone basis with the exception of the Dissertation [EDM800]

### VLE Induction session

You are required to complete the VLE Induction session before beginning your studies.

## Appendix C – Assessment criteria

### Grade-related criteria

You should familiarise yourselves with these criteria. They will be applied to all assessment components of the programme (written coursework and final examinations).

These criteria are intended to do duty for a large and wide range of postgraduate programmes. They should be interpreted in the context of the stated learning outcomes for these programmes. In particular, not every criterion will apply to all coursework. However, it is expected that there will be considerable overlap in the criteria deployed for individual coursework and that the full range of criteria will be utilised across an individual's programme.

Key skills are:

- scholarly skills
- critical analysis
- methodological and research skills
- communication

These are built into the assessment criteria.

The grades/levels for the MA are assessed as follows:

#### Grade A / 80 – 100 per cent

Grasp of field of study

- outstanding grasp of issues and high level of critical insights into field of study
- extensive, insightful and critical review of literature
- high levels of creativity and independence of thought in the application of knowledge

Understanding and evaluating research and methodologies

- sophisticated conceptual understanding and high levels of critical evaluation of scholarship, research and methodologies in the field
- outstanding understanding of how established techniques of research and enquiry are used to create and interpret knowledge and how these apply to students' own research and/or practice
- creative and critical handling, presenting and inferring from data

Structure, communication and presentation

- exceptional clarity, focus and cogency in organisation and presentation of arguments and conclusions

#### Grade B / 65 – 79 per cent

Grasp of field of study

- clear understanding of issues and good level of insights into field of study
- wide-ranging, coherent and critical review of literature
- elements of creativity and independence of thought in the application of knowledge

## Understanding and evaluating research and methodologies

- consistent and fluent understanding and critical evaluation of scholarship and methodologies in the field
- thorough understanding of how established techniques of research and enquiry are used to create and interpret knowledge and how these apply to students' own research and/or practice
- competent and critical handling, presenting and inferring from data

## Structure, communication and presentation

- clarity, focus and fluency in organisation and presentation of arguments and conclusions

### **Grade C / 50 – 64 per cent**

#### Grasp of field of study

- basic understanding of issues and insights into field of study
- basic critical competence in reviewing literature
- little development of ideas in the application of knowledge

## Understanding and evaluating research and methodologies

- adequate understanding and evaluation of scholarship, research and methodologies in the intellectual field
- basic understanding of how established techniques of research and enquiry are used to create and interpret knowledge and how these apply to students' own research and/or practice
- rudimentary handling, presenting and inferring from data

## Structure, communication and presentation

- basic clarity, focus and competence in organisation and presentation of arguments and conclusions

### **Grade D / 0 – 49 per cent**

#### Grasp of field of study

- inadequate understanding of issues and insights into field of study
- unfocused or inaccurate review of literature
- confusion in the application of knowledge

## Understanding and evaluating research and methodologies

- lack of understanding and critical evaluation of scholarship, research and methodologies in the field
- lack of understanding of how established techniques of research and enquiry are used to create and interpret knowledge and how these apply to students' own research and/or practice
- inadequate or confused handling, presenting and inferring from data

## Structure, communication and presentation

- poorly organised and unfocused presentation of arguments and conclusions