



**UNIVERSITY
OF LONDON**

**INTERNATIONAL
PROGRAMMES**

Programme Regulations 2016–17

Educational and Social Research

Master of Research degree
Postgraduate Diploma
Postgraduate Certificate
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 3 February 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 Educational and Social Research Regulations 2016-2017

Clarification has been included under section 5 on number of attempts permitted at an assessment in reference to the General Regulations.

1 Structure of the programme

[Appendix A](#) and [Appendix B](#) give the full structure and content of the programme.

1.1

The MRes degree consists of six modules plus a dissertation which total 180 credits.

The Postgraduate Diploma consists of up to five modules (the dissertation is not an option) and must total a minimum of 120 credits.

The Postgraduate Certificate consists of up to three modules (the dissertation is not an option) and must total a minimum of 60 credits.

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

1.2

In addition, as 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. On registration and annually, therefore, you will be asked to indicate your alternative choices.

1.3

If you have registered for a particular module, you may be permitted to change to another module *provided* you apply to do so by **30 September** (if registered prior to 31 August) **or 30 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 by these dates via the 'ask a question' tab in the Student Portal. If you have not applied by these dates, you will not normally be permitted to change your choice of module.

Refer to [section 3](#) for details of effective dates of registration.

Attendance requirements

1.4

In order to satisfy the requirements of the programme and to be able to undertake the coursework, participation in the Virtual Learning Environment (VLE) and in a number of Synchronous Classroom Sessions is **essential**. In applicable modules, you need to attend 80 percent of the online synchronous sessions in order to meet the course requirements. During participation in the VLE and during all other on-line contributions, you must observe the code of conduct for on-line behaviour given in the Student Guide.

Refer to the [Student Guide](#).

2 Registration

Effective date of registration

2.1

For the MRes, Postgraduate Diploma and Postgraduate Certificate in Educational and Social Research, you may first begin your programme of study in September or January of any given year. The effective date for registration will be 1 September if you begin your programme in September

and 1 January if you begin your programme in January, in the year in which you are initially registered.

Period of registration

2.2

For the MRes programme, the following periods of registration apply:

	Minimum	Maximum
MRes	2 years	5 years
Postgraduate Diploma	2 years	5 years
Postgraduate Certificate	1 year	5 years
Individual modules	1 year	2 years

2.3

If you transfer from the Postgraduate Certificate or Postgraduate Diploma to the Postgraduate Diploma or MRes respectively, you will have the maximum period of registration of five years counted from the effective date of registration for the Postgraduate Certificate or Postgraduate Diploma.

2.4

If you are permitted to proceed from an individual module taken on a stand-alone basis to the Postgraduate Certificate, Postgraduate Diploma or MRes degree, you will be given a new period of registration as an International Programmes student, effective from the date of registration for the Postgraduate Certificate, Postgraduate Diploma or MRes degree. The maximum period of registration permitted will be the same as for all other students registered for the same programme.

Cancellation of registration

2.5

In order to cancel your registration, you should go to my.londoninternational.ac.uk/

3 Accreditation of prior learning and credit transfer

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

3.1

Within this programme, there is no provision for recognition or accreditation of prior learning.

4 Assessment for the programme

Assessment methods

4.1

As indicated in the Programme Specification, modules will be formally assessed by coursework. Details are given in the module outlines.

See [Appendix B](#) for module outlines.

4.2

You are normally required to participate in the VLE and undertake the assessment for a module or the dissertation *in the same academic year in which you register for the module concerned*. If you are unable to undertake the assessment, then you will have to retake the module in its entirety the following academic year. A fee will normally be payable for participation in the VLE for a second time. If you need to request a deferral or an extension, you should do so using the UCL Institute of Education's [Requesting Additional Time](#) guidance.

4.3

Coursework must be submitted electronically via the drop-boxes in the VLE and be received by the deadlines given in the VLE. Coursework received after the relevant deadline will only be considered at our discretion.

Dissertation (MRes only)

4.4

The dissertation (MRes only) should be **20,000** words (plus or minus 10%), excluding references and appendices.

4.5

For the dissertation, you are required to submit, for approval by the Programme Director and your assigned supervisor, a research proposal of no more than 500 words and an ethical approval form, by the deadline given in the VLE.

4.6

The research proposal will not form part of the final assessment, but is an essential study requirement. If you do not submit a proposal and the ethical approval form within the required time frame, you will **not** be permitted to submit the final dissertation.

4.7

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

4.8

You are expected to submit your dissertation one calendar year after you begin the dissertation module. In exceptional circumstances, you may apply to defer your submission, in which case the normal deferral rules will apply (see below). Deferrals will normally be until the next dissertation submission date.

4.9

The completed final dissertation must be sent by post or courier to the Student Assessment Office with a postmark of not later than **1 September** if you are starting the module in September, or **1 March** if you are starting the module in March (i.e. the deadline is one year later than the module start date). 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 at our discretion and if an application has been made to the Programme Director for extenuating circumstances. Dissertations will not be accepted electronically.

Deferral of assignments and extensions to coursework deadlines

4.10

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.

4.11

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](#).

4.12

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.

5 Number of attempts permitted at an assessment

5.1

If you fail a module at the first attempt, having not satisfied the examiners in the assessment for the module concerned, you will be permitted to make a second attempt at the failed assessment.

5.2

The maximum number of attempts permitted at any module is two. If you fail a module at the second attempt, your registration on the MRes will cease. This is because you will no longer be able to accumulate the credit required for this award. Depending on the credit value of the module failed at the second attempt, your registration on the Postgraduate Diploma may also cease.

You may be permitted to transfer to the Postgraduate Diploma or Postgraduate Certificate (if registered on the MRes), or to the Postgraduate Certificate (if registered on the Postgraduate Diploma), and continue your studies towards one of these awards. Also see regulation 7.7 on exit awards.

5.3

If you failed a module at the first attempt **prior to 2015-16**, having not satisfied the examiners in one or both elements of the assessment for the module concerned, you will be permitted to make a second attempt. You will **not** be permitted to make a second attempt at any element of the assessment (either the written examination or coursework) which has been passed. For students resitting modules failed **prior to 2015-16**, the following rules apply:

- For *Approaches to educational research*, *Research methods* and *Research and the theoretical field*:
 - if you failed both the written examination and coursework element, you will be asked to submit a 5000 word assignment instead.
 - if you failed the coursework but passed the written examination element, you will be asked to submit a 1500 word assignment.
 - if you failed the written examination but passed the coursework element, you will be asked to submit a 3500 word assignment in place of the written examination element.
- For *Qualitative data analysis*, if you failed the written examination, you will be asked to submit a 3000 word assignment in place of the written examination element.
- For *Quantitative data analysis*, if you failed the written examination, you will be asked to submit an assignment of ten A4 pages in length (font size 12, 1.5 line spacing) in place of the written examination element.

5.4

If you fail a module (or the dissertation) on the first occasion and make a second attempt, you may choose to participate in the VLE on payment of an additional fee.

Details of fees can be found at www.londoninternational.ac.uk/fees.

5.5

If you make a second attempt at the coursework for a module, you may be required to either re-work your existing coursework or submit coursework in answer to a new question or coursework topic set by the Programme Director.

5.6

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 session, or to make a new application for approval of a topic and offer a satisfactory new dissertation, as specified by the examiners, at a subsequent session.

6 Progression within the programme

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

6.1

If you are registered for the Postgraduate Certificate or Postgraduate Diploma, in any one year in which you decide to study and be assessed, you may attempt a minimum of **one** module and a maximum of **three** modules. In exceptional circumstances, if you are registered for the

Postgraduate Diploma, you may attempt a maximum of **four** modules in any one year, at the discretion of the Programme Director.

6.2

If you are registered for the MRes, in any one year in which you decide to study and be assessed, you may attempt a minimum of **one** module and a maximum of **three** modules *and* the dissertation. In exceptional circumstances, you may attempt a maximum of **four** modules *and* the dissertation in any one year, at the discretion of the Programme Director.

Progression from the Postgraduate Certificate to the Postgraduate Diploma

6.3

In order to be able to progress from the Postgraduate Certificate to the Postgraduate Diploma, you must pass modules to the value of at least 60 credits.

Progression from the Postgraduate Diploma to the degree

6.4

In order to be able to progress from the Postgraduate Diploma to the MRes, you must pass modules to the value of at least 120 credits.

7 Schemes of award

7.1

In order to pass a module, you are required to satisfy the examiners in the assessment for the module concerned.

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

7.2

In order to pass a module, you must achieve a grade of A, B or C as follows:

Grade	
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 information on how to achieve a particular mark.

See [section 5](#) for number of attempts permitted and marks awarded.

7.3

In order to be awarded the MRes, you must have attempted, and passed in six modules **and** a dissertation.

7.4

To obtain a mark of distinction for the MRes, you must have successfully completed modules to the value of at least 180 credits with the majority, i.e. 120 credits, in the A grade band (including the dissertation).

7.5

In order to be awarded the **Postgraduate Diploma**, you must have attempted and passed in modules to the value of 120 credits. If you are registered for the Postgraduate Diploma, you will be automatically considered for the award as soon as you have satisfied the requirements for 120 credits.

7.6

In order to be awarded the **Postgraduate Certificate**, you must have attempted and passed in modules to the value of 60 credits. If you are registered for the Postgraduate Certificate, you will be automatically considered for the award as soon as you have satisfied the requirements for 60 credits.

Exit awards

See [Glossary](#) for definition of 'exit award'

7.7

At the discretion of the Board of Examiners, an exit award (i.e. a related certificate or diploma) may be granted to you if you are registered for the Postgraduate Diploma or the MRes in Educational and Social Research in the following circumstances:

- a) If you are registered for the Postgraduate Diploma and do not pass all the modules for the Diploma, you may be awarded the Postgraduate Certificate in Educational and Social Research **provided** you have achieved a minimum of 60 credits.
- b) If you are registered for the MRes and you do not pass all **six** modules and/or the dissertation, you may be awarded *either*
 - the Postgraduate Diploma in Educational and Social Research **provided** you have passed modules to the value of at least 120 credits *or*
 - the Postgraduate Certificate in Educational and Social Research **provided** you have passed modules to the value of at least 60 credits.

The award of the Postgraduate Certificate or Postgraduate Diploma will be with effect from the year in which you satisfied the requirements for that award.

8 Individual modules for study on a stand-alone basis

8.1

The following modules are offered as credit bearing modules available for study on a stand-alone basis:

- Qualitative data analysis (20 credits)
- Quantitative data analysis (20 credits)
- Approaches to educational research (30 credits)

- Research methods (30 credits)
- Research and the theoretical field (30 credits)

8.2

You can take any number of credit bearing modules on a stand-alone basis without being registered for a degree, postgraduate diploma or postgraduate certificate but a maximum of **60 credits only** may be counted as credit towards a related award.

8.3

If you successfully complete the assessment for one or more of the modules on a stand-alone basis, you may be considered for progression to the MRes, Postgraduate Diploma or Postgraduate Certificate in Educational and Social Research. Credit for that module may also be considered.

Receiving related awards

8.4

If you have successfully completed the formal assessment of the relevant credit bearing modules, you may apply to receive any related awards provided you satisfy the requirements for those awards and the application is made within three years of the completion of the relevant modules.

Appendix A – Structures

Not all modules will necessarily be available every year.

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

Postgraduate Certificate

You may choose up to **three** modules from the following options and must achieve a **minimum of 60 credits**:

- Writing and presenting educational research (10 credits) [REM030]
- Qualitative data analysis (20 credits) [REM050]
- Quantitative data analysis (20 credits) [REM060]
- Approaches to educational research (30 credits) [REM010]
- Research methods (30 credits) [REM020]
- Research and the theoretical field (30 credits) [REM040]

Postgraduate Diploma

You may choose up to **five** modules from the following options, and must achieve a **minimum of 120 credits**:

- Writing and presenting educational research (10 credits) [REM030]
- Qualitative data analysis (20 credits) [REM050]
- Quantitative data analysis (20 credits) [REM060]
- Approaches to educational research (30 credits) [REM010]
- Research methods (30 credits) [REM020]
- Research and the theoretical field (30 credits) [REM040]

MRes degree

You must take the following modules:

- Writing and presenting educational research (10 credits) [REM030]
- Qualitative data analysis (20 credits) [REM050]
- Quantitative data analysis (20 credits) [REM060]
- Approaches to educational research (30 credits) [REM010]
- Research methods (30 credits) [REM020]
- Research and the theoretical field (30 credits) [REM040]
- Dissertation (40 credits) [REM200]

Appendix B – Module Outlines

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

Induction session

You may complete the induction module prior to or during your studies.

Online induction for course software: gaining access, using different functions, interacting in an online environment.

Approaches to educational research (REM010)

This module provides an overview of the different approaches to educational and social research. The module looks at a range of designs that are often used in social research, including surveys, ethnography, case studies, and experiments, and contrasts some of the ways in which researchers conceptualise the outcomes of research. The module will also explore some of the fundamental methodological issues underpinning social research, particularly epistemological debates about the nature of research knowledge. The module provides training in how to formulate research questions, design research strategies, and to carry out literature searches. Through this training, students will begin to develop a portfolio of research ideas to be developed throughout the course, and will be able to review and interpret research according to the debates discussed in the module.

Assessment: one assignment of 5000 words.

Research methods (REM020)

Research Methods involves looking at a broad range of methods of data collection, including questionnaires, interviews, focus groups, observations, and document analysis. The module provides a detailed consideration of the procedures involved in using these various research strategies, and looks at how to use methods in order to address particular research questions.

Assessment: one assignment of 5000 words.

Writing and presenting educational research (REM030)

Not available as an Individual module taken on a stand-alone basis

This module provides students with a detailed understanding of the different ways in which educational research can be communicated. By focussing on a variety of presentation forums, such as peer reviewed journals, conferences and project reports, the module enables students to develop an awareness of the importance of audience for the effective communication of ideas.

Assessment: one assignment of 1500 words.

Research and the theoretical field (REM040)

This module focuses on the ‘theoretical space’ of research, and explores the relationship between theoretical and epistemological claims/assumptions/debates and research practices. This will entail a close interrogation of both published research and students’ own research ideas.

Assessment: one assignment of 5000 words.

Qualitative data analysis (REM050)

Qualitative Data Analysis considers the process of analytically orientating to qualitative data. The module looks at a range of analytic approaches, including Grounded Theory, Discourse Analysis,

Conversation Analysis, as well as a broad variety of data formats such as video, audio, written transcripts and historical documents.

Assessment: one assignment of 3000 words.

Quantitative data analysis (REM060)

This module covers a wide range of methods of quantitative data analysis and deals with both conceptual and practical aspects. The module introduces exploratory analysis, including descriptive statistics for summarising univariate data and measures of association for bivariate data, hypothesis testing, and modelling data by regression analysis.

Assessment: one assignment of ten A4 pages in length (font size 12, 1.5 line spacing).

Dissertation (REM200)

MRes students only.

Not available as an Individual module taken on a stand-alone basis

In the dissertation module students will have the opportunity to undertake an empirical piece of research using the analytic skills and knowledge they have gained in subsequent modules. Students will work with an assigned dissertation tutor to define an area of interest to them, and then create and implement an appropriate research strategy to investigate that area. Students will be expected to review relevant literature in their chosen area, to review methodological issues involved in their chosen design, to analyse data, and to relate their analysis to the wider theoretical field in which their research is situated.

Assessment: a dissertation of 20,000 words (plus or minus 10%) excluding references and appendices.

Appendix C – Assessment Criteria

Grade-related criteria

You should familiarise themselves with these grade-related criteria. 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 each assignment. However, it is expected that there will be considerable overlap in the criteria deployed for individual assignments and that the full range of criteria will be utilised across an individual's programme.

Key skills are built into the assessment criteria these are: scholarly skills; critical analysis; methodological and research skills; communication

The grades/levels for the MRes / Postgraduate Diploma / Postgraduate Certificate are assessed as follows:

Grade A / 80 – 100 per cent / Distinction

- 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 / Good Pass

- 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 / Pass

- 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 / Fail

- 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.