UNIVERSITY OF LONDON

Programme Regulations
2020–2021

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

IMPORTANT NOTICE FOR 2020-2021 ACADEMIC YEAR

Alternative Assessments during the Coronavirus (COVID-19) Outbreak

In these unprecedented times, the University has and continues to respond quickly to the impact of COVID-19, which has resulted in changes to our assessment processes.

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres. Please note that this statement replaces any published information relating to assessments or written examinations in any of our materials including the website. Previously published materials relating to examinations should therefore be read in conjunction with this statement.

The University of London continues to work towards supporting the academic progression of all its students. The University also continues to be mindful of the health and wellbeing of its students during this pandemic, whilst protecting the academic standards of its awards.

Contents

Important information regarding the Programme Regulations

Last updated: 14 August 2020

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.

These Programme Regulations are designed and developed by UCL Institute of Education which is responsible for the academic direction of the programme. The regulations take account of any associated arrangements at UCL Institute of Education. Programme Regulations, together with the Programme Handbook, provide the detailed rules and guidance for your programme of study.

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 University of London 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.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not in the year in which you initially registered.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available in your VLE. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

Terminology

The following language is specific to the Educational and Social Research programme:

Module: Individual units of the programme are called modules. Each module is a self-contained, formally-structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

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 2020-2021

No significant changes.

> Programme Withdrawal
>
> The programme had its last intake of new students in academic year 2016-2017. The last assessment period for the programme is this academic year, 2020-2021. Please ensure you plan your studies accordingly.

1 Structure of the programme

Appendix A and Appendix B give the full structure and content of the programme.

Qualification

1.1

The following named awards are offered under the Educational and Social Research programme:

- Master of Research in Educational and Social Research

- Postgraduate Diploma in Educational and Social Research

- Postgraduate Certificate in Educational and Social Research

Qualification structure

1.2

The Master of Research in Educational and Social Research (MRes) consists of six modules plus a dissertation which total 180 UK credits.

1.3

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

1.4

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

For how to progress through the degree, see section 6.

1.5

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.

1.6

If you have registered for a particular module, you may be permitted to change to another module *provided* you apply to do so a week before the module is due to start, 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 2 for details of effective dates of registration.

Attendance requirements

1.7

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 80 percent of synchronous classroom sessions, in applicable modules, is **essential**. During participation in the VLE and during all other on-line contributions, you must observe the VLE Code of Conduct for online behaviour.

2 Registration

Effective date of registration

2.1

For the MRes, PGDip and PGCert, you may 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 programme, the following periods of registration apply:

	Minimum	Maximum
MRes	2 years	5 years
Individual modules (taken on a stand-alone basis)	1 year	2 years
PGCert	1 year	5 years
PGDip	2 years	5 years

2.3

If you transfer from the PGCert or PGDip to the PGDip or MRes respectively, you will have the maximum period of registration of five years counted from your effective date of registration on the PGCert or PGDip. In line with the withdrawal of the programme, your registration will not extend beyond the end of the academic year 2020-2021.

2.4

If you are permitted to proceed from a standalone Individual module to the PGCert, PGDip or MRes degree, you will be given a new period of registration as a University of London student, effective from the date of registration on the PGCert, PGDip or MRes degree. The maximum period of registration permitted will be the same as for all other students registered for that programme, but will not extend beyond the end of the academic year 2020-2021.

3 Recognition of prior learning

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

All 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.*

Please note that if you are unable to undertake the assessment, it will not be possible to retake the module, as this is the final year of the programme. If you anticipate a problem, you must notify us as soon as possible, via the Student Portal.

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 a research proposal of no more than 500 words and an ethical approval form, for approval by the Programme Director and your assigned supervisor, 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 for feedback before submission of the final version. The draft dissertation will not form part of the final assessment.

4.8

You are expected to submit your dissertation 11 months after you begin the dissertation module. Once you have been formally assigned a supervisor for your dissertation you will not be permitted to defer the dissertation module. Up until you have been allocated a supervisor, you may choose to move to a later dissertation cohort. Once you have been allocated a supervisor you may in very exceptional circumstances apply to defer your submission, in which case the normal deferral rules will apply.

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). You are entirely responsible for ensuring that your 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 Please note that there is no longer the opportunity to defer or extend the deadline for assessment for any module. If you wish to discuss your programme of study contact us through the Student Portal

4.10

If you are registered for a particular module 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 who will guide you through the UCL Institute of Education process for deferral. You must also notify the University via the 'ask a question' tab in the Student Portal in the year of registration for the module concerned.

4.11

Once you have been assigned a dissertation supervisor, your entry to this module will be made and it will not usually be possible to withdraw or defer your entry unless you encounter exceptional circumstances.

4.12

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 they will guide you through the UCL Institute of Education process for doing so.

4.13

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, subject to the final date of the programme withdrawal.

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 qualification. Depending on the credit value of the module failed at the second attempt, your registration on the PGDip may also cease.

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

5.3

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 again.

5.4

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.

5.5

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

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 PGDip or MRes, you may attempt a maximum of **four** modules (and the dissertation, MRes only) in any one year, at the discretion of the Programme Director.

Progression from the PGCert to the PGDip

6.2

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

Progression from the PGDip to the MRes

6.3

In order to be able to progress from the PGDip 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 percent)	Pass
B (65 – 79 percent)	Pass
C (50 – 64 percent)	Pass
D (0 – 49 percent)	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 UK credits with the majority, i.e. 100 UK credits, in the A grade band (including the dissertation).

7.5

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

7.6

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

Exit qualifications

7.7

At the discretion of the Board of Examiners, an exit qualification (i.e. a related certificate or diploma) may be granted to you if you are registered for the PGDip or the MRes in the following circumstances:

a) If you are registered for the PGDip and do not pass all the modules for the PGDip, you may be awarded the PGCert **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*

   o the PGDip **provided** you have passed modules to the value of at least 120 credits *or*

   o the PGCert **provided** you have passed modules to the value of at least 60 credits.

The award of the PGCert or PGDip will be with effect from the year in which you satisfied the requirements for that award. Exit qualifications are awarded at the discretion of the Board of Examiners and once a student has accepted an exit qualification they will not be permitted to continue their study on the same programme with the University of London.

8   Individual modules taken 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 the MRes, PGDip or PGCert 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, PGDip or PGCert. 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 previous 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.