

# **Programme Specification**

**Title of Course: MA in Education**

**Awards:**

**Postgraduate Certificate in Professional Studies in Education**

**Postgraduate Diploma in Professional Studies in Education**

**MA in Education**

**Date Specification Produced: September 2013**

## **SECTION 1: GENERAL INFORMATION**

<b>Title:</b>	<b>Masters in Education</b>
<b>Awarding Institution:</b>	<b>Kingston University</b>
<b>Teaching Institution:</b>	<b>Kingston University Whitefield School and Centre</b>
<b>Location:</b>	<b>Kingston Hill Whitefield School and Centre, Walthamstow</b>
<b>Programme Accredited by:</b>	

## **SECTION 2: THE PROGRAMME**

### **A. Programme Introduction**

The School of Education at Kingston University has a long and successful record of providing high quality, award-bearing programmes for teachers and education professionals, both at Levels 6 and 7. The most recent OfSTED inspection of the Postgraduate Department, which looked at a sample of our postgraduate provision, recognised Kingston University School of Education as one of the country's top providers.

The Government's White Paper 'The Importance of Teaching' (DfE 2010) was clear in its continued support for the professional development of all teachers, stating that, 'It is [...] vital that we give teachers the opportunity to deepen their subject knowledge and renew the passion which brought them into the classroom' (para 2.28) and introducing a competitive national scholarship scheme to support the professional development of those who wish to pursue further study in their subject or broaden their expertise.

The Masters programme offered by the School of Education is designed for graduate educational practitioners, in the early stages of their career and/or working towards middle and senior leadership roles, and who are committed to developing their careers and extending their skills, knowledge and expertise through further work-based practice and academic study. It enables students to deepen their knowledge and understanding of teaching and learning and to reflect on and improve existing practice. Students will explore a range of theoretical perspectives, subjecting these to critical scrutiny, drawing where appropriate on practical knowledge and experience.

A rich and varied programme is provided, which prepares students to undertake a substantial piece of independent research firmly set within their own professional role or setting, this forming the MA in Education: Research Dissertation module. Because the dissertation is firmly grounded in candidates personal experience and their work in the school or particular setting, it provides a practical centre to M level study, a 'capstone' that completes the structure of the candidates programme. The Masters in Education brings practice and theory together in a way that develops the individual in respect of their future career.

Those who successfully complete the programme will offer their practice settings a greatly developed range of insights and skills and will be well-placed to offer leadership, guidance and support to colleagues in improving practice, thus helping to raise standards of teaching and learning.

The current Masters programme includes a number of well-established pathways that are delivered both at the University site at Kingston Hill and at locations belonging to approved associate providers.

In addition, a range of specialist programmes is taught by qualified staff at Whitefield Schools and Centre in Walthamstow. The School of Education's portfolio of postgraduate pathways is designed to meet both the present professional development priorities of the DfE and provides opportunities for the practitioner to research wider contemporary issues in education.

Close working relationships with schools, local authorities and other training and support agencies ensure that we have access to additional specialist expertise should it be desirable or required.

Our reputation for developing such collaborative partnerships is built upon provision which is typically:

- Grounded in areas of professional relevance and interest
- Enquiry based, enabling candidates to develop their skills and to extend their knowledge and practical expertise
- Tailored to meet each candidate's professional requirements so that the learning agenda is her/his own
- Enhanced and maintained by a network of support sets in order to share knowledge, learning and expertise through contact, both face to face and electronically.

All were recently acknowledged and praised in the 2008 Internal Subject Review (ISR) carried out by Kingston University.

Kingston University is committed to courses such as this, that are 'Led by Learning' as reflected in the Strategic Plan,

'To develop potential, transform lives and improve the world around us. To be led by learning in all that we do: enabling others to learn, continually learning ourselves and pushing the boundaries of learning through teaching, research and enterprise and Professional Practice' (University Strategic Plan 2012).

The current Masters programme offered by the School of Education leads to an award entitled MA in Education, with interim award titles of: Postgraduate Certificate in Education and Postgraduate Diploma in Education.

Students select four 30 credit modules from the range of module options offered, completing their Masters with the final compulsory 60 credit research dissertation module QC7605; the 'capstone' in the programme structure which draws all elements together. Students may elect to undertake a pathway that adds a specialism to the title of their Masters. This entails taking a set of four 30 credit modules designated as relating to the specialism and undertaking a dissertation on an appropriately related topic.

The specialist pathways currently available are:

- Advanced Professional Practice
- Autism Spectrum (In-house and Whitefield School and Centre)
- Complex Needs and Learning Difficulties (Whitefield School and Centre only)
- Early Years
- Leadership and Management
- Special Educational Needs and Disabilities

To allow the greatest flexibility in the programme, students wishing to undertake a PGCert or PGDip can begin their studies in September or in February and can select from the modules available. For example, a student wishing to enrol for a PGCert can start in September and select one module from the first column and one from the second column; alternatively, they may opt to begin their studies later in the academic year and select one module from column three and one from column four. Similarly, a student with existing credit at PGCert level may begin their studies at PGDip level in September or in February and select modules as described above.

PGCert and PGDip will therefore operate throughout the year with the relevant skills, knowledge and understanding associated with each award differentiated by outcome.

## MA in Education Modules

	PGCert/PGDip		PGCert/PGDip		Compulsory
<b>Advanced Professional Practice</b>	<b>QC 7401</b> Policy and Professional Practice	QC 7402 Researching Professional Learning	<b>QC 7422</b> Making Claims to Knowledge	<b>QC 7421</b> Evidence based Practice	<b>Research Dissertation</b>
<b>Autism Spectrum</b>	<b>QC7034</b> Understanding the autism Spectrum and Implementing Legislation	<b>QC7035</b> Accepting a Placement and Providing the Curriculum	<b>QC 7037</b> Personalising Teaching and Learning and Conducting Assessment	<b>QC 7038</b> Accessing the Services and Evaluating Provision	
<b>Complex Needs and Learning Difficulties</b>	<b>QC7101</b> Understanding Children with Complex Needs and Learning Difficulties	<b>QC7102</b> Supporting the Development of Functional Communication in Children with Complex Needs and learning Difficulties	<b>QC7111</b> Implementing And Evaluating the Curriculum Experience for Children and Young People with Learning Difficulties	<b>QC7112</b> Working in Partnership to Educate and Support Children and Young People with Learning Difficulties	
<b>Early Years</b>	<b>QC 7501</b> Principles, Curriculum and Practice	<b>QC 7502</b> Development & Management Project	<b>QC 7511</b> Inclusion and Interprofessional Working	<b>QC7512</b> Organisational Context	
<b>Leadership and Management</b>	<b>QC7201</b> Concepts of Leadership	<b>QC 7202</b> Managing Resources and Teacher Performance	<b>QC 7211</b> Reflective Practice & Working Together	<b>QC 7212</b> Team Work and Group Dynamics	
<b>Special Educational Needs and Disabilities</b>	<b>QC7021</b> Setting the scene and Applying Good Practice	<b>QC7022</b> Raising Aspirations and Meeting Individual Needs	<b>QC 7031</b> Providing Support and Working in Partnership	<b>QC 7032</b> Involving the Consumers and Making the Inclusive School	
	<b>QC 7605</b>				

**QC 7441**  
Independent Study: Crediting and Extending Professional Development (60 credits)

## **B. Aims of the Programme**

### **Aims of the Postgraduate Certificate in Professional Studies in Education.**

To enable students to enhance their ability to:

- Develop their knowledge and understanding of a chosen area of interest, the concepts, skills, attitudes and principles involved
- Refine their skills in academic writing
- Analyse their work context
- Scan, interrogate, select and critically analyse research articles, monographs etc.
- Distinguish some of the limitations and contradictions of research data
- Recognise the influence of politico-socio-economic factors in the development of data collection methods, their use and the interpretation of their outcomes
- Contribute effectively to group discussion and the exchange of learning obtained through professional experience
- Evaluate own beliefs, values and thinking patterns.

### **The Additional Aims of the Postgraduate Diploma in Professional Studies in Education**

To enable students to enhance their ability to:

- Distinguish between paradigm, theory and hypothesis
- Employ both primary and secondary sources effectively
- Articulate and illustrate different theoretical and methodological positions
- Discuss educational issues with peers and tutors and apply the outcomes to their own research with due regard to ethical considerations.

Those students who successfully complete 60 credits are entitled to the award of PG Certificate in professional Studies in Education

Those students who successfully complete a further 60 credits (120 total) are entitled to the award of PG Diploma in Professional Studies in Education

### **The additional aims of the Masters programme are to:**

- Encourage and enable students to develop in-depth theoretical and practical knowledge in a range of education related disciplines and to apply these in their professional setting

- Provide an opportunity for students to develop an authoritative knowledge and understanding of a chosen area of interest
- Enable students to interrogate, appraise and evaluate a wide variety of research outcomes and autonomously synthesise information
- Provide students with the opportunity to develop and utilise high level research skills, independently and collaboratively
- Engender a critical and reflective approach to the literature of, and the professional practice surrounding, the chosen pathway within the programme
- Enable knowledge and understanding of the broader dimension of activity associated with educational provision (socio-political / economic).

### **C. Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme learning outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual skills – able to:		Subject Practical skills
	On completion of the course students will be able to:		On completion of the course students will be able to:		On completion of the course students will be able to:
A1	<p>(Pg Cert) demonstrate a conceptual understanding of the current limits of knowledge</p> <p>(Pg Dip) demonstrate depth and breadth of knowledge related to specialised areas of study In addition,</p> <p>(Masters) demonstrate an in-depth and critical knowledge of appropriate and current literature, concepts and arguments associated with their chosen pathway</p>	B1	<p>(Pg Cert) recognise the possibility of different value positions, contradictions and assumptions</p> <p>(Pg Dip) critically analyse values, positions and assumptions</p> <p>(Masters) demonstrate a critical awareness of and a willingness to challenge existing value positions and assumptions and be able to recognize contradictions and vested interest positions</p>	C1	<p>(Pg Cert and Pg Dip) plan and carry out small-scale empirical studies involving a one or more of the following methods of data collection; questionnaires, interviews, observations and field studies</p> <p>(Masters) Design, implement and evaluate own research programme, placing it clearly within the parameters of current theory and best practice.</p>
A2	<p>(Pg Cert) Critically appraise aspects of their professional role and setting in order to identify and problematize a specific area of inquiry</p> <p>(Pg Dip) Critically appraise aspects of their professional role and setting in light of relevant theoretical perspectives and with regard to local and wider contexts</p> <p>(Masters) Understand the different theoretical perspectives associated with the diagnosis of, and support required by, different organisational and individual situations</p>	B2	<p>(Pg cert) demonstrate critical awareness of issues relating to the context of the inquiry</p> <p>(Pg dip) Demonstrate their ability to deal with complexities and contradictions in both the literature and their professional practice</p> <p>(Masters) demonstrate an ability to deal with a range of complexities, lacunae and contradictions in a complex knowledge base</p>	C2	<p>(Pg Cert) begin to develop critical awareness of process of data analysis, both quantitative and qualitative</p> <p>(Pg Dip) Analyse data using both quantitative and qualitative methods</p> <p>(Masters) Enable students to interrogate, appraise and evaluate a wide variety of research outcomes and autonomously synthesise information</p>



A3	<p>(PgCert) employ knowledge of the discipline's concepts, skills and testing devices in shaping a research programme</p> <p>(PgDip) bring an advanced knowledge of the discipline's concepts, skills and testing devices to a critical appreciation of a research programme</p> <p>(Masters) Demonstrate an enhanced and extended understanding of the theoretical underpinnings and their appropriateness and relevance for different types of (adult and child) learner and place research outcomes accurately within the discipline's hierarchical structure</p>	B3	<p>(PgCert) Analyse professional setting and practice from a variety of viewpoints, informed by knowledge of current theory and best practice.</p> <p>(PgDip) Appraise the role of social, economic, political and ethical considerations in contextual analysis</p> <p>(Masters) Autonomously appraise and synthesise information from a variety of different sources in order to move 'solutions' in terms of good professional practice;</p>	C3	<p>(PgCert) appreciate the epistemological and methodological significance of distinguishing between fact, generalisation, opinion and belief</p> <p>(PgDip) interrogate secondary and primary sources by applying a raft of logical, epistemological and methodological tests.</p> <p>(Masters) Appraise a wide range of research tools, techniques and approaches. Present and critically evaluate research findings in a variety of formats, including critical literary reviews, essays, research proposals and oral presentations</p>
A4	<p>(PgCert) Demonstrate awareness of the nature and significance of different types of data and the role of analysis and interpretation of such material</p> <p>(PgDip) demonstrate critical awareness of the nature and significance of a range of different types of data and the role of critical analysis and interpretation of such material</p> <p>(Masters) extrapolate successfully from carefully appraised materials, demonstrating their logical, epistemological and methodological strengths and limitations</p>	B4	<p>(Pg Cert) Distinguish between the main competing schools of thought and compare/contrast propositions with own ideas</p> <p>(PgDip) evaluate some macro-narratives eg Marxism, determinism, liberal positivism and relate these critically to own thinking</p> <p>(Masters) Evaluate own research within a clear epistemological perspective. Develop a personal philosophical/ideological construct. Integrate information from a variety of different disciplines into a coherent whole</p>	C4`	<p>(Pg Cert and Pg Dip) Use a variety of library resources to source appropriate information to support advanced level research</p> <p>(Masters) Use an increasingly wide range and variety of library resources critically to source appropriate information to support advanced level research</p>
A5	<p>(PgCert) Demonstrate awareness of ethical considerations in relation to working with children and young people in educational research</p> <p>(PgDip) demonstrate an understanding of the importance of ethical considerations in relation to working with children and young</p>	B5	<p>(PgCert) consider fact, generalisation, opinion and belief in appraising research within chosen area of study</p> <p>(PgDip) Articulate and illustrate different theoretical and methodological positions and examine these critically to inform own research strategies</p>	C5	<p>(PgCert) collate a variety of viewpoints; identify own beliefs and values and place them in the context of current theory and best practice</p> <p>(PgDip) Employ divergent, lateral and convergent thinking in reflection, developing a view of own metanarrative and those of others</p>

	people in educational research.  (Masters) demonstrate enhanced understanding of ethical considerations in educational research; in particular in relation to working with children and young people.		(Masters) draw upon an advanced knowledge of the discipline's concepts, skills and testing devices in appraising, selecting and designing research strategies		(Masters) Critically reflect on the practical implications of theory and research findings in educational research; employ educative logic to arrive at the best fit between evidence and interpretation; define own meta-narrative and extrapolate others
<b>Key Skills</b>					
	<b>Self Awareness Skills</b>		<b>Communication Skills</b>		<b>Interpersonal Skills</b>
AK1	Take responsibility for own learning and plan for and record own personal development	BK1	Express ideas clearly and unambiguously in writing and the spoken work	CK1	Work effectively with others in a group or team
AK2	Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	BK2	Present, challenge and defend ideas and results effectively orally and in writing	CK2	Work flexibly and respond to change
AK3	Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	BK3	Actively listen and respond appropriately to ideas of others	CK3	Discuss and debate with others and make concession to reach agreement
AK4	Work effectively with limited supervision in unfamiliar contexts			CK4	Give, accept and respond to constructive feedback
	<b>Research and information Literacy Skills</b>		<b>Numeracy Skills</b>		<b>Management &amp; Leadership Skills</b>
DK1	Search for and select relevant sources of information	EK1	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	FK1	Determine the scope of a task (or project)
DK2	Critically evaluate information and use it appropriately	EK2	Present and record data in appropriate formats	FK2	Identify resources needed to undertake the task (or project) and to schedule and manage the resources
DK3	Apply the ethical and legal requirements in both the access and use of information	EK3	Interpret and evaluate data to inform and justify arguments	FK3	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary
DK4	Accurately cite and reference information sources	EK4	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	FK4	Motivate and direct others to enable an effective contribution from all participants
DK5	Use software and IT technology as appropriate				
	<b>Creativity and Problem Solving Skills</b>				
GK1	Apply scientific and other knowledge to				

	analyse and evaluate information and data and to find solutions to problems				
GK2	Work with complex ideas and justify judgements made through effective use of evidence				

### Teaching/learning methods and strategies

The range of learning and teaching strategies includes:

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| <ul style="list-style-type: none"> <li>• Interactive lectures</li> <li>• Seminars</li> <li>• Use of technology enhance learning (TEL): Study Space, Videos, podcasts</li> </ul> | <ul style="list-style-type: none"> <li>• Group activities</li> <li>• Tutorials</li> <li>• Presentations</li> </ul> |
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### Assessment strategies

The assessment strategies employed in the Fields include the following:

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| <ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Presentations</li> <li>• Tutorial discussion and review</li> </ul> | <ul style="list-style-type: none"> <li>• Self-evaluation of performance (mandatory – to be included with all assignments)</li> <li>• Analysis of personal log evidence;</li> <li>• Portfolio evidence of experiential learning and professional development.</li> </ul> |
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## **D. Entry Requirements**

The minimum entry qualifications for the programme are:

- Candidates entering the programme are normally required to have obtained an honours degree and/or further qualifications specifically related to the field of education. Normally applicants will have either direct experience of teaching and learning or will be able to demonstrate a clear commitment to working in the field of education e.g. early years/primary/ secondary teaching, special education, further education, higher education.
- Appropriate candidates who do not fulfil the above requirement may be invited to submit an APL/APEL portfolio for assessment in order to demonstrate possible eligibility for entry to a specific programme of study.
- Candidates may be eligible to enter at an appropriate point in the postgraduate programme with advanced standing at the discretion of the School of Education's APEL meeting.

A minimum IELTS score of 6.5 or equivalent is required for those for whom English is not their first language.

## **E. Programme Structure**

This programme is offered in part-time/distance learning mode, (min 2yrs - max 6yrs) and leads to the award of MA in Education, Postgraduate Diploma in Professional Studies in Education and Postgraduate Certificate in Professional Studies in Education.

### **E1. Professional and Statutory Regulatory Bodies**

None

### **E2. Work-based learning, including sandwich programmes**

The majority of students joining the Masters programme will be in full or part-time employment in an educational setting. Those who are not are actively encouraged to seek a work placement – it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

### **E3. Outline Programme Structure**

**Structure** - As required by the RAF, all fields offered within the remit of the PPD postgraduate portfolio conform to the modular structure of two 30 credit modules for each award stage (PgCert and PgDip) of the Masters programme. All modules within a 60 level 7 programme of study are core modules.

The pathways of this field are part of the University's Postgraduate Regulations. Fields in the PCF are made up of modules that are designated at level 7. At present there are no modules that contain level 6 credits. The minimum requirement for a Postgraduate Certificate is 60 credits, for a Postgraduate Diploma 120 credits and a Masters Degree 180 credits.

**Modules** – The MA in Education non-specialist route enables students to select from the range of optional modules offered within each 60 credit level 7 programme of study - the Final 60 credit level 7 Research Dissertation module is a core ('capstone') module for all students. Those students who opt to follow a

named pathway, eg. MA in Education (Autism Spectrum), are required to select a minimum of three 30 credit modules from within that pathway plus one further optional module. Students, following a named pathway, who wish to opt for the 60 credit 'Independent Study' module must discuss this with their tutor and will be required to provide evidence of secure and relevant knowledge and experience within the specialist area, prior to approval. The final Research Dissertation is a core module for all students – for those opting for a named pathway the focus of the research project will be clearly related to the chosen pathway.

The Certificate or Diploma may be the final award for those students who have chosen to enrol for those specific awards.

### **Level 7 Pathways:**

Each module listed below has its own aims and learning outcomes. It should be noted, however, that all modules form part of the Masters in Education Programme, which has its own set of generic aims and learning outcomes (see Programme Specification, Sections B & C). These reflect the strong emphasis placed upon the National College of Teaching and Leadership (NCTL) Postgraduate Development Requirements. Central to these is the need to place the teacher at the heart of educational development. This development is fuelled by the requirement for high quality leadership and management and the objective to raise standards of teaching and learning throughout all sectors of educational provision.

Optional modules (Ref Specialist Pathways)	Module code	Credit Value	Level	% Written exam	% practical exam	% course-work	Teaching Block
<b>PG CERT/DIP</b>							
Advanced Professional Practice (APP): Policy and Professional Practice	QC7401	30	7	0	0	100%	1
APP: Researching Professional Learning	QC7402	30	7	0	0	100%	2
Autism: Understanding the Autism Spectrum and Implementing Legislation	QC7034	30	7	0	0	100%	1
A: Accepting a Placement and Providing the Curriculum	QC7035	30	7	0	0	100%	2
Early Years: Principles, Curriculum and Practice	QC7501	30	7	0	0	100%	1
Early Years: Development and Management Project	QC7502	30	7	0	0	100%	2
ISEN: Setting the Scene and Applying Good Practice	QC7021	30	7	0	0	100%	1
ISEN: Raising Aspirations and Meeting Individual Needs	QC7022	30	7	0	0	100%	2
Leadership and Management: concepts of Leadership	QC7201	30	7	0	0	100%	1
L&M: Managing Resources & Teacher Performance	QC7202	30	7	0	0	100%	2
Complex Needs and Learning Difficulties:: Understanding children with Complex Needs and Learning Difficulties	QC7101	30	7	0	0	100%	1
CN&LD: Supporting the development of functional communication in children with complex needs and learning difficulties	QC7102	30	7	0	0	100%	2
Independent Study: Crediting and Extending Professional Development	QC7441	60 (also available at PG DIP Level)	7	0	0	100%	1/2
<b>PG CERT/DIP</b>							
APP: Evidence Based Practice	QC7421	30	7	0	0	100%	1
APP: Making Claims to Knowledge	QC7422	30	7	0	0	100%	2
A: Personalising Teaching and Learning and Conducting Assessment	QC7037	30	7	0	0	100%	1
A: Accessing the Services and Evaluating the	QC7038	30	7	0	0	100%	2

Provision							
Early Years: Inclusion and Interprofessional Working	QC7511	30	7	0	0	100%	1
ISEN: Providing Support and Working in Partnership	QC7031	30	7	0	0	100%	1
ISEN: Involving the Consumers and Making the Inclusive School	QC7032	30	7	0	0	100%	2
L&M: Reflective Practice and Working Together	QC7211	30	7	0	0	100%	1
L&M: Team work and Group Dynamics	QC7212	30	7	0	0	100%	2
CN&LD: Planning, Implementing and Evaluating the Curriculum Experience for Children and Young People with Learning Difficulties	QC7111	30	7	0	0	100%	1
CN&LD: Working in Partnership to educate and support children and young people with complex needs and learning disabilities	QC7112	30	7	0	0	100%	2
Independent Study: Crediting and Extending Professional Development	QC7441	60 (also available at PG Cert Level)	7	0	0	100%	1/2
<b>Compulsory Module</b>							
Research Dissertation	QC7605	60	7	0	0	100%	1/2

## **F. Principles of Teaching Learning and Assessment**

The Masters in Education programmes of study are rooted in the professional practice of serving teachers and other educationalists, thus the learning strategies that are used reflect the importance of the rich and varied professional lives of our students. The generic aims and learning objectives place a strong emphasis upon work-based practice and development. In each pathway, current and relevant issues provide a context for developing the greater levels of understanding, analysis, evaluation and constructive criticism which reflect postgraduate study at Level 7.

Students are encouraged to take an active, independent and central role in their learning, identifying their own areas of interest and personalising their programmes to build on previous and current professional development needs and opportunities. They are encouraged to draw upon their wide and varied experiences, and take a proactive approach in sharing and reflecting critically on these and identifying aspects for further research, examination and evaluation, with the aim of improving and enhancing practice. One of the central themes of the programme is that students develop the skills to critique theory and research findings and to relate these to their own practice. Interactive lectures often provide the contextual framework for the knowledge content of each programme of study, whilst seminars, tutorials and group activities provide major opportunities for the linking of theoretical perspectives and practical applications and for tutors to work with students as colleagues, sharing their own research interests, knowledge and experiences. Critical reflection is a key element in all pathways within the programme and students, as independent learners, are encouraged to reflect critically on theory, research, practice and their own learning, through discussion, debate, shared experiences and reflective accounts.

The programme culminates in a capstone experience; the Research Dissertation. This is a major research project, rooted in our students' own professional role and practice and significant in their career progression and development. An important aspect of the research project is the development of an appreciation of the particular ethical and practical issues associated with research with children and young people, whilst the further development of research skills, including the management of data collection and analysis is another key focus.

Assignment structures demand that professional reflective practice is central to assignment construction and completion (as evidenced in the generic assessment criteria for the programme as a whole). The data collection process that is inevitably associated with such professionally based assignments is rooted in the everyday professional lives of the teachers themselves and as such contributes to the learning process in which each student engages. This close linkage between professional engagement in the workplace, and professional reflection and development within the programme, enables the course to be delivered within the minimum period of registration for each level of award.

Blended learning approaches, including suitable e-learning opportunities are a significant teaching and learning strategy of the Masters in Education programme. The University's Study Space provides the basis for sharing of resources and support materials related to the programme and a forum for group activities and discussions. The interactive whiteboard is a key resource for both teaching and student presentations and discussions. Email, blogs, wikis and Skype similarly provide ongoing support and access for those working within a demanding profession where presence at the University may at times be problematic. This should continue to develop with the University's growing capacity to support such activity and as each student's personal and school-based resources continue to increase. The Nightingale Centre (Learning Resources Centre - LRC) at Kingston Hill provides an excellent range of support services.

Assessment is solely through course work. At this level of professional practice "knowledge accumulation" is not a main priority; rather it is vital that participants in the programme show their capacity to use their personal



and literature-generated knowledge to inform their practice. This understanding is judged to be most effectively exhibited through precise and extensive referencing to both academic resources and also the everyday understandings of the participants' professional lives, and that this is best done through the medium of on-going reflective practice and its reporting through course work.

Assignments are set with a core specification, e.g. critical reflection on professional practice, evaluation of a teaching resource, small-scale research study. However, in accordance with:

- the philosophy of the programme
- the teaching and learning strategies outlined above
- and with regard to the individual nature of course participants' professional contexts,

The exact nature of the interpretation of the assignment is a matter of negotiation between tutor and course participant. This may result in highly individualised titles that reflect the key features of the content of the module, and common assessment criteria. This is an important recognition of the professional studies element of the programmes undertaken by participants.

Students are required to indicate in their assignments (normally through the use of the Self-Evaluation Sheet which is a required constituent part of each assignment) the extent to which they have attained the learning outcomes of the module and to indicate how their own further studies can enhance their future attainment. This also provides feedback to the course team as to how the student can best be supported in their future work and also serves to further define and refine teaching and learning strategy both for the present and future.

Teaching and learning strategies and the total assessment process are seen in the Masters programme as integral to each other. In accordance with the philosophy of the programme, the student is seen as a defining and refining element in the whole process of academic attainment and achievement. They are as much a resource for course participants as the academic team and the learning resource provision of the University. The teaching and learning strategies of the Masters programme value and enhance the role of participants' personal contributions. The assessment process associated with each module reflects this belief and emphasises the role of personal and inter-personal comparison of data as being critical for academic and professional advancement. Supportive and developmental formative assessment is a key component in every module and work-in-progress is open to peer and tutor critical feedback and feed-forward through discussions, presentations and support sets. Increasing use of on-line resources such as blogs, wikis, podcasts and video feedback will also support formative and summative assessment.

## **G. Support for Students and their Learning**

Implicit in the content and delivery of each module in the Master's programme is the requirement for the acquisition and regular use of appropriate levels of knowledge and study skills which will ensure that the generic aims and learning outcomes are met by successful candidates. Students on the Master's programme attend on a part-time basis with independent study a key feature of study at this level. We recognise that many of our students are returning to academic study after a break of several years and thus we ensure relevant support for study skills is available. Students are allocated a personal tutor who provides academic and personal support through individual and group tutorials, email and telephone/Skype contact. In the Research Dissertation module students are allocated a supervisor who will guide, advise and support them through the research and writing process. Students on the Master's programme are employed in a wide range of professional settings, providing a rich source of knowledge, skills and experiences that can be shared within the groups. Students are encouraged to form learning support sets within the groups and to extend this to create wider support networks with critical friends and colleagues in their work-based settings. Participation in such communities of learners enables students to draw upon the range of knowledge and expertise available both within and beyond the University and many students develop long-lasting friendships and continue in further

collaborative endeavours, with the possibility of continued study at doctoral level through our Education Doctorate (EdD) programme.

Where deemed to be of value students may also be directed to the Study Skills Centre or disabled support for further academic assistance and guidance. A designated MA programme administrator is available to provide help with all administrative matters and is contactable at the School of Education office or via email. Study space provides resources, programme and module information, administrative information and colleague support and discussion. Students are able to share their views and concerns through regular module evaluations and the student staff consultative committee.

## **H. Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision, with periodic reviews undertaken at subject level. Students regularly evaluate individual modules and the programme as a whole and their comments are considered through the Student Staff Consultative Committees and Boards of Study. Students' work, submitted for assessment is marked and a rigorous moderation process is in place. External examiners scrutinise and report on quality and appropriateness of the programme, assessment processes and student attainment.

## **I. Employability Statement**

Students who choose this programme are usually in employment within an educational setting and are committed to developing their skills and furthering their careers. Work at this level has been shown to greatly enhance the career prospects of any participants engaged in teaching and learning at any level and is specifically designed to support those keen to become leaders in the field of education. It also provides an excellent introduction to the critique of education necessary for those seeking to work in Higher Education, at Local Authority level and above.

Those who successfully complete the programme can offer their professional settings a range of insights, knowledge and skills and are well-placed to offer leadership, guidance and support to colleagues in improving practice, thus helping to raise standards of teaching and learning. Experience of working with students on the Masters programme indicates without question that the qualifications obtained from undertaking the MA programme facilitates promotions/progression and threshold movement. Local Authority associates have also provided evidence of the positive impact the Masters programme continues to have both on the professional development and upward mobility of individual teachers and in specific areas of school improvement. Many of our past students have moved on to senior positions as SENCOs Advanced Skills Teachers, Key Stage leaders and Curriculum Leaders; have obtained Assistant/ Deputy Headteacher and Headteacher posts; become advisory teachers and consultants in a range of specialist areas or have moved into Further Education or Higher Education settings. Findings from research projects have been widely disseminated to schools, colleges HEIs and Local Authorities and many students have published in books and journals.

## **J. Approved Variants from the UMS/PCF**

There are no variants to the PCF

## **K. Other sources of information that you may wish to consult**

### **Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning and personal and professional development as the programme progresses and provides a checklist for quality assurance purposes.





	<b>Communication Skills</b>	BK1	F	S	F/S	F/S		F/S	F/S	F/S	F/S														
		BK2	F	S	F/S	F/S		F/S	F/S	F/S	F/S														
		BK3	F	S	F	F		F	F	F	F														
	<b>Interpersonal Skills</b>	CK1	S	S	F	F		F	F	F	F														
		CK2	S	S	F	F		F	F	F	F														
		CK3	S	S	F	F		F	F	F	F														
		CK4	S	S	F	F		F	F	F	F														
	<b>Research and Information Literacy Skills</b>	DK1			S	S		F/S	F/S	F/S	F/S														
		DK2			S	S		F/S	F/S	F/S	F/S														
		DK3				S		F/S	F/S	F/S	F/S														
		DK4			S	S		S	S	S	S														
		DK5			S	S		F/S	F/S	F/S	F/S														
	<b>Numeracy Skills</b>	EK1				S		S	S	S	S														
		EK2				S		S	S	S	S														
		EK3				S		S	S	S	S														
		EK4				S		S	S	S	S														
	<b>Management and Leadership Skills</b>	FK1				F		F	F	F	F														
		FK2				F		F	F	F	F														
		FK3			F	S		F/S	F/S	F/S	F/S														
		FK4						F	F	F	F														
	<b>Creativity and Problem Solving Skills</b>	GK1				S		F	F	F	F														
		GK2				S		F	F	F	F														

**S** indicates where a summative assessment occurs (i.e. one that carries formal marks)

**F** where formative assessment/feedback occurs

## Indicative Module Assessment Map

This map identifies the elements of assessment for each module. Course teams are reminded that:

- There should be no more than three elements of assessment per module
- There should be no more than one formal examination per module.
- Synoptic assessments that test the learning outcomes of more than one module are permitted

Module					Coursework 1			
Level	Module Name	Module code	Credit value	Core/option	Type of coursework	Word Length	Weighting %	S
7	Advanced Professional Practice (APP): Policy and Professional Practice	QC7401	30	Core	Portfolio	5000	100%	S
7	APP: Researching Professional Learning	QC7402	30	Core	Research report	5000	100%	S
7	APP: Evidence Based Practice	QC7421	30	Core	Portfolio	5000	100%	S
7	APP: Making Claims to Knowledge	QC7422	30	Core	Research report	5000	100%	S
7	A: Understanding the Autism Spectrum and Implementing Legislation	QC7034	30	Core	A choice of - either a case study on a selected topic or a personal, small-scale investigation	5000	100%	S
7	A: Accepting a Placement and Providing the Curriculum	QC7035	30	Core	A choice of - either a case study on a selected topic or a personal, small-scale investigation	5000	100%	S
7	A: Personalising Teaching and Learning and Conducting Assessment	QC7037	30	Core	A choice of - either a case study on a selected topic or a personal, small-scale investigation	5000	100%	S
7	A: Accessing the Services and Evaluating the Provision	QC7038	30	Core	A choice of - either a case study on a selected topic or a personal, small-scale investigation	5000	100%	S
7	Independent Study: Crediting and Extending Professional Development	QC7441	60	Core	Portfolio	10000	100%	S
7	Early Years: Principles, Curriculum and Practice	QC7501	30	Core	Critical Analysis Poster/Essay	2000 1000/2500	50% 50%	S /S
7	Early Years: Development and Management Project	QC7502	30	Core	ICT Presentation Rationale/Report	2000/3000	100%	SS
7	Early Years: Inclusion and Interprofessional Working	QC7511	30	Core	Professional Portfolio	4000	100%	S





## Technical Annex

<b>Final Award(s):</b>	MA in Education MA in Education (named)
<b>Intermediate Award(s):</b>	PgCert in Professional Studies in Education PgDip in Professional Studies in Education
<b>Minimum period of registration:</b>	2yrs
<b>Maximum period of registration:</b>	6yrs
<b>FHEQ Level for the Final Award:</b>	7
<b>QAA Subject Benchmark:</b>	N/A
<b>Modes of Delivery:</b>	Part-Time
<b>Language of Delivery:</b>	English
<b>Faculty:</b>	HSCE
<b>School:</b>	School of Education
<b>JACS code:</b>	<i>This is the <a href="#">Joint Academic Coding System (JACS)</a> agreed jointly by UCAS and HESA.</i>
<b>UCAS Code:</b>	
<b>Course Code:</b>	<i>KEDKPCC1PCES KEDKPCD1PDES KEDKPMA1PMES</i>
<b>Route Code:</b>	<i>KPCES KPDES KPMES</i>