

## **Programme Specification**

**Title of Course: Master of Research (Education)**

**Date Specification Produced: April 2016**

**Date Specification Last Revised: July 2017**

## SECTION 1: GENERAL INFORMATION

<b>Title:</b>	Master of Research (Education)
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Kingston University
<b>Location:</b>	Kingston Hill
<b>Programme Accredited by:</b>	None

## SECTION 2: THE PROGRAMME

### A. Programme Introduction

The Master of Research (Education) (MRes Ed) is a specialised or advanced study award and has the characteristics of a research training programme (QAA, 2015). It has structured and assessed learning elements to enable education professionals to acquire knowledge and skills of advanced research processes, outcomes and dissemination. The programme is designed for education professionals who work with children, young people, families and adults. Educators in children's centres, nurseries, schools, colleges, consultancies, advisory services, museums, prisons, hospitals, higher education and other practice settings who wish to research their professional practice will find the programme relevant to their needs. Their varied roles and responsibilities relating to education might relate to different forms of disciplinary knowledge, age phase specialisations and experiences at any stage of their career.

Students will have in common the intention to become research-inquisitive self-improving education professionals who wish to acquire advanced knowledge and skills in systematic enquiry, critical practice and professional learning. Students are more likely to be part-time and remain in professional settings where they wish to undertake research to enhance their individual practice within an institutional context. The programme is also designed to meet the needs of International students, with the contexts and attributes identified above, for whom a full-time mode will comprise conference events and the use of a remote delivery model for the *Research Dissertation* module of the programme.

A particular feature of the programme is to extend the educator's knowledge of professionalism and interprofessionalism and to show how policy and practice can be viewed from different perspectives. It is designed to enable students to learn collaboratively and interprofessionally, where educators work with health, social care and other professionals. The MRes (Ed) will enable students to acquire advanced research skills relevant to contextualising their field of study, learn how to conduct research and implement a project in modules that progressively focus on enacting research. It will highlight the strategies for evaluating, producing and disseminating knowledge which is relevant to a workplace environment in a complex and interconnected world (Kingston University *Led by Learning* 2.2, 2.3 & 2.4).

Modules 1 and 2 focus on critically evaluative approaches to research evidence which contextualises professional practice. Theoretical concepts relevant to policy, practice, professionalism, reflective practice and interprofessionalism are examined to develop an understanding of practice-oriented knowledge, professional identity, institutional governance and the research process. Modules 3 and 4 focus on the principles and practice of research as systematic enquiry into professional practice. Students will be enabled to acquire the

confidence and attributes to become lead professionals for research within, and beyond, their practice. The final module is a Research Dissertation, whose successful completion will demonstrate methodological rigour, ethical transparency, social relevance and evidenced claims-making. This 'capstone' module will enable students to critically analyse, extrapolate and synthesise a range of sources and methods of enquiry and apply the knowledge and skills that have been demonstrated in the earlier modules.

Learning experiences will take the form of intensive weekend and day events, involving lectures, seminars, workshops and tutorials, which are supported by online resources for preparatory and consolidating guidance and tasks. Students will access individual tutorial support in each module as well as a personal tutor. Each event in the programme is designed to develop a community of learners so that peer-enriched, participative and dialogic experiences can meet individual needs and facilitate a critically supportive cohort identity. This delivery pattern of the programme is designed to meet the needs of practising professionals.

In summary, this programme reflects The School of Education's response to new trends in public policy by developing and nurturing the research-engaged professional in education-related fields. It has the capacity to support researchers in Education who wish to develop their enquiry-oriented practice. The School of Education has well-established partnerships with children's centres, advisory services, primary and secondary schools and local authority improvement teams. The programme team has experience of undertaking research projects in diverse settings to successful completion, including interdisciplinary contexts, and of facilitating professional learning at Masters' level. The programme is also designed to offer a preparatory step towards professionally-relevant doctoral study in Education.

### **Aims of the Programme**

The aims of the programme are to enhance students' ability to:

- develop deep and systematic understanding of the literature on relevant current issues in practice, policy, professionalism and interprofessionalism to identify and evaluate concepts and ideas relevant to research and enquiry;
- have a comprehensive understanding of approaches, methods and skills which enable research into professional and interprofessional practice;
- demonstrate initiative and originality in problem solving in complex and unpredictable professional situations with minimum guidance;
- be an independent, reflective and self-critical learner who can manage their own requirements for professional development;
- autonomously design and manage a small-scale research project, incorporating a critical ethical dimension, to work with research-based knowledge at the forefront of their professional practice;
- confidently engage in academic and professional communication to disseminate research processes and outcomes and to advocate and lead research-engaged learning initiatives in practice environments.

### **B. Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas (see table below).

The programme outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), the *Master's Degree Characteristics Statement* (QAA, 2015) and the *Subject Benchmark Statement Education Studies* (QAA, 2015) and relate to the typical student.

Programme Learning Outcomes								
	Knowledge and Understanding		Intellectual Skills		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	Have an advanced understanding of theoretical and methodological approaches relevant to research, learning and practice in professional settings and their relationship to other relevant disciplines		B1	Design and manage research projects and reflexively evaluate selected methods of enquiry for researching professional practice		C1	Incorporate critically aware ethical dimensions to the process of researching professional practice and manage the implications of moral dilemmas	
	Relevant modules	1, 2, 3, 4, 5		Relevant modules	3, 4, 5		Relevant modules	1, 2, 3, 4, 5
A2	Have a systematic understanding of professional knowledge constructs relevant to contextualising situated practice		B2	Develop through reflection and reflexivity significant outcomes from data collection and analysis which can inform future practice		C2	Flexibly and creatively synthesise ideas to show how professional learning might be facilitated for professional practice	
	Relevant modules	1, 2, 4, 5		Relevant modules	5		Relevant modules	1, 2, 3, 4, 5
A3	Critically analyse complex, incomplete and contradictory primary and secondary sources relating to policy, legal and ethical frameworks which pertain to children, young people and their families		B3	Deconstruct the discourse of professionalism and create ideas or information in innovative ways to explain and enhance professional and interprofessional practice		C3	Have a deep and systematic understanding of disseminating research processes and outcomes and creatively apply knowledge in familiar and unfamiliar contexts	
	Relevant modules	1, 2, 5		Relevant modules	1, 2, 5		Relevant modules	3, 4, 5
A4	Understand and reflect upon strengths and weaknesses of current provision to inform, manage and improve services for children, young people and their families in a range of complex and specialised contexts		B4	Use theoretical constructs and practices at a high level of abstraction and apply them to reformulate foundational or 'received' knowledge in the area of enquiry		C4	Make sense of journeying through the complex and richly-nuanced terrain of professional and interprofessional practice as an autonomously reflective self	
	Relevant modules	2, 5		Relevant modules	1, 2, 3, 4, 5		Relevant modules	1, 2, 3, 4, 5
A5	Undertake and evaluate complex searches of databases and other information sources relevant to researching professional and interprofessional practice		B5	Recognise that new knowledge of professional practice may be ambiguous, contested and provisional		C5	Adapt performance as a research-engaged professional and work proactively with others to formulate solutions	
	Relevant modules	1,2,3,4,5		Relevant modules	1, 2, 5		Relevant modules	1, 2, 3, 4, 5

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

<b>Key Skills</b>						
<b>Self Awareness Skills</b>	<b>Communication Skills</b>	<b>Interpersonal Skills</b>	<b>Research and information Literacy Skills</b>	<b>Numeracy Skills</b>	<b>Management &amp; Leadership Skills</b>	<b>Creativity and Problem Solving Skills</b>
Take responsibility for own learning and plan for and record own personal development KSA1	Express ideas clearly and unambiguously in writing and the spoken work KSB1	Work well with others in a group or team KSC1	Search for and select relevant sources of information KSD1	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data KSE1	Determine the scope of a task (or project) KSF1	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems KSG1
Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback KSA2	Present, challenge and defend ideas and results effectively orally and in writing KSB2	Work flexibly and respond to change KSC2	Critically evaluate information and use it appropriately KSD2	Present and record data in appropriate formats KSE2	Identify resources needed to undertake the task (or project) and to schedule and manage the resources KSF2	Work with complex ideas and justify judgements made through effective use of evidence KSG2
Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets KSA3	Actively listen and respond appropriately to ideas of others KSB3	Discuss and debate with others and make concession to reach agreement KSC3	Apply the ethical and legal requirements in both the access and use of information KSD3	Interpret and evaluate data to inform and justify arguments KSE3	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary KSF3	
Work effectively with limited supervision in unfamiliar contexts KSA4		Give, accept and respond to constructive feedback KSC4	Accurately cite and reference information sources KSD4	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data KSE4	Motivate and direct others to enable an effective contribution from all participants KSF4	

		Show sensitivity and respect for diverse values and beliefs KSC5	Use software and IT technology as appropriate KSD5			
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### Teaching/learning methods and strategies

The range of learning and teaching strategies include

- Lectures
- Seminars and workshops
- Case studies
- Group work exercises
- Tutorials
- Online discussion forum
- Online learning resource

### Assessment strategies

- essays
- posters
- reports
- online discussion tasks
- formative peer review
- Research dissertation

## **C. Entry Requirements**

The minimum entry qualifications for the programme are:

Candidates are normally required to have obtained an honours degree and/or further qualifications relating to working with children, young people and families in professional or interprofessional settings. Candidates are expected to demonstrate a commitment to professional learning in an education-related environment. Candidates may be in, or have had professional practice, or have an appropriate work placement. It is the responsibility of the student to make suitable arrangements. Applications may be made by education professionals at any stage of their professional career.

Requests for recognition of prior and/or experiential learning are documented under the categories: Certificated Prior Learning, Formal Learning which has not been assessed and Experiential Learning. Guidance is provided to applicants to complete the university form H1 'Student request for recognition of prior and/or experiential learning'. Specifically, requests can be made for Recognition of Prior Learning (RPL), Recognition of Prior Certificated Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL). All prior certificated and non-certificated learning will require verification. The Course Director provides an assessment of a claim for recognition of RPL, RPCL and RPEL, which is submitted to the RPL Board in the School of Education for consideration under the eligibility rules (*AQS Handbook: Section H* (pp. 24-26). If appropriate, a record of credit transferred is then completed.

Requests from PGCE award holders who hold academic credit at Masters' level will be considered through the procedure for Recognition of Prior Learning. The first two modules of the MRes (Ed) programme have been designed to be located within PGCE provision at the university. Their design ensures a clear articulation with PGCE programmes where 60 credits at Masters' level could be awarded for the successful completion of these two modules. Students will be able to obtain recognition of prior learning in this instance and commence the programme at the third module.

International students will need to demonstrate a good standard of written and spoken English and have an IELTS score of 6.5 overall, as detailed in Kingston University's admissions regulations. Appropriate English language competence must be evidenced in the form of certificated learning. Before the start of the academic year a pre-sessional English course is offered in support of language skills for postgraduate study. After commencing the programme the student has access to English Language Development sessions.

For candidates in professional settings Disclosure and Barring Services (DBS) clearance is usually undertaken by the employer prior to appointment.

Interviews will be conducted by at least one member of the programme team.

### **Programme Structure**

This programme is offered in both part-time (2 years) and full-time (1 year) modes and leads to the award of Master of Research (Education). Intake is normally in September each year.

The programme structure comprises four 30 credit modules and one 60 credit module at level 7. The minimum requirement for the exit awards are 60 credits for the Postgraduate Certificate in Researching Professional Practice and 120 credits for the Postgraduate Diploma in Researching Professional Practice. The 'capstone' Research Dissertation module completes the programme for the award of MRes (Ed) (180 credits).



## Professional and Statutory Regulatory Bodies

The programme design and delivery is mindful of appropriate PSRB policy direction and guidance on professional learning in the field of Education. It does not offer accredited outcomes from these bodies.

## Work-based learning, including sandwich programmes

Students will usually be in, or have had, appropriate professional practice or a relevant work placement, which it is their responsibility to obtain. Students will be encouraged to reflect upon their own personal experience of working in an applied setting, to contextualise research issues relevant to professional practice and to critically evaluate the relationship between theoretical constructs and practice.

## Outline Programme Structure

All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

<b>Level 7</b>					
<b>Compulsory modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block (part time)</b>	<b>% Coursework</b>
Perspectives on Policy, Practice and Professionalism	QC7700	30	7	Year 1 Semester 1	100%
Current Issues in Reflective Practice and Interprofessionalism	QC7701	30	7	Year 1 Semester 1	100%
Research Methods for Professional Practice	QC7702	30	7	Year 1 Semester 2	100%
Designing a Research Proposal	QC7703	30	7	Year 1 Semester 2	100%
Research Dissertation	QC7704	60	7	Year 2	100%
<b>Option modules</b>					
None					
Students exiting the programme with 60 credits are eligible for the award of PgCert in Researching Professional Practice. Students exiting the programme with 120 credits are eligible for the award of PgDip in Researching Professional Practice.					

## D. Principles of Teaching, Learning and Assessment

The MRes programme has been designed to take account of the Kingston University Curriculum Design principles. It also recognises the potential range and diversity of backgrounds and experiences of professionals in education settings, from novice practitioners to those working in specialist practice and leaders of organisations. The programme uses a wide range of teaching and learning approaches to enable all students to become enquiring, reflective and autonomous learners in each module.

The Year 1 calendar for the MRes (Ed) for the part-time mode for 2016-17 is shown in two diagrams which accompany this section. To maximise accessible provision for part-time students in weekday practice environments, two full weekend conferences will take place each semester in Year 1 to provide face-to-face sessions for the first four modules. Sessions at the weekend conferences include lectures, seminars (tutor-led and student-led), student presentations, workshops, group tutorials and individual tutorials, which are framed by enquiry-based and dialogic learning approaches. Keynote contributions and academic study skills will be scheduled on Friday evenings. Sessions on Saturdays and Sundays will be module-specific and framed by four themes per module. Each of these sessions will be accompanied by online resources, as shown in the diagram.

Preparatory consolidating and additional guidance and tasks are facilitated by the Virtual Learning Environment (VLE). Consequently, the weekend sessions are located within well-defined blocks of module study to reflect their holistic aims and learning outcomes. Formative assessment tasks are located within this framework and completion dates will be clearly stated in the module guides. Summative assignment dates for each module are sequenced to secure a 'feed forward' timeline. This framework of taught sessions, supported by online provision, will also facilitate the reporting of dissemination-focused activities so that students are able to critically share the effects of their theoretical understanding on their creative-thinking and problem-solving in practice settings. These evaluative formative processes will feed into the sessions that follow. The outward-facing website will provide access to resources on critical thinking, exemplars of work in progress and news digests relevant to the programme. The Year 1 calendar culminates in a Poster event as the assessment point for the module *Designing a Research Proposal*.

The calendar for the Year 2 module *Research Dissertation* is provided in the second diagram in this section. Whole cohort sessions, workshops and group and individual tutorials are calendared for seven day events (Saturdays), six of which are located at weekends where Year 1 students also meet. Keynote lectures and advanced study skill sessions on Friday evenings will involve both year groups to meet individual needs and promote a programme-wide community of learners.

The whole-cohort sessions in Year 2 will focus on key stages in designing and managing a dissertation and the employability-focused skills of research mentoring and leadership which students will acquire in this module. The workshops complement whole-cohort sessions and focus on practical strategies for justifying, implementing and reporting outcomes from the *Research Dissertation*. Workshops and group tutorials will facilitate a critically-supportive mini-network of peers to experience and exemplify collaborative working for generating new professional knowledge. Individual tutorials will be accessed and reflect the 'milestone' step which each day event enshrines. In sixth and seventh day event emphasis is given to ways of feeding back research outcomes into professional settings.

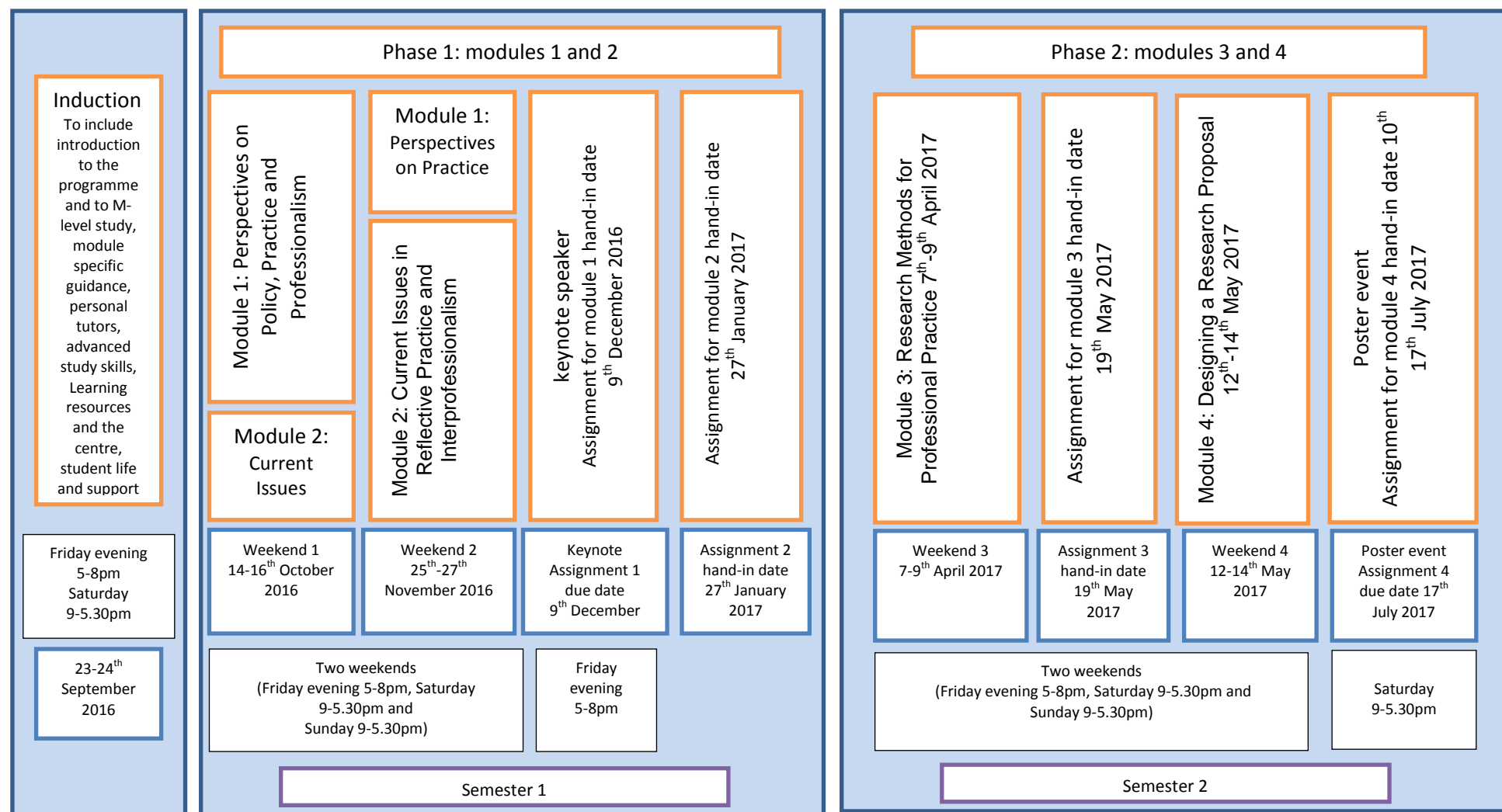
Both the Year 1 and Year 2 calendars will be enriched by the use of the wider research community within the HSCE Faculty and the university as an additional context to the students' learning. Students will be encouraged to attend Faculty research seminars and conferences, Graduate School events, Learning Resource Centre workshops and to make full use of opportunities to network within the context of the university research strategy.

The calendar for full-time students (one year), which will not be offered for the academic year 2016-17, will contain four weekend conferences, each to comprise one module. They will be located every six weeks within the first half-year, with associated assignment deadlines. Two of these weekend conferences will be held at the same time as the weekend schedule for part-time students to enable International students to be part of a wider community of learners and to benefit from direct contact with the research community in the HSCE faculty. Online provision, as described for the part-time programme, will be an integral feature of the

learning experience for full-time students, framed by a calendar of formative and summative tasks which are appropriate to the registration period.

The *Research Dissertation* module for full-time students will be framed, using all the 'milestones' specified above for part-time students, within a six-month calendar. To support the needs and circumstances of International students this module will use fully a remote delivery model for tutorial support, peer contact in discussion forums, access to critical readings and reporting work in progress towards the completion of the dissertation. The remote delivery model will facilitate opportunities to share understanding of managing and leading research-engaged communities of professionals in international perspective.

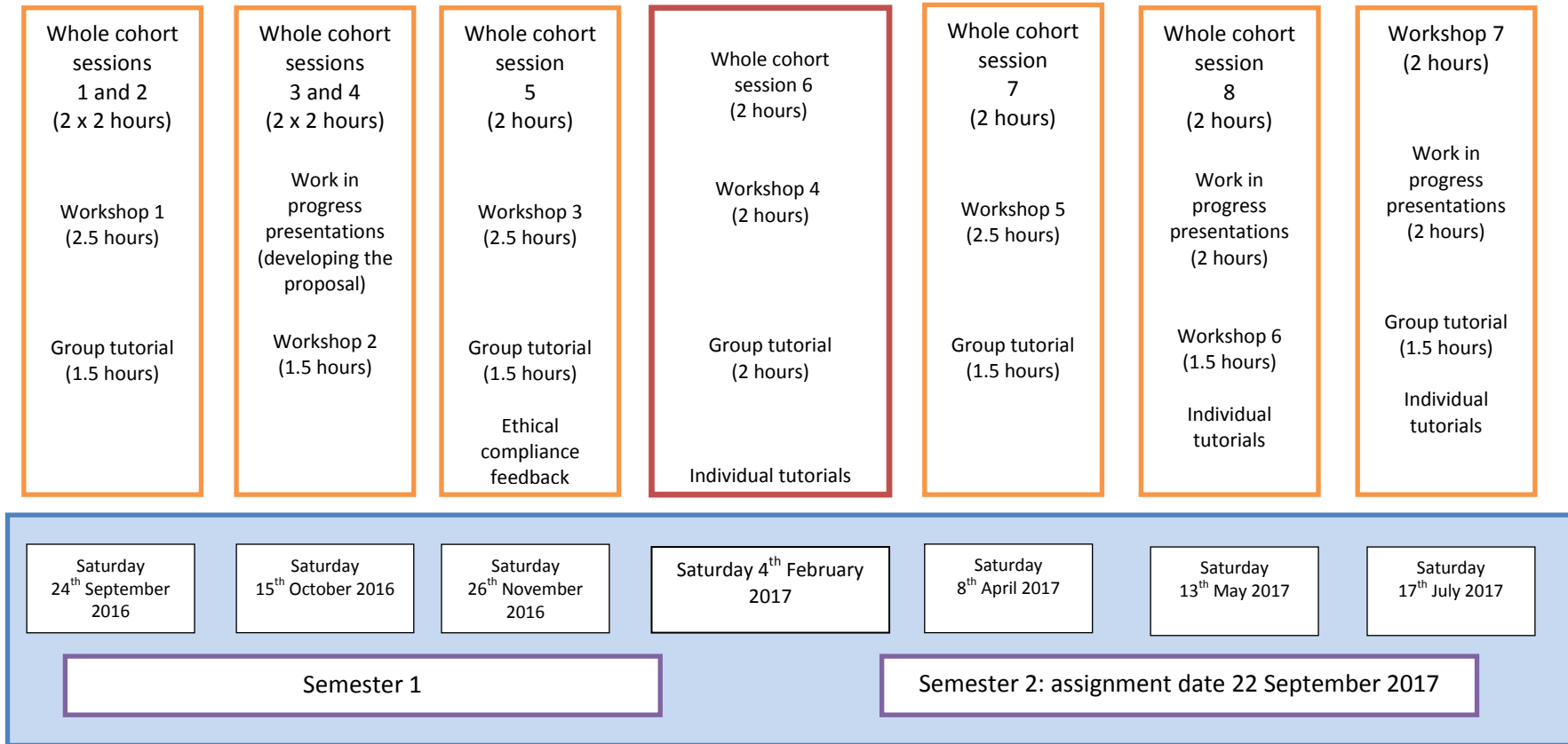
# MRes Year 1: part time mode



**Online provision**-between weekends and throughout the programme, there will be access to online resources in order to undertake preparatory tasks, access critical readings, engage in discussion forums to share and developing understanding of module themes before and after each event. Each module comprises four themes to facilitate the organisation of online resources.

# MRes Year 2: part-time mode

## Phase 3: Research Dissertation module



### Whole cohort sessions (above)

1. Problematizing and identifying the research questions
2. The key features of research design
3. The reflective self/role of the researcher and ethical practice
4. Approaches to writing for academic purposes: evidencing the argument
5. Approaches to writing for academic purposes: citations and referencing
6. Networking as a research-engaged professional
7. Preparing a conference paper
8. Leading research-engaged professionals

### Workshops (above)

1. Managing a small-scale research project
2. Preparing the ethics protocol
3. Managing and drafting the literature review
4. Using software to support data collection and analysis
5. Data collection tools; examining and discussing developing ideas
6. Scoping the main arguments
7. Sharing research outcomes with different audiences

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

Prior to starting the programme students will be encouraged to join the study skills course in September to enhance their preparation for academic study at Masters' level. It will be helpful to students who are returning to study. The induction process will include the development of a peer network. This network will enable students to develop critical feedback opportunities from peers in relation to formative assessment tasks and to contribute to the shared practice, or 'cohort' identity, of a community of learners.

During weekend sessions students will be encouraged to use the Learning Resource Centre (LRC) to improve their academic study skills. These sessions will be specified in the Student Handbook. The VLE will also facilitate the use of an online critical literature resource bank.

### **Personal Tutor Scheme (PTS)**

The PTS will be embedded in the programme. At Level 7 the aims, and therefore the minimum expectations, of the PTS are:

- To help students to make the transition to Masters level study and understand how to use feedback on the postgraduate course
- To encourage students to be proactive in making links between their course and their professional and/or academic aspirations
- To explore students' research aspirations
- To help students gain confidence in contributing to, and learning from, constructive peer review
- To encourage students to become part of a wider disciplinary and/or professional community
- To help students to prepare for the dynamics of supervision.

Some students on the programme may return to study after a substantial period. Some students might be at an early stage in their professional careers. To help ensure successful transitioning to Masters level study for all students, personal tutors will be allocated and meet students, in the induction period. The initial weekend conferences will be designed to help students gain confidence in their academic skills and have contact with a personal tutor who is designated for their whole course.

The personal tutor will gain knowledge of the professional role, setting and research focus of individual students, their experience of 'return to study' and induction sessions, their professional aspirations and their use of opportunities to contribute to, and learn from, constructive peer review. Between the face-to-face sessions contact with learners may be undertaken online and by telephone. A set of guidance notes will be provided to all students to explain the role of the Personal Tutors and its relationship to other Student Support services in the university.

Personal tutors will be available to provide academic advice and guidance throughout the course. They will facilitate students' reflections and encourage learner autonomy in preparation for the Research Dissertation module. Post-graduation emails to offer congratulations, encourage students to keep in touch and alert students to future events and contacts will be sent to students by Personal Tutors.

Designated personal tutors will have access to the university guide and be in receipt of tailored student information through the 'Tutor' function of SITS.

Students are supported by:

- A module leader for each module
- A course director to help students understand the programme structure
- Personal tutors to provide academic and personal support (see above)
- A designated tutor to provide academic support for the Dissertation module
- A designated programme administrator, contactable in the office or by email
- An induction programme at the beginning of each new academic session
- Staff Student Consultative Committee
- Study Space, facilitating an online interactive learning environment
- Academic Skills Centre (HSCE) to assist students to become autonomous, confident and successful learners, alongside embedded skills development within the programme.
- Student support facilities that provide advice on issues such as regulations
- Disabled student support
- The Students' Union
- Health and Counselling service
- Careers and Employability service.

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

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Staff Student Consultative Committee are sub-committees of Boards of Study and should map onto the appropriate calendar. SSCCs are minuted and should comprise representatives of all years/levels.
- Annual review and arising staff development events
- Periodic review undertaken at subject level
- Student evaluation at module and programme wide levels
- Moderation policies.

## **G. Employability Statement**

The programme will benefit professionals who wish to advanced their learning, research and practice skills in a wide variety of education-related settings. Students will deepen their employability skills as facilitators, co-ordinators, mediators and leaders of research-engaged professional practice. Key skills include taking individual responsibility for the learning process, enhancing interpersonal skills, undertaking information retrieval, data presentation and analysis, self-management and innovatory problem-solving in familiar and unfamiliar contexts. Further details of enhancing employability are provided in the Key Skills tables. Subject practical skills are identified as part of the Programme Learning Outcomes.

The importance of reflective practice, theoretical contextualisation and the acquisition of enquiry skills are shown throughout the programme. It will enable professionals to advance their knowledge and understanding of relevant practice-oriented issues and share research processes and findings in professional settings. The programme encourages students to communicate and disseminate findings to a wide range of audiences, write for publication for specialist and general readerships and to participate in, and lead, collaborative learning networks for education professionals.

Applicants for practitioner research posts will benefit from the programme. The role of the researching professional and interprofessional lead in education-related contexts is of

growing importance in individual organisations and consortium settings. For example, deputy headteachers in schools and managers in children's centres may have responsibility for research projects to support improvements. Research Development managers in larger institutions and subject-specific lead professionals require research skills to explore evidence. Special Interest groups and informal collaborative networks contain research users and research creators. The acquisition and dissemination of research-engaged outcomes in formal and informal settings, with an awareness of leadership roles, is a defining feature of the programme.

Consequently, the programme can assist an exploration of professional and interprofessional advancement opportunities by maximizing 'our graduates' choices' (*Led by Learning 2.4*). We expect that our graduates will return to mentor students, provide input for the programme and join the growing alumni network at Kingston University. The building of networks to support students will include developing seminar programmes and holding an annual research conference for alumni and current students.

#### **H. Approved Variants from the Undergraduate and Postgraduate Regulations**

There are no variants to be sought from the UMS.

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

Department for Education [www.education.gov.uk](http://www.education.gov.uk)

General Social Care Council [www.gsccl.org.uk](http://www.gsccl.org.uk)

Kingston University *Academic Guidance 2: University Level Descriptors 2015-2016*  
<http://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/>

Kingston University *Led by Learning*  
<http://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/universityplan/>

QAA (September 2015) *Master's Degree Characteristics Statement*  
<http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf>

For reviews conducted before 1 August 2016 the previous edition continues to apply  
QAA (March 2010) *Master's Degree Characteristics Statement*  
<http://www.qaa.ac.uk/en/Publications/Masters-Degree-Characteristics-2010.pdf>

Although the QAA *Subject Benchmark Statement Education Studies* (QAA, February 2015) is focused on Bachelor's degrees with honours programmes (Section 1.4), its defining principles and subject strands inform this programme specification (Section 4 & 5). <http://qaa.ac.uk/Publications/InformationAndGuidance/pages/Subject-benchmark-statement-Education.aspx>



## Development of Programme Learning Outcomes in Modules

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

Module code						Level 7				
		e.g. CH6101				Perspectives on Policy, Practice and Professionalism	Current Issues in Reflective Practice and Interprofessionalism	Research Methods for Professional Practice	Designing a Research Proposal	Research Dissertation
Knowledge & Understanding	A1					S	S	S	S	S
	A2					S	S			
	A3					S	S		S	S
	A4					S	S			
Intellectual Skills	B1					S	S	S	S	S
	B2					S	S	S	S	S
	B3					S	S			S
	B4					S	S	S	S	S
	B5					S	S	S	S	S
Practical Skills	C1							S	S	S
	C2					S	S	S	S	S
	C3							S	S	S
	C4					S	S	S	S	S
	C5					S	S	S	S	S

Students will be provided with formative assessment opportunities throughout the course to practice and develop their proficiency in the range of assessment methods utilised.

## Indicative Module Summative Assessment Map

This map identifies the elements of summative 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
- Students will be provided with formative assessment opportunities throughout the course to practice and develop their proficiency in the range of assessment methods and to facilitate 'feed-forward' as stipulated in the [Curriculum Design Principles](#)

Module					Assessment Method 1			Assessment Method 2			Assessment Method 3		
Level	Module Name	Module code	Credit value	Core/option	Type Coursework	Word length/Duration	Weighting %	Type	Word length/Duration	Weighting %	Type	Word length/Duration	Weighting %
7	Perspectives on Policy, Practice and Professionalism	QC7700	30	Core	Critical evaluation of sources to contextualise professional identity	4000	100%						
7	Current Issues in Reflective Practice and Interprofessionalism	QC7701	30	Core	Critical analysis of Reflective Practice in Interprofessional context	4000	100%						
7	Research Methods for Professional Practice	QC7702	30	Core	Critical analysis of relevant two methodologies	4000	100%						
7	Designing a Research Proposal	QC7703	30	Core	Research Proposal (poster presentation)	Poster (see criteria)	100%						
7	Research Dissertation	QC7704	60	Core	Dissertation	12000	100%						

## Technical Annex

<b>Final Award(s):</b>	Master of Research (Education)
<b>Intermediate Award(s):</b>	PGCert in Researching Professional Practice PGDip in Researching Professional Practice
<b>Minimum period of registration:</b>	2 years (part time) 1 year (full time)
<b>Maximum period of registration:</b>	4 years (part time) 2 years (full time)
<b>FHEQ Level for the Final Award:</b>	7
<b>QAA Subject Benchmark:</b>	Education
<b>Modes of Delivery:</b>	Part-time and Full-time
<b>Language of Delivery:</b>	English
<b>Faculty:</b>	Health Social Care and Education
<b>School:</b>	Education
<b>JACS code:</b>	X200
<b>UCAS Code:</b>	N/A
<b>Course Code:</b>	
<b>Route Code:</b>	