

## PROGRAMME SPECIFICATION – MA Education

<p><b>This document applies to students who commence the programme in or after September 2017</b></p>	
<b>1</b>	<b>Awarding Institution/Body:</b> University of Worcester
<b>2</b>	<b>Teaching Institution:</b> University of Worcester
<b>3</b>	<b>Programme accredited by:</b> N/A
<b>4</b>	<b>Final Award:</b> PG Cert, PG Dip, MA
<b>5</b>	<b>Programme Title:</b> PG Cert Education, PG Dip Education, MA Education
<b>6</b>	<p><b>Pathways Available:</b> The following pathways leading to a PG Cert Education, PG Dip Education or MA Education are available in addition to the generic award title:</p> <ul style="list-style-type: none"> <li>• <b>Church School Leadership,</b></li> <li>• <b>Early Childhood (inc. PG Cert Education (Leading Early Years Practice) and (Mentoring in Early Childhood),</b></li> <li>• <b>Leadership and Management,</b></li> <li>• <b>Leading Learning and Teaching,</b></li> <li>• <b>Mentoring and Coaching,</b></li> <li>• <b>Religions and Values Education,</b></li> <li>• <b>Special and Inclusive Education (inc. PG Cert Education (Special Educational Needs Coordination) NASC).</b></li> </ul>
<b>7</b>	<p><b>Mode and/or Site of Delivery:</b> University of Worcester site delivery except when provision is commissioned to be delivered off site at schools and other approved workplaces, including <i>The Learning Institute</i>, Cornwall. Although most modules are delivered face-to-face a small number are available through FDL.</p>
<b>8</b>	<b>Mode of Attendance:</b> Full or Part Time
<b>9</b>	<b>UCAS Code:</b> Not applicable
<b>10</b>	<p><b>Subject Benchmark Statement:</b></p> <p>There is currently no subject benchmark statement for Education at M level. The FHEQ and the QAA guidance on Master's degree characteristics (2010) have been used as reference points.</p>
<b>11</b>	<p><b>Date of Programme Specification Preparation/Revision:</b> September 2012, revised January 2014 (for the approval of delivery at The Learning Institute, Roche); August and October 2014 – amendment to regulations. March/July 2015 to include FDL delivery of Early Years modules. August 2016 – Regulations/Section 20 amended. August 2017 - AQU amendments.</p>
<b>12</b>	<p><b>Educational Aims of the Programme</b></p> <p>The MA Education and its award pathways are designed to deepen critical reflection in and on education in support of personal and professional development. Each pathway is designed to suit the particular needs and interests of participants drawn from a range of contexts – professional and non-professional - who wish to understand education, and where appropriate their engagement with it, in a systematic, critical and evidence-based way.</p> <p><b>The overall aims of the programme are to promote:</b></p>

- a. The development of an enhanced critical understanding of education (in its broadest sense).
- b. The development of an enhanced critical and reflective disposition towards practice in education or, where applicable, the participant's professional practice itself.
- c. An understanding and articulation of the relationship between theories of, and policies and practices in, education and the adoption of a research-informed approach to critical reflection.
- d. At dissertation level, the opportunity to design and conduct a substantive personal project on a research question of relevance to their professional practice, or a theme of relevance to their award pathway.

## **13 Intended Learning Outcomes and Learning, Teaching and Assessment Methods**

### **13.1 Learning Outcomes**

#### **Knowledge and Understanding**

On successful completion of the **postgraduate certificate stage**, students will be able to:

- Demonstrate a critical appreciation of the interface between theory and practice in their discipline, and the contested nature of aspects of education.
- Demonstrate self-awareness and a critical understanding of their own and others' perspectives and values within education.
- Critically evaluate current changes in the educational landscape and the implications of this for practice.
- Engage in critically evaluative debates relevant to own area of practice, where applicable.
- Develop coherent and sustained arguments leading to logical conclusions.

#### **Cognitive and Intellectual Skills**

On successful completion of **the postgraduate certificate stage**, students will be able to:

- Deal with complex issues systematically and creatively.
- Apply the concept of evidence-based practice to their understanding of work in education.
- Apply reflective and critical skills to their own understanding and practice.

#### **Transferable and Practical Skills Relevant to Employment**

On successful completion of **the postgraduate certificate stage**, students will be able to:

- Assess, plan, meet and evidence the achievement of learning goals.
- Organise their own time effectively to meet both personal and organisational and professional commitments.
- Critically reflect on their knowledge, skills and competences to inform personal development planning.
- Demonstrate enhanced skills in practice and be able justify new approaches taken.

In addition to the above, which will be revisited and deepened, at subsequent stages of the masters programme the following outcomes are intended.

On successful completion of **postgraduate diploma stage**, in addition to the above, students will be able to:

- Critically analyse policies and practices in education
- Systematically analyse a range of complex issues that influence the education and its delivery in particular contexts.

On successful completion of the **MA** students will be able to:

- Independently design, manage, undertake and evaluate, an individual research project relating to education, demonstrating rigorous standards of advanced scholarship, skills of critical analysis and argumentation and the ability to synthesise theories and evidence.

### **13.2 Teaching and Learning Methods**

All modules emphasise self-directed autonomous learning with students applying learning outcomes and content to their own particular specialism, discipline and, where relevant, practice.

Modules use a variety of modes of teaching and learning from lead lectures and seminars, to blended learning and that supported by the University's interactive e-learning platform, Blackboard.

Flexible and distributed learning modules (within identified pathways) will provide opportunity for students to engage in learning by means most suited to their context. Although all teaching and learning activities for these FDL modules will be available online, including on-line learning activities, discussion boards and skype tutorials, there will also be opportunities for students who enjoy a face-to-face learning environment to attend an induction, workshops, seminars, tutorials and conferences.

Some modules focus on the teaching of specific practical skills e.g. mentoring and coaching, whilst all the modules foster the critical dialogue between theories and practice by the means of critical reflection upon experience, discussion, scenario- and enquiry-based learning.

Other such alternative iterations of modules may be approved in the future.

#### **Assessment Methods**

A range of assessment methods are used to provide students with the maximum opportunity to achieve success. These include: essays, critiques and analyses which encourage critical thinking; critical reviews; assessment by enquiry based learning and action research; individual and group seminar presentations; poster presentations; reflective accounts; case studies and presentations of cases; various modules utilise portfolio approaches to assessment.

In negotiated learning modules students can design an investigation and a mode of assessment most suited to their project.

### **14 Assessment Strategy**

The assessment strategy has been designed, primarily, to provide students with the opportunity to demonstrate their achievement of the modular learning outcomes through the use of a range of assessment items. A range of assessment techniques across the course have been utilised to maximise the students likelihood of success.

Formative assessment approaches are utilised as appropriate to each module and at the discretion of the module leader. Summative assessments are constructively aligned with the stated learning outcomes.

Where there is more than one assessment item within a module, each item is given a weighting, each item having to be passed for the student to progress. All modules will be assessed according to common assessment criteria, except for the dissertation module which has its own assessment criteria.

Module assessment items are marked, and a sample moderated according to the [University's Assessment Policy](#), a range of assessments being forwarded to the external examiner for the particular award pathway. Dissertations are double-marked, a range of marked pieces being sent on to external examiners prior to each exam board. There is an annual cross-Institute postgraduate moderation event to ensure levels of consistency of judgement across colleagues' work and disparate module deliveries. Marked work is moderated by external examiners according to UW assessment policy.

## 15 Programme Structures and Requirements

The MA Education requires the successful completion of 180 credits at level 7. In addition to achieving the overall Masters degree, students can opt to study for a particular named award as detailed below. The course is modular in structure and students may elect to study on a full-time or part-time basis for a Postgraduate Certificate which requires the successful completion of 60 credits, Postgraduate Diploma, which requires the successful completion of 120 credits, or the Masters award which requires the successful completion of 180 credits. Modules may also be taken as stand-alone study units if students desire.

The mandatory modules for the MA Education are 2 in number, plus the dissertation. For named awards at PG Certificate and PG Diploma please refer to the chart below, which indicates which modules must be undertaken to receive the particular named award.

Modules are valued at 20, 40 or 60 credits at level 7 within the overall provision.

### Dissertation

The dissertation is either 40 or 60 credits, and is set at a maximum of 10,000 words for a 40 credit dissertation and 15,000 words in length for a 60 credit dissertation. Each student will be allocated a dissertation supervisor upon registering for the dissertation module. Where possible a tutor working in a cognate area to the research focus. Students will be expected to submit a proposed research question upon registering for the dissertation, to aid supervisory allocation. Where this proposed question is changed by the student, re-approval will need to be sought from the MA Course Leader. When submitting the final dissertation, students will be expected to submit with their dissertation:

- Their initial proposed research question (with a record of any approved changes to this);
- A record of dissertation supervision;
- Any ethical permissions gained;

The nature of the dissertation is subject to negotiation with your tutor and approval of the MA Course Leader where appropriate. Alternative models of completion may take the form of a piece of action research, a literature review, on a particular theme or question, or two/three conference papers with an accompanying critical commentary.

Detailed guidance about this and other matters in relation to the dissertation will be provided in the separate MA Education Dissertation Handbook.

### Negotiated Learning Modules

The **Negotiated Learning module (MAED 4007, 4008, 4009)** provides a way for students to design a module's learning outcomes and assessment to meet their specific needs. It may be completed as a 20, 40 or 60 credit option within the limits of the award being undertaken. The **employment-based critical reflection version of Negotiated Learning module (MAED4107, 4108, 4109)** enables individuals to undertake a project or an aspect of learning specific to their needs as they or an employer identifies. The **Negotiated Learning: subject knowledge and pedagogy module (MAED 4207, 4208, 4209)** are intended to enable participants to augment both their subject-knowledge whilst considering issues in learning and teaching. All forms of the Negotiated Learning module (ordinary, and employment-based critical reflection and subject knowledge and pedagogy) may be studied in combination in any individual's profile where this is deemed appropriate.

### Negotiated Learning Modules and Named Awards

Negotiated Learning modules may contribute towards named awards where the theme of the negotiated learning module is associated with that named award. Guidance should be sought from the pathway leader/MA Course Leader by students and/or module tutors about this to ensure that a student's focus is in accord with the award sought. Negotiated Learning tutorial arrangements are organised on a case-by-case basis as students register for this. Students are permitted four months to complete 20 credits, 8 months 40 credits and 12 months 60 credits of negotiated learning. Negotiated Learning modules may, rarely, replace taught modules, where group size delimits a full iteration of the taught module. In this case, the focus for Negotiated Learning module will be that of the module in question. Where necessary, a

learning contract will be agreed between the tutor and the students concerned to ensure the quality of the learning experience.

**Mandatory Modules for the Postgraduate Certificate:**

Mandatory modules are listed within each distinct PG Cert award below.

**Mandatory Modules for the Postgraduate Diploma:**

MAED4006 Contemporary Issues in Education: theory, policy and practice (20 credits)

**Mandatory Modules for the MA:**

MAED4001 Research Methods (20 credits)

MAED4440 (40 credit dissertation) or

MAED4460 (60 credit dissertation)

**Available Modules (all 20 credits unless indicated):**

MAED4007 Negotiated Learning

MAED4008 Negotiated Learning

MAED4009 Negotiated Learning

MAED4107 Negotiated Learning (employment-based critical reflection)

MAED4108 Negotiated Learning (employment-based critical reflection) (40 credits)

MAED4109 Negotiated Learning (employment-based critical reflection) (60 credits)

MAED4207 Negotiated Learning (subject knowledge and pedagogy)

MAED4208 Negotiated Learning (subject knowledge and pedagogy) (40 credits)

MAED4209 Negotiated Learning (subject knowledge and pedagogy) (60 credits)

MAED4015 Personal and Professional Development (most relevant to full-time students)

MAED4022 Organisational Improvement through Action Research\*

MAED4023 Policy and the Management of Change\*

MAED4024 Performance Management\*

MAED4026 Creative Approaches to Educational Leadership\*

MAED4028 Leading and Managing in Church Schools\*

MAED4040 Special and Inclusive Education: Towards Inclusion\*

MAED4041 Towards Inclusion: Partnership and Reflection\*

MAED4047 Inclusion and Challenging Behaviour\*

MAED4049 The role of the SENCO: the professional context and pupil learning\*

MAED4050 The role of the SENCO: meeting children's needs in partnership\*

MAED4051 The role of the SENCO: leadership, change and impact\*

MAED4064 Mentoring and Coaching\*

MAED4067 The Practice of Mentoring and Coaching\*

MAED4068 Theoretical Perspectives on Coaching\*

MAED4070 Current Issues in Religions and Values Education\*

MAED4071 Learning and Teaching in Religions and Values Education\*

MAED4140 Enhancing Learning and Teaching\*

MAED4156 Mentoring Skills and Quality Enhancement in Early Childhood\*

MAED4157 Pedagogy, Policy and Practice in the Early Years\*

MAED4158 Communication and Collaboration in the Early Years\*

MAED4159 Effective Early Years Practice and Pedagogy\*

**Relevant modules taught elsewhere in the University:**

MAHE4027 Academic Course Leadership

MAHE4141 Supporting Student Learning in Higher Education

MAHE4142 Learning, Teaching and Assessment in Higher Education

MAHE4143 Introduction to Academic Practice

MAHE4145 Making E-learning Work in Higher Education

MAHE4146 Research Supervision and Practice

RTP 401 Processes and Skills, Management and Methods

RTP 402 Dissemination, Engagement and Impact

The modules marked\* are indicative of an award specific optional module, however, students who are not aiming for that award, may take an award specific module as an optional module if their programme of study allows for this.

### **Attendance Requirements**

Students are strongly advised to attend all taught sessions offered. It is clear from experience that failure to attend affects student satisfaction and academic performance.

### **Named Masters Awards**

If a student takes a combination of modules that makes them eligible for a named award they will get the named award.

### **Generic Masters Award**

Students who successfully complete the 2 mandatory modules (40 credits), the 60 credit dissertation and a further 4 modules (or the 40 credit dissertation and 5 modules) will be entitled to the award of MA Education (see Award Map for details).

### **Named Awards**

**To achieve a named masters award**, students will complete 180 credits, including:

- Research Methods and Contemporary Issues in Education (40 credits);
- A minimum of 3 named award modules (which may include the mandatory module Contemporary Issues in Education: theory, policy and practice) (60 credits);
- The dissertation on a theme related to that named award (40 or 60);
- One (or two in the case of someone registered for the shorter dissertation) further optional module.

**To achieve a named postgraduate diploma** students will normally be required to complete six modules including:

- A minimum of four modules in that named award, including the mandatory module MAED 4006 (Contemporary Issues in Education: theory, policy and practice) (80 credits);
- Two further optional modules (40 credits).

**To achieve a named postgraduate certificate**, unless otherwise stated, students must complete:

- A minimum of two modules in the named award and one optional module\* (60 credits).

In all cases a negotiated learning or negotiated learning (employment-based critical reflection) may be substituted for a named-award module where this is on a relevant theme as agreed with the pathway leader or MA Course Leader.

\*Some Postgraduate certificates require the completion of three named award modules, e.g. the Postgraduate Certificate in Special Educational Needs Coordination.

### **Individual Programme of Study:**

Students are responsible for compiling and obtaining approval for their individual programme of study under the guidance of their pathway leader.

## MA Education

### Award Map of Named Masters Awards

Students must have passed a minimum of 180 credits at level 7 including a minimum of a 40 credit dissertation to achieve the MA Education.

Students must undertake at least 3 named-award modules (not including the mandatory MAED 4006 Contemporary Issues in Education: theory, policy and practice module) or more where this is indicated.

#### MA Education

<b>PGCert Education</b>	Any available module or MAED4015 (full-time student route)	Any available module	Any available module
<b>PGDip Education</b>	MAED4006 Contemporary Issues in Education: theory, policy and practice	MAED4001 Research Methods <u>or</u> any available module if exiting with a PGDip	Any available module
<b>MA Education</b>	MAED4440 40 credit dissertation on any theme		Any available module
	or		
<b>MA Education</b>	MAED4460 60 credit dissertation on any theme.		

#### MA Education (Early Childhood) (two routes)

<b>PGCert Education (Mentoring in Early Childhood)</b>	MAED4064 Mentoring and Coaching	MAED4156 Mentoring Skills and Quality Enhancement in Early Childhood	MAED4007 or other Negotiated Learning
or			
<b>PGCert Education (Leading Early Years Practice) *</b>	MAED4157 Pedagogy, Policy and Practice in the Early Years	MAED4158 Communication and Collaboration in the Early Years	MAED4159 Effective Early Years Practice and Pedagogy
<b>* These three modules are available via flexible delivery</b>			
Leading to:			
<b>PGDip Education (Early Childhood)</b>	MAED4006 Contemporary Issues in Education: theory, policy and practice	MAED4001 Research Methods <u>or</u> any available module if exiting with a PGDip	Any available modules in early childhood not undertaken or a negotiated learning module on a theme in EC
<b>MA Education (Early Childhood)</b>	MAED4440 40 credit dissertation on a theme in Early Childhood		Any available module.
	or		
<b>MA Education (Early Childhood)</b>	MAED4460 60 credit dissertation on a theme in EC.		

#### MA Education (Leadership and Management)

<b>PGCert Education (Leadership and Management)</b>	Two specialist leadership and management modules from those available (i.e. MAED4022 Organisational Improvement through Action Research, MAED 4023 Policy and Management of Change, MAED 4024 Performance Management, MAED 4064 Mentoring and	Either MAED4026 Creative Approaches to Educational Leadership or MAED4028 Leading
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	Coaching, MAED4015 Personal and Professional Development (full-time students only), or a themed negotiated learning module ie. MAED4007/4107 (in combination with a leadership module) or a double negotiated learning module, MAED4008/4108.		and Managing in Church Schools
<b>PGDip Education (Leadership and Management)</b>	MAED4006 Contemporary Issues in Education: theory, policy and practice	MAED4001 Research Methods <u>or</u> any available module if exiting with a PGDip	A specialist leadership and management module from the above.
<b>ME Education (Leadership and Management)</b>	MAED4440 40 credit dissertation on a theme in Leadership and Management		Any available module.
or			
<b>MA Education (Leadership and Management)</b>	MAED4460 Dissertation on a theme in leadership and management.		

### MA Education (Church School Leadership)

<b>PGCert Education (Church School Leadership)</b>	MAED4028 Leading and Managing in Church Schools	MAED4026 Creative Approaches to Educational Leadership	MAED4007 or other Negotiated Learning
<b>PGDip Education (Church School Leadership)</b>	MAED4006 Contemporary Issues in Education: theory, policy and practice	MAED4001 Research Methods <u>or</u> any available module if exiting with a PGDip	Optionally either MAED 4070 Current Issues in Religions and Values Education or MAED 4071 Learning and Teaching in Religions and Values Education or a specialist leadership and management module from those available or a negotiated learning module.
<b>MA Education (Church School Leadership)</b>	MAED4440 40 credit dissertation on a theme in Church School Leadership		Any available module.
or			
<b>MA Education (Church School Leadership)</b>	MAED4460 A 60 credit dissertation on a theme in the leadership and management of Church schools.		

### MA Education (Leading Learning and Teaching)

<b>PGCert Education (Leading Learning and Teaching)</b>	MAED4140 Enhancing Learning and Teaching	MAED4207 Negotiated Learning (subject knowledge and pedagogy)	Any available module with a teaching and learning focus e.g. MAED4071 Learning and Teaching Religions and Values
<b>PGDip Education (Leading Learning and Teaching)</b>	MAED4006 Contemporary Issues in Education: theory, policy and practice	MAED4001 Research Methods <u>or</u> any available module if exiting with a PGDip	Any available module

<b>MA Education (Leading Learning and Teaching)</b>	MAED4440 40 credit dissertation on a theme in Leading Learning and Teaching	Any available module
or		
<b>MA Education (Leading Learning and Teaching)</b>	MAED4460 A 60 credit dissertation on a theme in leading learning and teaching.	

#### MA Education (Mentoring and Coaching)

<b>PGCert Education (Mentoring and Coaching)</b>	Two specialist mentoring and coaching modules from those available or a themed negotiated learning module: MAED 4064 Mentoring and Coaching, MAED 4067 The Practice of Mentoring and Coaching, MAED4068 Theoretical Perspectives on Coaching.		Any available module
<b>PGDip Education (Mentoring and Coaching)</b>	MAED4006 Contemporary Issues in Education: theory, policy and practice	MAED4001 Research Methods <u>or</u> any available module if exiting with a PGDip	A specialist mentoring and coaching module from the above or a themed negotiated learning module.
<b>MA Education (Mentoring and Coaching)</b>	MAED4440 40 credit dissertation on a theme in Mentoring and Coaching		Any available module.
or			
<b>MA Education (Mentoring and Coaching)</b>	MAED4460 Dissertation on a theme in mentoring and coaching.		

#### MA Education (Religions and Values Education)

<b>PGCert Education (Religions and Values Education)</b>	MAED4070 (Current Issues in Religions and Values Education) and MAED4071 (Learning and Teaching Religions and Values)		Any available module.
<b>PGDip Education (Religions and Values)</b>	MAED4006 Contemporary Issues in Education: theory, policy and practice	MAED4001 Research Methods <u>or</u> any available module if exiting with a PGDip	Negotiated Learning on a theme in religions and values education.
<b>MA Education (Religions and Values Education)</b>	MAED4440 40 credit dissertation on a theme in Religions and Values Education.		Any available module.
or			
<b>MA Education (Religions and Values Education)</b>	MAED4460 60 credit dissertation on a theme in Religions and Values Education.		

#### MA Education (Special and Inclusive Education) (two routes)

<b>PGCert Education (Special and Inclusive Education)</b>	Two specialist special and inclusive modules from those available or a themed negotiated learning module: MAED 4040 Special and Inclusive Education: Towards Inclusion, MAED 4041 Towards Inclusion: Partnership and Reflection, MAED 4047 Inclusion and Challenging Behaviour, MAED 4049 The Role of the SENCO: the professional context and	Any available module
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	pupil learning, MAED 4050 The role of the SENCO: meeting children's needs in partnership, MAED 4051 The role of the SENCO: leadership, change and impact		
or			
<b>PGCert Education (Special Educational Needs Coordination) NASC</b>	MAED 4049 The role of the SENCO: the professional context and pupil learning	MAED4050 The role of the SENCO: meeting children's needs in partnership	MAED4051 The role of the SENCO: leadership, change and impact
Leading to			
<b>PGDip Education (Special and Inclusive Education)</b>	MAED4006 Contemporary Issues in Education: theory, policy and practice	MAED4001 Research Methods <u>or</u> any available module if exiting with a PGDip	A specialist special and inclusive module from those above.
<b>MA Education (Special and Inclusive Education)</b>	MAED4440 40 credit dissertation on a theme in Special and Inclusive Education		Any available module.
or			
<b>MA Education (Special and Inclusive Education)</b>	MAED4460 60 credit dissertation on a theme in Special and Inclusive Education.		

### Award Map of Named Postgraduate Diplomas

#### Postgraduate Diploma Education

<b>PGCert Education</b>	Any available module or MAED4015 Personal and Professional Development (full-time student route)	Any available module	Any available module
<b>PGDip Education</b>	MAED4006 Contemporary Issues in Education: theory, policy and practice	MAED4001 Research Methods <u>or</u> any available module.	Any available module

#### Postgraduate Diploma (Early Childhood)

<b>PGCert Education (Mentoring in Early Childhood)</b>	MAED4064 Mentoring and Coaching	MAED4156 Mentoring Skills and Quality Enhancement in Early Childhood	MAED4007 Negotiated Learning
or			
<b>PGCert (Leading Early Years Practice)</b>	MAED4157 Pedagogy, Policy and Practice in the Early Years	MAED4158 Communication and Collaboration in the Early Years	MAED4159 Effective Early Years Practice and Pedagogy
Leading to			
<b>PGDip Education (Early Childhood)</b>	MAED4006 Contemporary Issues in Education: theory, policy and practice	MAED4001 Research Methods or any available module.	Any available modules in early childhood not undertaken or a negotiated learning module on a theme in EC

### Postgraduate Diploma Education (Leadership and Management)

<b>PGCert Education (Leadership and Management)</b>	Two specialist leadership and management modules from those available (i.e. MAED4022 Organisational Improvement through Action Research, MAED 4023 Policy and Management of Change, MAED 4024 Performance Management, MAED 4064 Mentoring and Coaching, MAED4015 Personal and Professional Development (full-time students only)), or a themed negotiated learning module ie. MAED4007/4007A (in combination with a leadership module) or a double negotiated learning module, MAED4008/4008A.		Either MAED4026 Creative Approaches to Educational Leadership or MAED4028 Leading and Managing in Church Schools.
<b>PGDip Education (Leadership and Management)</b>	MAED4006 Contemporary Issues in Education: theory, policy and practice	MAED4001 Research Methods or any available module	A specialist leadership and management module from the above or a negotiated learning themed module.

### Postgraduate Diploma Education (Church School Leadership)

<b>PGCert Education (Church School Leadership)</b>	MAED4028 Leading and Managing in Church Schools	MAED4026 Creative Approaches to Educational Leadership	MAED4007 or other Negotiated Learning
<b>PGDip Education (Church School Leadership)</b>	MAED4006 Contemporary Issues in Education: theory, policy and practice	MAED4001 Research Methods or any available module	Optionally either MAED4070 Current Issues in Religions and Values Education or MAED 4071 Learning and Teaching Religions and Values or a specialist leadership and management module from those above or a negotiated learning module.

### Postgraduate Diploma Education (Leading Learning and Teaching)

<b>PGCert Education (Leading Learning and Teaching)</b>	MAED4140 Enhancing Learning and Teaching	MAED4207 Subject Knowledge and Pedagogy	Any available leadership module
<b>PGDip Education (Leading Learning and Teaching)</b>	MAED4006 Contemporary Issues in Education: theory, policy and practice	MAED4001 Research Methods Or any available module	Any available module

### Postgraduate Diploma Education (Mentoring and Coaching)

<b>PGCert Education (Mentoring and Coaching)</b>	Two specialist mentoring and coaching modules from those available or a themed negotiated learning module: MAED 4064 Mentoring and Coaching, MAED 4067 The Practice of		Any available module
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	Mentoring and Coaching, MAED4068 Theoretical Perspectives on Coaching.		
<b>PGDip Education (Mentoring and Coaching)</b>	MAED4006 Contemporary Issues in Education: theory, policy and practice	MAED4001 Research Methods or any available module	A specialist mentoring and coaching module from the above or a themed negotiated learning module.

### Postgraduate Diploma Education (Religions and Values Education)

<b>PGCert Education (Religions and Values Education)</b>	MAED4070 Current Issues in Religions and Values Education and MAED4071 Learning and Teaching Religions and Values		Any available module.
<b>PGDip Education (Religions and Values Education)</b>	MAED4006 Contemporary Issues in Education: theory, policy and practice	MAED4001 Research Methods or any available module.	Negotiated Learning on a theme in religions and values education.

### Postgraduate Diploma Education (Special and Inclusive Education)

<b>PGCert Education (Special and Inclusive Education)</b>	Two specialist special and inclusive modules from those available or a themed negotiated learning module: MAED 4040, 4041, 4047, 4049, 4050, 4051.		Optional module from those available.
Or			
<b>PGCert Education (Special Educational Needs Coordination) NASC</b>	MAED 4049	MAED4050	MAED4051
Leading to:			
<b>PGDip Education (Special and Inclusive Education)</b>	MAED4006 Contemporary Issues in Education: theory, policy and practice	MAED4001 Research Methods or any available module if exiting with a PGDip	A specialist special and inclusive module from those above.

## Award Map of Postgraduate Certificates

### Postgraduate Certificate Education

<b>PGCert Education</b>	Any available module	Any available module	Any available module
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### Postgraduate Certificate Education (Mentoring in Early Childhood)

<b>PGCert Education (Mentoring in Early Childhood)</b>	MAED4064 Mentoring and Coaching	MAED4156 Mentoring Skills and Quality Enhancement in Early Childhood	MAED4007 Negotiated Learning
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### Postgraduate Certificate Education (Early Years Practice)

<b>PGCert (Leading Early Year Practice)</b>	MAED4157 Pedagogy, Policy and Practice in the Early Years	MAED4158 Communication and Collaboration in the Early Years	MAED4159 Effective Early Years Practice and Pedagogy
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**Postgraduate Certificate Education (Leadership and Management)**

<b>PGCert Education (Leadership and Management)</b>	Two specialist leadership and management modules from those available (i.e. MAED4022 Organisational Improvement through Action Research, MAED 4023 Policy and Management of Change, MAED 4024 Performance Management, MAED 4064 Mentoring and Coaching, MAED4015 Personal and Professional Development (full-time students only)), or a themed negotiated learning module ie. MAED4007/4107 (in combination with a leadership module) or a double negotiated learning module, MAED4008/4108.	Either MAED4026 or MAED4028.
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**Postgraduate Certificate Education (Church School Leadership)**

<b>PGCert Education (Church School Leadership)</b>	MAED4028 Leading and Managing in Church Schools	MAED4026 Creative Approaches to Educational Leadership	MAED4007 or other Negotiated Learning
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**Postgraduate Certificate Education (Leading Learning and Teaching)**

<b>PGCert Education (Leading Learning and Teaching)</b>	MAED4140 Enhancing Learning and Teaching	MAED4207 Negotiated learning (subject knowledge and pedagogy)	Any available leadership module
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**Postgraduate Certificate Education (Mentoring and Coaching)**

<b>PGCert Education (Mentoring and Coaching)</b>	Two specialist mentoring and coaching modules from those available or a themed negotiated learning module: MAED 4064 Mentoring and Coaching, MAED 4067 The Practice of Mentoring and Coaching , MAED4068 Theoretical Perspectives on Coaching.	Any available module
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**Postgraduate Certificate Education (Special Educational Needs Coordination) National SENCO Award**

<b>PGCert Education (Special Needs Coordination)</b>	MAED 4049	MAED4050	MAED4051
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**Postgraduate Certificate Education (Special and Inclusive Education)**

<b>PGCert Education (Special and Inclusive Education)</b>	Two specialist special and inclusive modules from those available or a themed negotiated learning module: MAED 4040, 4041, 4047, 4049, 4050, 4051.	Any available module
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## Postgraduate Certificate Education (Religions and Values Education)

<b>PGCert Education (Religions and Values Education)</b>	MAED4070 Current Issues in Religions and Values Education and MAED4071 Learning and Teaching Religions and Values	Any available module.
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### 16 QAA and Professional Academic Standards and Quality

The learning outcomes for this award have been aligned to the Quality Code for HE Qualifications descriptors for awards at level 7/M. These can be found here: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

### 17 Support for Students

A full range of support for students is available within the University and further information can be found at: [Worcester Student Services](#). Support is also available by telephone and e-mail.

Specific to the programme:

Applicants from outside the university are normally invited to attend for an interview (or will be interviewed by phone where this is impractical) to enable them to meet their pathway leader or the MA Course Leader, to ask any questions regarding the course, issues around AP(E)L or APCL and their programme of study should a named award be specified.

Induction is offered to all students, either on the university campus or in an e-format. Students are strongly advised to take the opportunity of the induction process.

- Support is given as part of each module in writing at Master's level.
- All students receive individual tutorial guidance when engaging in independent study work and are supervised whilst researching and writing up of the dissertation.
- Electronic versions of the Course Handbook and the Dissertation Handbook are all updated annually and are provided to all students.
- Blackboard is the University's VLE and additional support for learning will be provided via this platform at course and module level.
- Compulsory and recommended reading will be provided in the module guide made available for each module, detailing aims, intended learning outcomes, assessment requirements and indicative content for each module.
- Taught face-to-face sessions use a variety of learning and teaching methods including, lectures, peer-interaction, tutor-facilitated discussions, role play, arts-based and other creative learning activities, case studies and group-led presentations.
- For all modules formative assessment and feedback supports work towards summative assessment.
- Regular evaluation provides students with the opportunity to feedback on their experience and the quality of learning and teaching, which the course team record and which feeds into the annual evaluation of modules and the course as a whole
- The dissertation phase of the course is structured to maximise support for each participant whilst fostering the independence appropriate at the pinnacle of masters-level work. A student-led, staff-facilitated dissertation support group operates on a termly basis as an additional level of support at this stage of the programme.
- The University of Worcester is committed to enabling students to fulfil their potential. A range of support is available to facilitate this in addition to tutorial support. Please see [Worcester Student Services](#) and the [Disability & Dyslexia Service](#), where the full range of support offered to students is detailed.
- Students facing difficult circumstances (including those working at a distance from the University of Worcester) can access support through their Personal Academic Tutor and via Student Services through internet and telephone.

## 18 Admissions

The programme is open to part-time students engaged with education in a range of contexts and for varied purposes. The vocational and applied ethos of the programme does not preclude those who are not currently practicing (unless specifically required by the module). The programme has been designed to be of interest to educationists and potential educationists.

The programme is also open to full-time students who are interested in learning the general principles of education practice and theory, how they are applied in an international and UK context and their employment-based applicability elsewhere.

Full-time students are only be able to enter the programme in September each year and, where appropriate, will be offered an Institute of Education International Induction programme, which will supplement the University International Induction programme, focussing on education terminology and organisation both within the UK and the University. Full-time students are expected to undertake MAED4015 (Personal and Professional Development) as one of their optional modules, which is designed to supported critical reflections upon their learning experience in an extended way. The course has a designated full-time pathway leader who will facilitate this process.

Not all modules or all awards will run every year, dependent upon staffing and demand. A timetable of modules will be published each summer indicating the modules available in the coming year.

General admission requirements for entry to the programme are:

- A good honours degree (2.2 or above) in a subject associated with education and/or with equivalent professional qualifications, experience and evidence of continuing professional development.
- An informal phone or face to face interview with the MA Course Leader and/or Pathway Leader may be proposed particularly where students have non-traditional entry criteria or are external to the university. The purpose of this is to have an exchange of information to ensure that applicants understand the demands of Masters level study. This is face to face where possible but this may be by phone and in the case of full-time students it may be conducted by a third party who is approved by the MA Course Leader or the UW international office.
- Applicants with non-traditional entry criteria may be required to undertake an assessed piece of work to ascertain if the programme will be appropriate for them.
- International students must hold a qualification equivalent to a UK first or second class honours degree.
- All International student for whom English is not their first language are required to achieve IELTS 6.5 or equivalency.

See [Admissions Policy](#) for other acceptable qualifications.

### 18.1 Recognition of Prior Learning

Students may seek Recognition of Prior Learning (RPL) in accordance with the University RPL procedures, within the parameters set out within the University [Taught Courses Regulatory Framework](#). Where RPL is sought, students will be expected to submit either a written piece or give a presentation, and receive questions on this, in the context of a structured and assessed RPL interview. Modules from other awards, notably the MA Higher Education, are directly transferable into the MA Education, though as a minimum the dissertation should be on a theme of relevance to the latter award.

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can also be found [here](#).

## 19 Methods for evaluating and improving the quality and standards of teaching and learning

A Course Management Committee, of students drawn from each pathway (where possible), Pathway Leaders and the MA Course Leader, meets a minimum of twice yearly to monitor and evaluate the programme in light of university requirements, external examiners' reports and student feedback. The Course Management Committee is chaired by the MA Course Leader, minutes kept and reported upon in both the course Annual Evaluation Report (AER), Centre AER and then to IQC.

All modules (including those delivered online) are subject to a modular evaluation that includes an action plan to address any issues identified by the students, module leader or others contributing to the module. This is normally undertaken by the module leader who collates the evaluation results and forwards them to the Course Administrator, the Pathway Leaders and the MA Course Leader and thereafter to the Course Management Committee. Evaluations will be used to modify the learning and teaching experience, or aspects of the module itself, should the Course Management Committee see fit. Adjustments to the module will be recorded by the module leader in the annual update of the module guide.

The AER reviews the quality of the course and provides action points emerging from the analysis of data provided by students, staff and external examiners. External examiner reports feed into the annual evaluation report and serve as indicators for areas where staff development and /or other improvement strategies will be of benefit to the course.

A Peer Learning Through Observation policy exists within the Institute of Education, providing an opportunity for staff to receive feedback on their approaches to learning and teaching that can be used to further develop these skills.

All Institute staff are expected to maintain their profile of professional development and to be research- and scholarly- active in their field. In addition, directly relevant staff professional development for those teaching on the MA Education is undertaken annually, as does a module/dissertation moderation meeting.

The Institute of Education and its staff maintain close links with local education providers and this continued relationship both informs the shape of this programme and ensures that the content and themes of modules are fit-for-purpose in the changing educational context.

## **20 Regulation of assessment**

The course operates under the University's [Taught Courses Regulatory Framework](#)

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### **Submission of assessment items**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D-unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Taught Courses Regulatory Framework](#).

### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.

- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

### Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7, as specified on the award map.
PG Dip	Passed a minimum of 120 credits at level 7, as specified on the award map.
MA Education.	Passed a minimum of 180 credits at level 7 including a 40 or 60 credit dissertation, as specified on the award map.

PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

## 21 Indicators of quality and standards

Standards on MA Education are viewed by external examiners as being in line with that of other HEIs. Quality on the programme is continually monitored and further enhanced by an engagement in all of the processes described above. External examiners for the MA Education have specialist knowledge particular to specific areas of the course, and their responsibilities are designated to reflect this. Where possible dissertations are moderated by external examiners with specialist knowledge of the area examined.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for students with a disability, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

The quality of our programmes is rated very highly regionally, nationally and internationally, historically our masters-programme recruits very strongly and – on average – graduates of the full masters-award exceed 30 annually. Many such graduates go on to promoted posts and to continue study towards a research degree. Initial Teacher Education provision was again commended as 'Outstanding' in 2010, repeating the outcome of our earlier 2008 Ofsted by Ofsted in 2010, confirming our excellent provision across all phases. The Institute of Education is committed to building on these achievements in teaching and research.

The UW Quality standards for Flexible and Distributed Learning have been strictly adhered to.

## 22 Employability and Graduate Destinations

The course has a tradition of improving the career profiles of participants, as many case-studies of former students demonstrates. This award is intended to prepare students to deepen their engagement with issues in the educational workspace, fostering transformative personal and organisational learning for those involved. The programme additionally offers preparation to continue study for some participants wishing to go on the professional doctorate (EdD) award or to an MPhil/PhD.

The University maintains close links with education providers locally and regionally and meeting workforce need is the ethos of a number of modules and pathways in the MA Education. In addition, the course is also designed to enable those with an intention of working in an education

context to deepen their understanding of education in a range of contexts and building the skills which will enhance their career opportunities. For example the Institute of Education works with members of the Careers Service and with Institute of Administrative Managers. Where appropriate many modules have an applied focus intended to facilitate the development of learning which will have direct impact on professional contexts from which participants are drawn.

The course team is comprised of academic staff with a breadth of backgrounds in education, research profiles in specialist areas and in most cases extensive experience of education in various contexts. Staff within the Institute, and the Institute itself, maintain strong relationships with schools, colleges and other education providers.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.