

MA Education

Programme Spec 2008/2009*

MA Education

MA Education (Title to be decided from)

- *Leadership and management*
- *Teaching and Learning*
- *Developing Professional Practice*
- *Early Years*
- *Global Dimension*
- *Strategic Leadership*
- *Coaching*

* *Subject to 6 yearly review Autumn 2008*

Version 08v4 .

Arts and Education

Programme leader: *Dr Ian Terrell*



Middlesex
University

Programme Specification and Curriculum Map

MA Education

MA Education (Title to be decided from) Pathways

- *Leadership and management*
- *Teaching and Learning*
- *Developing Professional Practice*
- *Early Years*
- *Global Dimension*
- *Strategic Leadership*

1. Programme title	PDT Professional Development in Education
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Programme accredited by	Middlesex University
5. Final qualification	MA Education MA Education (Named award) PG Diploma in Education PG Certificate in Education
6. Academic year	2008/9
7. Language of study	English
8. Mode of study	Distance Education/ Part time

9. Criteria for admission to the programme

The MA Education programme is for those professionals

- employed in educational organisations contributing to the educational process,

and normally,

- have a graduate qualification, or
- extensive practical experience

The majority of applicants are teachers with Qualified Teacher Status (QTS), but applicants may include non-QTS, teachers, school support staff, and those working in other educational setting such as learning resource centres, museums etc.

In line with the School and University policy on widening access, however, these requirements will not always have to be fulfilled by applicants, who should enquire about this to the programme leader who may admit applicants on the basis of need and appropriateness of the programme.

Candidates will need a high level of competence in the use of English, equivalent to at least 6.5 in the IELTS test or TOEFL 575 (paper based), 237 (computer based).

See section B of University Regulations for Admission

(The MA Education) is not a route into teaching and does not award qualified teacher status (QTS).

10. Aims of the programme

The programme aims to:

Develop evidence based educational practitioners, so that they are enabled to improve their own practice and to make a significant contribution to improving inclusive practice and raising achievement in their specialist area.

It therefore sets out to:

- introduce students to a body of theoretical and professional knowledge in an area or areas relevant to the profession and role of the individual student
- to develop skills of using professional and theoretical knowledge and findings from published research to inform and develop practice
- and to develop the skills and outlook of the practitioner- researcher.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

- A1. Current theoretical, policy and practice perspectives on the chosen area(s)
- A2. Relevant government guidance and policy in their chosen areas.
- A3. Professional Standards for own role.
- A4. Using research and scholarship to inform

Teaching/learning methods

Students gain knowledge and understanding through:

- Tutor led sessions and workshops
- Student negotiated independent learning through reading, learning conversations (including online), and observation.
- Individualised enquiry based assignments

<p>practice.</p> <p>A5. Research and scholarship methodologies in educational practice.</p>	<p>Assessment Method</p> <p>Students' knowledge and understanding is assessed by coursework including: personal learning needs analysis, formative assessment tasks, reflective portfolio, project reports, action research studies and final dissertation report. The work will demonstrate:</p> <ul style="list-style-type: none"> • A systematic understanding of knowledge, a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice. • A comprehensive understanding of techniques applicable to their own research or advanced scholarship; • Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; • Conceptual understanding that enables the students to: Evaluate critically current research and advanced scholarship in the discipline; and Evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>B1. Apply theoretical learning to reflections on experience</p> <p>B2. Identify and critique positions and arguments in assigned reading, and other discourse.</p> <p>B3. Critically evaluate received views</p> <p>B4. Critically evaluate own practice</p>	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through:</p> <ul style="list-style-type: none"> • Tutor led sessions and workshops • Student negotiated independent learning through reading, learning conversations (including online), and observation. • Individualised enquiry based assignments coursework. <p>Assessment Method</p> <p>Students' cognitive skills are assessed by coursework including: personal learning needs analysis, formative assessment tasks, reflective portfolio, project reports, action research studies and final dissertation report.</p> <p>Students work will demonstrate the ability to:</p> <p>Continue to advance their knowledge and understanding, and to develop new skills to a high level;</p>

<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <p>C1. Identify, review and evaluate own learning needs in order to set and monitor personal learning objectives</p> <p>C2. Apply theoretical learning to improve practice in the workplace through new insights into the area of study</p> <p>C3. Critically evaluate impact of own learning on individual and, where relevant, organisational performance</p> <p>C4. Identify research objectives and systematically plan a research enquiry using and critiquing appropriate research tools</p> <p>C5. Carry out an extended research project to include a comprehensive and critical review of literature leading to originality in the application of that knowledge into practice</p>	<p>Teaching/learning methods</p> <p>Students learn practical skills through: Students learn practical skills through assigned tasks, school based projects and coaching.</p> <p>Assessment Method</p> <p>Students' practical skills are assessed by coursework including: a critical analysis of the needs/ problems of current work setting, critique of current theoretical perspectives, an analysis of techniques to be used in the enquiry, a continuing reflective portfolio and the long study/ dissertation to include critical evaluation of the impact of their learning on pupil and school performance. These assignments will demonstrate the student's ability to show:</p> <p>A comprehensive understanding of techniques applicable to their own research or advanced scholarship; Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences; Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; And will have the qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> ▪ The exercise of initiative and personal responsibility; ▪ Decision-making in complex and unpredictable situations; and ▪ The independent learning ability required for CPD.

<p>12. Programme structure (levels, modules, credits and progression requirements)</p>
<p>12.1 Overall structure of the programme</p>
<p>The MA Education Programme is studied over three years part-time. Study is undertaken at level 4 throughout.</p> <p>The Programme is divided into 3 x 60 credit modules, one per year of the course, and the last being a compulsory "Dissertation". The programme contains named award pathways:</p> <ul style="list-style-type: none"> • <i>Leadership and management</i> • <i>Teaching and Learning</i> • <i>Developing Professional Practice</i> • <i>Early Years</i>

- *Global Dimension**
- *Coaching*
- *Strategic Leadership**

12.2 Levels and modules

First Year- Post Graduate Certificate in Education

Candidates will opt for one of the modules in the programme. On successful completion no award certificate is normally made for students continuing with the programme.

Candidates who wish to opt out of the MA Education programme after successfully completing the first module may be awarded the Postgraduate Certificate in Education. They must inform the programme administrator that this is their intention or enrol on a further module of their choice from the programme.

Alternatively candidates may need to interrupt their studies because of personal circumstances or need and enrol on a further module at a later date. (Please note the completion of the award should normally be over no more than 6 academic years)

Second Stage - The Post Graduate Diploma in Education

Candidates would have gained 60 credits through previous modules on the programme and would enrol on a second module of their choice

Candidates who wish to opt out of the MA Education programme after successfully completing the second module may be awarded the Post Graduate Diploma in Education. They must inform the programme administrator that this is their intention or enrol on a further module of their choice from the programme.

Alternatively candidates may need to interrupt their studies because of personal circumstances or need and enrol on a further (dissertation) module at a later date. (Please note the completion of the award should normally be over no more than 6 academic years)

Third Stage – The MA Education Award

Students who have successfully completed 120 credits can progress the Dissertation Module (PDT 4044)(or its online alternative PDT 4045) to achieve the award of MA Education.

The “Named” Award

As an alternative it is possible to have a “named award”

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For a named award candidates need to apply to the programme administrator (Joanna Sifonios j.sifonios@mdx.ac.uk) 4 weeks before submission of their dissertation. They would be expected to have undertaken a module and a dissertation project from within the specified area.

* These titles would normally qualify with Developing Professional Practice or Action Enquiry Modules focused upon strategic leadership issues and a background of working in these areas, as well as a dissertation focus.

Award Pathway Descriptor	Stage 1 Post Graduate Certificate in Education*	Stage 2 Post Graduate Diploma in Education*	Stage 3 Master of Education	
Teaching and Learning	Developing Teaching and Learning PDT 4061	A second optional module as in Certificate Modules	Dissertation EDU 4044 Or online version	
Leadership and Management /Strategic leadership	Developing Effective Leadership PDT 4020	Or		
Developing Professional Practice	Developing Professional Practice 4170	An alternative module from another MA Education award such as MA Inclusive Education.		
Coaching	Developing effective coaching and mentoring PDT xxxx			
Early Years	Foundation Stage PDT 4051	Or For MA award only APL credit To a maximum of 120 credits at level 4		
	Action Enquiry for Improvement PDT 4090 or online version PDT4091			
* a maximum of 120 credit points is available via APL for the MA Education award only. No APL credit is permissible for PG Cert or PG Diploma.				

12.3 Non-compensatable modules	
Module level	Module code
4	PDT 4090, 4091 4051,xxxx,4170,4020,4061,4044,4045

13. A curriculum map relating learning outcomes to modules
See Curriculum Map attached.

14. Information about assessment regulations

Standard Middlesex University regulations apply to this programme.
These can be found at: www.mdx.ac.uk/regulations/

15. Placement opportunities, requirements and support (if applicable)

Candidates will need to have access to educational organisations in order to complete the practical and action enquiry aspects of the programme.

16. Future careers (if applicable)

Many students (about 33% in 2007) have in the past gained promotion to positions of responsibility within their chosen field. Postgraduate award is moving to become a requirement in UK education.

17. Particular support for learning (if applicable)

Distance Education materials.
On – line support.
Email teaching.

18. JACS code (or other relevant coding system)

19. Relevant QAA subject benchmark group(s)

FHEQ Benchmarks

20. Reference points

- TDA Guidelines and requirements
- Relevant professional standards and benchmark statements
- Middlesex University regulations

21. Other information

This programme is designed and led by Midwheb Partnership arrangements. Midwheb Partnership is based at Middlesex University and works with partner organisations such as the London Boroughs of Waltham Forest, Haringey, Enfield, and Barnet, schools and other organisations.

The partnership bids for funding under the Training and Development Agency Postgraduate Professional Development scheme and has 500 places receiving a subsidy. This offsets the cost of fees and pays for the partnership arrangements.

In accordance with the PPD fund the partnership meets other expectations such as:

- Identification of needs
- Providing evidence of impact
- Providing the TDA with operational data

The partnership is also involved in other funding projects from time to time as they are announced (for example for non QTS staff)

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student programme handbook and the University Regulations.

Curriculum map for [title of Programme]

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Current theoretical, policy and practice perspectives on the chosen area(s)	C1	Identify, review and evaluate own learning needs in order to set and monitor personal learning objectives
A2	Relevant government guidance and policy in their chosen areas.	C2	Apply theoretical learning to improve practice in the workplace through new insights into the area of study
A3	Professional Standards for own role.	C3	Critically evaluate impact of own learning on individual and, where relevant, organisational performance
A4	Using research and scholarship to inform practice.	C4	Identify research objectives and systematically plan a research enquiry using and critiquing appropriate research tools
A5	Research and scholarship methodologies in educational practice.	C5	Carry out an extended research project to include a comprehensive and critical literature review leading to originality in the application of that knowledge into practice
A6		C6	
A7		C7	
Cognitive skills		Graduate Skills	
B1	Apply theoretical learning to reflections on experience	D1	
B2	Identify and critique positions and arguments in assigned reading, and other discourse.	D2	
B3	Critically evaluate received views	D3	
B4	Critically evaluate own practice	D4	
B5		D5	
B6		D6	
B7		D7	

Programme outcomes																									
A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
Highest level achieved by all graduates																									
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

Module Title	Module Code by Level	Programme outcomes																										
		A1	A2	A3	A4					B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
Developing Teaching and Learning PDT 4061	4	*	*	*	*					*	*	*	*			*	*	*	*	*								
Developing Effective Leadership PDT 4020	4	*	*	*	*					*	*	*	*			*	*	*	*	*								
Developing Professional Practice PDT 4170	4	*	*	*	*					*	*	*	*			*	*	*	*	*								
Developing effective coaching and mentoring PDT xxxx	4	*	*	*	*					*	*	*	*			*	*	*	*	*								
Foundation Stage PDT 4051	4	*	*	*	*					*	*	*	*			*	*	*	*	*								
Action Enquiry for Improvement PDT 4090 or online version PDT4091	4	*	*	*	*					*	*	*	*			*	*	*	*	*								
Action Enquiry for Improvement (online version) PDT4091	4	*	*	*	*					*	*	*	*			*	*	*	*	*								
Dissertation PDT 4044	4	*	*	*	*					*	*	*	*			*	*	*	*	*								
Dissertation (Online version) PDT 4045	4	*	*	*	*					*	*	*	*			*	*	*	*	*								