# Bradford College University Centre

## Validated Programme Specification
## Master of Education
**Master of Education (Leadership and Management)**
**Master of Education (Inclusive Practice)**
**Master of Education (Information Communication Technology)**
**Master of Education (Early Childhood)**

| | | |
|---|---|---|
| 1. | **Awarding Institution/Body** | University of Bolton |
| 2. | **Teaching Institution** | Bradford College, |
| 3. | **Delivery Location(s)** | Bradford College, David Hockney Building, and partnership schools |
| 4. | **Programme Externally Accredited by (e.g. PSRB)** | N/A |
| 5. | **Award Title(s)** | Master of Education<br><br>Master of Education (Leadership and Management)<br>Master of Education (Inclusive Practice)<br>Master of Education (Information Communication Technology)<br>Master of Education (Early Childhood) |
| 6. | **Additional Contributing Schools** | Not applicable |
| 7. | **FHEQ Level** | 7 |
| 8. | **Bologna Cycle** | 2 |
| 9. | **JACS Code and JACS Description** | X100 |
| 10. | **Mode of Attendance** | Full time and part time |
| 11. | **Relevant QAA Subject Benchmarking Group(s)** | Generic Masters Benchmark |
| 12. | **Relevant Additional External Reference Points** | n/a |

| 13. | Date of Approval/Revision | January 2017 |
|---|---|---|
| 14. | **Criteria for Admission to the Programme** | For all pathways for the MEd<br>Undergraduate Honours degree or equivalent (2:2 and above preferred)<br>Applications will be considered on the basis of experience in training or educational fields.<br>International students are required to have experience in the educational field.<br>Applicants whose first language is not English are required to provide evidence of English language proficiency to the level of IELTS 6 in all components. |

**15. Educational Aims of the Programme**

- To provide flexible programmes of study that will enable students to identify, acquire and develop transferable skills and knowledge which will enable them to contribute and develop their full potential as an Educational practitioner enhancing both their career/employment prospects and lifelong learning
- Develop in students a critical understanding of their chosen study area in an educational setting, informed by critical awareness of contemporary issues at the forefront of professional practice
- Pursue an integrated and reflective approach to the learning process in which theory, academic understanding and professional practice are inter-related and synthesised.
- To respond to changes in the local labour market and meet the needs of employers by closing the identified skills and knowledge gaps in the education sector;
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**16. Learning Outcomes**

The programme will enable students to develop the knowledge and skills listed below. **On successful completion of the programme students will be able to:-**

| | Knowledge and Understanding |
|---|---|
| **K1** | Demonstrate a thorough knowledge and critical understanding of advanced complex and conflicting Educational theories, concepts and principles relevant to their own research or advanced scholarship |
| **K2** | Demonstrate 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 |
| **K3** | Demonstrate a systematic and critical understanding of the breadth and depth of knowledge in Education related fields and a critical awareness of current problems and/or new insights, much of which is aimed at, or informed by, the forefront of their academic discipline or area of professional educational practice |
| **K4** | Demonstrate a comprehensive and critical understanding of techniques/methodologies appropriate to their own research or advanced scholarship in the field of Education |
| **K5** | Has the awareness and ability to manage the implications of ethical dilemmas and work pro-actively with others to formulate solutions in an Educational |

| | | context |
|---|---|---|
| | **Cognitive/Intellectual Skills** | |
| | C1 | Demonstrate the ability to integrate and synthesise diverse knowledge, evidence, concepts, theory and practice to promote understanding and/or good Educational practice and solve foreseen and unforeseen problems |
| | C2 | Demonstrate the ability to make argued conclusions on the basis of incomplete and/or contested data and to challenge orthodoxy and formulate new/alternative hypotheses or solutions to Educational problems |
| | C3 | Critically evaluate and relate theory to practice |
| | **Practical/Professional Skills** | |
| | P1 | Demonstrate the ability to operate ethically in complex and unpredictable, possibly specialised, Educational situations |
| | P2 | Demonstrate the ability to act autonomously in planning and delivering tasks at a professional level |
| | **Key Transferable Skills** | |
| | T1 | Demonstrate the independent learning ability required for continuing professional development |
| | T2 | Communicate complex academic or professional issues clearly to specialist and non-specialist audiences |
| | T3 | Competent in the numeracy skills commensurate with the demands of research and scholarship in ways appropriate to the academic A professional context |
| | T4 | Competent in the IT skills commensurate with the demands of research and scholarship in ways appropriate to the academic and professional context |
| | T5 | Apply with a degree of creativity and sophistication, intellectual, transferable and subject/professional skills to a range of complex situations |
| | T6 | Learn interdependently and independently and take responsibility for subsequent career and continuing professional development |
| | **Pathway Specific Outcome for Pathway 1 *MEd*** | |
| | S1 | Demonstrate a critical understanding of an issue in practice within a chosen Educational setting |
| | S2 | Communicate effectively complex issues relating to a specialist area of Educational practice to an informed audience including tutors and peers. |
| | S3 | Make considered judgments about key aspects of educational policy and practice and highlight areas for development |
| | **Pathway Specific Outcome for Pathway 2 *MEd (Leadership and Management)*]** | |
| | S1 | Analyse complex situations concerning leadership and management behaviour in particular contexts, including their own practice, and make judgements regarding problems and possible solutions |
| | S2 | Demonstrate a developing originality of thought on leadership and management issues, drawing on their knowledge and understanding. |
| | S3 | Construct well-argued and critical conclusions using new ideas concerning current issues in leadership and management. |
| | **Pathway Specific Outcome for Pathway 3 *MEd (Inclusive Practice]*,** | |
| | S1 | Demonstrate a clear knowledge and critical understanding of issues in the field of inclusive education informed by contemporary research and writing |
| | S2 | Make considered judgments about key aspects of inclusive policy and practice, and highlight areas for development |
| | S3 | Review current organisational practice in relation to inclusive education, challenge orthodoxy and formulate new or alternative hypotheses or solutions taking into account legislation, ethical issues and safeguarding |

| | | **Pathway Specific Outcome for Pathway 4** *MEd (Information Communication Technology)* | |
|---|---|---|---|
| | S1 | Demonstrate a comprehensive and critical understanding of the use of technology to support communication, collaboration and sharing of learning. | |
| | S2 | Integrate and synthesise diverse knowledge, evidence, concepts, theory and practice to develop skills to deliver curriculum content for the 'digital learner' | |
| | S3 | Review current organisational or curriculum use of learning technology, challenge orthodoxy and formulate new or alternative hypotheses or solutions taking into account legislation, ethical issues and safeguarding | |
| | | **Pathway Specific Outcome for Pathway 5** *MEd (Early Childhood)* | |
| | S1 | Demonstrate a systematic and critical understanding of the breadth and depth of knowledge relating to the mythology, philosophy and history of 'childhood', and a critical awareness of current problems and new insights, | |
| | S2 | Act autonomously and with initiative, critically promoting the utilisation of play-based learning and children's creativity in practical education and care environments | |
| | S3 | Demonstrate a critical understanding of the issues governing good practice in the promotion of children's play in contemporary society and its complex and sometimes controversial interface with social policy for children, in particular, statutory guidelines and curricula | |

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|---|---|
| **17.** | **Key Learning & Teaching Methods**<br>The programme is taught through a wide range of teaching and learning strategies such as:<br><br>• lectures,<br>• Tutorials<br>• Blended learning<br>• Working in groups<br>• Individual research investigation<br>• Practice-based investigation and reflection<br>• Peer-group discussion.<br><br>The programme is primarily designed to provide opportunities for professionals to reflect on their current practices with a view to improving and enhancing that practice for the benefit of those they are teaching or training.<br><br>**E-Learning Strategy**<br>Blended learning opportunities have been developed to support full time working professionals (who may have difficulty attending) in providing on-line interactive resources (Curriculum Design for Inclusive Practice Module). Further details are provided in the Distinctive Features section of this document.<br><br>Modules will also be supported via the Moodle site and will adhere to university minimum threshold standards. As well as being used to give students access to lecture notes and hand-outs, it is the primary means of communication between staff and students. It is also a key tool for online collaboration between students helping them to engage in effective group work and peer-to-peer support. It can also be used for secure electronic submission of coursework and for equally secure return of marked work and feedback. |

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| 18. | **Key Assessment Methods** |
|---|---|
| | The tasks are chosen to reflect the demonstration of a range of communication skills as applicable to practitioners in education and to enable sharing of ideas with peers. The intention is to model good practice in assessment in providing a variety of creative opportunities particularly those involving the use of technology.  Formative methods used, include feedback during sessions and in the development of skills particularly in the ICT modules.  Students are offered also offered feedback on draft outlines for written work and particularly during the journey towards dissertation in the forming of research proposals. |
| | **Assessment methods used within the programme include:**<br><br>Written assignments<br>Reflections on learning<br>Peer evaluations<br>Verbal electronic presentations<br>Online portfolios<br>Practice-based reflections<br>Proposal<br>Dissertation |

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| 19. | **Programme Pathways and Modules** |

### Master of Education Generic Core

| Code | Title | Credits | Status | Non-compensatable | Compensatable |
|---|---|---|---|---|---|
| | Professional Development | 20 | Core | X | |
| | Research Methods | 20 | Core | X | |
| | Dissertation (Level 7) | 60 | Core | X | |

### Master of Education subject core

| Code | Title | Credits | Status | Non-compensatable | Compensatable |
|---|---|---|---|---|---|
| | Reflection on Issues in Practice | 40 | Subject Core | X | |
| | Option module/s - see structure section for details | 2*20 or 1*40 | Option/s | X | |

### Master of Education (Leadership and Management) subject core

| Code | Title | Credits | Status | Non-Compensatable | Compensatable |
|---|---|---|---|---|---|
| | Leadership and Management in Education | 40 | Subject Core | X | |
| | Option module/s see structure section for details | 2*20 or 1*40 | Option/s | X | |

### Master of Education (Inclusive Practice) subject core

| Code | Title | Credits | Status | Non-Compensatable | Compensatable |
|---|---|---|---|---|---|
| | Inclusive Education (Level 7) | 40 | Subject Core | X | |
| | Option module/s – see structure section for details | 2*20 or 1*40 | Option/s | X | |

| | | Master of Education (Information Communication Technology) subject core | | | | |
|---|---|---|---|---|---|---|
| | *Code* | *Title* | *Credits* | *Status* | *Non-Compensatable* | *Compensatable* |
| | | ICT and E-Learning in the Curriculum | 40 | Subject Core | X | |
| | | Option module/s – see structure section for details | 2*20 or 1*40 | Option/s | X | |
| | | Master of Education (Early Childhood) subject core | | | | |
| | | *Title* | *Credits* | *Status* | *Non-compensatable* | *Compensatable* |
| | | Play, Learning and Creativity: Debates in Early Childhood | 40 | Subject Core | X | |
| | | Option module/s – see structure section for details | 2*20 or 1*40 | Option/s | X | |

| 20. | **Programme Structure** |
|---|---|
| | **Pathway**<br>The Masters' programme pathway offers five choices of study route (see page 6 of student handbook) starting with a generic base which all students without prior accreditation follow.  This generic base has core modules which include:<br><br>Professional Development (20 credits)<br>Research Methods (20 credits)<br>Dissertation (60 credits)<br><br>The generic core above encompasses all the learning outcomes for the programme to ensure that students have coverage of the necessary skills and attributes. Forty further credits are dedicated to the core subject module for the named routes.  These core subject modules include:<br><br>Reflection on Issues in Practice (core module for MEd)<br><br>Leadership and Management in Education (core module for MEd - Leadership and Management)<br><br>Inclusive Education (core module for MEd - Inclusive Practice)<br><br>ICT and E-learning in the Curriculum (core module for MEd - Information Communication Technology)<br><br>Play Learning and Creativity: Debates in Early Childhood (Core module for MEd - Early Childhood)<br><br>The final 40 credit points are made up of one or two option modules. Students have a free choice from the bank although some modules may be complementary and they will be advised of this at induction.  The subject core modules can also be taken as option modules. Some modules have been primarily designed as continuous professional development in response to the needs of our school partners or an external need. For example Current Developments in Primary Education is aimed at updating the knowledge of the primary curriculum for those practitioners who may have been absent from primary school teaching for some time due to career break or may wish to change from secondary teaching to primary.  Students can therefore enter as CPD students and have the option of completing an assignment at M level, which gives them credits towards the Masters' programme.<br><br>Independent study is available for students on the programme and school staff who specifically want to engage in a small scale research project within their setting.  Students who are particularly interested in Speech Language and Communication, particularly those who may have chosen the Inclusive Practice Pathway, can engage in this specific independent study.<br><br>Finally Developing Modern Foreign Languages is a module which aims to develop approaches to teaching modern foreign languages in the primary school.<br>Note: some modules have L7 in the title if there are identical titles at other levels as this will make them easier to distinguish on the management system. |

| Module Title | credits |
|---|---|
| Current Developments in Primary Education | 40 |
| Independent Study (Level 7) | 40 |
| Independent Study in Speech Language and Communication | 20 |
| Developing Primary Foreign Languages | 20 |
| Mentoring and Coaching (Level 7) | 20 |
| Cognitive approaches to learning (Level 7) | 20 |
| Designing and developing the curriculum (Level 7) | 20 |
| Effective Teaching and Learning Using Online Social Networks | 20 |
| Evaluating Design and Management of Online Courses | 20 |
| Theories that Underpin Teaching and Learning (Level 7) | 20 |
| Programming Skills for Teachers | 20 |
| Understanding Autism (Level 7) | 20 |
| Understanding Specific Learning Difficulties (Level 7) | 20 |
| Work Based Learning (Level 7) | 20 |
| Speech Language and Communication Needs in Education | 20 |

**Overview of structure of the modules across the Academic Year.**

The Programme has two starting points during the academic year September and January. Most students undertake a 3 year period of part-time study of 60 credits per year (180 credits in total over three years). Some students undertake full-time study over 18 months where in the first 12 months they complete 120 credits through the study of modules and the final 6 months are for Dissertation. The programme is taught during the evenings outside of normal working hours to accommodate working professionals.

At the end of Year 1 and the completion of 60 credits students can accept an exit award of a Postgraduate Certificate. Likewise at the end of Year 2 students with 120 credits (earned within the programme) have the opportunity to exit with a Postgraduate Diploma. Full time students (18 months) also have this option to exit with these qualifications at appropriate points during the 18 months of study if they so wish.

The first core module Professional Development is available for study during September and January. Other modules are available either during Term 1 (September to January) or Term 2 (February to July) or both depending on whether they are offered as CPD to our partnership schools.

The structure of each student's programme is determined by their choice of modules and the combination of modules appropriate are in Appendix 1 at the end of this document.

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|---|---|---|
| | | Note: Two modules are part of the suite of ITT programmes in Lifelong Learning which have yet to be validated; Curriculum Design and Knowledge and Application of Learning Theories. If these modules are subsequently updated the module specifications will be amended for the Masters programmes as well . |
| **21.** | **Support for Students and Their Learning**<br><br>Support available to students will include that provided by the central services of the College.  It will also include academic and professional guidance via tutorial support and on-line support from the programme team.  Students will receive module and student guidance handbooks.  Pastoral and welfare support will be provided by the programme team and other staff may be directed to support the learning of students through, for example, the provision of study skills guidance, study facilitation or mentoring.<br><br>Induction evenings occur at the beginning of the programme for both September and January starters.  Students have the opportunity to meet other students and the programme team and learn about the choice of modules both the content and the assessment strategy.  There is also a workshop about referencing and discussion about academic writing at level 7. Further support is available via moodle and tutorials with the programme leader if needed. International students are provided with regular contact as they are most likely to require it. There is a dedicated tutor who supports individuals with academic writing and referencing and students are encouraged to make appointments as needed.<br><br>**Option Strategy:**<br>Options will be offered subject to the availability of specialist staff to teach the modules.  The available options will be documented in the student timetable given to students before they enrol on modules.  Guidance is available in relation to the choice of options and named awards.  Members of the programme team are available at Masters' Open Evenings to give guidance on planning the learning journey. Should more specific advice be needed the programme leader can be contacted to discuss possible learning routes. | |
| **22.** | **Distinctive Features**<br><br>**Practitioner Research and CPD opportunities**<br>This programme creates the opportunity for students to reflect on their professional practice with a view to developing personal effectiveness in the application of subject knowledge in a teaching and learning environment. It enables small action research projects to be conducted within educational settings in the pursuit of improvement and impact on current practices.  This is particularly of benefit to schools who wish to engage in small scale research projects to improve practice and provide professional development for their staff. A combination of Research Methods (20 credits) and Independent Study (40 credits) gives schools the opportunity to develop enquiry within settings in the pursuit of improvement in teaching and learning.   The programme also offers other CPD opportunities for schools including modules to support inclusive practice including Understanding Autism and Speech, Language and Communication Needs in Education.<br><br>**Programme Flexibility**<br>Students benefit from opportunities to share experiences through group | |

discussions, which act in giving an insight into different approaches and practices within educational and training settings. Students are also given the opportunity to specialise in a core subject, which together with research for the dissertation and other core and option modules will lead to a named route from the pathway (see previous section). It is designed to meet the needs of a wide range of professionals including, school leaders, teachers, early years' practitioners, health service professionals involved in training and others in training roles within local government. Partnership schools also have the opportunity to access professional development modules through the Masters' programme, as part of partnership agreements and practices.

This programme is likely to be taken part-time by those working in a professional capacity in education. Face to face contact is used to enable the development of analytical and evaluative skills rather than receive input. Students are expected to become independent learners and use the VLE and electronic resources. All module leaders offer a minimum of one tutorial to each student and some offer more e.g. work based learning and dissertation.

The flexibility of the programme is attractive in that students can tailor their individual interest, or professional need to the choices they make in their learning journey.

**Student Entry Profile**
Students can start the Masters with significant amounts of APL. For example those who have undertaken Early Years Professional Status or a PGCE for primary or secondary teaching may have up to 60 credits at Masters level. The usual rules of APL are applied in terms of currency (normally accepted for the previous 5 years) and transcripts are required to ensure prior achievement at Masters level before enrolment on modules.

Some students embark on the programme through completion of a postgraduate qualification in teaching and others, come to the programme with little recent academic study experience. International students are required to have some experience of an educational context on admission. Induction events are held to discuss academic writing and referencing at M level. Students are also encouraged to complete Professional Development as their first module, where the Programme Leader can meet new students and support them in their introduction to the programme. The programme leader will plan with each student the appropriate combination of supportive optional modules to gain this particular route. The Dissertation topic must relate to the title chosen.

**International Dimension**
The programme can accommodate a small number of international students who have some experience in educational contexts. Professional development work in relation to PDP1 and Work Based Learning modules has taken place with school practitioners in Nigeria. Similarly, as part of a British Council funded project two members of the programme team visited Ghana to teach Leadership and Management to a group of higher education lecturers and school head-teachers.

**Programme Team**
The programme team have varied backgrounds and academic interests which range from applied linguistics, to ICT and as a result this expertise is used to support students, which is of particular importance at dissertation stage. The

Masters' team consists of tutors from the Life-Long Learning team, Teacher Education team (primary and secondary specialist programme staff) and those involved with Education Studies and Professional Development.

**E-learning strategy**
Blended learning opportunities have been developed to support full time working professionals (who may have difficulty attending) in providing on-line interactive resources. The Curriculum Design for Inclusive Practice module was reviewed as a result of a blended learning research project. This module offers an initial face to face session which introduces the module. Students then engage with the learning materials on the Moodle site and have the choice to learn when and where they choose. Further developments are planned to support other modules. For example the Research Methods module, where material will be produced to support students and remind them of the material taught in sessions.

Students will have a more independent teaching and learning experience on the masters. They will be part of a cohort but, with the exception of the 2 generic core modules (Professional Development and Research Methods) students will create their own path through to the Dissertation stage. However learning from and with peers is another key feature of the Masters programmes and it is hoped that working alongside professionals from other contexts and sectors will enrich the learning experience and lead to recognition and dissemination of good practice.

# Map of Outcomes to Modules

An 'A' in the box indicates where an outcome is assessed.

**Pathway 1**
**Map of outcome modules for MEd**

| CORE MODULES | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | P1 | P2 | T1 | T2 | T3 | T4 | T5 | T6 | S1 | S2 | S3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Professional Development | A | | | | | A | | A | A | | A | | | A | | A | | | |
| Reflection on Issues in Practice | A | | A | | | A | | A | | A | A | A | | | A | | A | A | A |
| Research Methods | A | A | | A | | A | A | A | A | A | A | A | | | A | | | | |
| Dissertation L7 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| Option module/s | | | | | | | | | | | | | | | | | | | |

**Pathway 2**
**Map of outcome modules for MEd (Leadership and Management)**

| CORE MODULES | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | P1 | P2 | T1 | T2 | T3 | T4 | T5 | T6 | S1 | S2 | S3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Professional Development | A | | | | | A | | A | A | | A | | | A | | A | | | |
| Leadership and Management L7 | | A | A | | | A | | A | A | | A | A | | | A | | A | A | A |
| Research Methods | A | A | | A | | A | A | A | A | A | A | | | | A | | | | |
| Dissertation L7 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| Option module/s | | | | | | | | | | | | | | | | | | | |

**Pathway 3**
**Map of outcome modules for MEd (Inclusive Practice)**

| CORE MODULES | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | P1 | P2 | T1 | T2 | T3 | T4 | T5 | T6 | S1 | S2 | S3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Professional Development | A | | | | | A | | A | A | | A | | | A | | A | | | |
| Inclusive Education | A | | A | | | | A | A | | | A | A | | | A | | A | A | A |
| Research Methods | A | A | | A | | A | A | A | A | A | A | A | | | A | | | | |
| Dissertation L7 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| Option module/s | | | | | | | | | | | | | | | | | | | |

**Pathway 4**
**Map of outcome modules for MEd (Information Communication Technology)**

| CORE MODULES | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | P1 | P2 | T1 | T2 | T3 | T4 | T5 | T6 | S1 | S2 | S3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Professional Development | A | | | | | A | | A | A | | A | | | | | A | | | |
| ICT and E-learning in the Curriculum | A | | A | | | A | | A | | | | | A | A | | | A | A | A |
| Research Methods | A | A | | A | | A | A | A | A | A | A | A | | | A | | | | |
| Dissertation L7 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| Option module/s | | | | | | | | | | | | | | | | | | | |

**Pathway 5**
**Map of outcome modules for MEd (Early Childhood)**

| CORE MODULES | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | P1 | P2 | T1 | T2 | T3 | T4 | T5 | T6 | S1 | S2 | S3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Professional Development | A | | | | | A | | A | A | | A | | | | | A | | | |
| Play Learning and Creativity: Debates in Early Childhood | | A | | | | A | A | A | A | A | A | | | | | | A | A | A |
| Research Methods | A | A | | A | | A | A | A | A | A | A | A | | | A | | | | |
| Dissertation L7 | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| Option module/s | | | | | | | | | | | | | | | | | | | |

**Map of outcomes for Option Modules:**

| Suggested Option Modules | K1 | K2 | K3 | K4 | K5 | C1 | C2 | C3 | P1 | P2 | T1 | T2 | T3 | T4 | T5 | T6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Current Developments in Primary Education 40c | A | A | A |  |  | A | A | A | A | A | A |  |  |  |  |  |
| Independent Study L7 40c | A | A |  | A | A | A |  | A | A | A | A |  |  |  | A | A |
| Independent Study in Speech Language and Communication | A | A |  | A | A | A |  | A | A | A | A |  |  |  | A | A |
| Developing Primary Foreign Languages | A |  |  |  |  | A |  |  |  | A | A | A |  |  | A |  |
| Developing Programming Skills for Teachers | A |  | A |  |  | A |  | A | A |  |  | A |  | A |  |  |
| Theories that Underpin Teaching and Learning L7 | A |  |  |  |  | A | A |  | A | A | A | A |  |  |  |  |
| Understanding Autism L7 | A |  | A |  | A | A | A |  | A | A | A |  |  |  |  |  |
| Understanding Specific Learning Difficulties L7 | A |  | A |  | A | A | A | A |  | A | A |  |  |  |  |  |
| Work Based Learning L7 | A | A | A |  | A | A | A |  |  | A | A |  |  |  |  |  |
| Evaluating Design and Management of Online Courses | A | A |  |  | A | A |  |  |  | A | A |  |  | A |  |  |
| Effective Teaching and Learning Using Online Social Networks | A |  | A |  |  | A |  | A | A | A | A |  |  | A |  |  |
| Designing and developing the curriculum L7 | A | A |  |  |  | A |  |  |  | A | A | A |  | A |  |  |
| Cognitive approaches to learning L7 | A | A | A |  |  | A |  |  |  | A | A | A |  |  |  |  |
| Mentoring and Coaching L7 | A | A | A |  |  | A |  | A | A |  | A |  |  |  |  |  |
| Speech Language and Communication Needs in Education (SLCN) | A | A |  |  |  | A | A |  |  | A |  |  |  |  | A | A |

**Assessment Chart**

| Module Name | Formative Assessment Type and Week of Completion | Summative Assessment Type and Week of Submission |
|---|---|---|
| Professional Development 20c | Exercises within class to promote the application of models – tutor feedback | Component 1 Essay (80%) 2500 words to examine models and theories<br><br>Component 2 Reflection (20%) 1500 words: a reflection in terms of personal professional development.<br>Week 13 (Sept starters)<br>Week 28 (Jan Starters) |
| Research Methods 20c | Formative feedback given during discussions in class and after presentations to help the student develop their research proposals. | Component 1 (60%) 2400 words: written evaluation of a piece of research<br>Week 19<br><br>Component 2 Electronic Presentation (40%) of a Research Proposal<br>Week 13 |
| Dissertation 60c | Formative feedback on each section of the Dissertation on-going | Written Dissertation (100%) 15000 words:<br>Week 15 (January submissions) and Week 41 (June Submissions) |
| **SUBJECT CORES 40 credits** | | |
| Leadership and Management in Education | Group discussions with tutor feedback<br><br>Tutorials | Component 1 Essay (80%) 6000 words: to discuss the concept of Leadership and Management Week 37<br><br>Component 2 Electronic presentation (20%): to critically review a chosen area of Leadership and Management Week 33 |
| Reflection on Issues in Practice | Formative feedback during presentation preparation<br><br>Tutorials | Component 1 Electronic presentation (30%): on issues related to practice Week 33<br><br>Component 2 Written Literature Review (70%) 5400 words: which relates to issues discussed in presentation<br>Week 35 |

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| ICT and E-Learning in the Curriculum | Tutorials and on-line support. | Component 1<br>Create multi-page, web page or blog (50%) 4000 words<br><br>Component 2<br>Portfolio on a critical review of the curriculum (50%) 4000 words<br>Semester 1 Week 20<br>Semester 2 Week 30 |
| Play Learning and Creativity: Debates in Early Childhood | Tutorials | Component 1 Essay (50%) 4000 words: carry out a detailed, critical study of the history of statutory English frameworks for children age from birth to seven years. (3000 words)<br><br>Component 2 Essay (50%) 4000 words: carry out a detailed, critical study of one contemporary, non-English framework for children aged birth to seven years (could include Reggio Emilia, Te Whariki, Steiner, Montessori).<br><br>Week 36 |
| Inclusive Education | Tutorials | Written Assignment (100%) 8000 words: focussing on an area of inclusion.<br>Week 42 |
| **OPTION MODULES 20 cp, unless otherwise indicated** | | |
| Work Based Learning L7 | Tutorials | Essay (100%) 4000 words: to critically examine a current initiative in the workplace.<br><br>Week 20 |
| Theories that Underpin Teaching and Learning L7 | Draft work for essay is encouraged and during an assignment workshop there is an opportunity for one to one guidance. During a session there is peer assessment of trainee's application to practice. | Component 1 Essay (75%) – 3,500 words: critically analyse a range of theoretical approaches to learning and examine how the learning theories apply to or could apply to your own teaching practice in your subject specialist area and how they promote inclusive practice<br><br>Component 2 Reflective Commentary (25%) 1,500 words: draw on one observation from your mentor or tutor or b) a SoW and a range of lesson plans (to be agreed with your tutor) and produce a reflective account |

| | | which makes direct links to the theories discussed in the essay<br><br>Week 29 |
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| Designing and developing the curriculum L7 | To contribute to a blog that answers key questions in the different sections of the Moodle 'book'. | Component 1 Essay (50%) 2,500 words; describe, apply and evaluate curriculum ideologies and models.<br><br>Component 2– curriculum proposal (50%) 2,500 word equivalent: construct a proposal for a curriculum in the form of an annotated scheme of work and accompanying resources.<br><br>Week 29 |
| Mentoring and Coaching L7 | Feedback during group work<br><br>Tutorials | Component 1 Essay (80%) 2500 words: to apply theory to practice and demonstrate understanding of the various models and theories.<br><br>Component 2 Reflection (20%) 1500 words: the Reflection will assess student's ability to reflect on knowledge and understanding of the coaching and mentoring process in synthesising theories models and skills in relation to practice<br><br>Week 36 |
| Understanding Autism L7 | Tutorials | Component 1 Written Assignment (50%) 2500 words:<br><br>Component 2 Design of Awareness raising product (50%): The awareness raising product should relate to an assessed need within the student's institution or the wider community. It might be aimed at a variety of groups (for instance - learners on the autism spectrum, peer group members, teachers, TAs, parents, dinner supervisors) and might take a variety of forms (video, training event, information pack, poster display or information leaflet)<br>Week 43 |

| Effective Teaching and Learning Using On-line Social Networks | Tutorials and online support | Component 1 Essay (70%) 3000 words:<br><br>Component 2 Design a social online network (30%) 1000 words:<br>Week 20 Semester 1<br>Week 30 Semester2 |
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| Evaluating Design and Management of on-line courses | Tutorials and on-line support | Component 1 Essay (50%) 2000 words:<br><br>Component 2 (50%) 2000 word equivalent:<br>Poster/storyboard or multimedia presentation on the creation of a critically evaluated online course<br>Week 20 Semester 1<br>Week 30 Semester 2 |
| Understanding Specific Learning Difficulties L7 | Tutorials | Small scale Research Project (100%) 4000 words: small scale research study focussed upon either, dyspraxia or dyscalculia. The project will examine current practice in the setting. It will utilise theory, personal research findings and reflection in order to propose<br>Week 30 |
| Independent Study L7<br>**40 credits** | Tutorials and feedback at different stages of the process. | Written independent piece of research.<br>(100%) 8000 words:<br>Week 15 (Sept start)<br>Week 41 (Jan start) |
| Independent Study in Speech Language and Communication | Tutorials and feedback at different stages of the process. | Written independent piece of research (100%). 4000 words.<br>Week 15 (Sept start)<br>Week 41 (Jan start) |
| Current Developments in Primary Education<br>**40 credits** | Tutorials | Component 1 Portfolio of tasks relating to primary education (50%) 4000 words:<br>Component 2 Discursive Essay (50%) 4000 words:<br>Week 26 |
| Developing Primary Foreign Languages | Formative feedback will be given on resources during class and tutorial sessions from both tutor and peers. | A portfolio (100%) 4000 words, to include:<br>• an underpinning rationale of the value of primary foreign language teaching with reference to research and academic theory<br>• examples of resources developed through the course - each resource to be accompanied by an explanation of the development process and an evaluation of the resource with reference to key concepts and |

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| | | issues in primary foreign language learning and teaching<br><br>Week 15 September start<br>Week 41 January start |
| Cognitive Approaches to Learning L7 | Workshop session before the presentation week to evaluate poster | A poster presentation (100%) 4000 word equivalent:<br>of either the implications of neuroscience for education or a specific model of teaching and learning or the application of cognitivism/ constructivism.<br>Accompanying portfolio:<br>• poster created to support the presentation<br>• tutor and peer feedback<br>• recommendations for future professional development<br>• reference list<br>Week 15 (Sept start)<br>Week 41 (Jan start) |
| Programming Skills for Teachers | This module is taught through a workshop approach where there is a continuing formative assessment taking place in the learning. | Component 1. Essay (50%)  2000 words: 1. Analyse the development of programming languages and how this translates in the education sector and critically analyse the teaching of programming in different educational sectors week 15 dependent on Sept/Jan start<br><br>Component 2. (50%) Equivalent to 2000 words: Design and produce a range of teaching and learning resources for your subject or curriculum to teach a range of programming languages |
| Understanding Specific Learning Difficulties L7 | Presentation of research design to group for peer and tutor feedback.<br>Tutorials, either in person or in electronic format. | Small scale Research Project (100%) a 4000 word small scale research study focussed upon either, dyspraxia or dyscalculia. The project will examine current practice in the setting. It will utilise theory, personal research findings and reflection in order to propose<br><br>Week 30 |

# Appendix 1: Programme Structure for named MEd Awards

## Generic Core Modules

Professional Development (20 credits)

Research Methods (20 credits)

Dissertation (60 credits) – For a named award the dissertation has to be in the named area

## MEd Generic Core Modules+

Subject Core Module: Reflection on Issues in Practice (40 credits)

(Plus 40 credit points from optional module bank)

## MEd (ICT Education) Generic Core Modules +

Subject Core Module: ICT and e-learning (40 credits)

(Plus 40 credit points from optional module bank)

## MEd (Early Childhood) Generic Core Modules +

Subject Core Module; Play Learning and Creativity: Debates in Early Childhood (40 credits)

(Plus 40 credit points from optional module bank)

## MEd (Inclusive Practice) Generic Core Modules +

Subject Core Module: Inclusive Education (40 credits)

(Plus 40 credit points from optional module bank)

## MEd (Leadership and Management) Generic Core Modules +

Subject Core Module: Leadership and Management in Education

(Plus 40 credit points from optional module bank)