

MSc/Postgraduate Diploma/Postgraduate Certificate in Managing School Improvement For students entering in 2008

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading Faculty of Social Sciences
Programme length:	36-96 months
Date of specification:	October 2007
Programme Director:	Prof Brian Fidler
Board of Studies:	Advanced Taught Programme Board
Accreditation:	N/A

Summary of programme aims

The course aims to equip course members to manage and to lead school improvement efforts and projects.

The course will offer a rigorous study of aspects of school management and leadership, the management of change and problem solving, school effectiveness and school improvement and to examine their impact on schools' performance.

Course members will be expected to acquire knowledge and understanding of these topics and to seek to use these ideas to manage successfully, aspects of school improvement in their institutions. In reflecting on these experiences for assignments students will be expected to demonstrate their increasing skills in the practice of managing school improvement.

Transferable skills

Students will develop the following transferable skills:-

- Ability to use library and other academic resources to find information
- Presentation of arguments in writing and orally
- Ability to interpret information sources critically
- Ability to use information to inform decision making
- Ability to critique existing policies and practices in a professional field
- Ability to undertake independent or collaborative research.

Programme content

120 course credits are required for the Postgraduate Diploma and 180 for the Masters degree. Two routes to the masters degree are offered Route A and Route B. Route A requires 120 course credits from taught courses of which three modules are specified for this degree to be completed in 48 months. Two of the three modules are core modules and the third can be chosen from a prescribed list for this named degree. Route B requires 80 course credits from taught courses of which two modules are specified for this degree in 36 months. One of the two modules is a core module and the second can be chosen from a prescribed list for this named degree.

For Route A: 120 course credits are required from taught courses. For this named degree 60 course credits must be gained by taking the core modules of *Strategic and Development Planning in Schools (EDM032)* and *Managing Change and School Improvement(EDM033)* and one from a list of options including *Leadership in Schools (EDM036)*, *Managing Effective Teaching and Learning (EDM035)*, *School Improvement Independent Study (EDM034)*. The remaining 60 course credits can be gained by taking other modules from the list of optional education masters

modules. (Full information about these will be given at the start of the course.) After gaining these 120 course credits the dissertation for the Masters degree (*EDM037*) can be completed..

For Route B: 80 course credits are required from taught courses. For this named degree 40 course credits must be gained by taking the core module *Managing Change and School Improvement*(*EDM033*) and one from a list of options including *Leadership in Schools* (*EDM036*), *Managing Effective Teaching and Learning* (*EDM035*), *School Improvement Independent Study* (*EDM034*). The remaining 40 course credits can be gained by taking other modules from the list of optional education masters modules. After gaining these 80 course credits the dissertation for the Masters degree (*EDM038*) can be completed.

<i>Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
<i>EDM032</i>	<i>Strategic and Development Planning in Schools (Core A)</i>	20	M
<i>EDM033</i>	<i>Managing Change and School Improvement (Core A & B)</i>	20	M
<i>EDM036</i>	<i>Leadership in Schools</i>	20	M
<i>EDM034</i>	<i>School Improvement Independent Study</i>	20	M
<i>EDM035</i>	<i>Managing Effective Teaching and Learning</i>	20	M
<i>EDM037</i>	<i>Dissertation route A (Masters only: must be undertaken on a relevant topic)</i>	60	M
<i>EDM038</i>	<i>Dissertation route B (Masters only: must be undertaken on a relevant topic)</i>	100	M

Part-time/Modular arrangements

The taught course may be taken part-time over 36-48 months.

Progression requirements

Taught courses (part I) must be completed satisfactorily before commencing the dissertation (part II). Part I may be taken part-time over 36 - 48 months. Part-time students are required to register for Part II (the dissertation phase) within thirty-six months of completing Part I, and to complete Part II within either twelve months from registration for Part II (in the case of students taking Route A) or twenty-four months from registration for Part II (in the case of students taking Route B). Students may register for Part II at the beginning of the Autumn, Spring or Summer Terms.

Summary of teaching and assessment

Teaching is by a variety of methods, including lectures, seminars, work shops, individual feedback on written work and individual supervisions.

The University's taught postgraduate marks classification is as follows:

<u>Mark</u>	<u>Interpretation</u>
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)
<u>Failing categories</u>	
40 – 49%	Work below threshold standard
0 – 39%	Unsatisfactory Work

For Masters Degrees in Education

To pass the Masters students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation and have no mark below 40. In addition the total credit value of all modules marked below 50 must be less than 60 credits.

Students who gain an average mark of 70 or more overall including a mark of 70 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be awarded eligible for a Merit.

For PG Diplomas

To pass the Postgraduate Diploma students must gain an average mark of 50 or more and have no mark below 40. In addition the total credit value of all modules marked below 50 must be less than 60 credits.

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be awarded eligible for a Merit.

For PG Certificate

To pass the Postgraduate Certificate students must gain an average mark of 50 or more in modules worth 60 credits and have no mark below 40.

Admission requirements

The normal entry requirements for the course are a degree or equivalent qualification and holding a senior position or post of responsibility in a school, although candidates not meeting all of these requirements may be considered exceptionally at interview.

Admissions Tutor: Prof Brian Fidler

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Programme Directors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

The Bulmershe Campus contains its own Library with an excellent stock of education books and journals and its own IT facilities. A comprehensive handbook is available for the course. Through its Partnerships, the Institute has active relationships with a network of over 300 schools and 10 Local Education Authorities.

Career prospects

The course is designed to assist and improve the professional work of course members and is likely to be an advantage when seeking promotion.

Opportunities for study abroad or for placements

N/A

Educational aims of the programme

Course members are expected to demonstrate understanding of school leadership and management, management of change and school improvement at postgraduate level and apply these ideas to analysing improvement issues in their schools.

Programme Outcomes

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <p>Models of problem solving Techniques for managing change in schools Approaches to improving schools Theories of school leadership and management Research findings on school effectiveness Basic educational research methods including data collection and analysis</p>	<p>Teaching/learning methods and strategies</p> <p>Lectures, seminars, workshops, data collection for assignments</p> <p><i>Assessment</i></p> <p>All taught courses are assessed by written assignments.</p>
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Skills and other attributes

<p>B. Intellectual skills – able to:</p> <p>Interpret and evaluate information on management and school improvement</p> <p>Structure a coherent, evidence-based argument</p> <p>Apply theoretical knowledge of managing change and school improvement to specific school situations</p> <p>Design data collection for a specific purpose</p> <p>Demonstrate evidence-based decision-making on school improvement</p>	<p>Teaching/learning methods and strategies</p> <p>Lectures, seminars, workshops, group presentations, data collection for assignments</p> <p><i>Assessment</i></p> <p>All taught courses are assessed by written assignments.</p>
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<p>C. Practical skills – able to:</p> <p>Analyse organisational activity using theoretical models</p> <p>Identify potential problems and areas for school improvement</p> <p>Search out relevant information for school improvement</p> <p>Design and collect data</p> <p>Analyse data</p> <p>Present ideas to the student group</p> <p>Design and carry out a research project on managing school improvement</p>	<p>Teaching/learning methods and strategies</p> <p>Lectures, seminars, workshops, group presentations, data collection for assignments</p> <p><i>Assessment</i></p> <p>All taught courses are assessed by written assignments.</p>
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<p>D. Transferable skills – able to:</p> <p>Communicate accurately in writing</p> <p>Give oral presentations</p> <p>Work collaboratively in a group</p> <p>Search out and interpret information</p> <p>Plan and carry out a research project</p> <p>Manage time and work to deadlines</p> <p>Use IT where relevant and fit for purpose</p> <p>Understand the benefits and limitations of research methods.</p> <p>Contribute to professional dialogue and developments</p>	<p>Teaching/learning methods and strategies</p> <p>Lectures, seminars, data collection for assignments, writing assignments</p> <p><i>Assessment</i></p> <p>All taught courses are assessed by written assignments.</p>
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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 he/she 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 the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.