

MSc/Postgraduate Diploma/Postgraduate Certificate in Managing School Improvement For students entering in 2009

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading Faculty of Social Sciences
Programme length:	MSc: full-time 12 months (part-time 36-84 months) PGDip: full-time 9 months (part-time: 24-48 months) PGCert: full-time 6 months (part-time 12-48 months)
Date of specification:	October 2007 (updated Aug 2009)
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 credits are required for the Postgraduate Diploma and 180 for the Masters degree. All students are registered for Route A and may transfer to Route B, with the approval of the programme leader.

On Route A, students take 120 credits consisting of two core modules (EDM032 and EDM033), one module from EDM036, EDM035 or EDM034 and three optional taught modules followed by a 60 credit, 15,000 word dissertation (EDM037). For part-time students the taught modules must be completed within 48 months and the dissertation must be submitted within 36 months of

completing the taught modules. The dissertation registration period is 12 months (part-time). Full-time students complete the programme in 12 months.

On Route B, students take 80 credits consisting of one core module (EDM033), one module from EDM036, EDM035 or EDM034 and two optional taught modules followed by the longer 100 credit, 25,000-30,000 more research based dissertation (EDM038). For part-time students the taught modules must be completed within 36 months and the dissertation must be submitted within 48 months of completing the taught modules. The dissertation registration period is 24 months (part-time). Full-time students complete the programme in 12 months.

<i>Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
EDM032	<i>Strategic and Development Planning in Schools (Core A)</i>	20	7
EDM033	<i>Managing Change and School Improvement (Core A & B)</i>	20	7
EDM036	<i>Leadership in Schools</i>	20	7
EDM034	<i>School Improvement Independent Study</i>	20	7
EDM035	<i>Managing Effective Teaching and Learning</i>	20	7
EDM037	<i>Dissertation route A (Masters only: must be undertaken on a relevant topic)</i>	60	7
EDM038	<i>Dissertation route B (Masters only: must be undertaken on a relevant topic)</i>	100	7

Further optional modules are available; these may vary from year to year and students will receive information about these at the start of the programme.

Part-time/Modular arrangements

The MSc may be taken part-time over 36-48 months (please see Programme Content section for further details of time-scales).

Progression requirements

Taught courses (part I) must be completed satisfactorily before commencing the dissertation (part II). Part-time 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 (180 credits)

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, in the core modules, have no mark below 40. In addition the

total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.*

Students who gain an average mark of 70 or more overall including a mark of 60 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 50 or more for the dissertation and have no mark below 40 will be awarded eligible for a Merit.

For PG Diplomas (120 credits)

To pass the Postgraduate Diploma students must gain an average mark of 50 or more and, in the core modules, have no mark below 40. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 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 (60 credits)

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

* The provision to permit a candidate to be passed overall with a profile containing marks below 40 is made subject to the condition that there is evidence that the candidate applied his or herself to the work of those modules with reasonable diligence and has not been absent from the examination without reasonable cause.

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 Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Centre. The Student Services Centre is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online (www.risisweb.reading.ac.uk), or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk

Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student Diary (given to students at enrolment) or on the Student website (www.reading.ac.uk/student).

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

A. Knowledge and understanding of:	Teaching/learning methods and strategies
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	Lectures, seminars, workshops, data collection for assignments <i>Assessment</i> All taught courses are assessed by written assignments.

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>
<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>

<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> 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.