

Masters in Teaching and Learning

For students entering in 2010

Awarding Institution:	University of Reading
Teaching Institution:	Institute of Education
Faculty:	Social Sciences
Relevant QAA subject benchmarking group(s) (if applicable):	n/a
Programme length:	36 months
Date of specification:	5 January 2009
Programme Director:	Winston Brookes
Board of Studies:	Advanced Taught Programmes
Accreditation:	TDA

Overview of the programme

The Masters in Teaching and Learning (MTL) is a Government-funded practice-based national qualification developed as part of the Government's New Professionalism agenda, offering practising teachers innovative professional development in line with commitments outlined in 'The Children's Plan' (DCSF: 2007); eligibility is set by the TDA; e.g. initially NQTs and HoDs in National Challenge Schools. It is primarily school-based and delivered jointly by schools and higher education institutions. The structure of the curriculum and curriculum content is tightly defined by the TDA, and there have been development meetings at both national and regional (consortium) level to ensure that the educational principles, aims and required standards are consistently applied. The programme is designed to enable each teacher to continue to undertake the programme if they move schools, with the MTL Provider responsible for ensuring continuity of provision in phases 1 and 2 of the programme and, as appropriate, in phase 3. UoR is a member of the consortium: MTL South East Alliance (MTLsea). It provides a personalised professional learning journey that is structured in three phases, providing a coherent learning experience that progressively develops, broadens, deepens and embeds each teacher's professional attributes, knowledge, skills and understanding, whilst addressing personal, professional, career and school needs through the flexibility within the curriculum content to access effective professional learning opportunities agreed by the teacher with their coach and tutor.

Summary of programme aims

Teachers on the programme will integrate the Professional Standards for Teachers with the QAA Masters' level requirements to:

1. develop an appropriate level of understanding of good practice for effective teaching, recognising the needs of all children and young people, regardless of their age, gender, abilities and background;
2. critically examine the rich evidence base of effective pedagogical practice and interventions;
3. critically self evaluate impact through appraising evidence about impact on pupil outcomes and proposing or defending responses;
4. demonstrate a critical understanding of the implementation of personalisation and assessment for learning (Afl);
5. apply improved subject knowledge to curriculum developments ;
6. relate knowledge of child development to inclusive practice;
7. apply critical thinking, problem-solving, analysis and reflection through the interrogation of theory and enquiry to evaluate the needs of the school to inform proposals for leadership, management or collaboration, according to the working context;
8. familiarise students with a range of research methodologies.

Transferable skills

Successful students will develop the qualities and transferable skills necessary for career progression. They will demonstrate, at an appropriate level, the ability to:

1. use library, electronic and other academic resources;
2. critically review literature and work from written, oral and visual representations, including the work of peers;
3. develop an academic argument and provide evidence to support this through written and oral presentations;
4. write fluently, including writing of papers/essays/professional reports, abstraction of others' work from written, oral and audio-visual material, reviewing work and practice of peers;
5. relate existing policies and practices to academic research and to individual practice
6. become self-aware through critiquing existing policies and practice;
7. use of technology in professional learning to effectively impact practice and research activity;
8. develop as pro-active and self-directed learners, demonstrating initiative and enthusiasm for professional development;
9. understand relevant issues to enable the promotion of equality, diversity and social justice;

Programme content

The programme is designed to align with induction and performance management requirements.

The programme content will be delivered in three phases. These phases will be phase 1: reflection; phase 2: content areas and phase 3: research enquiry. Normally, students will access the modules within each phase in the prescribed order. At each phase there is an opportunity to personalise the curriculum content through the identification of particular needs.

The programme places strong emphasis on the development of independent research skills. All students must guarantee their willingness to undertake research projects in their schools and schools must sign an agreement to provide effective and appropriate support. Appropriate ethical procedures will be followed. Phase 3 provides an opportunity to focus on a particular area in depth, according to interests, needs and context.

Phased Delivery Structure

Phase 1: Reflection	Module 1 (30 credits)		Module 2 (10 credits)	
2 Modules 40 credits	Developing professional enquiry skills		Reflecting on professional practice	
Phase 2: Content areas	Module 3 (20 credits) Content Area 1	Module 4 (20 credits) Content Area 2	Module 5 (20 credits) Content Area 3	Module 6 (20 credits) Content Area 4
4 Modules 80 credits	Teaching, learning and assessment for learning	Subject knowledge and curriculum development	Child development and inclusive practice	Leadership, management and working with others

Phase 3: Research skills	Module 7 (30 credits)	Module 8 (30 credits)
2 Modules 60 credits	Professional Enquiry 1: Special Interest Research Project	Professional Enquiry 2: The Research Project – Evaluation and Dissemination

Normally, the order of delivery will be:

Summer term	Autumn term	Spring term
Module 1	Modules 1 & 2	Module 3
Module 4	Module 5	Module 6
Modules 7 & 8		

Core Modules

All modules are level 7

	Code	Name	Credits
Module 1	EDM125	Developing professional enquiry skills	30
Module 2	EDM126	Reflecting on professional practice	10
Module 3	EDM127	Teaching, learning and assessment for learning	20
Module 4	EDM128	Subject knowledge and curriculum development	20
Module 5	EDM129	Child development and inclusive practice	20
Module 6	EDM130	Leadership, management and working with others	20
Module 7	EDM131	Professional Enquiry 1: Special Interest Research Project	30
Module 8	EDM132	Professional Enquiry 2: The Research Project – Evaluation and Dissemination	30

Modules within the MTL will follow a three element structure:

- front-loaded input from specialist tutors drawn from the university and, where appropriate, from the HEI Consortium, focussing on the relevant theory and research in the field;
- application of theory in the students' school context; and
- critical review of practice and theory with peers, who may be from other schools.

This provides each student with opportunities to develop the skills of enquiry, together with diagnostic skills to identify children's and young people's needs, and to develop the understanding of the nature and use of evidence so that they continuously develop and improve their professional practice.

All of the MTL assignments encourage direct application of this learning to the school context, and hence on pupils' learning outcomes. Thus a reflective and critical approach to professional issues and concerns will be encouraged through students drawing on work-related knowledge and experience and linking this to theory, research and policy at school, local, national and international level. Students will be advised by their tutor and MTL coach on making the most of school context opportunities to apply and engage with theoretical concepts and methodologies.

Reflection and analysis of progress made, future action planning and how this will be evaluated will be a component of all phases of the programme. Students will be encouraged to develop projects directly related to their work context and professional role, thereby ensuring that they can appreciate the relevance of their study and not feel burdened by workload. Tutors and coaches will support students in complying with their schools policies

concerning Research Conduct and Ethics and, where considered necessary, formal approval for the school-based investigation will be sought via the procedures specified.

Part-time/Modular arrangements

The Masters in Teaching and Learning (MTL) is a part-time, modular programme only and is primarily school-based.

Progression requirements

The MTL is a three year (nine-term) programme and there is an expectation that MTL participants will typically complete the programme within this timescale. However, NQT participants have up to five years, from the point of eligibility and taking up their post, to complete the MTL programme. The normal order of completion for the programme is indicated above; however, this may be varied depending on individual circumstances.

MTL students are able to move within and between MTL Provider consortia, and import up to 120 MTL credits gained in their MTL programme up to the end of Phase 2 with another HEI MTL Partner, with the agreement of both awarding HEIs. Up to Phase 2 students who move to posts in new schools will be required to complete any started modules prior to transferring to a new awarding HEI in a different MTL Provider consortium.

If a student transfers to a new school, having already started Phase 3, they must complete their MTL programme with their existing awarding HEI partner. The agreement aims to secure both the quality of the student experience on the MTL Programme and the continuity of their relationships with school-based coaches and HEI tutors. It aims to ensure that no student is disadvantaged by losing time or having to repeat work.

Summary of teaching and assessment

Personalised learning requires the content to be less prescribed than traditional masters programmes, in order to engage with a curriculum that addresses the needs of the individual and the context.

Schools (through trained in-school coaches) and university tutors will work collaboratively as equal partners to promote a learner-centred environment that develops students' independent and informed sense of enquiry, through a blended learning approach comprising all or some of the following, as appropriate to a particular module/phase or to personalise the learning:

- lectures;
- discussion and debate;
- extensive use of ICT and Virtual Learning Environments (e.g. Blackboard);
- use of videos, role plays, guest speakers, video-conferencing;
- opportunities for students to work collaboratively in groups/pairs or action learning sets and present short oral/written contributions on specific work-based tasks;
- critical review of others' work;
- prescribed reading and field based observation;
- distance learning tutor support via e-mail and telephone, including constructive feedback on draft assignment work;
- individual tutorials for a variety of purposes from initial assignment guidance to detailed comments on assignment or dissertation drafts;
- tutor visits to schools, with some tripartite meetings between coach, student and tutor;
- access to conferences, journals, further CPD through school funding for MTL;

- group and individual visits to schools by other students.

The aim of this blended approach is to expose the student to a range of research methodologies progressively throughout the modules, so that the key research modules 7 and 8 should demonstrate a sophisticated research capability. After each module, the student is required to review progress to date and to devise an outline action plan for the next module.

For Masters Degrees

MTL is to be conferred as a “pass/fail” award with no distinction. All modules must be successfully completed and passed with 50% or more. Students on the MTL programme have the option to make one re-submission of work that has been assessed below 50%.

For PG Diplomas/ PG Certificates

There is no in-built provision to enrol on, or to gain, interim or exit awards. If an MTL student (with a sufficient number of credits) withdraws and/or there are exceptional extenuating circumstances to warrant an exit award, students may be transferred onto the MA Education programme. In which case, the student would exit after three modules (60 credits) with a Postgraduate Certificate Education or with a Postgraduate Diploma Education after six modules (120 credits).

Admission requirements

Entrants to this programme are normally required to have obtained:

Academic Qualifications (including A / AS level grades and subjects, where applicable)	A first degree
Level of English language capability	Candidates whose first language is not English should pass IELTS with 6.5 or TOEFL with 570 (paper-based) or 88 (internet-based), or equivalent
Any other specific, formally certified qualifications	No
Previous relevant work or work-related experience	Employed as a teacher in a state school with a contract for at least one term
Any specific articulation arrangements recognised for this programme	
Professional qualifications	Qualified Teacher Status or Overseas Qualified Teacher Status
Any other specific entry requirements	Meet the eligibility criteria of the TDA Meet such other requirements as may be imposed by the DCFS and TDA The participant's school to become a member of the regional MTL consortium through signing up to the MTL Partnership Agreement between the school and the HEI supporting their member(s) of staff.

Applicant entry profile:

Students are identified by the TDA, recommended to and funded for this programme. National criteria are applied. No other participants can join.

Candidates need to be able to undertake activities in their work-context that support their learning and assessed work, such as gathering information from parents, work colleagues and colleagues from external agencies who work in partnership with their setting, and implementing and evaluating new approaches to their own practices.

To succeed, candidates need to be willing and able to undertake sustained independently-directed study, including using the learning resources provided by the university, such as electronic databases and following recommendations provided by their coach or tutor.

Peer learning in face to face taught-sessions and in small tutorial groups is an integral part of the learning experience, so it essential that candidates are willing to participate in collaborative learning as well as individual study.

Candidates must have access to a computer and the internet and will need to be able to use basic ICT facilities, e.g. Word, PowerPoint, internet, email, blogs and wikis to participate in learning and assessment activities.

Applicants who do not meet the TDA funding criteria will not be eligible for the programme, i.e. they will not be able to fund their own participation.

The candidate's school must join the MTL provider consortium by linking with the University of Reading by means of the MTL Partnership Agreement. A key element of this is that the school must nominate a trained MTL Coach who will normally be an experienced member of the teaching staff but may be in exceptional circumstances an externally based trained MTL coach.

Admissions Tutor: Winston Brookes

APL (Accreditation of Prior Learning)

The programme allows for some credit from appropriate prior learning. In addition, a key principle of the National Framework for MTL is that the programme be designed to enable participants to continue to undertake the programme if they move schools partway through their study i.e. internal transference or portability. Thus the design their programme ensures continuity of provision and facilitates portability both within and across MTL Provider Consortia.

The protocols on how much credit can be brought into the MTL are summarised below. They have been determined by the TDA National Development team in order to ensure the coherence of the MTL.

APL for relevant credit gained on non-MTL programmes

A maximum of 60 credits can be APL'ed and no more than one Module may be APL'ed in any one MTL Phase

Phase 1 - 30 x Level 7 credits maximum against Module 1 - normally from a Postgraduate Certificate in Education (PGCE) completed in the three years prior to induction and enrolment and where the learning outcomes match those of Phase 1.

Phase 2 - It is possible for a participant to APL (Accredit Prior Learning) 20 credits against any one of the four Phase 2, 20 credit modules. This may include credits gained from other programme delivered and accredited by an HEI in conjunction with subject associations and DCSF (e.g. specialist courses) subject to the content and level matching the MTL Phase 2 module learning outcomes.

Phase 3 - it is possible to APL a maximum of 30 credits against module 7 on the proviso that the content and or learning directly relates to the foci of the participants' activities for Phase 3 as a whole , i.e. the learning APL'ed for module 7 directly contributed to and supported the school-based work undertaken in module 8.

It is possible for non-accredited CPD to be aligned with specific modules in Phases 2 and 3 of the MTL Programme. However, in both cases the responsibility for module assessment and accreditation remains with the university partner in the MTL Provider consortium.

APL for students transferring MTL programmes

Up to 120 credits, i.e. Phases 1 and 2 can be APL'ed (imported). See Progression requirements.

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, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Directorate. The Student Services Directorate 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 website (reading.ac.uk/student).

The programme is primarily school-based and students are supported by a school-based coach. The coaches will receive appropriate training from the University and are supported by school visits by university tutors. School-based support and guidance will be provided by the MTL coach, not only at a personal level, but in terms of the professional resources available in the school and beyond. Funding to schools will be ring fenced for MTL purposes. The MTLsea consortium resources will also be made available to all students, either through direct teaching where agreed, or through web-based channels. Additional resources will be made available by the TDA as the programme develops.

The school-based coach is a key resource and will provide students with access to key in-school and Local Authority experts, support access and release time for the student to attend module-related conferences, courses and activity and will facilitate in-school action learning sets or access to data, as well as providing one to one coaching with their students. In the case of students whose first language is not English, language support will be provided if necessary.

The three-way relationship between the School-based Coach, the University Tutor and the Student is crucial. The coach will:

- engage in the training provided for coaches to develop their own professional skills, knowledge and understanding;
- use coaching principles and skills to identify and support the MTL Participant's professional development needs and their understanding of the learning experiences;
- collaborate with the HEI Tutor to signpost or organise appropriately personalised learning opportunities for the MTL Participant, including collaborative learning with other teachers and, as appropriate, with other members of the school and children's workforce;
- engage the MTL Participant in reflecting on the outcomes of the children and young people he or she teaches, and how the teacher's practice has impacted on these outcomes;
- collaborate with the HEI Tutor to support the MTL Participant's Level 7 thinking and its application and communicate the outcomes;
- in collaboration with the University tutor, formatively assess the student's progress.

The University Tutor will:

- support the MTL Participant in presenting evidence of their Level 7 learning;
- assess the progress of the student;
- collaborate with the school-based coach to signpost or organise learning opportunities for the student;
- collaborate with the school-based coach to provide support for the MTL Participant's Level 7 thinking and its application
- establish a 3-way relationship with the school-based coach and MTL Participant so each is aware of particular responsibilities and agreed ways of working.

Recruitment and Selection of school-based coaches

Induction tutors will be invited to act as school-based coaches. Where this does not occur, a suitable coach from within the school will be identified. If this is not possible, for example in a small primary school, a coach from a neighbouring school might be appointed. Other alternative sources would include ASTs, Excellent Teachers (ETs) or teachers from Training Schools.

It is anticipated that many induction tutors, whilst content to act as phase 1 coach will opt not to progress to become coaches for Phases 2 and 3. Coaches for these phases are likely to be sourced from suitably qualified teachers from within the student's school or a neighbouring school. Again, as for Phase 1, ASTs, ETs or teachers from Training schools might also be recruited.

Whilst not essential it is desirable for an MTL Participant to have continuity of coach/HEI tutor support throughout their Programme.

The University will also provide suitable "familiarisation" training for school-based coaches who transfer to the region, having received coach training elsewhere. All appropriate equality policies and procedures will be followed in recruiting coaches.

Students are required to engage in an audit process from the outset by supporting them to reflect, identify and evaluate their own needs. At Phase 1, the audit process is an extension of the Induction Portfolio – the Career Entry Development Profile (CEDP). For those participants transferring 30 credits gained on their PGCE, the audit provides an opportunity to reflect on how prior Masters' level experience meets the Phase 1 MTL learning outcomes. The audit enables all MTL students to identify issues raised in their evaluation of transition points 1 and 2 that will inform the focus for the Phase 1 MTL modules. In turn, participants undertaking Module will be supported for transition point 3.

Unless agreed otherwise, the audit and action planning process will take the form of a Reflective Journal, which will be maintained over the period of the programme. The audit maps a participant's journey through the MTL programme and supports students to self-evaluate what they have gained from each phase. It provides a basis for determining the specialist focus of the next phase in the programme. MTL participants are supported throughout the audit and action planning process by their school-based coach working in collaboration with the university tutor.

Career prospects

The course will greatly enhance the career prospects of all students at whatever level and is specifically designed to support those keen to become enhance their teaching expertise and/or to become leaders in the field of education. It also provides an excellent introduction to the critique of education necessary for work at Local Authority level and above.

Opportunities for study abroad or for placements

There are no opportunities for study abroad or for placements abroad.

Programme Outcomes

<p>A. Knowledge and understanding In keeping with the Quality Assurance Agency's January 2001 Framework for Higher Education (FHEQ) students will be expected to demonstrate:</p> <ul style="list-style-type: none">○ an increase in the breadth and depth of knowledge and understanding of their selected areas of educational study;○ critical evaluation drawing upon the evidence base of effective pedagogical practice and interventions across the four content areas: teaching and learning; developing subject knowledge; how children learn and develop, inclusion and behaviour management; leadership & management;○ a systematic understanding of knowledge and a critical awareness of current problems and or new insights, much of which is informed by their own academic disciplines, fields of study or areas of professional practice;○ awareness of the nature of education, its changing dynamics and processes and how these may be applied effectively;○ professional learning through practitioner research and critically reflective enquiry which influences their own and their colleagues' practices and thinking, building on prior training, career experiences and development. <p>In addition, students are encouraged to be involved in:</p> <ul style="list-style-type: none">○ the critical appreciation, interpretation or creation of knowledge through advanced scholarship or original research, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication.	<p>Teaching/learning methods and strategies</p> <p>covered in all the core modules</p> <p>Assessment</p> <ul style="list-style-type: none">○ by self-evaluations (reflective journal), portfolios, seminar presentations, reports, case studies, coursework essays and research○ On completion of their final coursework assignment students must also submit an overview of their work which demonstrates that they have attended to all four content areas.
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Skills and other attributes

<p>B. Intellectual skills</p> <p>Students will be expected to demonstrate:</p> <ul style="list-style-type: none"> ○ critically informed analysis and application of diagnostic and appropriate evidence bases to impact positively on the outcomes of children and young people; ○ effective contribution and participation to personal professional and institutional improvement through alignment with performance management and improvement plans within their school or setting; ○ ability to synthesise and draw upon a range of appropriate material, deal with complex issues both systematically and creatively, and make sound judgements in the absence of complete data; ○ ability to evaluate critically current research and advanced scholarship in the discipline, evaluate methodologies and develop critiques of them and, where appropriate, propose new hypotheses; ○ 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 and that may enhance ethical workplace practice. 	<p>Teaching/learning methods and strategies</p> <ul style="list-style-type: none"> ○ are features of all seminar presentations and written assignments. ○ are features of the whole programme but is specific to the completion of the final two 30 credit modules. ○ are developed through negotiation of topics with coaches and tutors and then through formative feedback. <p>Assessment</p> <ul style="list-style-type: none"> ○ The first phase (modules 1-2) has a greater emphasis on 'scholarly' writing to ensure Masters' level is reached. ○ Modules in Phase 2(modules 3-6) will alternate between written pieces and presentations. Each assignment should contain links within its first introductory section to prior learning from the previous module in 'portfolio statements'. ○ Assessment in Phase 3 (modules 7-8) will focus on a research project. Module assessment is normally based using generic and module specific assessment criteria, linked to defined criteria, which explicitly inform written feedback on the quality of students' work.
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C. Practical/Professional skills

In relation to teaching and learning in schools students will, independently, be able with limited and minimum guidance to:

- identify, access, select, use and evaluate appropriate methods of enquiry to collect, analyse and present information and data to a professional/academic audience;
- select, use and evaluate information and data to enable improved practice;
- demonstrate the ability to assess and address challenges within particular professional contexts;
- recognise, analyse and respond, where appropriate, to relevant risks, legal and ethical issues;
- identify, select, plan for, use and evaluate innovative approaches and new technologies to enhance student learning;

Teaching/learning methods and strategies

These address the core requirements of the TDA in the MTL National Framework in that:

The programme will be delivered:

- by schools and HEIs working collaboratively, as equal partners with joint responsibility for the delivery and the quality of the programme;
- within the context of the MTL Provider's mutually agreed and defined roles;
- by drawing on a range of expertise from the MTL Provider's wider context, including from local authorities, to provide a practice-based programme;
- by tutors from HEIs supported by trained in-school coaches who will support and challenge each teacher in their professional learning;
- in a range of ways that will enable all teachers to access personalised learning opportunities;
- through the use of technology to provide online resources and ways of communication between teachers, coaches and tutors;
- taking account of the principles of school and workforce reform.

(MTL Framework, TDA, 2009)

Assessment

- Assessment tasks addressing the programmes' learning outcomes are directly related to professional practice. They provide a range of opportunities to reflect upon, critique, and research policy and practice as it impacts on the participants' professional role in through for example: reflective portfolios, evaluations, or change projects.
- The assessment activities emphasise the importance of the relationship between theory and practice. All modules on the programme use continuous assessment.
- Assessment tasks for each 20 credit

	<p>module will be equivalent to a 4000 word assignment, a 30 credit module will be equivalent to a 6,000 word assignment. Assessment will be on a pass/ fail basis.</p>
<p>D. Transferable skills – able to:</p> <p>Students will be expected to develop the qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> ○ the ability required for continuing professional development resulting in autonomous, critically reflective practitioners who are pro-active and self-directed in their learning, showing initiative and enthusiasm for their professional development; ○ be committed to the promotion of equality, diversity and social justice; ○ Develop and demonstrate the skills of critical thinking, problem-solving, analysis and reflection through the interrogation of theory and enquiry through research processes and activities, which may lead to publication or challenge current ideologies of educational thinking to create innovative solutions; ○ Learn and develop with others; make a contribution to the developing research and scholarly activity of the University and school community through sharing practice, learning and experiences with peers. 	<p>Teaching/learning methods and strategies</p> <p>Transferable skills are developed across the programme and:</p> <ul style="list-style-type: none"> ○ are developed through formative feedback on written assignments and related tasks. ○ are demonstrated in seminar work ○ are key components of teaching methods throughout the taught programme and are also developed, where appropriate, through collaborative research. ○ are highly developed through the final two 30 credit modules but this builds on the requirement to undertake a small scale project as part of at least one module – all students will be encouraged to undertake more than one. ○ are evident in the completion of all course work. ○ all assignments must be presented via IT and are required to show evidence of internet research. ○ all assignments must review relevant research. <p><i>Assessment</i></p> <ul style="list-style-type: none"> ○ assessed through portfolios, coursework is assessed through the final two 30 credit modules ○ assessed through seminars, tutorials and coursework

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.