

MA in English and Language in Education

For students entering Part 1 in 2011/2

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	1 years
Date of specification:	23/Aug/2011
Programme Director:	Prof Andy Goodwyn
Programme Advisor:	
Board of Studies:	
Accreditation:	

Summary of programme aims

The course will enable teachers and other educationalists to deepen their understanding of English and Language in Education and is designed to help participants reflect on and improve existing educational practices. This aim is achieved by exploring a range of theoretical perspectives and by subjecting them to critical scrutiny drawing where appropriate on the practical knowledge of participants. Graduates of the course will offer their institutions a greatly developed range of insights and skills; they will be more effective practitioners able to assist colleagues in improving their practice; this combination will assist in raising standards of teaching and learning.

Transferable skills

Students will develop the following transferable skills:-

- Ability to use library and other academic resources
- Writing skills: writing of papers/essays/professional reports, abstraction of others' work from written, oral and audio-visual material, reviewing work and practice of peers.
- Ability to make oral presentations.
- Ability to critique existing policies and practices in a professional field
- Ability to undertake independent or collaborative research.

Programme content

The programme provides opportunities for students to select from a wide range of modules. Optional modules will vary from year to year and students will receive information about these at the start of the programme. The programme places strong emphasis on the development of independent research skills by all students. Students must complete their dissertation on an appropriate topic. All students are registered for Route A and may transfer to Route B, with the approval of the programme leader.

The modules below are specific to this programme, however, students can select from the full menu of options; these may vary from year to year and students will receive information about these at the start of the programme.

On Route A, students take six taught modules (120 credits) followed by a 15,000 word dissertation (EDM019). For Route A at least 3 modules must be taken from the list below. 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 four taught modules (80 credits) followed by the longer 25,000-30,000 more research based dissertation (EDM020). For Route B at least 2 modules must be taken from the list below. 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.

Code	Title	Credits	Level
EDM010	The Theory and Practice of English Teaching	20	7
EDM012	Media Education	20	7
EDM013	Drama in Education	20	7
EDM015	Input, Interaction and Language Acquisition	20	7

EDM016	Poetic language in Education	20	7
EDM018	Foreign Language Teaching and Learning	20	7
EDM071	Literacy and Technology	20	7
EDM072	English and Language: Study Skills and Research Methods	20	7
EDM084	Second Language Teaching and Learning	40	7
EDM019	Dissertation route A (Masters only: must be undertaken on a relevant topic)	60	7
EDM020	Dissertation route B (Masters only: must be undertaken on a relevant topic)	100	7

Part-time or modular arrangements

The Postgraduate Diploma may be taken part-time over 48 months (please see Programme Content section for further details of time-scales). The dissertation will normally be the last piece of work submitted for assessment. Part-time students may register for the dissertation at the beginning of the Autumn, Spring or Summer Terms. Modules must be assessed in the year they are studied.

Progression requirements

Students may exit after three modules with a Postgraduate Certificate or with a Postgraduate Diploma after six. Students on Route A must take at least three modules from the list and up to three from the available options; they must complete a dissertation in an appropriate area. Students on Route B are therefore unable to qualify for the Postgraduate Diploma [120 taught credits].

Assessment and classification

Teaching is by a variety of methods, including lectures, seminars, workshops, individual feedback on written work and individual supervisions. The programme provides opportunities for students to select a wide range of modules from across the programme. Each module will cover key research and developments in the relevant aspect of the field. Each module will also draw on international comparisons where appropriate. 'English' is thus treated literally as a named key subject in a number of countries but also as a 'mother tongue' subject where appropriate. Students must undertake at least one assignment that involves classroom [or equivalent] based research.

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

Mark Interpretation

70 - 100% Distinction

60 - 69% Merit

50 - 59% Good standard (Pass)

Failing categories:

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. 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. 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 Certificates (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

Entrants to this programme are normally required to have obtained an Honours degree and obtained a pass at second class or above or its equivalent. However all applicants will be considered and practical experience may be taken into account where appropriate. Normally applicants will have either direct experience of teaching and learning within the field of English and Language in Education or will be able to demonstrate a clear commitment to working in the field of education.

Admissions Tutor: A. Goodwyn

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SEEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and 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 advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. 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 and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

Career prospects

The course will greatly enhance the career prospects of any participants engaged in teaching English and/or Language at whatever level and is specifically designed to support those keen to become leaders in the field of education. It also offers an excellent programme for second language teachers, particularly of English as a second Language. It also provides an excellent introduction to the critique of education necessary for work at Local Education Authority level and above.

Opportunities for study abroad or for placements

N/A

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
1. Advanced concepts and theories in the field of English and Language in Education.	1-6 are covered in all the modules
2. Current educational practice and policies relating to English and Language in Education.	<i>Assessment</i>
3. How teachers develop their classroom skills in English and Language in Education and consistently improve them.	1-6 by coursework essays and by the dissertation.
4. Key issues affecting the learning of children and young people in the field of English and Language in Education.	On completion of their final coursework assignment and in preparation for their dissertation students must also submit an overview of their work which demonstrates that they have attended to 1-6
5. The teaching of English and Language in	

- Education as a professional activity with degrees of autonomy and accountability.
- Recent research in the field and of how to undertake relevant small scale research studies.

Skills and other attributes

B. Intellectual skills - *able to*:

- Use advanced evidence-based reasoning in evaluating educational theories, concepts, practices and policies relevant to English and Language in Education
- Critically evaluate the design and conduct of research specific to their current expertise
- Produce well structured and well argued essays
- Abstract complex orally presented material.
- Understand the complex professional framework within which teachers operate.

Teaching/learning methods and strategies

- is a feature of all seminar presentations and written assignments.
- is a feature of the whole programme
- is developed through negotiation of topics with tutors and then through formative feedback.
- is a feature of teaching and seminars; all students are required to be respondents during sessions.
- is an integral feature of the course

Assessment

- 1,3 and 5 are assessed in assignments as is 2.
- 2. is specifically assessed in the pre-dissertation research project and the main dissertation.
- 4. is assessed through the requirement for students to summarise both staff and student presentations and to act, when required, as a 'respondent'.

C. Practical skills - *able to*:

- Perform advanced searches for information relevant to specific topics.
- Choose and apply relevant data and analytic techniques.
- Review, critique and write about empirical and theoretical research.
- Summarise and present key ideas to peers
- Undertake classroom and related observation in a systematic way.
- With supervision plan and carry out research into educational issues

Teaching/learning methods and strategies

- is supported by library induction sessions and by subsequent tutor input.
- is a requirement in all assignments
- is a requirement in all coursework assignments and is supported by a dedicated seminar for each new cohort of students
- is demonstrated by tutors
- is an aspect of all core modules
- forms a part of at least one pre-dissertation modules and is supported by a dedicated seminar.

Assessment

- 1-3 and 6 are a requirement of all coursework
- is assessed in seminars
- 5. is a requirement of at least one assignment, students negotiate the most appropriate module N.B. for international students classroom observation may take place at the university or another appropriate site.

D. Transferable skills - *able to*:

- Communicate accurately in writing
- Give oral presentations
- Work collaboratively in a group
- Plan and carry out a project
- Manage time and work to deadlines
- Use IT where relevant and fit to purpose
- Understand the benefits and limitations of research methods.
- Contribute to professional dialogue and development

Teaching/learning methods and strategies

- Transferable skills are developed across the programme.
- is developed through formative feedback on essays and related tasks.
- is included in seminar work
- forms a part of teaching methods throughout the taught programme and is also developed, where appropriate, through collaborative research.
- is highly developed through the dissertation but this builds on the requirement to undertake a small scale

project as part of at least one.
is 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.
8. is an integral feature of the programme

Assessment

1,5, 6,7, and 8 are assessed through coursework
2. and 5. are assessed through the pre-dissertation
project and the dissertation
8. is assessed through seminars 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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.