

MSc in Managing School Improvement

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:	24/Aug/2011
Programme Director:	Prof Brian Fidler
Programme Advisor:	
Board of Studies:	
Accreditation:	

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.

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

Assessment and classification

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:

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 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 is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SEEC), In-session 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

The Library has 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

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. Models of problem solving
2. Techniques for managing change in schools
3. Approaches to improving schools
4. Theories of school leadership and management
5. Research findings on school effectiveness
6. Basic educational research methods including data collection and analysis

Teaching/learning methods and strategies

Lectures, seminars, workshops, data collection for assignments

Assessment

All taught courses are assessed by written assignments.

Skills and other attributes

B. Intellectual skills - able to:

1. Interpret and evaluate information on management and school improvement
2. Structure a coherent, evidence-based argument
3. Apply theoretical knowledge of managing change and school improvement to specific school situations
4. Design data collection for a specific purpose
5. Demonstrate evidence-based decision-making on school improvement

Teaching/learning methods and strategies

Lectures, seminars, workshops, group presentations, data collection for assignments

Assessment

All taught courses are assessed by written assignments.

C. Practical skills - able to:

1. Analyse organisational activity using theoretical models

Teaching/learning methods and strategies

Lectures, seminars, workshops, group presentations, data collection for assignments

2. Identify potential problems and areas for school improvement
3. Search out relevant information for school improvement
4. Design and collect data
5. Analyse data
6. Present ideas to the student group
7. Design and carry out a research project on managing school improvement

Assessment

All taught courses are assessed by written assignments.

D. Transferable skills - *able to:*

1. Communicate accurately in writing
2. Give oral presentations
3. Work collaboratively in a group
4. Search out and interpret information
5. Plan and carry out a research project
6. Manage time and work to deadlines
7. Use IT where relevant and fit for purpose
8. Understand the benefits and limitations of research methods.
9. Contribute to professional dialogue and developments

Teaching/learning methods and strategies

Lectures, seminars, data collection for assignments, writing assignments

Assessment

All taught courses are assessed by written assignments.

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.