

**MA in Education (Generic programme)**  
**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 Rhona Stainthorp
Programme Advisor:	
Board of Studies:	Advanced Taught Programme Board
Accreditation:	

**Summary of programme aims**

The programme will enable teachers and other educationalists to deepen their understanding of teaching and learning 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 programme 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 at an appropriate level:- 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**

All students will initially register for the generic Masters in Education and they must complete the core module before proceeding to the dissertation. They may also elect to undertake a pathway that gives them a specialism in the title of their Masters. They do this by taking modules to the value of at least 40 credits designated as relating to the specialism and undertaking a dissertation on an appropriate topic. The specialist pathways are English Education (E), English Language Teaching (ELT), Global Futures (GF), Information and Communication Technology (ICT), Inclusive Education (I), International Policy and Practice (IPP), Mathematics Teaching (MT), Music Education (Mu), Leadership and Management (LM), Early Years (Ear) and Primary Education (P). Successful completion of at least 100 credits relating to a specific pathway may lead to the award of a Masters in Education with the specialism named in the title e.g. Master of Arts in Education (English Education). The optional modules will vary from year to year, therefore the availability of specialist pathways may not be guaranteed; students will receive full information at the start of the programme.

Core module: all students must select module EDM007: Investigating Education. The programme places strong emphasis on the development of independent research skills by all students who must guarantee their willingness to undertake research projects in appropriate locations.

Students take 120 credits consisting of taught modules followed by a 60 credit, 15,000 word dissertation (EDM133). 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.

*Core Modules*

Code	Title	Credits	Level
EDM007	Investigating Education	20	7
EDM133	MA Education dissertation	60	7

The list of optional modules will be published at the start of each academic year.

**Part-time or modular arrangements**

The modular system allows a full-time and part-time route (please see Programme Content section for further details of time-scales). Modules must be assessed in the year they are studied.

### **Progression requirements**

Students may exit after three modules (60 credits) with a Postgraduate Certificate or with a Postgraduate Diploma after six (120 credits). 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.

### **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 a high proportion of work/institutionally based research and students are encouraged to review how they will take advantage of these opportunities over the course of the programme. Normally international students are encouraged to use the university as the base for their research activities.

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 EDM007, achieve a mark of 40 or above. 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 be less than 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 EDM007, achieve a mark of 40 or above. In addition the total credit value of all modules marked below 40 not exceed 30 credits and for all modules marked below 50 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.

### **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 or will be able to demonstrate a clear commitment to working in the field of education.

**Admissions Tutor:** Professor Rhona Stainthorp

### **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](http://www.reading.ac.uk/student)

### **Career prospects**

The programme will greatly enhance the career prospects of any participants engaged in teaching and learning at whatever level and is specifically designed to support those keen to become leaders in the field of education. 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**

Study abroad or placements are seldom appropriate but requests will be considered on an individual basis. However, there are opportunities for participants to undertake research in their work places.

### **Programme Outcomes**

#### **Knowledge and Understanding**

##### **A. Knowledge and understanding of:**

1. Advanced concepts and theories of the nature of teaching and learning.
2. Current educational practice and policies
3. How teachers develop their classroom skills and consistently improve them.
4. Key issues affecting the learning of children and young people.
5. Key issues in managing behaviour.
6. Teaching as a professional activity with degrees of autonomy and accountability.

##### **Teaching/learning methods and strategies**

1-6 are covered in all the modules

##### *Assessment*

1-6 by coursework essays and by the dissertation. On completion of their final coursework assignment students must also submit an overview of their work which demonstrates that they have attended to 1-6

#### **Skills and other attributes**

##### **B. Intellectual skills - able to:**

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

##### **Teaching/learning methods and strategies**

1. is a feature of all seminar presentations and written assignments.
2. is a feature of the whole programme but is specific to the completion of one project pre-dissertation and the dissertation itself.
3. is developed through negotiation of topics with tutors and then through formative feedback.
4. is a feature of teaching and seminars; all students are required to be respondents during sessions.
5. is an integral feature of the programme

##### *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.

### **C. Practical skills - *able to*:**

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

### **D. Transferable skills - *able to*:**

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

4. is assessed through the requirement for students to summarise both staff and student presentations and to act, when required, as a 'respondent'.

### **Teaching/learning methods and strategies**

1. is supported by library induction sessions and by subsequent tutor input.
2. is a requirement in all assignments
3. is a requirement in all coursework assignments and is supported by a dedicated seminar for each new cohort of students
4. is demonstrated by tutors
5. is an aspect of all core modules
6. 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
4. 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.

### **Teaching/learning methods and strategies**

Transferable skills are developed across the programme.

1. is developed through formative feedback on essays and related tasks.
2. is included in seminar work
3. forms a part of teaching methods throughout the taught programme and is also developed, where appropriate, through collaborative research.
4. is highly developed through the dissertation 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.
5. is evident in the completion of all coursework.
6. all assignments must be presented via IT and are required to show evidence of internet research.
7. 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.**