

Masters in Teaching and Learning For students entering in 2012/3

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:	3 years
Date of specification:	23/Jul/2012
Programme Director:	Dr Richard Harris
Programme Advisor:	
Board of Studies:	Advanced Taught Programmes
Accreditation:	

Summary of programme aims

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

- 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;
- critically examine the rich evidence base of effective pedagogical practice and interventions;
- critically self evaluate impact through appraising evidence about impact on pupil outcomes and proposing or defending responses;
- demonstrate a critical understanding of the implementation of personalisation and assessment for learning (AfL);
- apply improved subject knowledge to curriculum developments ;
- relate knowledge of child development to inclusive practice;
- 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;
- familiarise students with a range of research methodologies.

Transferable skills

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- 2 modules 40 credits

Module 1	Developing professional enquiry skills	30	7
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Module 2	Reflecting on professional practice	10	7
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Phase 2: Content areas- 4 modules 80 credits

Module 3	Teaching, learning and assessment for learning	20	7
Module 4	Subject knowledge and curriculum development	20	7
Module 5	Child development and inclusive practice	20	7
Module 6	Leadership, management and working with others	20	7

Phase 3: Research skills- 2 modules 60 credits

Module 7	Professional Enquiry 1: Special Interest Research Project	30	7
Module 8	Professional Enquiry 2: The Research Project - Evaluation and Dissemination	30	7

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

Core Modules

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

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 or 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

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

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 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

Knowledge and Understanding

A. Knowledge and understanding of:

In keeping with the Quality Assurance Agency's January 2001 Framework for Higher Education (FHEQ) students will be expected to demonstrate: 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 and 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.

In addition, students are encouraged to be involved in:

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.

Teaching/learning methods and strategies

covered in all the core modules

Assessment

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.

Skills and other attributes

B. Intellectual skills - *able to*:

Students will be expected to demonstrate:

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

Teaching/learning methods and strategies

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.

Assessment

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

create and interpret knowledge in the discipline and that may enhance ethical workplace practice.

C. Practical skills - able to:

D. Transferable skills - able to:

Students will be expected to develop the qualities and transferable skills necessary for employment requiring:

- 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.

criteria, linked to defined criteria, which explicitly inform written feedback on the quality of students' work.

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

Assessment

Teaching/learning methods and strategies

Transferable skills are developed across the programme and:

- 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.

Assessment

- 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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.