Programme Specification

MA Education

Valid from: September 2015
Programme Code: MX3AC (On Campus)
                OLPAJ (On Line)
                MX3AF (Atlow Mill)

UNIVERSITY of DERBY

SECTION ONE: GENERAL INFORMATION

Programme title

Master of Arts in Education

MX3AF Postgraduate Certificate in Emotional Education (at Atlow Mill)

Award title and interim awards

Master of Arts in Education: (MA Ed)
MA Ed: Early Years
MA Ed: Community Learning
MA Ed: Emotional Education
MA Ed: Teaching English to Speakers of Other Languages **(OLPAQ)**
MA Ed: Career Learning
MA Ed: Leadership Coaching and Mentoring
MA Ed: Leadership and Management **(OLPAR)**
MA Ed: Lifelong Learning
MA Ed: Special Educational Needs and Disability
MA Ed: International Perspectives **(OLPAP)**
MA Ed: Primary School Mathematics

Intermediate awards

Certificate of Credit (20 credits)
Certificate in Continuing Professional Development in Postgraduate Education
(40 credits)

Postgraduate Certificate in Education: Professional Development
Postgraduate Certificate in Education: Early Years
Postgraduate Certificate in Education: Community Learning
Postgraduate Certificate in Emotional Education
Postgraduate Certificate in Education: Teaching English to Speakers of Other
Languages
Postgraduate Certificate in Education: Career Learning
Postgraduate Certificate in Education: Leadership Coaching and Mentoring
Postgraduate Certificate in Education: Leadership and Management
Postgraduate Certificate in Education: Lifelong Learning
Postgraduate Certificate in Education: Special Educational Needs and Disability
Postgraduate Certificate in Education: International Perspectives
Postgraduate Certificate in Education: Primary School Mathematics

Postgraduate Diploma in Education:
Postgraduate Diploma in Education: Early Years
Postgraduate Diploma in Education: Community Learning
Postgraduate Diploma in Emotional Education
Postgraduate Diploma in Education: Teaching English to Speakers of Other
Languages

Postgraduate Diploma in Education: Career Learning
Postgraduate Diploma in Education: Leadership Coaching and Mentoring
Postgraduate Diploma in Education: Leadership and Management
Postgraduate Diploma in Education: Lifelong Learning
Postgraduate Diploma in Education: Special Educational Needs and Disability

Postgraduate Diploma in Education: International Perspectives
Postgraduate Diploma in Education: Primary School Mathematics

On Line Short Programmes

OLPAM Postgraduate Certificate in Education: Teaching English to Speakers of Other Languages
OLPAN Postgraduate Certificate in Education: International Perspectives
OLPAO Postgraduate Certificate in Education: Leadership and Management

Mode of study

1 year or one year and 1 trimester of full-time study
3 years of part-time study

Programme start date and period of validation

Start date: September 2013
Ongoing validation

Awarding Institution

University of Derby

College managing the programme

College of Education

Institution(s) delivering the programme

1   The University of Derby & The University of Derby Online Learning, Kedleston Road

2   Atlow Mill, Derbyshire – Collaborative Partner
(Postgraduate Certificate in Emotional Education)

3   Mediterranean College, Athens – Collaborative Partner
(MA Ed: Leadership and Management, and,
MA Ed: Education: Special Educational Needs and Disability)

4   Mediterranean College, Thessaloniki – Collaborative Partner
(MA Ed: Leadership and Management, and,
MA Ed: Education: Special Educational Needs and Disability)

5   Swiss Education Group (off campus delivery)

Relevant external subject benchmark statement(s)

The QAA document of March 2010 entitled 'Master's Degree Characteristics' offer a set of key characteristics which together make up the profile of a master's degree: 'As articulated in the national qualification descriptor, graduates of all master's degrees should be capable of demonstrating a systematic understanding of knowledge, much of which is at, or informed by, the forefront of the discipline, field of

study or area of professional practice. They should be capable of demonstrating originality in their application of that knowledge and in addressing problems. They will have demonstrated a comprehensive understanding of the technique applicable to their own research or advanced scholarship. In relation to future employment, master's graduates will be expected to possess the skills needed to exercise independent learning and to develop new skills to a high level' (QAA, 2010:4).

External accreditation/recognition

Not applicable

JACS code(s)

X300

Programme specification last updated

Updated by College Panel for September 2015

SECTION TWO: OVERVIEW AND PROGRAMME AIMS

Overview

The MA Education programme embraces a broad definition of education, including formal, informal and lifelong learning and compulsory education. Consequently, the term *practitioner* is used throughout the documents to refer to all stakeholders with a vested interest in any aspect of education. The term partners refers specifically to those work places with whom a particular relationship is developed and where cohorts of staff study a bespoke programme tailored to meet the work place and student requirements. Collaborative Partners refers to those centres of education that have a formal partnership agreement with the University and deliver the programme to their students.

The opportunity for support, enrichment, enhancement and/or transformation of professional educational practice through rigorous academic study lies at the heart of the MA Education programme. Professional development through the achievement of the awards provided within the MA Education Programme is taken to mean the development of relevant knowledge, understanding and skills appropriate to the needs of those who work in or intend to work in the diverse areas of education and reflected by the available choice of award descriptors.

The overall aim of the programme is to develop student confidence and competence so that they will be able to exert influence within their professional setting. To this end, the programme provides: a balance between breadth and depth of study; opportunities to integrate professional experience and expertise with academic enquiry and ability to encourage change and improvement in education practice as appropriate.

More specifically, graduates from the programme will demonstrate the QAA descriptors for higher education qualifications at Level 7.

Graduates from the programme will demonstrate:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice;
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- 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;
- conceptual understanding that enables the student;
- to evaluate critically current research and advanced scholarship in the discipline;
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses (QAA 2010).

Programme Aims

1. Address, through their programme of postgraduate study, the identified personal and professional development needs of those involved in educative processes.

2. Encourage and to facilitate reflection on practice through requiring all students to complete the core module of Independent Study.

3. To require students to demonstrate through the Independent Studies that they can enquire in-depth into an area of their practice by producing a study with the

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potential to benefit professional development and to identify the implications for future professional practice within educational settings.

4. Offer, within the optional modules, a focus on the analysis and evaluation of professional practice.

5. Offer the opportunity to progress knowledge, understanding and skills within the context of enquiries into complex aspects of education.

6. Encourage students to engage with the academic underpinnings of their studies through requiring all students normally to complete the core modules Crafting your Masters Study (CYMS) and Evidence Based Practice.

SECTION THREE: PROGRAMME LEARNING OUTCOMES

MA EDUCATION

Students who choose to exit with Awards at 20, 40, 60 or 120 credits will be able to demonstrate competencies in a sub-set of the Programme Learning Outcomes listed below as determined by their programme of study.

If they pass with 180 credits at level 7, as identified by the FHEQ Framework, students will demonstrate successful completion of the learning outcomes to achieve a final award of MA Education – endorsed with specialist Pathway Award where appropriate.

A curriculum map (Appendix A) is provided to exemplify how students achieve the programme outcomes through engagement with the prescribed and option modules of the programme.

Knowledge and Understanding
1. Educational theory, policy and practice.
2. The complexities of education as a socially informed and constructed framework.
3. Techniques and principles, including ethical considerations, relevant to educational research.

Intellectual Skills
4. Display independent, critical and reflective thinking.
5. Critically appraise ideas and evidence, showing appropriate engagement in academic debate relating to professional knowledge.

Practical and Subject-Specific Skills
6. Display competence of management and organisation within the context of their emerging professional practice.
7. Develop professional skills including presentation and report writing skills for disseminating their ideas.

Transferable Skills
8. Demonstrate confidence, competence and capability to actively engage in critical educational debate.
9. Apply their developing skills to independent learning and personal development planning to enable lifelong learning and employability.
10. Reflect on their own potential as learners to engage and develop their intellectual world view.

Specialist Pathway Learning Outcomes

PATHWAY TITLE	ADDITIONAL LEARNING OUTCOME
MA Education: Career Learning	Demonstrate a critical in-depth knowledge and understanding of progression and models of career development in the field of Careers Learning.
MA Education: Community Learning	Demonstrate a critical in-depth knowledge and understanding of theoretical concepts, debates and practical strategies which relate to the field of Community Learning.

MA Education: Early Years	Demonstrate a critical in-depth knowledge and understanding of the social construction of childhood and workforce reform in the field of Early Childhood.
MA Education: Emotional Education	Demonstrate a critical in-depth knowledge and understanding of the development of emotional resilience and emotional competencies, both theoretically and in practice in the field of Emotional Education.
MA Education: Teaching English to Speakers of Other Languages	Demonstrate a critical in-depth knowledge and understanding of second language acquisition and related pedagogical practice in the field of Teaching English to Speakers of Other Languages.
MA Education: Leadership Coaching and Mentoring	Demonstrate a critical in-depth knowledge and understanding of current thinking and related theories in the field of Leadership Coaching and Mentoring.
MA Education: Leadership and Management	Demonstrate a critical in-depth knowledge and understanding of the application of leadership theories and social policy.
MA Education: Lifelong Learning	Demonstrate a critical in-depth knowledge and understanding of educational research, policy and practice in the field of Lifelong Learning.
MA Education: Special Educational Needs and Disability	Demonstrate a critical in-depth knowledge and understanding of theory, legislation, policy and guidance in the field of Special Educational Needs and Disability.
MA Education: International Perspectives	Demonstrate a critical in-depth knowledge and understanding of issues relating to education within and beyond the national context.
MA Education: Primary School Mathematics	Demonstrate a critical in-depth knowledge and understanding of issues relating to teaching and learning of the maths with a particular focus on the primary curriculum.

Rationale for online

The MA Education online programme offers the University of Derby the opportunity to reach out to markets where working professionals, overseas or geographically dispersed within the UK, would otherwise be unable to access university part time studies. This reinforces the core philosophy on which UDOL was founded. The online programme provides choice for learners and ensures the university retains its position as a market leader in online teaching and learning. In addition, the on-going success of the current MA Education online and steady recruitment are evidence of the valuable contribution the programme has made so far and the new validation would allow us to continue this work whilst offering the opportunity to grow and develop our

portfolio further. The online programme also supports the University of Derby in reflecting the global trend regarding the growth of demand for flexible, accessible studies via online learning platforms.

Rationale for International Perspectives Pathway

The MA Education (International Perspectives) has been developed in response to expressions of interest, both internal and external, via our marketing activity. This pathway is designed for educationalists who, in line with initiatives such as the Bologna process (2010)wish to develop knowledge and an understanding of issues relating to education within and beyond the national context. UDOL seeks to provide an international dimension for both overseas and home students, to deliver
Curricula with an international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multicultural context, and designed for domestic students and/or foreign students. (Bremer and van der Wende,1995)

The market research carried out prior to development of the new pathway indicated demand for the named exit awards at both PG Cert and MA level which allows UDOL to be responsive to developments in the education sector both nationally and internationally. Building in the new exit awards will encourage achievement and maximise retention for learners on this programme.

Rationale International Perspectives Pathway Modules

Innovative 21ˢᵗ Century Teaching

This module would allow UDOL to enhance the education community's ability to address the challenges of supporting students in developing 21ˢᵗ century skills, a key area of interest highlighted by responses to our market research, and will enable practitioners to investigate digital solutions to enrich traditional instructional practices. Areas of exploration may include developing communities of practice, strategies for creative thinking, managing learning in cyberspace, encouraging self-directed learning, adopting supportive technologies, the designing innovative learning environments, Open Educational Resources and the expansion of MOOCs. UDOL needs to be responsive to such key growth areas by providing professional development opportunities within our portfolio.

Effective Intercultural Communication

> The increased mobility of people demands that public sector organisations and private institutions understand the importance of effective intercultural communication. With interest from overseas as well as national UK institutions and individuals identified via our marketing activity, this module would allow UDOL to support education practitioners involved in teaching increasingly diverse learners and in more effectively understanding the varying cultures, languages and customs of both their colleagues and those they seek to educate.

> Alongside the Comparative Education module, this module would be integral to the pathway in MA Education International Perspectives with its dual focus on investigating educational policies regarding integration of learners from immigrant backgrounds in different education systems and the means of developing and improving communication for teachers and learners within those systems.

> In this way UDOL is able to respond to current employability priorities as indicated in the recent CIHE, CFE 2011 report *Global Graduates into Global Leaders* which found that *'Employers need graduates who can compete in global market places and meet global challenges.'*

SECTION FOUR: PROGRAMME STRUCTURE

ROUTE	NAME OF MODULE All 20 credits unless stated All Level 7	Core, Prescribed * OR Optional
MA Education and all pathways	Crafting your Masters Study	C
	Evidence Based Practice	C
	Independent Study (60 credits) *pre-requisite: Evidence Based Practice*	C
Non-pathway modules	Negotiated Module: Applied Focus of Study	
	Negotiated Module: Accreditation of Professional Qualification	O
	Measuring and Evaluating Learning	O
	Applying Educational Thinkers and Theorists in Practice	O
	Motivation, Communication and Learning	O
	Learning Theories in Action	O
	Curriculum Challenges	O
	Comparative Education	O
	Policy into Practice	O
	Foundations of Emotional Education	O
	Applications of Emotional Education	O
	Developing the Skills of the Specialist Practitioner	O
	Innovative 21st Century Teaching	O
	Digital Education	O
Community Learning	Learning Pathways to Community Engagement	P
	Creating and Sustaining Community Learning Pathways	P
Early Years	Children's Places	P
	Children's Workforce Development	P
Emotional Education	Principles of Emotional Education	P
	Relationships and Communication	P
	Emotionally Intelligent Leadership	P
Lifelong Learning	Aspects of Ability in Learning	P
	Lifelong Learning: Principles and Issues	P
Special Educational Needs and Disability	Specific Learning Difficulties	P
	Special Educational Needs and Disability (SEND): Current Issues and Concerns	P
Teaching English to Speakers of Other Languages	The Principles of English Language Teaching	P
	Language Learning: Theory and Practice	P
Leadership and Management	Quality, Leadership, and Management	P
	Developing Leadership Capacity	P
Leadership Coaching and Mentoring	The Leader as Coach and Mentor	P
	Principles and Practices of Coaching and Mentoring	P

Career Learning	Leading Career Learning and Progression	P
	Supporting Career Learning and Progression	P
International Perspectives	Effective Intercultural Communication	P
	Comparative Education	P
Primary School Mathematics	Fostering Mathematical Understanding	P
	Learning and Teaching Mathematics in the Primary Classroom	P

Modules prescribed within a Pathway are optional to all students not enrolled to that pathway – see Programme Matrix.

TYPICAL PATTERN OF DELIVERY

- Only the choice of pathway and delivery schedule will preclude choice of module. That is - commitment to the study of a specialist pathway requires that the two specialist modules that define that pathway are undertaken. In addition, the Independent Study must be contextualised to that specialism. Endorsement of Pathway title occurs at the point of exit from study which provides opportunity for a student to make choices as their learning journey progresses. The delivery schedule may have to be amended where there is insufficient numbers of students enrolling to a module; though individuals may be accommodated by access to the Negotiated Module: Applied Focus of Study.

- Each specialist pathway has two prescribed modules which may be taken in any order. The exception to this is the first 60 credits of the Emotional Education Pathway delivered entirely by the Collaborative Partner, Atlow Mill.

- Specialist Pathway modules are normally delivered one per academic year.

- There are the following exit points:
    - At 20 credits - University Postgraduate Certificate of Achievement
    - At 40 credits - University Postgraduate Certificate of Achievement in Education
    - At 60 credits - Postgraduate Certificate in Education Professional Development (endorsed with Pathway Award title where appropriate
    - At 180 credits – MA Education (endorsed with Pathway Award where appropriate)

- Those students who elect to follow the generic award will normally complete 2 core modules and 4 option modules (which may be selected from any of the Pathway Awards) all at 20 credits as well as a 60 credit core Independent Study.

- Those students who elect to follow a Pathway Award will normally complete 2 core modules; 2 specialist modules and two optional modules (which may be selected from the other Pathway Awards) all at 20 credits as well as a 60 credit core Independent Study contextualised to their area of specialism.

TYPICAL PATTERN OF DELIVERY – ONLINE LEARNING

Only the choice of pathway and delivery schedule will preclude choice of module.

Those who elect to follow the generic award will normally complete 2 core modules and 4 option modules (which may be selected from any of the Pathway Awards) all at 20 credits as well as a 60 credit core Independent Study.

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Those who elect to follow a Pathway Award will normally complete 2 core modules; 2 specialist modules and two optional modules (which may be selected from the other Pathway Awards) all at 20 credits as well as a 60 credit core Independent Study contextualised to their area of specialism.

Those who wish to complete the Post Graduate Certificate named awards will normally complete 1 core module and 2 specialist modules all at 20 credits

There are 3 entry points autumn, spring and summer for the MA Education Programme. The Post Graduate Certificate short courses commence in September 2013 then January or May each year. You will typically study one module at a time in the following trimester periods. However, fast track study is an option and should be discussed at application.

Year 1 and Post Graduate Certificates

Autumn	Crafting your Masters Study (core)		
	Generic Award options Or Teaching English to Speakers of Other Languages prescribed pathway	Generic Award options Or Leadership and Management prescribed pathway	Generic Award options Or International Perspectives prescribed pathway
Spring	The Principles of English Language Teaching	Quality, Leadership, and Management	Comparative Education
Summer	Language Learning: Theory and Practice	Developing Leadership Capacity	**Effective Intercultural Communication**

Year 2

Autumn	Evidence Based Practice (core)		
	Options for generic award and prescribed pathways		
Spring	**Innovative 21st Century Teaching**	Curriculum challenges	Negotiated Module: Applied Focus of Study
Summer	Lifelong Learning: Principles and Issues	Measuring and Evaluating Learning	Negotiated Module: Accreditation of Professional Qualification

Year 3 (depending upon Diploma stage completion)

Autumn	Independent Study (core)
Spring	Independent Study (core)
Summer	Independent Study (core)

Model of delivery for typical part-time programmes of study:

Two entry points normally offered: September; January
A May entry point is also available according to demand

All option modules can be selected from both pathway and non-pathway modules

Where a Specialist Pathway is being taken one Option Module in Year 1 and one Option Module in Year 2 must belong to the Specialist Pathway of choice and Independent Study will be contextualised to that Specialist Pathway

September Start Part time	Autumn	Spring	Summer
	Core Modules	*Optional Modules*	*Optional Modules*
Year 1	Crafting your Masters Study	Option 1	Option 2
Year 2 (in any order)	Evidence Based Practice	Option 3	Option 4
Year 3	Independent Study		

January Start Part time	Spring	Summer	Autumn
	Core Modules	*Optional Modules*	*Optional Modules*
Year 1	Crafting your Masters Study	Option 1	Option 2
Year 2 (in any order)	Evidence Based Practice	Option 3	Option 4
Year 3	Independent Study		

May Start Part time	Summer	Autumn	Spring
	Core Modules	*Optional Modules*	*Optional Modules*
Year 1	Crafting your Masters Study	Option 1	Option 2
Year 2 (in any order)	Evidence Based Practice	Option 3	Option 4
Year 3	Independent Study		

Model of delivery for typical generic full-time programme of study:

One entry point offered: September
Study over one academic year

Autumn:	Crafting your Masters Study	Option 1	Evidence Based Practice
Spring:	Independent Study (Through module)	Option 2	Option 3
Summer:	Option 4	Independent Study continues and submits	

Model of delivery for typical Specialist Pathway Award full-time programme of study:

One entry point offered: September
Study over one academic year and one term

Autumn 1:	Crafting your Masters Study	Option 1	Evidence Based Practice
Spring:	Independent Study (Through module commences)	Option 2	
Summer:	Independent Study (Through module continues)	Option 3	
Autumn 2:	Independent Study (Through module submits)	Option 4	

MA EDUCATION INDICATIVE TIMETABLE

SEPT	JAN	MAY

CYMS (Day and evg) EBP (Day and evg)
 	
One of:
• Motivation Communication & Learning (evg)
• Policy into Practice (evg)
	CYMS (evg)
	
	One of:
	• Educational Thinkers Day (day)
	• Foundations of Emotional Education (Evg)
	• Pathway options (evg)
	  ○ Early Years (Workforce Dev) JW
	  ○ Community (Learning Pathways to Community Engagement) JB
	  ○ Lifelong Learning (Aspects of Ability) PT
	  ○ Leadership & Management (Developing Leadership Capacity) DO/MH
	  ○ SEND (Specific Learning Difficulties)
	  ○ Leadership Coaching and Mentoring (Principles and Practices of Coaching and Mentoring)
		EBP (evg) CYMS (evg)
		
		One of:
		• Comparative Ed (Day)
		• Measuring and Evaluating Learning (evg)
		
		• Pathway options (evg)
		  ○ Teaching English to Speakers of Other Languages (Language Learning: Theory and Practice) JM

Independent Study part time students: supervisors allocated as students register in September, January or May
Independent Study full time students: supervisors allocated during your second term
All students will be invited to attend one of three, one-day workshop available once per term – dates to be confirmed

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Collaborative partners have access to specified Pathway Awards negotiated according to expertise of the partner providers.

Mediterranean College, Greece commenced delivery in January 2014 and will offer the Pathway Awards in Leadership and Management and Special Educational Needs and Disability. Mediterranean College delivery is synchronous with University of Derby delivery pattern.

Atlow Mill, Derbyshire offers the Postgraduate Certificate in Emotional Education. This Pathway Award is aimed initially at students aiming to achieve a Postgraduate Certificate in that Pathway, though a number of students do opt to continue to complete the full MA Education Programme.

The Postgraduate Certificate in Emotional Education modules are studied sequentially as shown below.

Module Titles
Principles of Emotional Education (Autumn term)
Relationships and Communication (Spring term)
cEmotionally Intelligent Leadership (Summer term and Summer School)

PERSONAL DEVELOPMENT PLANNING (PDP)

For students engaging with this programme PDP is an intrinsic part of ongoing personal, and professional, development. For many the programme of study will be constructed in consultation with employers. Opportunities for reflection on practice; developing personal skills, knowledge and competence and initiating and implementing change are embedded within the programme; realisation of these opportunities provide evidence towards personal and professional targets and future career plans. There is no requirement for students to submit formal PDP evidence other than that incorporated into the Progression: Assessment and Academic Record (PAAR).

All students are invited to be involved in the MA Education annual conference; to engage with the academic world and are encouraged to reflect on their personal aspirations; future employability and further study options. The Careers Development Centre is available to all students.

Online Personal Development Planning

PDP elements will be integrated throughout the programme by:

- The use of an initial skills diagnosis and links to additional self-study resources.

- The use of a microsite called 'Skills for Employment' (under construction). This microsite will contain a range of learning objects that address digital literacy, digital scholarship and graduate employment skills, all of these skills being considered transferable - from study to employment and vice versa. The learning objects can used in several ways:

    o Students may be directed to carry out tasks which have been written into the authored materials.

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o The Online Tutor may request or advise students to study specific skills to improve their understanding of a work related concept, develop a specific digital literacy or enhance a specific scholarship skill. The Online Tutor will look for the development of these skills within the module.

o Students may proactively engage with the microsite to develop the skills independently.

o The attributes are mapped against each learning design type to ensure students have the opportunity to develop all of them within the programme.

Learning Design Type	Skills for Employment
All modules	Communication Organisation Independence Pro Activity
Self-paced, Supported online learning	Professional Awareness Professional Development Specific Occupational Skills Technical Skills
Portfolio based, Reflective Online Learning	Leadership Assertiveness Self-Awareness Confidence Building
Collaborative Online Learning Self-paced with a collaborative element	Problem Solving Networking Negotiation and Persuasion Team Work

Students are also able to network with peers at the programme level as well as the module level, many of whom are industry managers globally located hence interaction and collaborative work offer students excellent networking opportunities. In addition, the international teaching team of Online Tutors offers students a global perspective of the hospitality industry, with examples drawn from their local contexts.

SECTION FIVE: PROGRAMME DELIVERY

Learning and Teaching Methods

The MA Education programme aims to provide all students who have an interest in education with enhanced opportunities for personal development and seeks to respond to diverse learning needs by adopting appropriate learning and teaching strategies. The learning and teaching methods adopted provide opportunities for engagement with the range of knowledge, understanding and skills associated with Level 7 study.

The learning and teaching strategy of the MA Education programme is informed by and conforms to the University's Learning, Teaching and Assessment (LTA) Strategy (2012). The programme is designed to provide:

- **A Student Focussed** approach by providing a learning, working and social environment in which the rights and dignity of all its students are respected and which is free from unfair discrimination, prejudice, intimidation and all forms of harassment including bullying. A flexible and supportive range of teaching practices are adopted which aim to develop independent lifelong learners ready for employment and progress within their employment.

- **A Challenging Learning** environment where students are encouraged to be creative and to be able to exercise critical judgement. The programme adopts a Socratic approach to delivery where engagement in the discussion and debate surrounding current educational issues, together with appropriate research methodologies are central.

- **An Education For Application** by providing opportunities to consolidate and develop the student's capability as an independent learner with continuous professional development for academic practice; encouraging them to progress to further study and to engage with wider academic debate via publication and dissemination in appropriate professional and academic journals, conferences and workshops at both local and national level and particularly by encouraging action research in and for practice.

- **Engaged Students** by delivering the programme in the contexts of the wider local and global communities – the latter being of particular significance to those groups which include international students; by offering a range of option modules which can be adapted to specific areas of focus in line with individual, sector, local or national initiatives and by the development of research skills. This takes place through the opportunity to undertake (with tutorial support) a small-scale investigation as part of the core module Independent Study.

- **Information Literate Students** by ensuring all students have contained within their profile the equivalence of the Core Module Crafting your Masters Study, which provides progression from the newly published University of Derby Information Literacy Framework (January 2013).

Students are able to engage in study on the programme in a variety of ways. The most common mode is attendance at the site of study for face–to-face sessions which take place in the daytime, evenings, weekends and occasionally as intensive study weeks. Students are provided with tutor support using technology such as email and virtual classrooms in addition to session materials being available through the VLE. Many partners, usually schools, negotiate with the University for groups of professionals to undertake study with colleagues at their place of work and in this way partner needs are also taken into account.

Delivery of subject content to develop knowledge and understanding is provided during lectures, workshops, seminars, tutorials and material entered onto the university's virtual learning environment (VLE). It is particularly through the workshop, seminar and tutorial discussions that understanding of how theory and practice are interrelated is developed; through the tutorial and assessment process that theory can be applied in practice and through the workshop and seminar process that skills in oral presentation; team work; communication; organisational and time management are developed. The use of the Progression: Assessment And Academic Record (PAAR), ensures that individual students and lecturers are able to track student progress throughout the programme.

The programme culminates with the Independent Study module which brings together all the skills developed through the all the modules studied on the programme. This module enables students to demonstrate their independence and autonomy as an academic at masterly level as they apply the programme learning outcomes to a complex facet of education in the context of their current or intended employment.

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting research involving other people e.g. for module assessments or Independent Studies. Information on these principles can be found on the University website at: www.derby.ac.uk/research/ethics.

Online Learning and Teaching

Learning and Teaching Methods

The online delivery of this programme is guided by the University of Derby Online Learning's Academic Framework, which outlines the teaching and learning approach adopted in modules delivered online. Modules within this programme use the "Self-paced, supported online learning" learning design, and the "Collaborative Online Learning" design. In certain modules, there may be a blending of these two designs. The "Portfolio Based Reflective Online Learning" design is also utilised on the programme. Further details of the University of Derby Online Learning's Academic Framework and its teaching and learning strategy can be found here.

The key features of Self-Paced, Supported Online Learning modules are:

You are provided with a set number of units of learning content. Content can be textual; can include video and audio material, screencasts or presentations with voiceovers. This is supported by additional optional activities such as discussion forums to enable you to ask questions of your peers and your tutor, to clarify your understanding and to engage in further development of the principles and ideas.

Formative learning activities such as practice examples, worked examples and online quizzes are made available to you. Such activities enable you to interact, apply & exchange knowledge. The purpose of formative activity is to provide you with feedback so that you know how you are progressing.

You may be provided with the opportunity to participate in a set number of live classroom sessions during the module; these provide you with 'real time' access to your tutor and an opportunity to collaborate with your peers. Recordings of these sessions are made available to all students on the module; these are particularly useful for those unable to attend and for you to use in preparation for the module assessment strategy.

The key features of Self-Paced Supported Online Learning and Collaborative modules are:

You are provided with a set number of units of learning content. Content can be textual; can include video and audio material, screencasts or presentations with voiceovers. Some of the units of content contain optional tasks for you to undertake to apply or 'process' the content. There will be a community space / discussion area for the module which is the primary space for you to receive support from your tutor and peers.

At set point or points within the module, you are required to participate in online collaborative activity with a small group of your peers. However, these contribute towards the final assessment for the module

The collaborative activity will take place within a private space for each group within the module's 'Community space' on Blackboard.

You may be provided with the opportunity to participate in a set number of live classroom sessions during the module; these provide you with 'real time' access to your tutor and an opportunity to collaborate with your peers. Recordings of these sessions are made available to all students on the module; these are particularly useful for those unable to attend and for you to use in preparation for the module assessment strategy.

The key features of "Portfolio-based, Reflective Online Learning" modules are:

You are provided with professionally commissioned and developed online content which includes not only textual, but also video and audio material, such as presentations with voiceovers. As you work through the module, you will need to complete set activities which compile into a 'portfolio' of work forming your final assessment for the module.

You will receive support from your tutor by sharing your portfolio as it develops and your tutor will facilitate and provide formative feedback on the production and development of your portfolio. You can also engage in discussions with your peers in a community space / discussion area.

You may be provided with the opportunity to participate in a set number of live classroom sessions during the module; these provide you with 'real time' access to your tutor and an opportunity to collaborate with your peers. Recordings of these sessions are made available to all students on the module; these are particularly useful for those unable to attend and for you to use in preparation for the module assessment strategy.

Assessment

The MA Education programme operates within the University's Regulatory Framework and conforms to its regulations on assessment.

The programme approach to assessment demonstrates inclusive practice reflecting the diversity of the student population as well as appropriate academic discipline, knowledge and scholarship.

All modules are assessed both formatively and summatively as required by the University of Derby. Formative assessment strategies include, but are not limited to, tutorials; discussions; feedback on proposals for summative assignments. Summative assessment reflects the professional nature and academic level of the programme. Students will experience different approaches to assessment depending upon the nature of the module including case studies,

reports and reflective accounts. For the range of summative assessment strategies across all modules please refer to Annex 2.

The assessment strategy (100% coursework) maintains the long established, innovative pattern of assessment within the programme.

There is a standard approach to assessment loading as follows:

Level of Study	Number of credits	Requirement
7	20	3,500 words (or equivalent)
7	60	15,000 words

Online General Approach

Modules are typically assessed through one or more coursework assignments. Depending on the nature of a given coursework assignment, you will be given the assignment specification at the beginning of the module for hand-in at the end of the module. Normally, you receive feedback on coursework within three weeks of submission or completion. Modules also provide ample opportunities for formative feedback to guide you in your learning.

A common approach is for activities to be set based on the content of an online unit and then provide you with the opportunity to discuss this work in online discussions. The feedback may be in groups or to you individually.

Coursework assignments may involve essays, reports, projects, answering or reflecting on questions, or various combinations of these submitted as a portfolio of work. Coursework assignments may be individual or collaborative (i.e., involve group work). Some may be based entirely on material covered in online units or others may require independent research.

Assignments will be submitted in line with the University's requirement for the electronic submission of all assessment tasks.

The assessment strategy takes into account the different learning needs of online students and the following principles also inform our approach:

- To include a range of assessment types, with these being viewed holistically, within and across a programme structure.
- To ensure that you are well-informed in advance of a module of the assessed online activity.
- To ensure that at the very beginning of a module you are made very clearly aware of the specific, assessed, activities or online participation that will be required of you and of the assessment criteria involved.
- To take a well-planned approach to the initiation of new or unusual assessment activity, paying attention to the need for clear instructions and opportunities to undertake low-risk preparatory activities to support familiarity with the technology involved or the development of new skills.
- To ensure that sufficient time is allowed within modules where there are multiple assessment types for you to grasp the different approaches to assessment.

Assessments for all modules have been designed to be inclusive for all students. Further detail on the University of Derby Online Learning's approach to assessment can be found within our [Academic Framework](#):

SECTION SIX: ADMISSIONS

Entry Requirements

The programme welcomes applications from all current and prospective educational professionals:

- Applicants should normally hold a first degree, or a postgraduate teaching qualification.

- Equivalent experience and achievement may be taken into account for applicants with less formal qualifications. Evidence of equivalence of knowledge, understanding and skills appropriate to a first degree are required.

- Applicants should be in a position to undertake investigations into professional practice. (Part-time applicants are normally engaged in employment; full-time applicants are encouraged to seek relevant work experience throughout the duration of their studies.)

The programme recognises all equivalent qualifications and professional backgrounds for entry to the programme. Where English is not the first language for international applicants (non-home or non-European), applicants need to provide a minimum IELTS score of 6.0 or equivalent. Students, especially those who enter with this minimum score, are encouraged to engage with additional study in order to develop their knowledge and application of academic English.

Recognition of Prior Learning (RPL) is used both to provide evidence of equivalence for entry and as evidence of advanced standing for entry to later parts of the programme.

- Those with Initial Teacher Education qualifications at postgraduate level may be accredited with 60 credits of prior learning at Level 7. These students are exempt from the first core module, Crafting your Masters Study, and two other 20 credit modules. These students then study the second core module Evidence Based Practice and two other 20 credit modules before moving to Independent Study.

- Applicants who have successfully completed the National Professional Qualification for Head Teachers [NPQH] are eligible for accreditation of 60 credits at Level 7, provided they complete a critical review of their experiences comprising a report of 3500 words or equivalent through a Negotiated Module.

- Applicants who have successfully completed the University's Postgraduate Certificate in Learning and Teaching in HE (or its equivalent) are eligible for accreditation of 60 credits at Level 7.

- Applicants who have been awarded the full DELTA (Cambridge Diploma in Teaching English to Speakers of Other Languages (TESOL) Modules 1, 2, and 3) are normally eligible for 60 credits at Level 7 against the MA Education.

- Applicants who have been awarded the MAST award will be eligible for up to 60 credits RPL including exemption from the first core module, Crafting your Masters Study.

- Applicants can be awarded up to a maximum of 80 RPL credits on proof of articulation with the programme content.

All applicants to the programme are interviewed by a member of the team with support from the Programme Leader where appropriate. The purpose of the interview is to ensure that applicants are in a position to make informed choices and to confirm that the programme team and university will be able to support them fully. Where RPL is concerned University of Derby academic regulations apply (http://www.derby.ac.uk/media/derbyacuk/contentassets/documents/academicregulations/201516/Accreditation-of-Prior-Learning-%28APL%29.pdf).

Discussions about programmes of study, students' access to work experience and access to technology are typical elements of the interview process.

The following links will provide up to date information about the programme and application process:

http://www.derby.ac.uk/courses/postgraduate/education-ma-full-time/
http://www.derby.ac.uk/courses/postgraduate/ma-education-part-time/
http://www.derby.ac.uk/study/apply/

For Online Delivery

The programme will have three intakes a year and students are guided in their choice of modules.

The programme can be offered in three stages; students may aim to complete the PG Cert (60 credits) for the purpose of Continuous Professional Development (CPD), and then further proceed to the PG Dip level (stage 2) or continue to full MA Level

Further details about the enquiry process and course application can be found in the UDOL academic framework.

SECTION SEVEN: STUDENT SUPPORT AND GUIDANCE

The University of Derby provides a comprehensive package of support to facilitate student well-being throughout their studies. Students with identified learning difficulties, mental health needs, physical disabilities or other issues are referred to and supported by the central support provisions of the University as appropriate to the need. These are detailed in the programme handbook which is made available to students once enrolment is completed and is updated annually.

Students will receive support and guidance throughout their programme of study. Prospective students will be able to gather information from the programme's web pages (see Section Six), the academic and administrative staff regarding all aspects of the programme by attending Open Days or by arranging an interview.

The Programme Leaders, assisted by Pathway Leaders, oversee all students enrolled on the programme and provide advice on pathway and module choice. In addition, Pathway Leaders and Module Leaders have Academic Tutor responsibilities and monitor academic progress on an individual basis taking into account Student Support Plans where these exist.

Pathway and Module Leaders will offer support through face-to-face meetings and via email and telephone contact. Additionally programme materials will be posted onto the Blackboard platform and Module Leaders may use this as a means of conversing (through discussion boards, blogs and similar) with teaching groups.

For Online Learning

There is an Online Student Orientation which serves the purpose of highlighting the particular needs of online study and prepares you for the online learning environment. This orientation is available to you before formal entry to the programme and is accessible to you throughout their studies.

You will have access to an Online Student Portal, this will be the main source of information and access to your studies throughout your programme, it directs you to appropriate support guidance and prepare you for the online study and online learning environment.

A number of support mechanisms are available through the portal and via direct contact:

- a customer service and operations team provides advice and guidance on administrative, technical and pastoral support issues;

- Senior Online Tutors provide programme and academic guidance;

- Senior Online Tutors are able to refer you to central university services designed to support you academic and personal development within the programme;

- Online Tutor provides module support and guidance.

More details of Online Student Support are discussed within the University of Derby Online Learning's Academic Framework.

SECTION EIGHT: POST PROGRAMME OPPORTUNITIES

Successful completion of this programme will:

- Enhance career prospects.
- Facilitate further professional and academic study.
- Provide opportunities to engage with the wider educational research community.

Opportunities for those who successfully complete the programme are manifold. Students undertake Master's degrees for many different reasons and many will see the benefits in terms of promotion within their professional sphere. Others will wish to seek employment in a wide variety of occupations related to education; some may wish to continue study for example a PGCE in primary, secondary or lifelong learning sectors or continue study at doctoral level.

Students will be able to seek advice on all aspects of career guidance through the University's Career Service.

SECTION NINE: EMPLOYER LINKS

The programme provides opportunities for partners (schools, local authorities, professional associations) and other to interact with the programme via:

- MA Education Strategy Group meeting once a trimester. This group includes representatives from all partners.
- Design and delivery of programme content via the work place mode of study.
- Guest speakers from all partner groups are invited to contribute to programme delivery.

APPENDIX 1: CURRICULUM MAP

MA Education: Curriculum Mapping: Programme Learning Outcomes and Modules												
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
Pathway	**Module**										
MA Education	Crafting your Masters Study		X		X	X	X	X	X	X	X
	Evidence Based Practice		X	X	X		X	X	X	X	
	Independent Study	X	X	X	X	X	X	X	X	X	X
	Negotiated Module: Applied Focus of Study	X	X	X	X	X	X	X	X	X	X
	Negotiated Module: Accreditation of Professional Qualification	X	X	X	X	X	X	X	X	X	X
	Measuring and Evaluating Learning	X	X	X	X		X	X	X	X	X
	Applying Educational Thinkers and Theorists in Practice		X		X		X	X	X	X	X
	Motivation, Communication and Learning		X		X	X	X	X	X	X	X
	Learning Theories in Action	X	X	X	X	X	X	X	X	X	X
	Curriculum Challenges		X	X	X	X	X	X	X	X	X
	Comparative Education	X	X		X	X	X	X	X	X	X
	Policy into Practice	X	X		X	X	X	X	X	X	X
	Foundations of Emotional Education	X	X		X	X	X	X	X	X	X
	Applications of Emotional Education	X	X	X	X	X	X	X	X	X	X
	Developing the Skills of the Specialist Practitioner		X	X	X		X	X	X	X	X
	Effective Intercultural Communication*	X	X	X	X	X		X	X	X	X
	Innovative 21st Century Teaching*	X			X	X	X	X	X	X	X

		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
	Digital Education	x	x		x	x	x	x	x	x	x
Community Learning	Learning Pathways to Community Engagement	X	X	X		X	X	X	X	X	X
	Creating and Sustaining Community Learning Pathways		X		X	X	X	X	X	X	X
Early Years	Children's Places	X	X	X	X	X	X	X	X	X	X
	Children's Workforce Development	X	X		X	X	X	X	X	X	X
Emotional Education	Principles of Emotional Education	X	X	X	X	X	X	X	X	X	X
	Relationships and Communication		X		X	X	X	X	X	X	X
	Emotionally Intelligent Leadership	X	X		X	X	X	X	X	X	X
Lifelong Learning	Aspects of Ability in Learning	X	X		X		X	X	X	X	X
	Lifelong Learning: Principles and Issues	X	X		X		X	X	X	X	X
Special Educational Needs and Disability	Specific Learning Difficulties	X	X	X	X	x	X	X	X	X	X
	Special Educational Needs and Disability (SEND): Current Issues and Concerns	X	X		X	X	X	X	X	X	X

		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
Teaching English to Speakers of Other Languages	The Principles of English Language Teaching	X	X		X	X	X	X	X	X	X
	Language Learning: Theory and Practice	X	X	X	X	X	X	X	X	X	X
Leadership and Management	Quality, Leadership and Management	X	X			X	X	X	X	X	X
	Developing Leadership Capacity	X	X	X	X	X	X	X	X	X	X
Leadership Coaching and Mentoring	The Leader as Coach and Mentor	X	X		X	X	X	X	X	X	X
	Principles and Practices of Coaching and Mentoring		X		X	X	X	X	X	X	X
Career Learning	Leading Career Learning and Progression	X			X	X	X	X	X	X	X
	Supporting Career Learning and Progression	X			X	X	X	X	X	X	X
International Perspectives*	Effective Intercultural Communication	X	X	X	X	X		X	X	X	X
	Comparative Education	X	X		X	X	X	X	X	X	X
Primary School Mathematics	Fostering Mathematical Understanding	X			X	X	X	X	X	X	X
	Learning and Teaching Mathematics in the Primary Classroom	X			X	X	X	X	X	X	X

Programme Learning Outcomes 6 and 7 are integrated throughout the programme through the assessment activities.
Programme Learning Outcomes 8, 9 and 10 are evidenced by the Progression: Assessment and Academic Record (PAAR)
*Only available for the online version of the programme

Programme Learning Outcomes

Knowledge and Understanding
On completion of the programme students will be able to demonstrate knowledge and understanding of:

1.   educational theory, policy and practice;
2.   the complexities of education as a socially informed and constructed framework;
3.   techniques and principles, including ethical considerations, relevant to educational research.

Intellectual Skills
On completion of the programme students will be able to:

4.   display independent, critical and reflective thinking;
5.   critically appraise ideas and evidence, showing appropriate engagement in academic debate relating to professional knowledge.

Practical and Subject-Specific Skills
On completion of the programme students will be able to:

6.   display competence of management and organisation within the context of their emerging professional practice;
7.   develop professional skills including presentation and report writing skills for disseminating their ideas.

Transferable Skills
On completion of the programme students will be able to:

8.   demonstrate confidence, competence and capability to actively engage in critical educational debate;
9.   apply their developing skills to independent learning and personal development planning to enable lifelong learning and employability;
10.   reflect on their own potential as learners to engage and develop their intellectual world view.

ANNEX 2: ASSESSMENT MATRIX

Non-Pathway Modules

Essay	Portfolio	Report	Poster	Workshop/ Seminar	Presentation	Reflection	Optional	Case Study
Motivation, Communication and Learning	Crafting your Masters Study		Measuring and Evaluating Learning	Comparative Education	Applying Educational Thinkers and Theorists in Practice	Developing the Skills of the Specialist Practitioner	Negotiated Module: Applied Focus of Study	Applications of Emotional Education
Learning Theories in Action	Policy into Practice	Independent Study			Innovative 21st Century Teaching	Digital Education	Negotiated Module: Accreditation of Professional Qualification	
	Foundations of Emotional Education	Curriculum Challenges			Evidence Based Practice			

Pathway Modules

Pathway	Essay	Portfolio	Report	Poster	Workshop/ Seminar	Presentation	Case Study	Investigation
Community Learning			Learning Pathways to Community Engagement					
			Creating and Sustaining Community Learning Pathways					
Early Years			Children's Places					
			Children's Workforce Development					

Emotional Education	Principles of Emotional Education	Emotionally Intelligent Leadership						
	Relationships and Communication							
Lifelong Learning						Lifelong Learning: Principles and Issues	Aspects of Ability in Learning	
Special Educational Needs and Disability								Specific Learning Difficulties
								Special Educational Needs and Disability (SEND): Current Issues and Concerns
Teaching English to Speakers of Other Languages					The Principles of English Language Teaching		Language Learning: Theory and Practice	
Leadership and Management			Quality, Leadership and Management	Developing Leadership Capacity				
Leadership Coaching and			The Leader as Coach and		Principles and			

Mentoring			Mentor		Practices of Coaching and Mentoring			
Career Learning	Leading Career Learning and Progression							
	Supporting Career Learning and Progression							
International Perspectives					Comparative Education		Effective Intercultural Communication	
Primary School Mathematics	Learning and Teaching Mathematics in the Primary Classroom		Fostering Mathematical Understanding			Fostering Mathematical Understanding		