

# **University of Plymouth**

Faculty of Arts and Humanities

Plymouth Institute of Education

## **Programme Specification**

MA Education

MA Education (Early Childhood Studies)

MA Education (Mathematics Education)

MA Education (Special Educational Needs and Inclusion)

Approval Date: December 2015

Implementation Date: September 2019

Approved by Minor Change: 5/12/18

A handwritten signature in black ink, appearing to be 'S. C. Smith', with a horizontal line extending to the right.

## 1. MA Education

### Final award title

MA Education  
MA Education (Early Childhood Studies)  
MA Education (Mathematics Education)  
MA Education (Special Educational Needs and Inclusion)

### Level 7 Intermediate award title(s)

PGDip Education  
PGDip Education (Early Childhood Studies)  
PGDip Education (Mathematics Education)  
PGDip Education (Special Educational Needs and Inclusion)

PGCert Education  
PGCert Education (Early Childhood Studies)  
PGCert Education (Mathematics Education)  
PGCert Education (Special Educational Needs and Inclusion)

UCAS code n/a

JACS code X300

2. **Awarding Institution:** University of Plymouth

**Teaching institution(s):** University of Plymouth

3. **Accrediting body(ies)** n/a

## 4. Distinctive Features of the Programme and the Student Experience

The MA Education in the Professional Masters in Education framework is a modular level 7 programme that provides a structured pathway for professional development and scholarship within the field of education. The distinctiveness of the programme is its focus on **deep theorising** and **transformation of educational practice** using methods of **practice related inquiry**. Education, here, is interpreted in a broad sense to include all aspects of what we do to support learning, development and participation of children, young people and adults in their social/cultural worlds. Challenging the

nature and meaning of 'education' and its practices is central to the MA Education, and so on this programme we draw on social, cultural and educational theory to clarify understanding of issues in education. This deep theorising is used in conjunction with knowledge generated through other practice-related inquiry methods like practice-based research, case study or action research for example, to help frame innovative solutions to problems of educational practice. The methods we propose to use to achieve learning based upon this principle are participatory approaches, where learners and lecturers co-construct curriculum within practice related inquiries. Thus important elements of the curriculum are subject specific methods of inquiry and theorising to help develop students' capacity to investigate educational practice within their fields of professional and personal interest.

The programme provides the opportunity for professional practitioners or those interested in educational or early years practice to choose one of four awards: the general MA Education or one of three subject specialisms: Early Childhood Studies, Mathematics Education, SEN and Inclusion. These awards will enable us to offer a MA Education that allows structured study in areas of educational practice of interest to students, or allow students to progress in our specialist areas identified in our periodic review and recognised through REF2014 as areas of research and teaching strength for Plymouth Institute of Education. The programme also offers optional modules with a focus on learning for sustainability. Specialised and optional modules are offered where there is sufficient demand. MA Education lecturers all have nationally significant research profiles, and many of the team have research recognised as internationally excellent and this is used to inform innovations in teaching, modelling our practice related inquiry approach for students. Our practice relevant research also forms the basis of much of our curriculum. The MA Education lecturers are committed to creating a rich and rewarding learning environment for students from diverse backgrounds and experience of education. They are also very experienced educators, with most having taught in early childhood settings, schools or further education colleges, and so have first-hand familiarity with the challenges and possibilities of educational practice. There is a lot of experience in distance education within the MA Education team, and we confidently provide stimulating distance learning opportunities.

- The programme is based around its core of **practice related inquiry** including the core 30 credit research methods module, 60 credit dissertation and 1 or 2 optional 30 credit practice-related inquiry modules that all support study in areas of personal or professional interest.
- Students can choose 2-3 additional 30 credit modules, following either one of three specialisms or the general MA Education route.
- The programme design allows students to bring in credit from other level 7 education provision when it can be shown to meet our learning outcomes;

- The programme can be studied in either part-time or full-time mode; if the programme is taken on a part-time basis students complete the course of study at a pace appropriate to their needs normally within two to five years; in full-time mode the programme runs for a year.
- Teaching will be offered both onsite and through online provision, with onsite provision offered on Saturdays and evenings for maximum flexibility for professional practitioners.
- The programme offers a structured framework with generic and specialised modules into which students can bring their interests and will determine their own assignment focus within that.
- The way we assess work is through carefully constructed assessment modes that prepare students for the different elements of dissertation work.

## **5. Relevant QAA Subject Benchmark Group(s)**

At the time of writing there were no QAA benchmark statements for Masters programmes in Education.

The MA Education is designed based on the principles of the QAA Quality Code, the 2014 advice UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards (see <http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>) and sets its expectations in line with the South East Education Consortium (SEEC) level descriptors.

The credit structure of 30 credits per module aligns with the University Council for the Education of Teachers (UCET) national agreement across UK HE institutions.

## **6. Programme Structure**

The MA Education has three specialisms in addition to the general award and both part time and full time study options. The programme will allow for studying on campus or at a distance, using both traditional and online delivery methods. The awards are the following:

MA Education

MA Education (Early Childhood Studies)

MA Education (Mathematics Education)

MA Education (Special Educational Needs and Inclusion)

These awards will be made up of 4 30 credit modules (one core and three optional) and a 60 credit dissertation.

The general MA Education offers both general and subject specialist modules from which students choose three optional modules.

In order to receive a specialised award (Early Childhood Studies, Mathematics Education or Special Educational Needs and Inclusion) students will need to choose and complete two from a selection of subject specialist modules (see Table 1 Programme Structure), or enter the programme with credit from the appropriate direct progression programme (see section 13.2). Students working towards a specialised award will be able to choose their fourth module from the whole suite offered on the generic MA Education programme. Students on the general MA Education are permitted to take specialist modules when they are available. The Mathematics and SEN and Inclusion specialist modules are designed as independent studies in a specialist field, and thus are more flexible in their teaching and curriculum, following a similar structure to the practice related inquiry modules.

The core module is a research methods module taught across the four awards but with content that is tailored to suit subject specialisms. That is, the module lead will invite specialist teaching staff to give guest lectures when the module is taught onsite, and the distance learning option will have optional activities for each of the specialisms provided through the DLE.

The Masters awards will each have corresponding Postgraduate Diploma and Postgraduate Certificate exit awards. That is:

PGDip Education

PGDip Education (Early Childhood Studies)

PGDip Education (Mathematics Education)

PGDip Education (Special Educational Needs and Inclusion)

PGCert Education

PGCert Education (Early Childhood Studies)

PGCert Education (Mathematics Education)

PGCert Education (Special Educational Needs and Inclusion)

A PGDip Education will be made up of 120 credits. A PGDip in a subject specialism must include 2 30 credit subject specialist modules. A PGCert will be made up of 60 credits, and a PGCert in a subject specialism will also consist of 2 30 credit subject specialist modules.

## 6.1 Module Offer

MA EDUCATION AND SPECIALISMS			
	Semester 1	Semester 2	Summer
<b>Core Modules</b>			
	MAED701 Researching Education Practice in Context (30 credits)		
	MAED702 Masters of Arts in Education Dissertation (60 credits)		
<b>General Modules (30 credits each)</b>			
		MAED711 Thinking About Contemporary Education	
	MAED717 Practice Related Inquiry 1 *	MAED718 Practice Related Inquiry 2 *	
		MASU753 The Experience of Outdoor Learning	
<b>Specialist Modules (30 credits each)</b>			
<i>Early Childhood Studies</i>		MAEC722 Developing Leadership in Early Childhood Settings	
<i>SEN and Inclusion</i>	MASE741 Critical Perspectives in Inclusive Education, Disability, and Diversity**	MASE742 Researching Theory and Practice of Inclusive Education, Disability and Diversity**	
<b>Other optional modules (a suite of 3 x 20 credit modules)</b>			
<i>Sustainability (MA Education general award)</i>	MASU751 Alternatives in Education and Society	MASU752 Learning for Sustainability and Global Literacy	
<p>* Students undertake a specialist practice related inquiry, but may attend lectures for special topic mathematics education modules run as accredited PD by arrangement with module leads</p> <p>** Students undertake a specialist practice related inquiry, but may attend lectures for PGSEN701 &amp; PGSEN702 modules or special topic SEN &amp; Inclusion modules run as accredited level 7 PD by arrangement with module leads</p>			

## 6.2 Pathways for Full and Part time Students

The following schedule is the expected programme for full time students:

Semester 1	Semester 2
MAED701 Researching Education Practice in Context	MAED711 Thinking About Contemporary Education <u>or</u> specialist/option modules
MAED717 Practice Related Inquiry 1 <u>or</u> specialist/option modules	MAED718 Practice Related Inquiry 2 <u>or</u> specialist/option modules
<b>All Year</b>	
MAED702 Masters of Arts in Education Dissertation	

Students can complete the part time programme in up to 5 years and take modules in any order, but the following are **indicative schedules** for completing the part time programme in 2 or the recommended 3 years.

### Part time Two Years

#### *Year One*

**Semester 1** - MAED701 Researching Education Practice in Context

**Semester 2** - MAED711 Thinking About Contemporary Education

Plus a practice related inquiry or specialist/option modules in either semester

#### *Year Two*

**Semester 1** – MAED717 Practice Related Inquiry 1 or specialist/option module

**All Year** – MAED702 Masters of Arts in Education Dissertation

### Part time Three Years – (Recommended)

#### *Year One*

**Semester 1** - MAED701 Researching Education Practice in Context or MAED717 Practice Related Inquiry 1 or specialist/option modules

**Semester 2** - MAED711 Thinking About Contemporary Education or MAED718 Practice Related Inquiry 2 or specialist/option modules

***Year Two***

**Semester 1** - MAED701 Researching Education Practice in Context or MAED717 Practice Related Inquiry 1 or specialist/option modules

**Semester 2** - MAED711 Thinking About Contemporary Education or MAED718 Practice Related Inquiry 1 or specialist/option modules

***Year Three***

**All Year** - MAED702 Masters of Arts in Education Dissertation

**6.3 Programme Structure Diagram**

(See below)

<b>Level 7 with Dissertation</b>				
<b>Semester</b>	<b>University week</b>	<b>Standard teaching week</b>	<b>Activity</b>	
	8	0	<b>Induction</b>	
<b>Semester 1</b>	9	1	<b>MAED701 (core)</b> <b>MAED717</b> <b>MASE741</b> <b>MASU751</b>	<b>MAED702 (core)</b> <b>Dissertation (60 credits)</b> <b>All year</b>
	10	2		
	11	3		
	12	4		
	13	5		
	14	6		
	15	7		
	16	8		
	17	9		
	18	10		
	19	11		
20	12			
<b>Christmas Vacation</b>				
	24	13		
	25	14		
	26	15		
<b>Semester 2</b>	27	16	<b>MAED711</b> <b>MAED718</b> <b>MAEC722</b> <b>MASE742</b> <b>MASU752</b> <b>MASU753</b>	<b>Dissertation continues (submitted at end of summer period)</b>
	28	17		
	29	18		
	30	19		
	31	20		
	32	21		
	33	22		
	34	23		
<b>Approx Easter vacation</b>				
	35	24		
	36	25		
	37	26		
	38	27		
	39	28		
	40	29		
	41	30		

## 7. Programme Aims:

The **MA Education** aims to provide a structured Masters programme of study in which professional practitioners and education scholars can:

- 1) extend and deepen understanding of their own and others' educational practice through practice-related inquiry, research and scholarship;

- 2) develop critical understanding of historic and contemporary theoretical and methodological tools and use these imaginatively in relation to educational practice;
- 3) learn to negotiate the limits to and creative possibilities for transforming educational practice.

The **MA Education (Early Childhood Studies)** aims to provide a structured Masters programme of study in which professional practitioners and education scholars can:

- 1) extend and deepen understanding of their own and others' early childhood practice through practice-related inquiry, research and scholarship;
- 2) develop critical understanding of historic and contemporary theoretical and methodological tools and use these imaginatively in relation to early childhood practice;
- 3) learn to negotiate the limits to and creative possibilities for transforming early childhood practice.

The **MA Education (Mathematics Education)** aims to provide a structured Masters programme of study in which professional practitioners and education scholars can:

- 1) extend and deepen understanding of their own and others' mathematics educational practice through practice-related inquiry, research and scholarship;
- 2) develop critical understanding of historic and contemporary theoretical and methodological tools and use these imaginatively in relation to mathematics educational practice;
- 3) learn to negotiate the limits to and creative possibilities for transforming mathematics educational practice.

The **MA Education (SEN and Inclusion)** aims to provide a structured Masters programme of study in which professional practitioners and education scholars can:

- 1) extend and deepen understanding of their own and others' SEN and inclusion practice through practice-related inquiry, research and scholarship;
- 2) develop critical understanding of historic and contemporary theoretical and methodological tools and use these imaginatively in relation to SEN and inclusion practice;
- 3) learn to negotiate the limits to and creative possibilities for transforming SEN and inclusion practice.

## 8. Programme Intended Learning Outcomes

### 8.1. MA Education, PGDip Education, PGCert Education and Specialisms

#### 8.1.1. Knowledge and understanding

<b>Knowledge and understanding</b> On successful completion graduates should have developed:				
	<b>Education</b>	<b>Education (Early Childhood Studies)</b>	<b>Education (Mathematics Education)</b>	<b>Education (SEN &amp; Inclusion)</b>
<b>MA, PGDip, PGCert</b>	1. a deep and systematic understanding of chosen aspects of educational practice;	1. a deep and systematic understanding of chosen aspects of early childhood practice;	1. a deep and systematic understanding of chosen aspects of mathematics educational practice;	1. a deep and systematic understanding of chosen aspects of SEN and inclusion practice;
<b>MA, PGDip</b>	2. knowledge of interrelationships between educational practice and other forms of social practice, including: social policy, psychology, professional and non-professional practices, familial and cultural practices;	2. knowledge of interrelationships between early childhood practice and other forms of social practice, including: social policy, psychology, professional and non-professional practices, familial and cultural practices;	2. knowledge of interrelationships between mathematics educational practice and other forms of social practice, including: social policy, psychology, professional and non-professional practices, familial and cultural practices;	2. knowledge of interrelationships between SEN and inclusion practice and other forms of social practice, including: social policy, psychology, professional and non-professional practices, familial and cultural practices;
<b>MA</b>	3. higher order understanding of theoretical and methodological tools that can be used to systematically interpret educational practice, as well as limitations these tools may impose.	3. higher order understanding of theoretical and methodological tools that can be used to systematically interpret early childhood practice, as well as limitations these tools may impose.	3. higher order understanding of theoretical and methodological tools that can be used to systematically interpret mathematics educational practice, as well as limitations these tools may impose.	3. higher order understanding of theoretical and methodological tools that can be used to systematically interpret SEN and inclusion practice, as well as limitations these tools may impose.

#### 8.1.2. Cognitive and intellectual skills

<b>Cognitive and intellectual skills</b> On successful completion graduates should have developed:				
	<b>Education</b>	<b>Education (Early Childhood Studies)</b>	<b>Education (Mathematics Education)</b>	<b>Education (SEN &amp; Inclusion)</b>
<b>MA, PGDip, PGCert</b>	1. an ability to confidently express and apply critical understanding of educational practice and related knowledge at a high level of abstraction;	1. an ability to confidently express and apply critical understanding of early childhood practice and related knowledge at a high level of abstraction;	1. an ability to confidently express and apply critical understanding of mathematics educational practice and related knowledge at a high level of abstraction;	1. an ability to confidently express and apply critical understanding of SEN & inclusion practice and related knowledge at a high level of abstraction;
<b>MA</b>	2. a capacity to design, undertake and evaluate in-depth investigations of both educational practice and the theoretical and methodological tools of interpretation and analysis;	2. a capacity to design, undertake and evaluate in-depth investigations of both early childhood practice and the theoretical and methodological tools of interpretation and analysis;	2. a capacity to design, undertake and evaluate in-depth investigations of both mathematics educational practice and the theoretical and methodological tools of interpretation and analysis;	2. a capacity to design, undertake and evaluate in-depth investigations of both SEN & inclusion practice and the theoretical and methodological tools of interpretation and analysis;
<b>MA, PGDip</b>	3. their ability to creatively and critically relate complex and abstracted knowledge to the transformation of educational practice, including the ability to propose innovative approaches while recognising limits to educational change	3. their ability to creatively and critically relate complex and abstracted knowledge to the transformation of early childhood practice, including the ability to propose innovative approaches while recognising limits to educational change	3. their ability to creatively and critically relate complex and abstracted knowledge to the transformation of mathematics educational practice, including the ability to propose innovative approaches while recognising limits to educational change	3. their ability to creatively and critically relate complex and abstracted knowledge to the transformation of SEN & inclusion practice, including the ability to propose innovative approaches while recognising limits to educational change

### 8.1.3. Key and transferable skills

<b>Key and transferable skills</b> On successful completion graduates should have developed:				
	<b>Education</b>	<b>Education (Early Childhood Studies)</b>	<b>Education (Mathematics Education)</b>	<b>Education (SEN &amp; Inclusion)</b>
<b>MA, PGDip, PGCert</b>	1. clearly communicate knowledge and understanding of educational practice to others through appropriate complex and simple means;	1. an ability to confidently express and apply critical understanding of early childhood practice and related knowledge at a high level of abstraction;	1. an ability to confidently express and apply critical understanding of mathematics educational practice and related knowledge at a high level of abstraction;	1. an ability to confidently express and apply critical understanding of SEN & inclusion practice and related knowledge at a high level of abstraction;
<b>MA, PGDip, PGCert</b>	2. engage in critical reflection to analyse one's own situation and activity.	2. engage in critical reflection to analyse one's own situation and activity.	2. engage in critical reflection to analyse one's own situation and activity.	2. engage in critical reflection to analyse one's own situation and activity.

### 8.1.4. Employment related skills

<b>Employment related skills</b> On successful completion graduates should have developed:				
	<b>Education</b>	<b>Education (Early Childhood Studies)</b>	<b>Education (Mathematics Education)</b>	<b>Education (SEN &amp; Inclusion)</b>
<b>MA, PGDip, PGCert</b>	1. improved proficiency in critically analysing and evaluating educational practice in the workplace;	1. improved proficiency in critically analysing and evaluating early childhood practice in the workplace;	1. improved proficiency in critically analysing and evaluating mathematics educational practice in the workplace;	1. improved proficiency in critically analysing and evaluating SEN & inclusion practice in the workplace;
<b>MA, PGDip</b>	2. a more critical and analytical approach to transforming educational practice in the workplace.	2. a more critical and analytical approach to transforming early childhood practice in the workplace.	2. a more critical and analytical approach to transforming mathematics educational practice in the workplace.	2. a more critical and analytical approach to transforming SEN & inclusion educational practice in the workplace.

### 8.1.5. Practical skills

<b>Practical skills</b> On successful completion graduates should have developed:				
	<b>Education</b>	<b>Education (Early Childhood Studies)</b>	<b>Education (Mathematics Education)</b>	<b>Education (SEN &amp; Inclusion)</b>
<b>MA, PGDip,</b>	1. greater confidence in generating and making use of data;	1. greater confidence in generating and making use of data;	1. greater confidence in generating and making use of data;	1. greater confidence in generating and making use of data;
<b>MA, PGDip</b>	2. the ability to undertake systematic inquiries in educational practice;	2. the ability to undertake systematic inquiries in early childhood practice;	2. the ability to undertake systematic inquiries in mathematics educational practice;	2. the ability to undertake systematic inquiries in SEN and inclusion practice;
<b>MA, PGDip, PGCert</b>	3. the capacity to recognise the ethical dimension of educational practice, and respond to ethical issues through critical analysis and decision-making.	3. the capacity to recognise the ethical dimension of early childhood practice, and respond to ethical issues through critical analysis and decision-making.	3. the capacity to recognise the ethical dimension of mathematics educational practice, and respond to ethical issues through critical analysis and decision-making.	3. the capacity to recognise the ethical dimension of SEN and inclusion practice, and respond to ethical issues through critical analysis and decision-making.

## 9. Admissions Criteria, including APCL, APEL and DAS arrangements

### Entry Requirements

Admission is via application and subject to available places. Applicants will need an undergraduate degree (e.g. BA, BSc, BEd) or an appropriate qualification equivalent to level 6 on the QAA's Framework for Higher Education Qualifications. International students require a suitable academic profile as well as an English language score of IELTS 6.5 or equivalent. Applicants may be invited to an interview in support of their application.

### Accreditation of Prior Learning

#### **APCL**

Students who have gained level 7 credits at Plymouth University or other institutions that can be mapped onto the MA Education learning outcomes can gain exemptions for up to 120 credits under **Accreditation of Prior Certificated Learning (APCL)**. It is possible for students to be exempt from completing the core module MAED701 Researching Education Practice in Context if they have achieved the learning outcomes elsewhere. Students cannot receive exemption from MAED702 Masters of Arts in Education Dissertation through APCL. The final decision about the award of APCL credits lies with the Programme Leader.

#### **APEL**

Students who have undertaken work that was not formally credited elsewhere, but can demonstrate clearly that it has significantly enhanced knowledge of educational practice and resulted in personal learning at the equivalent of level 7, can make a claim for exemption from up to 60 level 7 credits on the MA Education through **Accreditation of Prior Experiential Learning (APEL)**. An APEL claim is accompanied by a portfolio of evidence of that learning. The Programme Leader will arrange for an APEL applicant to have the assistance of a tutor in preparing the portfolio of supporting evidence. A fee will be payable. The final decision about the award of APEL credits lies with the Programme Leader.

All claims for credit are dealt with in accordance with Institute and University policies and procedures. Applications for APCL or APEL credit should normally be made as part of the admissions process prior to registration on a programme (see MA Education Operational Specification 8.1 on processes for applying).

## Direct Progression

Students can progress onto the MA Education through direct progression from the following Plymouth University programmes:

- PGCert NASENCo
- PGCert Early Childhood
- PGCert Post-16 Maths
- PGCert Academic Practice.

(See 13.2 for mapping of module learning outcomes for credit transfer for direct progression programmes)

PGCE applicants can progress onto the MA Education by submitting an APCL application at point of admission.

## Disability Assist (DA)

Disability Assist is part of Learning Support and Wellbeing and helps with study support requirements for students who have a disability. Applicants to the programme are prompted to declare any disabilities at the point of admissions. Applicants are informed that this may be used for DA purposes, including referral. If students on the programme declare a disability to programme tutors, tutors will seek guidance from DA if appropriate to help students to access appropriate assessment and support.

All assessed work on the MA Education is coursework and students have a choice of formats in which they can present their work. This enables students to plan their time accordingly and opt for their preferred format.

## 10. Progression criteria for Final and Intermediate Awards

The requirements for achieving awards are set out below

<b>Award</b>	<b>Elements</b>	<b>Credits</b>
PGCert Education (and specialisms)	2 Modules	60 Credits
PGDip Education (and specialisms)	4 Modules	120 Credits
MA Education (and specialisms)	Research portfolio including proposal, ethical protocol and materials, and dissertation of	180 Credits

	15,000 – 20,000 words or equivalent	
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Some participants may complete one or more module of the MA Education and take their credits onto another programme/institution. On successful completion of a module participants will receive a transcript outlining the number of credits gained at level 7.

## **11. Exceptions to Regulations**

N/A

## **12. Transitional Arrangements**

Following the recommendation from a Periodic Review in 2015, the IMP MA Education ceased to recruit new students from May 2015. This programme replaces the IMP MA Education. In the first three years following approval, the revised MA Education programme will run in tandem with the IMP MA Education, so that continuing participants can complete the programme on their chosen path. Participants will be taught alongside one-another, but the course work tasks for respective cohorts will reflect the differences in learning outcomes.

### 13. Mapping and Appendices:

13.1 Mapping of intended programme learning outcomes and skills		Masters (M) Level 7
Programme Intended Learning Outcomes & Skills	Aim	Related Modules
See 8.1.1. Knowledge and understanding	1) & 2)	MAED701 MAED702 MAED711 MAED717 MAED718 MAEC722 MASE741 MASE742 MASU751 MASU752 MASU752
See 8.1.2. Cognitive and intellectual skills	1), 2) & 3)	MAED701 MAED702 MAED711 MAED717 MAED718 MAEC722 MASE741 MASE742 MASU751 MASU752 MASU752
See 8.1.3. Key and transferable skills	1) & 3)	MAED701 MAED702 MAED711 MAED717 MAED718 MAEC722 MASE741 MASE742 MASU751

		MASU752 MASU752
<b>See 8.1.4. Employment related skills</b>	2) & 3)	MAED701 MAED702 MAED711 MAED717 MAED718 MAEC722 MASE741 MASE742 MASU751 MASU752 MASU752
<b>See 8.1.5. Practical skills</b>	2) & 3)	MAED701 MAED702 MAED711 MAED717 MAED718 MAEC722 MASE741 MASE742 MASU751 MASU752 MASU752

### 13.2. Assessment/Skills against Modules Mapping

<b>Assessment against Modules Mapping</b>		
<b>Module/Programme intended learning outcomes</b>	<b>Related Assessment</b>	<b>Mapping of L/Os of Modules on Other Programmes for Direct Progression</b>
<p><b>MAED701 Researching Education Practice in Context</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate critical appraisal of research claims and evidence</li> <li>2. Critically examine how different research methodologies and methods may be appropriate for different purposes</li> <li>3. Demonstrate knowledge and understanding of the strengths and weaknesses of particular methods and methodological approaches and consequently the confidence one can have in findings</li> <li>4. Engage in critical reflection on the nature and uses of data</li> <li>5. Recognise the ethical dimension of educational research and engage critically with ethical issues</li> </ol>	<p><b>MAED701 Coursework 100%</b></p> <p>4000 – 5000 word assignment or equivalent.</p> <p>Linked to module learning outcomes 1-5.</p>	N/A
<p><b>MAED702 Masters of Arts in Education Dissertation</b></p> <ol style="list-style-type: none"> <li>1. Explore critically the historical, social and theoretical context of a chosen area in education.</li> <li>2. Through research and its reporting demonstrate knowledge of interrelationships between educational practice and other forms of social practice, including: social policy, psychology, professional and non-professional practices, familial and cultural practice.</li> <li>3. Design, undertake and evaluate systematically an innovative, reflective and ethical inquiry into one area of educational practice.</li> </ol>	<p><b>MAED702 Coursework 100%</b></p> <p>15,000 - 20,000 word Dissertation</p> <p>Linked to module learning outcomes 1-5.</p>	N/A

<ol style="list-style-type: none"> <li>4. Demonstrate knowledge and understanding of research methods and their application to their field of study, including their limitations.</li> <li>5. Confidently express and apply critical understanding of educational practice and related knowledge at a high level of abstraction in a chosen area of study and communicate these through appropriate means.</li> </ol>		
<p><b>MAED711 Thinking About Contemporary Education</b></p> <ol style="list-style-type: none"> <li>1. demonstrate deep understanding of ideas, perspectives, and theories that can be applied to issues of contemporary education;</li> <li>2. confidently express understanding of educational practice and related knowledge at a high level of abstraction and be able to apply it to examples of educational practice.</li> <li>3. creatively and critically relate understanding to the transformation of contemporary educational practice, including propositions for innovative approaches.</li> <li>4. engage in critical reflection to analyse educational practice (including in one's own context) using appropriate theoretical tools.</li> <li>5. identify moral issues in contemporary educational practice, and respond to them through theoretically informed critical analysis.</li> </ol>	<p><b>MAED711 Coursework 100%</b></p> <p>4000 – 5000 word assignment or equivalent.</p> <p>Linked to module learning outcomes 1-5.</p>	<p><b>N/A</b></p>
<p><b>MAED717/MAED718 Practice Related Inquiry 1 &amp; 2</b></p> <ol style="list-style-type: none"> <li>1. show that they have chosen and explored an appropriate topic demonstrating a breadth of thinking drawing on ideas, perspectives and theories from literature and other sources that impact on their professional context.</li> <li>2. critically analyse and evaluate the ideas, perspectives, theories and/or data relevant to the topic, undertaking</li> </ol>	<p><b>MAED717/MAED718 Coursework 100%</b></p> <p>4000 – 5000 word assignment or equivalent.</p> <p>Linked to module learning outcomes 1-5.</p>	<p><b>PGCAP</b></p> <p>PGCAP701 + PGCAP702 or PGCAP703 or PGCAP704</p> <p>PGCAP705 + PGCAP702 or</p>

<p>an innovative and ethical investigation relating theory to practice.</p> <ol style="list-style-type: none"> <li>3. offer a well-reasoned argument for the choices relating to the selection, application and evaluation of methodologies/ methods used. In addition, show that they have been used systematically and methodically, competently and ethically.</li> <li>4. with economy but clarity and coherence throughout (in terms of structure, writing conventions, style, presentation of evidence and argument) ensure the study is readily understood, accessible to its intended audience who may be from outside the learner's context, effectively communicating intended outcomes, findings and conclusions.</li> <li>5. demonstrate innovation and creativity, generating new ideas and connections within the themes of the topic, applying existing data to new contexts or reappraising or critiquing material. In addition, seeking to combine or resolve uncertainties, identify similarity, difference and interconnection, using rational but intuitive thinking.</li> </ol>		<p>PGCAP703 or PGCAP704</p>
<p><b>MAEC723 Enabling Learning in Early Childhood</b></p> <ol style="list-style-type: none"> <li>1. Critically discuss a range of pedagogic approaches and assessment that enable young children's learning;</li> <li>2. Systematically explore key factors that influence the design of an enabling learning environment;</li> <li>3. Critically analyse the various relationships in and beyond an ECEC setting/school and consider how these contribute to or limit the creation of an enabling learning environment;</li> <li>4. Demonstrate accurate and appropriate use of the conventions of written English, including Harvard referencing</li> </ol>	<p><b>MAEC723 Coursework 100%</b> 4000 – 5000 word assignment or equivalent.  Linked to module learning outcomes 1-5.</p>	<p><b>PGCert Early Childhood</b> EYITT701</p>

<p><b>MAEC722 Developing Leadership in Early Childhood Settings</b></p> <ol style="list-style-type: none"> <li>1. identify, select, critically analyse and evaluate ideas, perspectives, theories or data relevant to leadership in the early years and undertake a critical, imaginative, innovative and ethical investigation into a leadership topic of their choice.</li> <li>2. demonstrate a critical, in-depth understanding of the subject area and locate work within a broader context, usually through ideas, perspectives and theories from appropriate literature.</li> <li>3. adopt a questioning, reflective and critically aware stance in order to demonstrate depth of understanding of the subject and development of new insights into personal leadership activity and experiences.</li> <li>4. choose and implement appropriate theory and processes in relation to ideas, aims, intentions and context; select and apply appropriate methods to stated objectives and utilise them competently and methodically.</li> </ol>	<p><b>MAEC722 Coursework 100%</b></p> <p>4000 – 5000 word assignment or equivalent.</p> <p>Linked to module learning outcomes 1-4.</p>	<p><b>PGCert Early Childhood EYITT702</b></p>
<p><b>MASE741 Critical Perspectives on Inclusive Education, Disability, and Diversity</b></p> <ol style="list-style-type: none"> <li>1. identify and critically evaluate ideas, perspectives, theories and data relevant to SEN, inclusion and disability.</li> <li>2. plan and undertake a systematic, critical, and ethical investigation using appropriate research methodology in the relevant area which relates the body of knowledge to practice.</li> <li>3. show a critical understanding of the effect of teaching and learning, strategies and the use of subsequent data on pupil and teacher identity.</li> <li>4. locate thinking and arguments about SEN, inclusion and disability within a broader social and educational context,</li> </ol>	<p><b>MASE741 Coursework 100%</b></p> <p>4000 – 5000 word assignment or equivalent.</p> <p>Linked to module learning outcomes 1-5.</p>	<p><b>PGCert NASENCo</b> PGSEN701 or PGSEN702</p>

<p>using ideas, perspectives and theories from appropriate literature/body of knowledge.</p> <p>5. adopt and demonstrate a questioning, reflective and critically aware stance towards SEN, inclusion, and disability developed through the module knowledge base, which will allow participants to critically analyse practice.</p>		
<p><b>MASE742 Researching Theory and Practice of Inclusive Education, Disability and Diversity</b></p> <ol style="list-style-type: none"> <li>1. Develop a more detailed critical knowledge and understanding of current theory and research in an identified area within inclusion, special educational need, disability and diversity.</li> <li>2. Undertake a detailed literature/research based study and/or a practice based study in an identified area of enquiry to investigate, critically reflect on and examine an area relevant to participants' professional learning.</li> <li>3. Critically examine practice-based issues, broader policy agendas and discourses, and research which surround approaches to learner development, diversity in the classroom/school, and the leadership and management of inclusive cultures.</li> <li>4. Demonstrate an in-depth theorised position in relation to the identified area to support the participants' development as critically reflective practitioners.</li> </ol>	<p><b>MASE742 Coursework 100%</b></p> <p>4000 – 5000 word assignment or equivalent.</p> <p>Linked to module learning outcomes 1-4.</p>	<p><b>PGCert NASENCo</b> PGSEN701 or PGSEN702</p>
<p><b>MASU751 Alternatives in Education and Society</b></p> <ol style="list-style-type: none"> <li>1. tackle abstract theory, complex ideas and research relating to alternative education and radical critical pedagogy in a systematic, creative and original way</li> <li>2. demonstrate originality and creativity in conceptualising and applying utopia as a methodology for critique and evaluation</li> </ol>	<p><b>MASU751 Coursework 100%</b></p> <p>A negotiated piece of work that requires self-direction and autonomy in demonstrating the learning outcomes of tackling theory, complex ideas and methodologies in a creative and original way</p>	

<p>3. demonstrate self-direction, autonomy, creativity and skills of systematic planning and organisation in researching a specific educational and societal alternative.</p>	<p>Linked to module learning outcomes 1-3.</p>	
<p><b>MASU752 Learning for Sustainability and Global Literacy</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a critical conceptual understanding of current notions of ecological and sustainability literacy and ecological identity</li> <li>2. Demonstrate a critical understanding of the current and potential role of individuals, community organizations, NGOs, governments and international agencies in addressing learning for sustainability</li> <li>3. Demonstrate a critical understanding of the links between our own lives and those of people throughout the world.</li> </ol>	<p><b>MASU752 Coursework 100%</b></p> <p>4000 – 5000 word assignment or equivalent.</p> <p>Linked to module learning outcomes 1-3.</p>	
<p><b>MASU753 The Experience of Outdoor Learning</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate a comprehensive understanding of perspectives on outdoor learning as they relate to different age groups and abilities;</li> <li>2. Critically analyse academic theories and popular beliefs relating to outdoor learning;</li> <li>3. Integrate theory and practice through logical and pragmatic methodologies applicable to their own practice;</li> <li>4. Reflect upon the relevance and value of recent research concerning the physiological and psychological benefits of human interaction with the natural environment.</li> </ol>	<p><b>MASU753 Coursework 100%</b></p> <p>4000 – 5000 word assignment</p> <p>Linked to module learning outcomes 1-4.</p>	

Suspended for 2018-19 but can be accredited for direct progression through PgCert Post-16 Mathematics, as above Section 9:

<p><b>MAME731 Understanding Contemporary Mathematics Education</b></p> <ol style="list-style-type: none"> <li>1. demonstrate a critical understanding of mathematical knowledge for teaching a chosen part of the mathematics curriculum, in ways which encourage learners to think mathematically.</li> <li>2. demonstrate a deep and systematic theoretical understanding of learning in relation to mathematics, of interrelationships with other disciplines and of implications for practice.</li> <li>3. demonstrate a critical understanding of mathematics teaching, learning and assessment and their relation to different forms of mathematical identification and understanding.</li> <li>4. show a critical understanding of the effect of teaching and assessment strategies on pupils' success in mathematics as they move through stages of education and make convincing arguments about the relationship between mathematics success and aspects of society.</li> <li>5. plan, realise and evaluate a practice-related inquiry which shows originality and systematically and critically explores an appropriate area of mathematics education, either through empirical research or a conceptual analysis.</li> </ol>	<p><b>MAME731 Coursework 100%</b></p> <p>4000 – 5000 word assignment or equivalent.</p> <p>Linked to module learning outcomes 1-5</p>	<p><b>PGCert Post-16 Maths</b></p> <p>TAM1 TAM2 TFM1 TFM2 TS1 TS2 TMech1 TMech2</p>
<p><b>MAME732 Understanding teaching and learning in mathematics</b></p> <ol style="list-style-type: none"> <li>1. demonstrate a critical understanding of mathematical knowledge for teaching a chosen part of the mathematics curriculum, in ways which encourage learners to think mathematically;</li> </ol>	<p><b>MAME732 Coursework 100%</b></p> <p>4000 – 5000 word assignment or equivalent.</p> <p>Linked to module learning outcomes 1-5.</p>	<p><b>PGCert Post-16 Maths</b></p> <p>TAM1 TAM2 TFM1 TFM2 TS1 TS2</p>

<ol style="list-style-type: none"> <li>2. critically analyse the use of practical application and contexts for teaching and learning mathematics; understand the nature of 'authenticity';</li> <li>3. systematically evaluate the use of resources in teaching and learning mathematics, including ICT;</li> <li>4. critically analyse the implications of assessment including the relationship between forms of teaching and learning, common (mis)conceptions in mathematical topics and their effect on performance;</li> <li>5. plan, realise and evaluate a practice-related inquiry which systematically and critically explores an appropriate area of mathematics education, either through empirical research or a conceptual analysis.</li> </ol>		<p>TMech1 TMech2</p>
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