Plymouth University

Faculty of Arts and Humanities
Plymouth Institute of Education

Programme Specification

International Masters Programme
Master of Arts: Education
(Discontinuing)

Date: May 2015
1. **Final award title**
   Master of Arts: Education

**Level X Intermediate award title(s)**
- Certificate of Advanced Professional Studies (CAPS) 30 M level credits
- Postgraduate Certificate: Education (PGCert:Ed) 60 M level credits
- Postgraduate Diploma: Education (PGDip:Ed) 120 M level credits

**Level X Intermediate award title(s)**

JACS code X300

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

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

4. **Accrediting body(ies)**

   Aspects of the PGDip: Education (Specific Learning Difficulties) are recognised by the British Dyslexia Association, and may lead to BDA Approved Teacher Status (ATS) or Associate Membership of the BDA (AMBDA).

5. **Distinctive Features of the Programme and the Student Experience**
   
   The International Masters Programme (Education) (IMP) is a flexible modular programme for educators which permits the opportunity to follow a set of modules that meet your professional development requirements and allows you the chance to study issues based upon your own personal/professional context. **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’ is central to the whole IMP.** The programme as a whole encourages you to develop new relationships and connections between conventional disciplines and modes of practice. Integration and cross-fertilisation, generating new understandings and new areas of study are as important in our programme as the extension and deepening of subject-specific study. The programme offers the benefits of a negotiated pattern of study combined with the high academic demands of an award-bearing programme.
   
   - The programme is usually studied part-time, but could be studied in full-time mode in exceptional circumstances.
The programme is student-centred so that you usually decide on the appropriateness of study patterns in your chosen area of study rather than following study routes decided by us.

The programme is highly flexible so that you can choose your programme of study from a very wide range of modules and determine your assignment focus within that.

If you take the programme on a part-time basis you can complete your course of study at a pace appropriate to your needs subject to a limit of five years though you can apply to extend this period for a further year. The programme can be completed in 2 years full-time study.

You can take taught or independent personal study modules.

You can choose from a wide range of fields of study e.g. further and adult education, outdoor education, early years, music education, inclusive education, teaching and learning.

The way we assess your work is through a carefully constructed set of five assessment modes: Critical Review of a Body of Knowledge; Developing Practice through a Project; Understanding the Use of Data; Critical Reflection on Practice; Making an Argument.

We are committed to the enhancement of your professional practice in the context of a Masters programme.

6. Relevant QAA Subject Benchmark Group(s)

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

The International Masters Programme is designed based on the principles of the QAA Quality Code, and sets its expectations in line with the South East Education Consortium (SEEC) level descriptors (appendix B).

7. Programme Structure

The components of the International Masters Programme are modules. A module is composed of the following elements in differing combinations according to the mode of delivery and the nature of the module:

- face-to-face contact time in taught session with module tutors.
- directed study (specific tasks related to the module and set by tutors for completion in your own time)
- online contact and study
- personal research (which may include undertaking a project, reading, work with children, work with colleagues, investigation of topic of interests, etc.) leading to the submission of an assignment with the recommended word range of 4000 – 5000 words or equivalent.

The four modules required for the PGDip:Education may all be undertaken as taught
modules, or as a mixture of taught modules, school based modules and a maximum of two Independent Study Modules (ISMs). IMP modules may be undertaken for a variety of personal and professional reasons. Students must, though, successfully complete each module’s major assignment in order to accumulate Masters level credits for one of the University IMP awards. Each major assignment is of 4000 – 5000 recommended word range or equivalent and is worth 30 Masters level credits.

Information about the modules contained within the programme can be found as part of the programme specification which is on the Digital Learning Environment (Moodle).

An outline programme structure and features, modules, credit and award requirements are as follows:

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
<th>Research Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 credits</td>
<td>30 credits</td>
<td>30 credits</td>
<td>30 credits</td>
<td>Dissertation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60 credits</td>
</tr>
</tbody>
</table>

PGDip: Ed | MA:Ed

The IMP provides an overarching structure through which you may achieve a series of linked generic awards each at Masters (M) level: CAPS, PGCert, PGDip, MA.
8. Programme Aims

The programme is intended to:

1. enable participants to achieve a level of performance appropriate to the award of a Masters degree;
2. allow participants to select from a range of components to meet their particular requirements in terms of content, sequence and time;
3. enhance the quality of participants’ practice through the encouragement of critical enquiry, innovative thinking and imaginative reformulation;
4. ground participants’ study in personal, professional and academic practice;
5. inspire a deep and critical engagement with the study of education in its widest sense;
6. create an environment appropriate to postgraduate study;
7. be underpinned with innovative teaching, relevant tutor research and ongoing tutor development;
8. widen participation to include all those who can benefit from the programme of study.

9. Programme Intended Learning Outcomes

The intended programme learning outcomes of the IMP are all at M level, though there are different exit points from the programme. The intended programme learning outcomes are the same for all exit points though the extent of your demonstration of them may depend on the volume of credit.

At the end of your programme of study, and in accordance with the volume of credit, you will be able to:

- identify, select, critically analyse and evaluate ideas, perspectives, theories or data relevant to an appropriate area of study; undertake a critical, imaginative and ethical investigation; relate theory to practice; formulate a coherent set of aims and objectives which effectively utilise available resources; organise and manage your study.
- locate your work within a broader context, usually through ideas, perspectives and theories from appropriate literature.
- adopt a questioning, reflective and critically aware stance throughout the study.
- choose and implement appropriate media and processes in relation to ideas, aims, intentions and context; select and apply appropriate methodologies to your stated objectives and utilise them competently and methodically.
- show clarity and coherence in structure, writing conventions, style, presentation of evidence and argument and ensure the work is readable, accessible to its intended audience and effectively communicates the intended meaning.
- generate ‘new’ ideas and connections, apply existing material to new contexts or reappraise or critique familiar material; further, combine or resolve uncertainties, identify similarity, difference and interconnection, take risks and use rational and intuitive thinking.

Other learning opportunities

In addition through the five assessment modes you will be able to:

Critical Review of a Body of Knowledge
show familiarity at first hand with key writings relevant to the subject – sources may include books, journals, archive material and Internet sources;
ensure that the review of the body of knowledge includes up-to-date material and goes back as far as is appropriate for the subject;
identify any limitations in the range of material reviewed;
be selective in order to identify and delineate the variety of theoretical positions on the subject to be found in the chosen material, demonstrating strengths and weaknesses of each and identifying where they contradict or agree with each other, and where students agree or disagree;
indicate what appears to be an agreed position on the subject, or, alternatively, indicate the range of divergence of opinion and the lack of consensus.

Developing Practice through a Project

identify and describe a project of worth and relevance to the development of practice, with defined aims and objectives, of a manageable scale within an agreed time frame;
locate the project within an appropriate critical professional, conceptual, historical framework;
describe the trajectory of the project’s development and, wherever appropriate, will indicate any problems encountered, suggesting, where possible, strategies for overcoming or minimising them;
demonstrate, where appropriate, innovation, invention, adventurousness and an aptitude and a willingness to take appropriate risks;
use, with justification, a suitable approach for presenting their assignment, making clear how practice has developed.

Understanding the Use of Data

explore the nature and status of ‘data’ within the context of their study
clarify, either with reference to reading on the theoretical background to the topic or through a critical analysis of the situation being investigated, or both, the purpose for which the data are being used;
identify the chosen methods of creating, collecting, recording, analysing and presenting data (as appropriate) and subject these to critical scrutiny in relation to the purpose of the study;
present findings/conclusions and recommendations for further investigation consistent with their analysis of the data

Critical Reflection on Practice

identify and define the chosen area of development of their practice in relation to theoretical and other contexts/frameworks/references;
consider the nature of reflective practice;
produce evidence of the nature and quality of personal engagement;
give evidence of systematic and critical reflection upon and analysis of their practice, including consideration of the nature, boundaries/definitions of the activity in question and motives, causes and influences contributing to a particular development;
demonstrate, where appropriate, the ability to synthesise and to identify new and imaginative connections;
iluminate the development of their awareness, identity and personal philosophy through suitable methods (e.g. reflective commentary, working notebooks, sequences or work, audio/videotapes, working with a ‘critical friend’).
Making an Argument

- clearly identify the worthwhile topic they are setting out to explore, the problematic issues which will be considered and, if appropriate, the position which will be taken up;
- analyse ideas and evidence drawn from a variety of sources (including him/herself), select critically from them and synthesise them into a coherent whole;
- show awareness of alternative arguments or positions (without necessarily explaining or arguing them fully);
- draw inferences from the material synthesised and, where appropriate, identify the implications;
- make points clearly and concisely, indicating their place in the structure of the argument.

8. Admissions Criteria, including APCL, APEL and DAS arrangements

Entry Requirements

You will need a degree (e.g. BA, BSc, BEd) or its equivalent and/or appropriate professional experience. We aim to give credit for qualifications you have achieved before you begin the programme and for experience provided they are at the appropriate level and are consistent with the demands of the programme.

APCL and APEL

Students who have undertaken courses or parts of courses at other institutions and gained academic credit that corresponds to the work undertaken as part of the International Masters Programme can gain exemptions under our Accreditation of Prior Certificated Learning (APCL) Scheme.

Students who have undertaken particular work that was not formally credited elsewhere, but can demonstrate clearly that it has significantly enhanced professional development and resulted in personal learning at postgraduate level, can make a claim for exemption from parts of the IMP through the Accreditation of Prior Experiential Learning (APEL) route.

We consider for credit a very wide range of personally, professionally or academically worthwhile activities which are not award-bearing; or learning derived from prior professional experience, personal study and research; or a combination of these. Credit towards a postgraduate award is not given simply because you have done certain activities but because you offer evidence of what you know and understand now as a result of doing the activities. An APEL claim focuses on learning, not just doing, and is normally accompanied by a portfolio of your critical reflection as evidence of that learning. The IMP (Education) Leader arrange for an APEL applicant to have the assistance of a tutor in preparing the portfolio of supporting evidence.

Procedures

The first step for students is to contact the IMP (Education) Leader to see whether the applicant has a viable case. He or she must then make a formal claim in writing to the IMP (Education) Leader on an APCL/APEL form which is available on the IMP (Education) Website pages or from the faculty administrators.
We would need to have documentary proof that the previous work was:

- at Masters level;
- in the area of Education or a relevant subject area;
- equivalent to one or more modules;
- equivalent to one of the Assessment Modes;
- completed in a recognised college or university;
- usually undertaken within the last eight years.

All claims for credit are dealt with in accordance with Institute and University policies and procedures. Since processing such claims involves staff in careful and extensive consideration, a fee will need to be paid, unless the equivalence of the previous study to the IMP requirements can easily be established through existing case law. The fee will be a proportion of the normal fee for the relevant credits being claimed for. The exact amount based on the number of modules claimed, the work undertaken by IMP staff in supporting students and in reading and checking work. Applicants will be notified of any fee required before they decide whether to pursue the claim.

APCL/APEL claims should preferably be made at the point of entry onto the programme but can be made at any point within study patterns. We advise applicants to claim as early as possible in order that they may clarify what work and which Assessment Modes is still needed.

**DAS**

Applicants to the programme are prompted to declare any disabilities at the point of admissions. Applicants are informed that this may be used for DAS purposes, including referral. If students on the programme declare a disability to programme tutors, tutors will seek guidance from DAS if appropriate to help students access the appropriate assessment and support.

All assessed work on the IMP is coursework based and the participant has a choice of formats in which they can present their work. This enables participants to plan their time accordingly and opt for their preferred format.

**9. Progression criteria for Final and Intermediate Awards**

The overarching requirements for achieving generic awards are set out below.

<table>
<thead>
<tr>
<th>Award</th>
<th>Elementsź</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPS</td>
<td>1 Module</td>
<td>30 Credits</td>
</tr>
<tr>
<td>PGCert: Education</td>
<td>2 Modules</td>
<td>60 Credits</td>
</tr>
<tr>
<td>PGDip: Education</td>
<td>4 Modules</td>
<td>120 Credits</td>
</tr>
<tr>
<td>MA: Education</td>
<td>Research portfolio including proposal, ethical protocol and materials, and dissertation of 15,000 – 20,000 words or equivalent</td>
<td>180 Credits</td>
</tr>
</tbody>
</table>

The title of the final award achieved is determined by the choices of field(s) of study and specific modules that you make in building up a programme to suit your needs.

We advise that the generic named award title is the most suitable for the majority of students and provides maximum flexibility and transferability for a range of careers.
Generic awards
The generic awards are:

**CAPS (Certificate of Advanced Professional Studies)**
CAPS is a free-standing award equivalent to one PGDip module (30 Masters level credits) within the Programme. After successful completion of one module and a 4000-5000 word assignment or its equivalent, in the form of one of the five Assessment Modes, you may leave the IMP. You have the option at any point to decide not to proceed with the PGDip Programme but instead to withdraw and to claim a relevant award for each PGDip module completed. You would be very welcome to rejoin it at a later date.

**PGCert: Education (Postgraduate Certificate: Education)**
This award of PGCert can be made to you if you wish to conclude your studies after successfully completing two modules or their equivalent (60 Masters level credits). You can undertake one out of the two modules as an Independent Study Module (ISM).

**PGDip: Education (Postgraduate Diploma: Education)**
To achieve a PGDip: Education you must complete successfully four modules in any of the wide range of subjects on offer (meeting four separate assessment modes).

**MA: Education**
To achieve MA: Education you must successfully complete a PGDip and the Dissertation module.

Named awards
In order to gain a named award you must arrange to satisfy its requirements, including undertaking the required number of modules on particular areas and an appropriate topic for the Dissertation.

You have the option of taking a:
- broad mix of modules, leading to an unnamed ('generic') award: PGCert: Education; PGDip: Education; or MA: Education;
- specialised mix of modules, leading to a single named award: e.g. PGCert: Education (Autistic Spectrum Conditions); PGDip: Education (Post Compulsory Education and Training); or MA: Education (Leading Learning);
- mixture of these two, leading to a 'joint' award named to reflect the balance of its main areas of study: e.g. PGDip: Education (Further and Adult Education and Education Management); MA: Education (Early Years and Outdoor Learning).

**PGCert: Education** can be offered as a named award should both modules relate to a specific area e.g. PGCert: Education (Inclusive Education).

**PGDip: Education** If you have undertaken two modules in one clearly defined area or subject (e.g. Inclusive Education) and two in another (e.g. Early Years) you may be awarded a PGDip: Education (Inclusive Education and Early Years). If you have undertaken three or four modules in a clearly defined area or subject (e.g. Early years) you may be awarded a PGDip: Education (Early Years).
MA: Education can be offered with a:
1) single title MA: Education
2) specific award MA: Education (Special Educational Needs)
3) joint title MA: Education (Special Educational Needs and Leading Learning)

The possibilities for naming MA: Education awards are as follows:

<table>
<thead>
<tr>
<th>Example</th>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
<th>Dissertation</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>+ E</td>
<td>MA: Ed</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>+ D</td>
<td>MA: Ed</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>+ A</td>
<td>MA: Ed</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>C</td>
<td>+ B</td>
<td>MA: Ed B and A</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>+ B</td>
<td>MA: Ed B and A</td>
</tr>
<tr>
<td>6</td>
<td>A</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>+ A</td>
<td>MA: Ed A and B</td>
</tr>
<tr>
<td>7</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>+ A</td>
<td>MA: Ed A</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
<td>+ A</td>
<td>MA: Ed A</td>
</tr>
<tr>
<td>9</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>+ A</td>
<td>MA: Ed A</td>
</tr>
<tr>
<td>10</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>+ A</td>
<td>MA: Ed A</td>
</tr>
</tbody>
</table>

Example

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
<th>Module 4</th>
<th>Adult Ed Module</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEN</td>
<td>SEN</td>
<td>SEN</td>
<td>Adult Ed</td>
<td></td>
<td>MA: Ed (SEN &amp; Adult Ed) (ie option 6 above)</td>
</tr>
</tbody>
</table>

Specific named awards
There are some specific named awards which:
- are essential for professional body reasons;
- have been approved without the ‘Education’ preface; or
- have been specifically approved for particular cohorts (e.g. in European IMP).

These are currently:

- PGDip: Education (Specific Learning Difficulties)
  Aspects of the PGDip: Education (Specific Learning Difficulties) are recognised by the British Dyslexia Association, and may lead to BDA Approved Teacher Status (ATS) or Associate Membership of the BDA (AMDBA). This specific award is only recognised at PGDip level.

- PGDip/MA: Early Childhood Studies
  These award titles are premised on the understanding that advanced study of early childhood extends beyond a school focused interpretation of education, promoting multidisciplinary study grounded in multiprofessional practice environments. For these award titles, in particular, there is an extension of the reference of the term ‘education’ to include all aspects of what adults do to support children’s learning, development and participation in their social/cultural worlds.
  To achieve this award the majority of your study will need to have been within the field of Early Childhood Studies (at least 90 credits of PGDip study and the dissertation module).

- MA: Education (Teaching Pre-University Mathematics (and Statistics))
  This pathway offers a distinct route through the Masters programme, aimed at considering the teaching of mathematics and (optionally) statistics at pre-university level. For anyone who considers undertaking the whole MA too much, there are also intermediate awards of PG Certificate and PG Diploma. Three different module options are available, each with two
30-credit parts (60 in total), from which you can build your pattern of study – Teaching Advanced Mathematics (METM501 & 2), Teaching Further Mathematics (METM503 & 4), Teaching Statistics (METS501 & 2).

**Requesting a named award**

We reiterate the advice that the generic named award title is the most suitable for the majority of students and provides maximum flexibility and transferability for a range of careers.

The precise title that you achieve is dependent upon the profile of your PGCert/PGDip/MA:Education studies. The decision will be ratified at the Award Board by considering the modules taken, assignments submitted and the focus of the Dissertation. To request a named award:

- Complete the named award proforma (sent at students’ request) outlining your module, assignment and dissertation profile and requesting a named award in accordance with the advice, suggested list and grid above. In the case of a title not included above, you may request a specific title in consultation with the IMP (Education) Programme Leader.
- Submit the proforma with the final assignment or dissertation which completes the award (e.g. 4th assignment for PGDip; dissertation for MA).
- This request will initially be considered by the IMP (Education) Programme Leader.
- The IMP Award Board will be responsible for agreeing and confirming this.

Named awards would usually be selected from the list below:

- PGCert: Education (Special Educational Needs Coordination)
- PGCert/PGDip/MA: Education (Autistic Spectrum Disorder)
- PGCert/PGDip/MA: Education (Early Years)
- PGCert/PGDip/MA: Education (Educational Management)
- PGCert/PGDip/MA: Education (Further & Adult Education)
- PGCert/PGDip/MA: Education (Inclusive Education)
- PGCert/PGDip/MA: Education (Language and Literacy)
- PGCert/PGDip/MA: Education (Leading Learning)
- PGCert/PGDip/MA: Education (Post Compulsory Education and Training)
- PGCert/PGDip/MA: Education (Primary Education)
- PGCert/PGDip/MA: Education (Professional Practice Learning)
- PGCert/PGDip/MA: Education (Secondary Education)
- PGCert/PGDip/MA: Education (Special Educational Needs)
- PGDip/MA: Education (Visual Impairment)

10. **Exceptions to Regulations**

None

11. **Transitional Arrangements**

Following the recommendation from the Periodic Review in 2015, the MA Education will cease to recruit new students to the current programme from May 2015. A full reapproval of the provision will take place in due course. Current students will be written to to determine their intentions to efficiently and fairly manage the process of running it out. The programme is based on a credit accumulation model and modules will be offered on an annual basis.
until the programme has run out. For current students on the programme they would notice no difference from the existing programme. Due to the nature of the provision and market, as the programme runs out some students will likely not be continuing, some will take an exit award, and some will continue through with dissertation. Students will be written to on an annual basis until the programme runs out asking their intention, and reminding them of how long they have left before they would time-out.

12. Mapping and Appendices:
   12.1. Mapping of intended programme learning outcomes and skills
   
   12.2. Assessment against Modules Mapping
   
   12.3. Appendices
### 12.1 Mapping of intended programme learning outcomes and skills

<table>
<thead>
<tr>
<th>SEEC Level Descriptors: Masters Level Attributes and Skills</th>
<th>Programme Intended Learning Outcomes &amp; Skills</th>
<th>Aim</th>
<th>Related Modules</th>
</tr>
</thead>
</table>
| Setting | **Understanding of Relevant Historical, Critical and Cultural Contexts**  
  • locate your work within a broader context, usually through ideas, perspectives and theories from appropriate literature. | 3, 4, 6, 7 | MEPD517  
MADI501  
Other Approved Modules (see Appendix 1) |
| Knowledge & Understanding | **Research and Investigation**  
  • identify, select, critically analyse and evaluate ideas, perspectives, theories or data relevant to an appropriate area of study; undertake a critical, imaginative and ethical investigation;  
  • relate theory to practice;  
  • formulate a coherent set of aims and objectives which effectively utilise available resources;  
  • organise and manage your study. | 1, 3, 5, 8 | MERS502  
MADI501  
Other Approved Modules (see Appendix 1) |
| Cognitive skills | **Critical Awareness and Evaluation**  
  • adopt a questioning, reflective and critically aware stance throughout the study. | 1, 3, 5 | MEPD517  
MERS502  
MADI501  
Other Approved Modules (see Appendix 1) |
| Performance and practice | **Appropriateness of Medium and Process**  
  • choose and implement appropriate media and processes in relation to ideas, aims, intentions and context;  
  • select and apply appropriate methodologies to your stated objectives and utilise them competently and methodically. | 1, 3 | MERS502  
MADI501  
Other Approved Modules (see Appendix 1) |
| Personal and enabling skills | **Coherence and Legibility**  
  • show clarity and coherence in structure, writing conventions, style, presentation of evidence and argument and ensure the work is readable, accessible to its intended audience and effectively communicates the intended meaning. | 2, 3, 4, 8 | MEPD517  
MERS502  
MADI501  
Other Approved Modules (see Appendix 1) |
<table>
<thead>
<tr>
<th>Inventiveness and Independence of Thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>• generate 'new' ideas and connections, apply existing material to new contexts or reappraise or critique familiar material;</td>
</tr>
<tr>
<td>• further, combine or resolve uncertainties, identify similarity, difference and interconnection, take risks and use rational and intuitive thinking.</td>
</tr>
</tbody>
</table>

Appendix 1)
### Assessment against Modules Mapping

<table>
<thead>
<tr>
<th>Assessment Modes</th>
<th>Assessment Mode Criteria</th>
<th>Programme Intended Learning Outcomes</th>
<th>Related Modules</th>
</tr>
</thead>
</table>
| Critical Review of a Body of Knowledge | • show familiarity at first hand with key writings relevant to the subject – sources may include books, journals, archive material and Internet sources;  
• ensure that the review of the body of knowledge includes up-to-date material and goes back as far as is appropriate for the subject;  
• identify any limitations in the range of material reviewed;  
• be selective in order to identify and delineate the variety of theoretical positions on the subject to be found in the chosen material, demonstrating strengths and weaknesses of each and identifying where they contradict or agree with each other, and where students agree or disagree;  
• indicate what appears to be an agreed position on the subject, or, alternatively, indicate the range of divergence of opinion and the lack of consensus. | • Understanding of Relevant Historical, Critical and Cultural Contexts  
• Critical Awareness and Evaluation  
• Coherence and Legibility | MEPD517  
MADI501  
Other Approved Modules (see Appendix 1) |
| Developing Practice through a Project | • identify and describe a project of worth and relevance to the development of practice, with defined aims and objectives, of a manageable scale within an agreed time frame;  
• locate the project within an appropriate critical professional, conceptual, historical framework;  
• describe the trajectory of the project’s development and, wherever appropriate, will indicate any problems encountered, suggesting, where possible, strategies for overcoming or minimising them;  
• demonstrate, where appropriate, innovation, invention, | • Understanding of Relevant Historical, Critical and Cultural Contexts  
• Appropriateness of Medium and Process  
• Inventiveness and Independence of | MERS502  
MADI501  
Other Approved Modules (see Appendix 1) |
<table>
<thead>
<tr>
<th>Thought</th>
<th>Understanding the Use of Data</th>
<th>Critical Reflection on Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>adventurousness and an aptitude and a willingness to take appropriate risks;</td>
<td>• explore the nature and status of ‘data’ within the context of their study</td>
<td>• identify and define the chosen area of development of their practice in relation to theoretical and other contexts/frameworks/references;</td>
</tr>
<tr>
<td>• use, with justification, a suitable approach for presenting their assignment, making clear how practice has developed.</td>
<td>• clarify, either with reference to reading on the theoretical background to the topic or through a critical analysis of the situation being investigated, or both, the purpose for which the data are being used;</td>
<td>• consider the nature of reflective practice;</td>
</tr>
<tr>
<td></td>
<td>• identify the chosen methods of creating, collecting, recording, analysing and presenting data (as appropriate) and subject these to critical scrutiny in relation to the purpose of the study;</td>
<td>• produce evidence of the nature and quality of personal engagement;</td>
</tr>
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<td></td>
<td>• present findings/conclusions and recommendations for further investigation consistent with their analysis of the data</td>
<td>• give evidence of systematic and critical reflection upon and analysis of their practice, including consideration of the nature, boundaries/definitions of the activity in question and motives, causes and influences contributing to a particular development;</td>
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<td>• demonstrate, where appropriate, the ability to synthesise and to identify new and imaginative connections;</td>
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<tr>
<td></td>
<td>• Research and Investigation</td>
<td>• Understanding of Relevant Historical, Critical and Cultural Contexts</td>
</tr>
<tr>
<td></td>
<td>• Critical Awareness and Evaluation</td>
<td>• Critical Awareness and Evaluation</td>
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<tr>
<td></td>
<td>• Appropriateness of Medium and Process</td>
<td>• Appropriateness of Medium and Process</td>
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<tr>
<td></td>
<td>MERS502 MADI501 Other Approved Modules (see Appendix 1)</td>
<td>MERS502 MADI501 Other Approved Modules (see Appendix 1)</td>
</tr>
</tbody>
</table>
| Making an Argument                                                                 | Understanding of Relevant Historical, Critical and Cultural Contexts | MEPD517  
MERS502  
MADI501  
Other Approved Modules (see Appendix 1) |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------|
| • illuminate the development of their awareness, identity and personal philosophy through suitable methods (e.g. reflective commentary, working notebooks, sequences or work, audio/videotapes, working with a ‘critical friend’).  
• clearly identify the worthwhile topic they are setting out to explore, the problematic issues which will be considered and, if appropriate, the position which will be taken up;  
• analyse ideas and evidence drawn from a variety of sources (including him/herself), select critically from them and synthesise them into a coherent whole;  
• show awareness of alternative arguments or positions (without necessarily explaining or arguing them fully);  
• draw inferences from the material synthesised and, where appropriate, identify the implications;  
• make points clearly and concisely, indicating their place in the structure of the argument. | • Critical Awareness and Evaluation  
• Inventiveness and Independence of Thought  
• Coherence and Legibility |
### Appendix 1: List of Modules Approved

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Module Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>MADI502</td>
<td>Masters of Arts in Education Dissertation (60 credits)</td>
<td>Ulrike Hohmann</td>
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<tr>
<td>MEEC521</td>
<td>Developing Leadership Skills in Early Childhood Settings</td>
<td>Caroline Leeson</td>
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<tr>
<td>MEEC522</td>
<td>The Early Years Foundation Stage: Providing appropriate opportunities</td>
<td>Valerie Huggins</td>
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<tr>
<td>MEEC523</td>
<td>Children’s Health and Wellbeing</td>
<td>Norman Gabriel</td>
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<td>MEEC524</td>
<td>Concepts of Childhood</td>
<td>Norman Gabriel</td>
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<td>MEEC525</td>
<td>Contemporary Issues in the Early Years</td>
<td>Verity Campbell-Barr</td>
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<tr>
<td>MEIE501</td>
<td>Beyond the Label: Children with Special Educational Needs</td>
<td>Maureen McGinty</td>
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<tr>
<td>MEIE506</td>
<td>Promoting Learning: Students with Autistic Spectrum Disorder</td>
<td>Mike Murphy</td>
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<tr>
<td>MEIE513</td>
<td>Autistic Spectrum Disorder</td>
<td>Mike Murphy</td>
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<td>MEIE519</td>
<td>Managing Behaviour for Learning</td>
<td>Maureen McGinty</td>
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<td>MEIS501X, MEIS502X</td>
<td>Independent Study Modules</td>
<td>Julie Anderson</td>
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<tr>
<td>MELL502</td>
<td>Understanding Strategies for Tackling Underachievement</td>
<td>Maureen McGinty</td>
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<tr>
<td>MEMA522</td>
<td>Innovations Through Lesson Study – Teaching through Problem Solving</td>
<td>David Burghes</td>
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<tr>
<td>MEMA523</td>
<td>Innovations Through Lesson Study – Teaching and Learning Mathematics for Understanding</td>
<td>David Burghes</td>
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<tr>
<td>MEOE504</td>
<td>The Experience of Outdoor Learning</td>
<td>Robert Cook</td>
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<td>MEPD505</td>
<td>Mentoring and coaching for professional learning</td>
<td>Liz McKenzie</td>
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<tr>
<td>MEPD517</td>
<td>Contemporary Educational Thinking</td>
<td>Ruth Boyask</td>
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</tbody>
</table>
## Appendix 1: List of Modules Approved

### Research in Education

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
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<tbody>
<tr>
<td>MERS502</td>
<td>Researching Education Practice in Context</td>
<td>Liz McKenzie</td>
</tr>
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</table>

### Teaching Pre University Maths and Statistics

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Course Title</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>METM501</td>
<td>Teaching Advanced Mathematics 1</td>
<td>Ted Graham</td>
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<tr>
<td>METM502</td>
<td>Teaching Advanced Mathematics 2</td>
<td>Ted Graham</td>
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<tr>
<td>METM503</td>
<td>Teaching Further Mathematics 1</td>
<td>Nick Pratt</td>
</tr>
<tr>
<td>METM504</td>
<td>Teaching Further Mathematics 2</td>
<td>Nick Pratt</td>
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<tr>
<td>METM505</td>
<td>Teaching A-Level Mechanics</td>
<td>Nick Pratt</td>
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<tr>
<td>METM506</td>
<td>Teaching A-Level Mechanics 2</td>
<td>Nick Pratt</td>
</tr>
<tr>
<td>METS501</td>
<td>Teaching Statistics 1</td>
<td>Nick Pratt</td>
</tr>
<tr>
<td>METS502</td>
<td>Teaching Statistics 2</td>
<td>Nick Pratt</td>
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