



Programme Specification and Curriculum Map

Faculty of Arts and Science

MA in Education

2020

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

| | |
|--|--|
| Programme/award title(s) | MA in Education |
| Teaching Institution | New City College Havering Colleges |
| Awarding Institution | The Open University (OU) |
| Date of first OU validation | January 2015 |
| Date of latest OU (re)validation | March 2020 |
| Next revalidation | 2025 |
| Credit points for the award | 180 credits at Level 7 |
| UCAS Code | |
| JACS Code | |
| Programme start date and cycle of starts if appropriate | September 2020 |
| Underpinning QAA subject benchmark(s) | QAA Subject Benchmark statements for Education studies |
| Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered | N/A |
| Professional/statutory recognition | |
| For apprenticeships fully or partially integrated Assessment. | N/A |
| Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship | PT Face-to-Face |
| Duration of the programme for each mode of study | 2 year part-time |
| Dual accreditation (if applicable) | |
| Date of production/revision of this specification | January 2020 |

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The **MA in Education** was originally validated in January 2015 as **MA in Critical Studies and Education** and was designed to attract participants from both a teaching and non-teaching background who wished to study for a Master's degree. However, as applicants are now primarily from a teaching background we have decided, therefore, to focus on developing and improving the qualification for those working and teaching within Education, hence the revised programme title as well as programme content.

One of the main features, of this Master's programme is that it is both vocational and academic highlighting the cross-disciplinary nature of the degree. The aim is to provide both in-house training for College staff, as well as to appeal to external applicants. The MA in Education is classed as a professional practice Master's. Degree programmes in this category often have the following characteristics: learning tends to be structured and programme structure may be developed in collaboration with the educational institution or employer, and may include practical elements, such as fieldwork, placements or other opportunities for work-based learning, as well as a project undertaken through independent study. Graduates of professional/practice Master's programmes will normally be equipped to enter a variety of types of employment and in particular will possess the skills and experience necessary for the particular profession or area of practice (QAA 2010).

The aims of the programme are:

- To provide professionally relevant teaching and learning informed by research
- To encourage a commitment to intellectual challenge and evidence-based teaching informed by the latest conceptual and theoretical knowledge
- To develop participants' intellectual, practical and transferable skills related to educational practices
- To encourage critical thinking related to current educational issues and to conduct systematic research relevant to their professional practice
- To encourage participants to develop as reflective practitioners in terms of subject specialist knowledge, skills and pedagogical practices
- To provide participants with an advanced knowledge and understanding of practices and processes of educational issues within a broad socio-cultural context incorporating cross-cultural perspectives
- To provide opportunities to study and critique the nature of, and issues related to, educational and social science research methodology, and to develop methods and techniques of data collection, analysis and interpretation

- To provide participants with opportunities to engage critically with current debates in educational and social science research
- To engage participants in debates about inclusion and social justice as it relates to social diversity in a multicultural society

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The following links highlight opportunities for progression
Participants from:

1. BA (Hons) Education and Professional Practice
2. BA (Hons) Early Years, Childcare and Education
3. PGCE students who wish to gain the next level qualification with a view to HE teaching
4. Existing teaching staff who wish to gain a Master's qualification for their own personal and professional development and/or with a view to teaching on HE programmes
5. Qualified Primary teachers
6. Qualified Secondary teachers

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work-based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

Exit Award: Postgraduate Certificate in Education (Non-Qualified Teacher Status)

Students will need to achieve 90 credits (3 x modules in the first year)

Programme Structure LEVEL 7

MA in Education Level 7

| Compulsory modules | Credit points | Optional modules | Credit points | Is module compensatable? | Semester runs in |
|---|----------------------|-------------------------|----------------------|---------------------------------|-------------------------|
| Exploring Issues and Themes in Education | 30 | | | | 1 |
| Supporting the holistic development of learners | 30 | | | | 1 |
| Advanced Research Design | 30 | | | | 1 |
| Measuring learning: Assessment and Feedback | 30 | | | | 2 |
| Dissertation | 60 | | | | 2 |
| Total | 180 | | | | |

Intended learning outcomes at Level 7 are listed below:

| <u>Learning Outcomes – LEVEL 7</u> | |
|---|---|
| 3A. Knowledge and understanding | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>A1: Develop advanced knowledge and understanding through critical reflection and debate of key theories and concepts surrounding a number of different perspectives and educational issues in Education</p> <p>A2: Demonstrate a detailed knowledge and systematic understanding of educational policies</p> <p>A3: Critically evaluate methods of good practice and their theoretical underpinnings and apply in practice</p> | <p>Lectures, whole-group and small-group debates and discussions, reflective reviews, peer and colleague observations, concept mapping, independent study, tutorials with mentors and module tutor; literature and work-based research; engaging with UK Professional Standards, educational policies and reflection on salient issues</p> <p>Formative Assessment Q&A, short tasks, self-evaluation and reflection</p> |
| 3B. Cognitive skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>B1: Critically analyse the effects of Education policies within the programme context and creatively evaluate current issues, research and advanced scholarship in educational studies</p> <p>B2: Interrogate the assumptions underpinning theory and research across a range of disciplines and apply to practice and proactively formulate ideas and hypotheses and to develop, implement and execute plans by which to evaluate these</p> | <p>Apply key principles to related contexts through written and practical work: small-group and whole-group discussions surrounding key principles and educational policies; independent study</p> <p>Formative Assessment work-based collection of evidence and reflective review of own professional conduct; analysis of professional standards through discussions/debates</p> |

| 3C. Practical and professional skills | |
|---|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>C1: Research, apply and critically evaluate the principles of theoretical concepts to own workplace practice</p> <p>C2: Critically reflect on own role, professionalism and accountability within an organisational context and take a proactive and self-reflective role in working and to develop professional relationships with others</p> <p>C3: Critically appraise complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to a range of audiences</p> | <p>Lectures, independent study, supported with tutorials, concept mapping, note taking; whole-group and small-group discussions and debates, work with colleagues</p> <p>Formative Assessment Micro-teaching; work-in-progress presentations, tutor and peer observations, reflective self-reviews</p> |
| 3D. Key/transferable skills | |
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>D1: Analyse, synthesise, evaluate and identify problems and solutions and be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations</p> <p>D2: Plan and manage own learning and time effectively, enhance independent learning and the ability to work in a way which ensures continuing professional development and prepare and present ideas in written numerical and oral forms</p> <p>D3: Develop advanced key skills in line with observing academic</p> | <p>Independent study, workshops, 1-1 tutorials; plan and management of own study; lectures, preparing draft reflections and responding to feedback; seminars, tutorials with mentors and module tutor; seminars</p> <p>Formative Assessment Self-evaluation and reflection, PDP formation</p> |

| 3D. Key/transferable skills | |
|--|--|
| <p>conventions of writing assignments and reports and demonstrate critical engagement in the development of professional/disciplinary boundaries and norms</p> <p>D4: Demonstrate self-direction and originality in dealing with unpredictable situations</p> <p>D5: Present original research according to academic conventions</p> | |

Exit Award: Postgraduate Certificate in Education (Non-Qualified Teacher Status). Students will need to achieve 90 credits (3 x modules in the first year)

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

This qualification offers teachers the opportunity to study at Master's level on a part time basis. It is the first Master's programme to be offered at New City College Havering Colleges and the first Master's programme to be offered in an area which includes 4 other Colleges of Further Education and three sixth form Colleges. As a College we are now able to develop strong relationships with Tower Hamlets, Redbridge, Hackney, Epping and Havering 6th Form under the guidance of the New City College partnerships. The merger will strengthen resources and marketing, providing opportunities to expand and develop our programme even further.

The programme has been designed to attract applicants from a wide variety of teaching roles. Over the last four years it has offered a wide variety of learners the opportunity to study part-time in the evening. This has allowed participation from those working within Education that would not normally have been able to access a post-graduate programme of study. We are a Further Education College with extremely high standards and pride ourselves on high quality delivery aligning to university standards. We intend to continue widening participation for those wanting to achieve their ambitions in the Havering, Essex and London boroughs.

This exciting and innovative programme seeks to build upon professional expertise as well as practice. It provides a pathway for those with a teaching background and draws on their collective experiences. This qualification is designed to support teachers working across the sector, ranging from Primary to Further Education. This Master's qualification is not purely focused on one specific subject area and allows teachers from a variety of backgrounds and experiences to examine their pedagogical knowledge and develop critical and reflective skills.

One of the main features of this Master's programme is that it is both vocational and academic highlighting the cross-disciplinary nature of the degree. The programme encourages healthy debate and discussion in order to develop deep knowledge and understanding of the wider context of Education. It focuses on building skills in analysis and critical evaluation across a variety of sectors in order to extend students' contextual knowledge and future employment prospects.

Participants will benefit from the programme's combination of theory and practice which will enhance their classroom skills and they will be encouraged to develop their usage of evidence-based practice through their work on research skills and assessment design principles and applications. This programme has been designed to align with the College's commitment to

quality assurance whose objective is to improve teaching and learning and with the ultimate goal to support the best outcomes for students.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

For this programme we anticipate that the majority of participants will be drawn from both internal College staff and external applicants. As part of the student registration on the MA course, the following services will be available on a College level and on a programme level.

College-level support offered:

- HE centres and on-line resources through the College VLE
- HE student advisors from Student Services (student finances)
- HE – Additional Learning Support - dedicated member of staff who can assist with learning difficulties like dyslexia and for participants who may have English as an additional language (EAL)
- Applications to DDA for Learning Support
- HE staffs in the LRCs
- College counsellors for personal issues
- Staff development budget available for staff
- HR advice for staff
- Line-managerial support for staff

Programme-level support offered:

- 1-1 Tutorials
- Access to tutors via e-mail outside of sessions
- Formative feedback
- Peer and mentor support
- Feedback: evaluating staff feedback on their work, giving themselves feedback on their own work and giving peers feedback on their assessments (verbal or written)

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

To be accepted on the course students will need to be either,

- a graduate with a Professional Graduate Certificate in Education (PGCE)
- a graduate with a degree in any discipline, working within Education

Participants will need to:

- hold an honours degree or equivalent
- demonstrate confident and accurate literacy and numeracy skills to a minimum level 2 /NARIC equivalent
- attend an interview and complete a successful entry assessment with the programme team and demonstrate professional suitability in motivation and enthusiasm for the subject and their career

Where participants are applying through APL, they must show evidence of prior qualifications as well as meet the criteria for level 7. The College HE procedures for APL will apply.

Where participants declare additional learning needs, these will be assessed by the College HE learning support team on entry to the programme in order to implement reasonable adjustments and learning support as required.

An interview and diagnostic assessment will be arranged and claims for financial support under the Disability Student Allowance Act (DSA) will be guided through HE student services.

7. Language of study

English. Support will be made available to those participants who have English as an additional language.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

All assessment in the programme will be undertaken in accordance with the new Assessment Regulations OU CICP from September 2015. This ensures that the assessment procedures and regulations are common and consistent across all OU validated programmes.

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

The College and Education team use a variety of approaches to collect data for evaluation and course revision/improvement purposes. These will include:

- Gathering student end-of-module feedback
- Gathering tutor end-of-module feedback
- Programme committee meetings which students attend
- College survey at the beginning and during the course. Results are disseminated amongst the team and fed into the APER action plan
- Focus groups and Course Boards of Study held twice a year. Results are disseminated amongst the team and fed into the APER action plan
- College HE Evaluation documentation (APER)
- Student destinations survey
- College inspection of teaching and learning
- Observations of teachers training on the programme
- Learning walks
- Evaluation of External Examiner feedback of Quality processes

10. Changes made to the programme since last (re)validation

- Remove the non-teaching pathway
- Offer 4 x 30 credit modules and 1 x 60 credit module totalling 180 credits
- Make amendments to Contextual studies module
- Make amendments to Management and Progression of Learning
- Make amendments to Advanced Research Design
- Make amendments to Dissertation
- Remove Professionalism module
- Remove Advanced Teaching and Learning module
- Remove Politics, Philosophy and Economics module
- Remove work-based learning module
- Add Assessment module
- Update all reading lists
- Name change from MA Critical Studies and Education to MA in Education

Further explanation of each change is identified within the module specification.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

| Level | Study module/unit | Programme outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------|---|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|
| | | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | | |
| 7 | Exploring Issues and Themes in Education | ✓ | ✓ | | | | | | | ✓ | ✓ | | | | | | | | | ✓ | | | | | | ✓ | ✓ | | | | | | | |
| | Supporting the holistic development of learners | ✓ | ✓ | ✓ | | | | | | ✓ | ✓ | | | | | | | | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | | ✓ | | | | | |
| | Measuring learning: Assessment and Feedback | ✓ | | ✓ | | | | | | | ✓ | | | | | | | | ✓ | | ✓ | | | | | ✓ | ✓ | | ✓ | ✓ | | | | |
| | Advanced Research Design | ✓ | | ✓ | | | | | | ✓ | ✓ | | | | | | | | ✓ | ✓ | ✓ | | | | | ✓ | | ✓ | | ✓ | | | | |
| | Dissertation | ✓ | ✓ | ✓ | | | | | | ✓ | ✓ | | | | | | | | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.