



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School (<i>ICE / SAC / SSHS</i>)	ICE
Academic Group	Teacher Education
Professional accreditation body (<i>if applicable</i>)	N/A
Final award (<i>eg. BA Hons</i>)	MA PGCert
Title of programme(s)	MA Education PGCert Education PGCert National Award for Special Educational Needs Co-ordination PGCert Special Educational Needs Co-ordination PGCert Inclusive Leadership
Subsidiary award(s) (<i>if any</i>)	PGCert and PGDip (fallback award)
Honours type (<i>Single / Joint / Combined</i>)	N/A
Duration and mode(s) of study	MA: 36 months part-time PGCert: 7 months part-time
Month/year of approval of programme	June 2020
Start date (<i>this version</i>) (<i>month and year</i>)	September 2020 Note: start date applicable to PGCert National Award for Special Education Needs Co-ordination / PGCert Special Educational Needs Co-ordination only. This version of the MA Education and PGCert Education to start September 2021. The PGCert Inclusive Leadership programme to start January 2021.
Periodic review next due (<i>academic year</i>)	2025/26
HECoS subject code(s)	MA Education / PGCert Education / PGCert National Award for Special Educational Needs Co-ordination / PGCert Special Educational Needs Co-ordination: 100464 – Primary Education (25%) 100465 – Secondary Education (25%) 100460 – Further Education (25%) 100461 – Higher Education (25%)

	PGCert Inclusive Leadership: 100088 – Leadership 100502 – Social Policy 100459 – Education Studies
UCAS course code & route code (available from Admissions)	N/A
SITS codes (Course / Pathway / Route) (available from Student Administration)	MAEDUC – MA Education NASENCO – PGCert National Award for Special Educational Needs Co-ordination INCLLDP – PGCert Inclusive Leadership
Delivery venue(s)	Leeds Trinity University and off-site partners

2. Aims of the programme

Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)
<p>This programme sits in a postgraduate framework designed to offer flexible, highly relevant and practice-focussed programmes of study at postgraduate level. It aims to support the continuing development needs of professionals or students interested in a range of sectors. It builds on a group of common modules developed in collaboration between experts in fields of Childhood Studies, Education, and Family Support. These modules introduce the related disciplines, develop understanding of research methods and provide a framework for an extended dissertation at the end of each course.</p> <p>The MA Education programme is not just directed at teachers in schools; rather, it is specifically designed to appeal to practitioners who work in a wide range of educational contexts and provides significant opportunities for learning together within communities of practice. The emphasis in teaching and learning is on supporting students in applying their learning to their personal and organisational settings, in order to impact on their practice as education professionals. A key feature of all routes is the systematic and critical exploration of practice through reflection and through critical engagement and integration with theory.</p> <p>A further distinctive feature of this MA in Education is the emphasis on helping students develop critical agency, for example through a consistent emphasis on building research literacy and communicative confidence. Students are encouraged to perceive themselves as analytical and contributory members of the research community, with structured opportunities to learn about research articulation, dissemination routes and impact.</p> <p>The programme seeks to attract educational professionals who wish to engage with educational communities beyond their immediate working context in order to broaden their professional outlook and identity, and strengthen their critical confidence, for example by gaining greater understanding of the research basis underpinning innovations or changes in national or local policy. Thus, as well as qualified teachers, we seek to attract experienced educators in adult, further and higher education wishing to explore their practice and its contexts, and those with educational roles within linked sectors such as Youth Support Work.</p> <p>The MA Education is structured to meet the needs of a number of different groups:</p> <ul style="list-style-type: none"> • Students who wish to pursue part-time postgraduate study in education, and who enrol on the MA to study the full programme of 180 credits. Typically, these are school teachers or other education professionals who are in service;

- Students who are progressing from their ITE programme and wish to continue study. This programme comprises a progression route from ITE courses and allows student to progress to an MA, continuing study during their first few years of teaching.
- Students who study modules from the MA in Education off campus in their school setting. These modules are delivered by the Leeds Trinity MA staff team to cohorts of teachers as part of their school CPD. Typically, these programmes comprise a 60 credit PG Certificate. On completion, students may then progress onto the full MA Education programme.
- Students who study a specialist PGCert programme of 60 credits that leads to achievement of a nationally recognised award against externally set standards. The PGCert National Award for Special Educational Needs Co-ordination, for example, fully meets the learning outcomes of the National Award for SEN Co-ordination as set by the National College for Teaching and Leadership.

The programme aims to enable students to:

- Develop knowledge, understanding, skills and professional practice beyond their immediate contexts in order to support improvements in teaching and learning;
- Critically evaluate and reflect on research, contemporary educational scholarship, national initiatives and policy and its relationship with practice in educational settings;
- Employ practitioner enquiry approaches, and synthesise educational theory and research;
- Build their analytical and communicative confidence as members of the research community;
- Use a range of sources of evidence to engage critically in reflection on their personal development as education professionals.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme, students will have *demonstrated*

- K1 A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of thinking about education, their own academic discipline or area of professional practice;
- K2 A comprehensive understanding and implementation of techniques applicable to their own research or advanced scholarship;
- K3 Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the field of education;
- I1 Conceptual understanding that enables them to evaluate critically current research and advanced scholarship in the field of education;
- I2 Conceptual understanding that enables them to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses;
- I3 Sound judgement in dealing with complex issues in education systematically, creatively, and in the absence of complete data, and the ability to communicate their conclusions clearly to specialist and non-specialist audiences;

- I4 Self-direction and originality in tackling and solving problems, and acting autonomously in undertaking tasks at a professional or equivalent level;
- I5 A commitment to the ongoing development of their knowledge and understanding in the field of education, their academic discipline, or area of professional practice.

On successful completion of the PG Cert National Award for Special Educational Needs Co-ordination students will also have *demonstrated*

- K4 The professional knowledge and understanding that SENCOs need of the legislative context for SEN and theoretical concepts that underpin effective leadership and practice;
- P1 The expertise and capabilities that SENCOs need to lead and coordinate provision effectively;
- P2 The personal and professional qualities that SENCOs need to make a positive impact on the ethos and culture in schools and other settings.

In each case as exemplified in National Award for SEN Co-ordination Learning Outcomes (2014).

On successful completion of the PG Cert Inclusive Leadership students will also have demonstrated:

- K4 Critical knowledge and understanding of inclusive leadership policies and practices at local and national levels, including the relationship with extant educational leadership policies;
- I6 A sound conceptual understanding of reflective and reflexive leadership practices which underpin inclusive leadership practices in their own professional context;
- P2 The professional leadership qualities needed to make a positive impact on an inclusive ethos and culture in their own professional context.

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;

- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the learning outcomes for subsidiary awards set out in section 4 below.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements

(including appropriate references to any PSRB, employer or legislative requirements)

All Leeds Trinity University programmes are congruent with the Framework for HE Qualifications (FHEQ) and, where appropriate, the Qualifications and Credit Framework (QCF) / National Qualification and Credit Framework (NQF).

The MA Education aligns with the following features for a Master's Degree in the QAA Characteristics Statement (September 2015):

1. They aim to prepare students for the next stage in their careers, whether that is further academic or professional study, or entering or progressing within employment of different kinds;
2. They attract entrants who have a background in the subject or a related subject area, acquired through previous study (a bachelor's degree with honours or equivalent);
3. They attract entrants who have acquired experience through work, or other means, that enables staff responsible for admissions to be confident of the candidate's ability to succeed in the programme;
4. They are usually predominantly composed of structured learning opportunities (are 'taught');
5. Frequently, at least a third of the programme is devoted to a research project, leading to a dissertation or the production of other output such as an artefact, performance or musical composition;
6. They include research methods training, which may be provided in a range of different ways (for example, through content modules);
7. Related awards, such as postgraduate certificate and postgraduate diploma, will often be offered as stages in the progression to a specialised/advanced study master's degree to facilitate continuing professional development at different stages of a professional career.

The PGCert National Award for Special Educational Needs Co-ordination fully meets the learning outcomes of the National Award.

4. Learning outcomes for subsidiary awards

Guidance	
The assessment strategy is designed so that each of these outcomes is addressed	Generic learning outcomes for the award of a <u>Postgraduate Certificate</u> On successful completion of 60 credits at Level 7, students will have demonstrated an ability to:

<p>by more than one module at Level 7.</p>	<ul style="list-style-type: none"> (i) Develop new skills to a high level and advance knowledge and understanding in the discipline and/or area of professional practice; (ii) Approach complex issues in a systematic and creative manner and make sound judgements in the absence of comprehensive information/data; (iii) Communicate judgements and conclusions to different audiences; (iv) Develop the qualities and transferable skills necessary for employment, including the ability to exercise initiative and personal responsibility. <p>The PGCert in National Award for SEN Coordination, in addition to the above, also meets the learning outcomes of the National Award as follows:</p> <ul style="list-style-type: none"> (a) The statutory and regulatory context for SEN and disability equality; and the implications for practice in their school or work setting; (b) The principles and practice of leadership in different contexts; (c) How SEN and disabilities affect pupils' participation and learning; (d) Strategies for improving outcomes for pupils with SEN and/or disabilities; (e) Work strategically with senior colleagues and governors; (f) Lead, develop and, where necessary, challenge senior leaders, colleagues and governors; (g) Critically evaluate evidence about learning, teaching and assessment in relation to pupils with SEN to inform practice; (h) Draw on external sources of support and expertise; (i) Develop, implement, monitor and evaluate systems. <p>The PGCert Inclusive Leadership, in addition to the above, also meets the learning outcomes as follows:</p> <ul style="list-style-type: none"> (a) Critically evaluate evidence about inclusive leadership policies and practices; (b) Engage in reflective and reflexive leadership practices in a professional context; (c) Demonstrate the professional leadership qualities needed to make a positive impact on an inclusive ethos and culture in their own professional context. <p>Generic learning outcomes for the award of a <u>Postgraduate Diploma</u> On successful completion of 120 credits at Level 7, students will have demonstrated, in addition to the outcomes for a postgraduate certificate:</p> <ul style="list-style-type: none"> (i) The ability to utilise knowledge that is at, or informed by, the forefront of the discipline and/or area of professional practice to critically evaluate new insights and/or current issues; (ii) Comprehensive knowledge of research techniques and how these can be critically applied to existing knowledge; (iii) Further development of the qualities and transferable skills necessary for employment, including autonomous decision-making in complex situations.
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5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

MA Education: On Campus Delivery

Phase 1 comprises 2 x 30 credit modules. In SED7033 (Triangulating Educational Theory and Practice), the emphasis is on investigating practice in the light of influential thinkers in Education and using case studies to show how theory and practice interacts in academic work. In SED7013 (Introduction to Childhood, Education and Family Support), the emphasis is on reflecting on practice through an exploration of the theme of professionalism relation to external standards, important theory and the work and perspectives of other professionals.

Phase 2 comprises 2 x 30 credit modules. The initial focus established in the first phase is continued but broadened to an investigation of wider contemporary educational issues and perspectives, and to emerging scholarship and research in SED7133 (Contemporary Issues in Education). SED7023 (Research Methods for Childhood, Education and Family Support) gives students a thorough grounding in research methods and enables them to present a comprehensive proposal for a piece of independent research in the final phase.

In **Phase 3**, the emphasis is on enriching practice through the development significant piece of study through completion of either an Empirical Dissertation or a Major Study in SED7006. Students' choice of approach in this phase is supported through discussion in a formal review tutorial in phase 2. Their choice of module is partly determined by their professional interests, and by the demands of their professional setting, as well as by the feasibility of undertaking empirical research in such settings. Both options require a systematic analysis of an educational issue. Students critically reflect on the implications of their research for enriching and or developing professional practice.

PGCert National Award for Special Educational Needs Co-ordination

In the PGCert National Award for Special Educational Needs Co-ordination, students will learn about supporting students with SEN from the perspective of a practitioner and then a leader in education. The core content focuses on the question: How can outstanding provision be developed in schools for children and young people with SEN using evidenced-based best practice?

The field of SEND is complex and constantly changing. This part-time course will give aspiring and practicing SENCo's an in-depth understanding of effective policy, provision and practice to meet the diverse needs of children with SEND. The course will address all the professional learning outcomes required by the national award. They will meet colleagues and develop professional networks with both practitioners and leaders in the field of SEN during both modules.

This PGCert will offer postgraduate training to professionalise the SENCo role, improve pupil outcomes and to invest in and retain current SENCos. It is a requirement that all schools have a qualified SENCo and all new to role SENCos will need to achieve this qualification within three years of taking up their post.

This course is taught over ten teaching days over a period of a year or across an academic year. Students will focus on both SENCo as a practitioner and SENCo as a leader across two 30 credit modules. Students are asked to explore the reasons why a child cannot access learning and will develop innovative ways to remove barriers to progression for vulnerable children. They will develop skills to critically evaluate policy and provision to develop outstanding inclusive practice with children and care givers. Students will develop skills to understand each child's needs and start the journey to becoming an expert in identification and assessment to allow personalised planning and support to be developed so no child is left behind in their educational journey. Celebrating strengths in children and planning for teaching methods which incorporate these will

be explored in detail in each module. Safeguarding and person-centered planning will be key components in each of the modules.

Students will develop:

- The professional knowledge and understanding that a SENCo will need;
- The expertise and capabilities that a SENCo needs to lead and coordinate effective provision;
- The personal and professional qualities that are specific to their role and will be key in them making a positive impact on the ethos and culture in their setting.

Students will evaluate evidence-based practice on learning, teaching and assessing students with SEND, such as the impact of research evidence on different literacy schemes or the impact of CPD on support staff effectiveness in schools. The course is delivered as blended learning with on-campus days, work-based tasks and activities on the Virtual Learning Environment (VLE). The course will take place at Leeds Trinity University and is run within our Teacher Education department with the support of our on-campus support services such as the Library and Learning Hub. Students will have a personal tutor who will support them in developing their own school-based practice and in submitting their final work-based portfolio for each module.

PGCert Inclusive Leadership

This programme has been developed and is delivered in collaboration with the Leeds Learning Alliance (LLA).

Inclusive leadership is critical in ensuring positive educational outcomes for all learners, particularly those at risk of marginalisation and exclusion. The PGCert Inclusive Leadership programme has been developed specifically to move discourse on inclusion away from 'organic' issues such as 'special educational needs and disabilities' towards interrogating social and cultural contexts that create notions of advantage and disadvantage.

It aims to provide opportunities for managers, leaders and aspiring leaders within education or associated settings to engage with leadership theory and research within the context of inclusive education.

6. Structure

MA Education

Duration: Part Time (36 months)

Total credit rating: 180 (90 ECTS)

Part Time:

Note: Students enrolled on the part time PG Certificate in Education programme will study those modules listed under Year 1 only.

Year 1 Term 1 – September to December

Core: Students are required to take:

SED7013	Introduction to Childhood, Education and Family Support	Term 1	30 credits
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Year 1 Term 2 & 3 – January to June

Core: Students are required to take:

SED7033	Triangulating Theory and Practice	Term 2 & 3	30 credits
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Year 2 Term 1 & 2 – September to March

Core: Students are required to take:

SED7133	Contemporary Issues in Education	Term 1 & 2	30 credits
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Year 2 Term 3 – March to June

Core: Students are required to take:

SED7023	Research Methods for Childhood, Education and Family Support	Term 3	30 credits
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Year 3 Term 1, 2 & 3 – September to June

Core: Students are required to take:

SED7006	Dissertation/Major Study (submission September)	Term 1, 2 & 3	60 credits
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Students who have already achieved 60 credits by completing either the Leeds Trinity Post Graduate Certificate in Education (Secondary or Primary) or the PG Cert National Award for Special Educational Needs Coordination can use these credits in the MA Education programme in place of:

SED7013	Introduction to Childhood, Education and Family Support	Term 1	30 credits
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And

SED7133	Contemporary Issues in Education	Term 1 & 2	30 credits
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Students who have already achieved 60 credits by completing the PG Cert Inclusive Leadership can use these credits in the MA Education programme in place of:

SED7013	Introduction to Childhood, Education and Family Support	Term 1	30 credits
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And

SED7033	Triangulating Theory and Practice	Term 2 & 3	30 credits
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PGCert National Award for Special Educational Needs Co-ordination / PGCert Special Educational Needs Co-ordination

Duration: Part Time (7 months)

Total credit rating: 60 (30 ECTS)

Core: Students are required to take:

SED7043	Module 1: SENCo as Practitioner	Term 1 & 2	30 credits
SED7053	Module 2: SENCo as Leader	Term 1 & 2	30 credits

PGCert Inclusive Leadership

Duration: Part Time (9 months)

Total credit rating: 60 (30 ECTS)

Core: Students are required to take:

ICE7213	Module 1: Perspectives on Inclusive Leadership	Term 2	30 credits
ICE7223	Module 2: Critical Approaches to Inclusive Leadership	Term 3	30 credits

Recognition of Prior Learning may also be considered and assessed through the following modules:

- RPL7003 Recognition of Prior Experiential Learning (30 Credits) to replace SED7133 Contemporary Issues in Education
- RPL7006 Recognition of Prior Experiential Learning (60 Credits) to replace SED7133 Contemporary Issues in Education AND SED7023 Research Methods for Childhood, Education and Family Support

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The University's Learning, Teaching and Assessment Strategy informs the design of the programme. The spiral course and assessment design emphasises continual active enquiry and triangulation of practice and theory towards the final dissertation year.

The VLE is already densely populated with support and guidance material for the MA Education, and the course team work closely with library staff to provide access to up to date and relevant materials. All students work full or part time in educational settings and assignments are designed to promote the development of specialist knowledge with direct applicability back into the workplace. Critical thinking and analysis skills are explicitly taught and revised in every module of the MA Education and the associated PGCert National Award in Special Educational Needs Co-ordination; all assessments require a Literature Review element. Given the professional background of all students, the need for discretion and integrity in individual and collective study is paramount and a continual focus in sessions.

In terms of negotiated and personalised learning, all teaching taking place through collaborative seminar sessions in which students are asked to articulate how issues raised relate to their specific personal work contexts. Because all students on this course are studying part time (evenings and weekends around their employment in educational settings), module leaders monitor and discuss access to teaching and resources with every group: where students are unable to attend sessions because of their professional work commitments, discussion notes and recordings of sessions are made available.

On the full MA, dissertation topics rooted in personal interests/concerns are carefully facilitated and supported by the supervisory team. Our dedicated support librarian provides 1-1 tutorials on request in relation to resources and research paths. Students also make a choice of topics for their assignment from 'menus' in the *Triangulating Theory and Practice* and *Contemporary Issues in Education* modules, in terms of relevance/applicability to their personal working contexts.

7b) Programme learning outcomes covered

	Assessed learning outcomes of the programme										Skills development								
	K1	K2	K3	K4*	I1	I2	I3	I4	P1*	P2*	E1	E2	E3	E4	E5	E6	E7	E8	E9
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Systematic knowledge of the relevant subject	Understanding and implementation of research techniques	Originality in the application of knowledge	Professional Knowledge and Understanding of SENCO	Conceptual understanding for critiquing research	Conceptual understanding for evaluating methodologies	Sound judgement in dealing with complex issues	Self-direction and originality in problem solving	Expertise and capabilities to lead as SENCO	Personal and Professional Qualities of SENCO	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
MA Education																			
SED7013 Introduction to Childhood, Education and Family Support																			
SED7033 Triangulating Theory and Practice																			
SED7133 Contemporary Issues in Education																			
SED7023 Research Methods for Childhood, Education Family Support																			
SED7006 Dissertation/Major Study																			
PGCert Education																			
SED7013 Introduction to Childhood, Education and Family Support																			
SED7033 Triangulating Theory and Practice																			
	Assessed learning outcomes of the programme										Skills development								
	K1	K2	K3	K4*	I1	I2	I3	I4	P1*	P2*	E1	E2	E3	E4	E5	E6	E7	E8	E9

Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Systematic knowledge of the relevant subject	Understanding and implementation of research techniques	Originality in the application of knowledge	Professional Knowledge and Understanding of SENCO	Conceptual understanding for critiquing research	Conceptual understanding for evaluating methodologies	Sound judgement in dealing with complex issues	Self-direction and originality in problem solving	Expertise and capabilities to lead as SENCO	Personal and Professional Qualities of SENCO		Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness		
	Postgraduate Certificate National Award for Special Educational Needs Co-ordination																					
	SED7043 Module 1: SENCo as Practitioner																					
	SED7053 Module 2: SENCo as Leader																					

	Assessed learning outcomes of the programme											Skills development													
	K1	K2	K3	K4*	I1	I2	I3	I4	I5	I6*	P1*	E1	E2	E3	E4	E5	E6	E7	E8	E9					
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Systematic knowledge of the relevant subject	Understanding and implementation of research techniques	Originality in the application of knowledge	Critical knowledge and understanding of inclusive leadership	Conceptual understanding for critiquing research	Conceptual understanding for evaluating methodologies	Sound judgement in dealing with complex issues	Self-direction and originality in problem solving	A commitment to the ongoing development of their knowledge and understanding	Sound conceptual understanding of reflective and reflexive practices	Professional leadership qualities	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness					
Postgraduate Certificate Inclusive Leadership																									
ICE7213 Module 1: Perspectives on Inclusive Leadership																									
ICE7223 Module 2: Critical Approaches to Inclusive Leadership																									

8. Entry requirements

Postgraduate programmes

Applicants should normally have achieved the following prior to registration for the programme:

A good honours degree in a relevant subject (or equivalent) (usually 2.2 or above).

For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) at 6.0 as a minimum with no component below 5.5, or accepted equivalent test.

Applications who do not meet these requirements may still be considered. Any such applicants will be required to attend an informal interview with the Admissions Tutor to discuss their suitability for the programme.

All students will normally need to meet the following additional requirement:

- Hold a teaching/tutoring/training/managing/supporting learning role in an educational context;
OR
- Have regular and sustained access to such a context in a voluntary capacity.

Where students are unsure about having regular access to an appropriate context, they will need to discuss this with the Admissions Tutor as part of the admissions process. This is in order to ensure that they are fully able to meet programme and module learning outcomes and negotiate appropriate assessments.

Students on the PG Cert National Award for Special Educational Needs Co-ordination will need:

- QTS/QTLS/EYTS status
- Support from the management of and a letter confirming access to an educational institution.

Students on the PG Cert Special Educational Needs Co-ordination will need:

- Support from the management of and a letter confirming access to an educational institution.

Students on the PG Cert Inclusive Leadership will need to meet the requirements of the MA Education.

Students who have already achieved 60 credits by completing either the Leeds Trinity Post Graduate Certificate in Education (Secondary or Primary), the PG Cert Inclusive Leadership or the PG Cert National Award for Special Educational Needs Co-ordination can use these credits in the MA Education programme, as set out in Section 6.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

The following regulations apply, together with the General Academic Regulations:

- Programme Regulations for Taught Postgraduate Degrees

- Programme Regulations for the Postgraduate Certificate of Education

Award of Postgraduate Certificate in Education (60 credits)

- For the award of Postgraduate Certificate in Education, students must achieve 60 credits through study or through study and RPL.

Award of Postgraduate Diploma in Education (120 credits)

- For the award of Postgraduate Diploma in Education, students must achieve 120 credits through study or through study and RPL.

Award of Master of Arts Education (180 credits)

- For the award of Master of Arts Education, students must achieve 180 credits;
- Up to 120 credits of the Master of Arts in Education can be achieved through RPL, but students must study and pass the SED7006 Dissertation/Major Study module in order to achieve the award;
- Classification of the award is determined solely by marks for modules studied at Leeds Trinity University; credits accrued through RPL do not count towards the calculation.

Progression (between phases 1, 2 and 3 of the Master of Arts in Education)

The following requirements apply for progression between the three phases of the Master of Arts in Education:

- (i) Students must have achieved a minimum of 60 credits through study and/or RPL before being eligible to progress to Year 2 of the MA in Education. However, students with 30 credits because of a fail, or with approved extenuating circumstances requests for modules taken in Year 1, may provisionally progress if they submit (in the case of extenuating circumstances) or re-sit (in the case of a fail) in respect of those modules, before or in the September re-assessment period.
- (ii) Students must have achieved 120 credits through study and/or RPL before being eligible to progress to Year 3 of the MA in Education. However, students with 90 credits because of a fail, or with approved extenuating circumstances requests, for modules taken in Year 2, may provisionally progress if they submit (in the case of extenuating circumstances) or re-sit (in the case of a fail) in respect of those modules, before or in the September re-assessment period.

10. Prerequisites

Details of modules students must study and achieve credit for before enrolling on a module at a higher level, or attaining their final programme award

See section 9 above.

11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support

systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments mad to accommodate individual needs.