

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School	School of Education and Childhood
Academic Group	School of Education and Childhood
Professional accreditation body <i>(if applicable)</i>	N/A
Final award <i>(eg. BA Hons)</i>	MA
Title of programme(s)	MA Education
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: 24 months part time
Month/year of approval of programme	June 2024
Start date <i>(this version) (month and year)</i>	September 2026
Periodic review next due <i>(academic year)</i>	May 2024
HECoS subject code(s)	MA Education / PGCert Education / 100464 – Primary Education (25%) 100465 – Secondary Education (25%) 100460 – Further Education (25%) 100461 – Higher Education (25%)
UCAS course code & route code <i>(available from Admissions)</i>	N/A
SITS codes <i>(Course / Pathway / Route)</i> <i>(available from Student Administration)</i>	MAEDUC – MA Education
Delivery venue(s)	Leeds Trinity University Horsforth, City Campus and Online

2. Aims of the programme

Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)

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 common module developed in collaboration between experts in fields of Childhood Studies,

Education, and Family Support. This module introduces the related disciplines, develops understanding of research methods and provide a framework for an extended dissertation at the end of each course.

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, inquiry led and active participation, and critical engagement with theory. Flexible routes onto the MA from earlier study on the Secondary and Primary PGCE and UG QTS routes, from the PGCertHE (for colleagues at LTU and with partner institutions) and other leadership modules designed and delivered with partner schools. The integration of Work Based Learning Modules at the introductory stage is designed to lend further flexibility for those considering an MA Education who have already studied for non-academically accredited National Professional Qualifications in Education, which until recently were the policy-approved (and fully funded) CPD method in state Education.

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. Examples of theorists and texts are chosen carefully to reflect diversity and the Global Academic Community; session topics are reviewed annually with students for peer-to-peer learning opportunities.

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.

The work-based relevancy and currency of the programme is further emphasised by the option to choose a in-depth Work Based Learning Project instead of a traditional academic dissertation at the end of the Programme. This module has been developed to comply with LTU's Work Based Learning framework, and is designed to appeal to practitioners who have, or who are developing responsibilities within and beyond their own classrooms, seminar or lecture theatre and teams.

The MA Education is therefore structured to meet the needs of a number of different groups:

- 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.

- Experienced Practitioners who have completed NPQ Qualifications, or who have established expertise that they wish to develop and communicate more broadly
- Practitioners who would until recently have been able to receive funding for NPQ qualifications.

The programme aims to enable students to:

- Develop knowledge, understanding, skills and professional practice beyond their immediate contexts in order to support improvements in professional practice in Education;
- 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 Systematic knowledge and critical awareness of foundational ideas and theories in the discipline of education and their application to contemporary issues in educational practice
- K2 Understanding of a range of research methods and scholarly techniques within the discipline of education, and criteria for effective application of those in their reading of research and practice
- K3 Originality in the application of techniques of research and enquiry to create and interpret knowledge about a contextualised issue 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.

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 (2020):

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.

4. Learning outcomes for subsidiary awards

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 7.</p>	<p>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> <ul style="list-style-type: none"> (i) Develop new skills to a high level and advance knowledge and understanding of the interface between theory, research and professional practice in the discipline and of education; (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 contributing to research informed and research engaged practice in employment in the field of education, including the ability to exercise initiative and personal responsibility. <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 professional practice in education to critically evaluate new insights and current issues; (ii) Comprehensive knowledge of research techniques and how these can be critically applied to existing knowledge about professional practice in education; (iii) Further development of the qualities and transferable skills necessary for contributing to research informed and research engaged practice in employment in the field of education, including autonomous decision-making in complex situations.

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

MA Education: On Campus (Horsforth and City Centre) Delivery

Year 1

In Year 1 Students will study modules with a total of 90 credits. In Term 1 students choose between SED7013 (Introduction to Childhood, Education and Family Support), or SED7013; or SED7063 (Develop your NPQ, CPD or Work Based Project). In Term 2 students take SED7033 (Triangulating Educational Theory and Practice) and in Term 3 SED7133 (Contemporary Issues in Education).

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.

In **SED7063 (Develop your NPQ, CPD or Work Based Project)** students are also introduced to writing and important theory at L7, but within the framework of developing their professional experience and projects towards a work-based project.

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.

SED7133 (Contemporary Issues in Education) Continues to focus on the relationship between evidence and practice, but this is now broadened to an investigation of wider contemporary educational issues and perspectives, and to emerging scholarship and research.

Year 2

Year 2 allows students to bring investigative, research or action orientations to their practice and scholarly development. In Term 1 they study the 30 credit module SED7023 (Research Methods for Childhood, Education and Family Support). This prepares them for their final 60 credits, and a choice between A Work Based Action or Practitioner Research Project (SED7196), or an Empirical Dissertation or a Major Study in (SED7006).

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.

Students' choice between A **Work Based Action or Practitioner Research Project (SED7196)**, or an **Empirical Dissertation or a Major Study (SED7006)** is supported through discussion in a formal review tutorial at the end of Term 1. 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. Either option requires a systematic analysis of an educational issue and gives students an opportunity to critically reflect on the implications of their professional action, or research for enriching and or developing professional practice.

6. Structure

MA Education

Duration: Part Time 24 months

Total credit rating: 180 (90 ECTS)

Year 1

Core: Students starting in September in Year 1 are required to take:

SED7033	Triangulating Theory and Practice	Term 2	30 credits
SED7133	Contemporary Issues in Education	Term 3	30 credits

Option: Students can choose between:

SED7013	Introduction to Postgraduate Study of Childhood, Education and Family Support; or	Term 1	30 credits
SED7063	Develop your NPQ, CPD or Work Based Project	Term 1	30 Credits

Students may also start in year 1 at term 3, if they have already completed 60 credits from any combination of the following modules:

Code	Module Title	Credits
ICE7102	Learning, Teaching and Assessment in Higher Education	20
ICE7112	Innovation, Diversity and Inclusion in Higher Education	20
HED7033	Investigating the Wider Context of Higher Education	30
HED7003	Principles of teaching, learning and assessment in Higher Education	30
SED7293/7353	Planning for Progression	30
SED7303/7363	Supporting Individual Learners	30
ICE7213	Perspectives on Inclusive Leadership	30
ICE7223	Critical Approaches to Inclusive Leadership	30

Year 2

Core

Students must take:

SED7023	Research Methods for Childhood, Education and Family Support	Term 1	30 credits
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Option: Students can choose between:

SED7006	Dissertation/Major Study (submission September)	Term 2 & 3	60 credits
Or			
SED7196	Work Based Practitioner Research Project	Term 2 & 3	60 credits

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 MA Education uses the four approaches to research-informed teaching:

- It is research-led: students are taught research findings relating to different dimensions of education directly in every module
- It is research-oriented: students undertake induction into and development of research process skills in every module which are then consolidated in the Research Methods module immediately prior to the Dissertation module; staff also share their own narratives of induction into research practice eg EdD research and completion
- It is research-tutored: students are encouraged to engage in critique and discussion in all modules, including the explicit development of evaluation skills in relation to the reading of literature (identified in previous years as a weak area in submissions – students not feeling confident to comment on the integrity, accessibility or utility of research studies in the past)
- It is research-based: the spiral curriculum builds towards a substantial piece of original research in the form of the dissertation, and students are supported after graduating if they wish to disseminate findings eg via article publication. Examples include Katherine Atkins' conversion of her dissertation into an article for the Chartered College of Teaching's *Impact* magazine

The VLE is already populated with a wealth of support and guidance material which students are encouraged to use before, during and after taught sessions, including session recordings for asynchronous revision/catch up and supplementary readings, 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 Inclusive Leadership and 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.

The MA Education encourages inquiry-led active participation through the encouragement of triangulation of theory and practice in every module eg relating the reading of research or guidance literature to students' educational workplace contexts to test the practicality and relevance of policy or recommendations. Students gain a cross-phrased, cross-establishment understanding of the differing ways in which issues are conceptualised and approached within those differing contexts (eg Primary Education compared with Secondary Education or FE or HE).

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. Scaffolded support is a key feature of every module, with specific sessions dedicated to beginning the drafting process, frequent live and online 'Shut Up and Write' sessions for students at all stages of the course, signposting of sources of academic literacy and highly responsive personal tuition at the point of need.

On the full MA, Work Based Research or 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	I1	I2	I3	I4	E 1	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 and critical awareness of foundational ideas and theories in the discipline of education and their application to contemporary issues in educational practice	Understanding of a range of research methods and scholarly techniques within the discipline of education, and criteria for effective application of those in their reading of research and practice	Originality in the application of techniques of research and enquiry to create and interpret knowledge about a contextualised issue in the field of education	Conceptual understanding for critiquing research	Conceptual understanding for evaluating methodologies	Sound judgement in dealing with complex issues	Self-direction and originality in problem solving	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
SED7013 Introduction to Postgraduate Study of 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																

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.

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 90 credits of the Master of Arts in Education can be achieved through RPL, but students must study and pass SED7023, and either SED7006 Dissertation/Major or SED7196 Work Based Practitioner Research Project Study modules 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.

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 made to accommodate individual needs.