



PROGRAMME SPECIFICATION

1. General information

Awarding body/institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body	
Final awards	MA, PG Cert
Title of programmes	MA Education PG Cert (6 specific titles – see section 5)
Subsidiary awards	PG Dip Education
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	n/a
Duration and mode(s) of study	Part-time with elements of distance/blended learning PG Cert: normally 1 year MA Education: normally 3 years
Approved start date (this version)	September 2014
Periodic review next due	AY 2014/15
UCAS course code & code name	n/a
Venue(s)	On- and off-campus as appropriate

2. Aims of the Programme

Rationale and general aims
<p>This suite of postgraduate awards aims to:</p> <ol style="list-style-type: none"> 1. offer a flexible programme of study at post-graduate level and in a range of settings to support the acquisition of a range of professional development qualifications to cater for the development needs of teachers and other education professionals; 2. support teachers and other education professionals in developing their professional knowledge, understanding and practice at Masters' level and so support the improvement of teaching and learning in schools and other settings; 3. enable teachers and other education professionals to employ practitioner enquiry approaches and to critically review educational theory and research and to evaluate how such theory and research can inform practice in schools and other settings.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- physical skills specific to the subject (P)
- key / transferable skills (T)

The 'K1', etc codes are used in section 6c) and module descriptors to refer to each of these learning outcomes.

By the end of the programme, students will be able to:

1. Show originality and capacity for self-direction in undertaking study and professional investigations at post-graduate level. (T1)
2. Critically reflect on their own professional practice, making effective use of advanced scholarship as appropriate. (I1)
3. Display knowledge and critical understanding of recent and relevant policy, theories and research pertinent to their area of interest and to their own professional context. (K1)
4. Demonstrate an ability to understand and synthesise complex and inconsistent information, and to communicate their conclusions clearly to professional and academic audiences. (K2)
5. (a) Develop appropriate and ethical strategies for school based research, derived from a critical understanding of relevant research, research methodology and tools. (K3)
(b) Apply appropriate and ethical school based research techniques as relevant to their field of inquiry and their professional context. (T2)
6. Explore and evaluate the values of the application of research and theory in raising standards in classrooms and schools. (I2)

Statement of congruence with the relevant published subject benchmark statements

The programme is compatible with:

- Masters' level descriptors in the Framework for Higher Education Qualifications (QAA);
- the Teachers' Standards (DFE, 2012);
- NCTL requirements relating to postgraduate professional development (PPD).

4. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

The programme enables teachers, and other education professionals, to gain the appropriate and relevant knowledge and understanding at postgraduate level, so that they can effectively and critically reflect on their own practice. Therefore the programme offers a number of content pathways, allowing teaching and learning to be personalised to meet teachers' individual needs in the context of their schools, whilst also ensuring that all participants gain appropriate knowledge, understanding and skills with regard to research and scholarship.

The programme structures learning related to research, research methodologies and research methods, including:

- Criteria and strategies for evaluation of educational research and theory;
- Introduction to research methodologies, tools and ethical issues relating to school-based research;
- Validity and reliability in collection and interpretation of research data;
- Models for measurement and evaluation of the impact of professional development.

Content areas include:

- Teaching and assessment for learning;
- Curriculum and curriculum development;
- How children and young people develop, and the management of their behaviour;
- Managing additional needs and inclusion, including disability and SEN;
- Leadership and management, including for subjects or curriculum areas;
- Models for development of e-learning practice and resources;
- Models of Coaching, Co-Coaching and Mentoring.

All students will receive appropriate induction sessions in order to support their academic study at Masters' level. These sessions will include opportunities for students to develop appropriate forms and levels of study skills, including those relating to the Moodle VLE. These sessions will support students with the management of their professional and academic work and define and exemplify Masters' level study.

5. Structure

Most students will start the programme in the autumn term, and have up to five years to complete the MA Education.

The MA Education framework provides a range of PGCert awards, together with the MA Education.

Postgraduate Certificate in Education

Duration: Normally 1 year part-time

Total credit rating: 60

Students are required to take one of:

SEDM1173	Critical Thinking in Secondary Education	Sem 1&2	30 credits
SEDM2003	Reflecting on Professional Practice	Sem 1/2	30 credits
SEDM1093	Learning, Teaching and Assessment	Sem 1/2	30 credits
SEDM1133	Critical Thinking in Education	NLO ¹	30 credits
SEDM1003	Research Applications	NLO	30 credits

Followed by one of:

SEDM1123	Developing Professional Practice	Sem 1/2	30 credits
SEDM1023	Behaviour Management	Sem 1/2	30 credits
SEDM1033	Curriculum Development and Change	Sem 1/2	30 credits
SEDM1093	Learning, Teaching and Assessment	Sem 1/2	30 credits
SEDM1013	School-based Research Applications	NLO	30 credits

Postgraduate Certificate in Coaching and Mentoring

Duration: Normally 1 year part-time

Total credit rating: 60

Students are required to take:

SEDM 1103	Coaching and Mentoring	Sem 1/2	30 credits
-----------	------------------------	---------	------------

And one of:

SEDM 2003	Reflecting on Professional Practice	Sem 1/2	30 credits
SEDM 1123	Developing Professional Practice	Sem 1/2	30 credits
SEDM 1133	Critical Thinking in Education	NLO	30 credits

¹ NLO denotes modules No Longer Offered, but retained here to clarify programme requirements for current and returning students.

Postgraduate Certificate in E-learning

Duration: Normally 1 year part-time
Total credit rating: 60

Students are required to take:

SEDM 1043	E-learning	Sem 1/2	30 credits
-----------	------------	---------	------------

And one of:

SEDM 2003	Reflecting on Professional Practice	Sem 1/2	30 credits
-----------	-------------------------------------	---------	------------

SEDM 1123	Developing Professional Practice	Sem 1/2	30 credits
-----------	----------------------------------	---------	------------

SEDM 1133	Critical Thinking in Education	NLO	30 credits
-----------	--------------------------------	-----	------------

Postgraduate Certificate in Special Educational Needs

Duration: Normally 1 year part-time
Total credit rating: 60

Students are required to take:

SEDM 1083	Special Educational Needs	Sem 1/2	30 credits
-----------	---------------------------	---------	------------

And one of:

SEDM 2003	Reflecting on Professional Practice	Sem 1/2	30 credits
-----------	-------------------------------------	---------	------------

SEDM 1123	Developing Professional Practice	Sem 1/2	30 credits
-----------	----------------------------------	---------	------------

SEDM 1133	Critical Thinking in Education	NLO	30 credits
-----------	--------------------------------	-----	------------

Postgraduate Certificate in Education Leadership

Duration: Normally 1 year part-time
Total credit rating: 60

Students are required to take:

EITHER one of:

SEDM 1143	Education Leadership	Sem 1/2	30 credits
-----------	----------------------	---------	------------

SEDM 1113	Effective Subject Leadership	Sem 1/2	30 credits
-----------	------------------------------	---------	------------

and one of:

SEDM 2003	Reflecting on Professional Practice	Sem 1/2	30 credits
-----------	-------------------------------------	---------	------------

SEDM 1123	Developing Professional Practice	Sem 1/2	30 credits
-----------	----------------------------------	---------	------------

SEDM 1133	Critical Thinking in Education	NLO	30 credits
-----------	--------------------------------	-----	------------

OR:

SED 7906	Educational Leadership Development	Sem1&2	60 credits
----------	------------------------------------	--------	------------

Postgraduate Certificate in Catholic Education Leadership

Duration: Normally 1 year part-time
Total credit rating: 60

Candidates are required to take:

SED 7916	Catholic Educational Leadership Development	Sem1&2	60 credits
----------	---	--------	------------

Master of Arts in Education

Duration: Normally 3 years (up to 5 years) part-time

Total credit rating: 180

Students are required to complete 120 credits from:

SEDM 1003	Research Applications	NLO	30 credits
SEDM 1133	Critical Thinking in Education	NLO	30 credits
SEDM 1173	Critical Thinking in Secondary Education	Sem 1&2	30 credits
SEDM 2003	Reflecting on Professional Practice	Sem 1/2	30 credits
SEDM 1093	Learning, Teaching and Assessment	Sem 1/2	30 credits
SEDM 1123	Developing Professional Practice	Sem 1/2	30 credits
SEDM1023	Behaviour Management	Sem 1/2	30 credits
SEDM 1033	Curriculum Development and Change	Sem 1/2	30 credits
SEDM 1013	School-based Research Applications	NLO	30 credits
SEDM 1103	Coaching and Mentoring	Sem 1/2	30 credits
SEDM 1043	E-learning	Sem 1/2	30 credits
SEDM 1083	Special Educational Needs	Sem 1/2	30 credits
SEDM 1113	Effective Subject Leadership	Sem 1/2	30 credits
SEDM 1143	Education Leadership	Sem 1/2	30 credits
SED 7106	Critical Perspectives on Education	Sem 1&2	60 credits
SED 7906	Educational Leadership Development	Sem1&2	60 credits
SED 7916	Catholic Educational Leadership Development	Sem1&2	60 credits
SEDM 1153	Developing Practitioner Enquiry	NLO	30 credits

Candidates are required to take:

SEDM 1136	Dissertation	Sem 1&2	60 credits
-----------	--------------	---------	------------

6. Learning, teaching and assessment

6a) Statement of the strategy for learning, teaching and assessment for the programme

Delivery at the University will normally be within a school's half-year of c.19 weeks, with most sessions running fortnightly as 'twilight' sessions. Occasional Saturday sessions will be timetabled, as appropriate. Twilight and Saturday sessions will facilitate cross-phase (primary and secondary) learning and discussion.

Modules are also offered by our staff in schools and other settings. These modules are offered throughout the year.

PGCE trainee teachers will start the PGCert programme in the autumn term, completing 60 credits during their training year.

Learning will include tutor input, discussion, learning conversations, action learning sets, practitioner enquiry, workshops, presentations, practical tasks, fieldwork, seminars and independent study as appropriate. All students will learn in mixed subjects, as well as independently on their own. Case studies and exemplar materials that are age phase- and subject-related will support individual context-related learning and assessment needs. Participants will be expected to draw on their own professional experiences and relevant research in order to contribute to, and lead, group activities. Reflective practice will be facilitated in taught sessions and supported by tutorials and online forums on the college VLE. Support will be available for the preparation of the work based assignment.

Most modules will follow a three element structure:

- i) engagement with relevant theory and research in the field,
- ii) application of theory in the students' context and
- iii) critical review of practice and theory.

These three stages of development are very supportive to those unfamiliar with masters level study and will initially involve face to face contact and supported independent study, prior to students completing the module assessment. Module assessments will be directly related to students' work contexts and professional roles, thereby ensuring that students can appreciate the relevance of their study and not feel burdened by workload. The plan is to accredit work that students are engaged in in their professional context and apply this to a theoretical research framework. The types of assessment evidence required encourage direct application to the school context of teachers attending the modules and hence on pupils' learning outcomes. Progress in its realisation will be assessed as participants progress through the programme. Reflection and analysis of progress made, future action planning and how this will be evaluated will be a component of the final major Dissertation. Supervisors and students will be required to comply with the University Code of Research Conduct and Ethics and, where deemed necessary, formal approval for the school-based investigation will be sought via the procedures specified in the Code.

It is intended that participants will be required to engage school colleagues in dissemination activities and in evaluating the effectiveness of those activities. Leeds Trinity will facilitate "poster presentation celebrations", where participants share with others (including invited school colleagues) the outcomes of their assignments, and analyses of school impact / potential school impact.

Impact will be monitored via: module evaluation questionnaires completed by all participants after the final session; impact questionnaires – completed within 6 months of the module, focusing on pupils' learning experiences and school improvement.; focus groups of participants; external examiners' reports – who are asked to include their views about the impact of the courses; partner feedback, through regular meetings with all partners to monitor course implementation and impact; and analysis of module assignments to identify impact on the practice of individual participants.

These strategies will support Leeds Trinity's commitment to active, vocational and ethically-minded learning as all students will be engaged in the exploration of how, for what purpose, and in ways that are professionally appropriate, the research findings and theory can be applied within a school context.

Studying at Masters' Level whilst teaching full-time, or studying for a PGCE qualification, will require support from a range of staff in school and at Leeds Trinity. Students will have access to the Leeds Trinity library, where the librarian dedicated to Education will have been inducted on the needs of the Masters' students, as well as other Leeds Trinity support systems such as IT support and student support. School staff will receive documentation from Leeds Trinity on the demands of the programme and specific learning outcomes, so that they are able to recognise their role in the success of the student. In addition to this, the course will be supported by the virtual learning environment, which will include links to relevant research material, course notes and session outlines, assessment guidance and fora where students can engage in online discussion of key issues and concerns as well as supportive tutorials.

Module tutors will teach the modules and offer tutorial support as part of the module delivery. In addition to this students will be allocated Leeds Trinity progress tutors who will oversee their academic development for the duration of the course. Student will receive one-to-one tutorial support from progress tutors, as well as support at a distance through email or e-conferencing contact. This relationship will last the duration of the programme in order to provide consistency for students in personal, academic support.

PGCE students will also be supported by University Lead Subject Tutors (as with their teacher training). The module tutor/s will provide Lead Tutors with appropriate information so that they can best support students' professional and academic progress.

Students with qualified teaching status working in schools will be supported in school by a senior member of school staff (normally the school CPD Coordinator) who will facilitate appropriate school-based support for the student and act, in part, as a coach to support the students and act as a critical friend. The school-based coach will have a role in engaging the student in evaluation of the impact of their studies on improving outcomes for pupils and on the relationship between this and the school's development targets. The Programme Leader will provide school-based coaches with appropriate information so that they can best support students' professional and academic progress.

CPD Coordinators will be supported by the Leeds Trinity programme leader and teaching staff. Periodically the Leeds Trinity and schools teams supporting the students on the masters course will meet in training and partnership meetings, designed to establish common concerns, needs and development targets for the students and the programme as a whole. These will have an important role in student support and the quality assurance of the masters programme more generally.

6b) Module details

Module number and name	Learning and teaching methods	Assessment				Teaching staff <i>(Indicate module co-ordinator as first name and in bold.)</i>	Venue <i>(if not University premises)</i>
		Component form	Magnitude	Weighting	Timing		
SEDM 1173 Critical Thinking in Secondary Education	Workshops; seminars	Reflective practice assignment	6,000 words or equivalent	100%	End of module	Andrew Pearce ; Claire Smith; Catherine Bell; Lisa Madden; Liz McGuire; Helen Bromley; Rachel Rudman; Jan Sargeant	On and off campus, as appropriate
SEDM 1123 Developing Professional Practice	Self-directed Study and Workshops; tutorials	Reflective practice assignment	6,000 words or equivalent	100%	End of module	Andrew Pearce ; Claire Smith; Catherine Bell; Lisa Madden; Liz McGuire; Helen Bromley; Rachel Rudman; Amanda Fulford; Jan Sargeant	
SEDM 2003 Reflecting on Professional Practice	Self-directed Study and Workshops; tutorials	Portfolio	6,000 words or equivalent	100%	End of module	Andrew Pearce ; Amanda Fulford; Liz McGuire	
SEDM 1093 Learning, Teaching and Assessment	Workshops; seminars	Reflective practice assignment	6,000 words	100%	End of module	Andrew Pearce ; Amanda Fulford	
SED7106 Critical Perspectives on Education	Lectures; seminars.	Portfolio	12,000 words or equivalent	100%	End of module	Amanda Fulford ; Andrew Pearce; Claire Smith; Stephen Wilkinson	
SEDM 1023 Behaviour Management	Workshops; seminars	Reflective practice assignment	6,000 words	100%	End of module	Jan Sargeant ; Andrew Gilliland; Stephen Wilkinson	
SEDM 1136 Dissertation	Self-directed Study and Individual tutorials	Reflective practice assignment	12,000 words	100%	End of module	Amanda Fulford ; Andrew Pearce; Claire Smith	
SEDM 1103 Coaching and Mentoring	Workshops; seminars	Reflective practice assignment	6,000 words	100%	End of module	Claire Smith ; Andrew Pearce	
SEDM 1033 Curriculum Development and Change	Workshops; seminars	Reflective practice assignment	6,000 words	100%	End of module	Claire Smith ; Chris Mullarkey	
SEDM 1043 E-learning	Workshops; seminars and online learning	Reflective practice assignment	6,000 words	100%	End of module	Stephen Wilkinson	
SEDM 1083 Special Educational Needs	Workshops; seminars	Reflective practice assignment	6,000 words	100%	End of module	Beverley Forrest ; Liz McGuire	
SEDM 1113 Effective Subject Leadership	Workshops; seminars	Reflective practice assignment	6,000 words	100%	End of module	Andrew Pearce	
SEDM 1143 Education Leadership	Workshops; seminars	Reflective practice assignment	6,000 words	100%	End of module	Andrew Pearce ; Liz McGuire	
SED7906 Educational Leadership Development	Workshops; seminars; tutorials	Portfolio and Reflective practice assignment	12,000 words	100%	End of module	Liz McGuire ; Andrew Pearce	

SED7916 Catholic Educational Leadership Development	Workshops; seminars; tutorials	Portfolio and Reflective practice assignment	12,0000 words	100%	End of module	Liz McGuire	
SEDM 1133 Critical Thinking in Education	Workshops; seminars	Assignment	6,000 words	100%	End of module	NLO	
SEDM 1153 Developing Practitioner Enquiry	Workshops; seminars	Assignment	6,000 words	100%	End of module	NLO	
SEDM 1003 Research Applications	Lectures; workshops seminars	Assignment	6,000 words	100%	End of module	NLO	
SEDM 1013 School-based Research Applications	Workshops; seminars; tutorials	Reflective practice assignment	6,000 words	100%	End of module	NLO	

6c) Programme objectives covered

	1 (T1)	2 (I1)	3 (K1)	4 (K2)	5a (K3)	5b (T2)	6 (I2)
	<i>Originality and capacity for self-direction</i>	<i>Critical reflection</i>	<i>Knowledge and critical understanding of recent and relevant policy, theories and research</i>	<i>Understand and synthesise information, and communicate conclusions</i>	<i>Develop appropriate and ethical strategies for school-based research</i>	<i>Apply appropriate and ethical school-based research techniques</i>	<i>Application of research and theory in raising standards</i>
SEDM 1173 Critical Thinking in Secondary Education							
SEDM 1123 Developing Professional Practice							
SEDM 2003 Reflecting on Professional Practice							
SEDM 1093 Learning, Teaching and Assessment							
SED 7106 Critical Perspectives on Education							
SEDM 1023 Behaviour Management							
SEDM 1033 Curriculum Development and Change							
SEDM 1043 E-learning							
SEDM 1083 Special Educational Needs							
SEDM 1103 Coaching and Mentoring							
SEDM 1113 Effective Subject Leadership							
SEDM 1143 Education Leadership							
SED 7906 Educational Leadership Development							
SED 7916 Catholic Educational Leadership Development							
SEDM 1136 Dissertation							
SEDM 1153 Developing Practitioner Enquiry (NLO)							
SEDM 1133 Critical Thinking in Education (NLO)							
SEDM 1003 Research Applications (NLO)							
SEDM 1013 School-based Research Applications (NLO)							

7. **Entry requirements**

Postgraduate programmes

Applicant Requirements

Applicants should normally have a relevant UK honours degree, or equivalent.

Student Profile

Most students on the programme will be:

- Trainee teachers following a PGCE course with Leeds Trinity, or
- Trained teachers with Qualified Teacher Status (QTS), or
- Educators from other settings.

Students will need to be able to undertake activities in their work-context that supports their learning and assessed work, such as gathering information from parents, colleagues and colleagues from external agencies who work in partnership with their setting, and implementing and evaluating new approaches to their own practices.

To succeed on the programme students need to be willing and able to undertake independently directed study, including using the learning centre resources such as electronic databases to search for materials and a range of media. They also need to be able to use a range of resources to help them develop their academic skills.

Peer learning in face-to-face taught-sessions and in small tutorial groups is an integral part of the learning experience so it essential that students are willing to participate in collaborative learning as well as individual study.

Students need to be able to use basic ICT facilities, e.g. MS Word, MS PowerPoint, internet, email, blogs and wikis to participate in learning and assessment activities. Students will need access to a computer and the internet.

RPL

Credit may be claimed for prior certificated and/or experiential learning that can be matched to the learning outcomes of specific modules, except SEDM 1136 *Dissertation*.

Students with Level 7 credits from an ITT PGCE course will normally be able to claim 30 credits against SEDM 1173 *Critical Thinking in Secondary Education* and, if applicable, 30 credits against one other module.

8. **Progression, classification and award requirements**

Details of progression and award requirements

(Modules which must be passed for progression and award; any deviation from the standard College stipulations for award classification)

See information in section 4 above.

Students must pass one of the following modules to proceed and qualify for a PGCert:

SEDM 1173	Critical Thinking in Secondary Education	Sem 1&2	30 credits
SEDM 2003	Reflecting on Professional Practice	Sem 1/2	30 credits
SEDM 1093	Learning, Teaching and Assessment	Sem 12	30 credits
SEDM 1133	Critical Thinking in Education	NLO	30 credits
SEDM 1003	Research Applications	NLO	30 credits

In addition to the module requirements relating to a PGCert, SEDM 1136 *Dissertation* must be passed for a student to proceed and qualify for an MA in Education.

All modules must be passed to achieve each award. There is no condonement of failure.

9. Prerequisites

Details of prerequisites

(Modules which must be passed before enrolment on a module at a higher level)
Include rationale to justify imposition of prerequisites.

None.

10. External examining arrangements

External examining arrangements

There will be one External Examiner for the suite of modules, with the exception of *SEDM1173 Critical Thinking in Secondary Education*. As this module is for PGCE students and is studied alongside the professional level PGCE, the External Examiner for the PGCE course will also act as the External Examiner for this module.

11. Additional Information

Any **special features**: details regarding arrangements in respect of any special features of the programme/scheme, for example, study abroad, field course, attachment.

12. Additional support needs

Arrangements made to accommodate students with additional support needs wherever possible. Any unavoidable restrictions are listed below.

(Key aspects of the Impact Assessment for Disability Equality for the Programme)

Tuition will be provided either on ground floor teaching rooms or where there is easy access via the lift on the Leeds Trinity campus.

Teaching materials will be located on the Leeds Trinity VLE so access to these outside of taught sessions will be possible. A forum for dialogue between students, and between students and tutors will also be provided via the VLE.