



PROGRAMME SPECIFICATION

1. General information

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| 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 |
| 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 (this version) (<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. |
| Periodic review next due (<i>academic year</i>) | 2025/26 |
| HECoS subject code(s) | 100464 – Primary Education (25%) 100465 – Secondary Education (25%) 100460 – Further Education (25%) 100461 – Higher Education (25%) |
| UCAS course code & route code (available from Admissions) | N/A |
| SITS codes (<i>Course / Pathway / Route</i>) (available from Student Administration) | MAEDUC NASENCO – PG Cert |
| 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)

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.

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.

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.

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 MA Education is 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.

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).

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

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| <p>Guidance</p> | <p>Generic learning outcomes for the award of a <u>Postgraduate Certificate</u></p> <p>On successful completion of 60 credits at Level 7, students will have demonstrated an ability to:</p> <ol 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 Co-ordination, in addition to the above, also meets the learning outcomes of the National Award as follows:</p> <ol 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; |
| <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 7.</p> | |

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| | <p>(h) Draw on external sources of support and expertise; (i) Develop, implement, monitor and evaluate systems.</p> <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> <p>(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;</p> <p>(ii) Comprehensive knowledge of research techniques and how these can be critically applied to existing knowledge;</p> <p>(iii) Further development of the qualities and transferable skills necessary for employment, including autonomous decision-making in complex situations.</p> |
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5. Content

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| <p>Summary of content by theme (providing a 'vertical' view through the programme)</p> |
| <p>MA Education: On Campus Delivery</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><u>PGCert National Award for Special Educational Needs Co-ordination</u> 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?</p> <p>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</p> |

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.

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

Year 1 Term 2 & 3 – January to June

Core: Students are required to take:

| | | | |
|---------|-----------------------------------|------------|------------|
| SED7033 | Triangulating Theory and Practice | Term 2 & 3 | 30 credits |
|---------|-----------------------------------|------------|------------|

Year 2 Term 1 & 2 – September to March

Core: Students are required to take:

| | | | |
|---------|----------------------------------|------------|------------|
| SED7133 | Contemporary Issues in Education | Term 1 & 2 | 30 credits |
|---------|----------------------------------|------------|------------|

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 |
|---------|--|--------|------------|

Year 3 Term 1, 2 & 3 – September to June

Core: Students are required to take:

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|---------|---|---------------|------------|
| SED7006 | Dissertation/Major Study (submission September) | Term 1, 2 & 3 | 60 credits |
|---------|---|---------------|------------|

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 Co-ordination can use these credits in the MA Education programme in place of:

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

And

| | | | |
|---------|----------------------------------|------------|------------|
| SED7133 | Contemporary Issues in Education | Term 1 & 2 | 30 credits |
|---------|----------------------------------|------------|------------|

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:

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

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

- RPL7003 Recognition of Prior Experiential Learning (30 Credits)
- RPL7006 Recognition of Prior Experiential Learning (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 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 |

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|--|--|---|---|---|--|---|--|---|---|--|--|-----------------|-------------|-----------------------------|-----------------|---------------|-------------------------|-------------------|-------------------------------|------------------------------------|
| 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 | | | | | | | | | | | | | | | | | | | | |

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 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 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 made to accommodate individual needs.

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1. General information

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| Awarding body / institution | Leeds Trinity University |
| Teaching institution | Leeds Trinity University |
| 'Parent' School (<i>ICE / SAC / SSHS</i>) | ICE |
| Professional accreditation body (<i>if applicable</i>) | n/a |
| Final award (<i>eg. BA Hons</i>) | MA Education PGCert in Education PGCert in Behaviour Management PGCert in Coaching & Mentoring PGCert in Education Leadership PGCert in Effective Middle Leadership PGCert in Inclusion and Diversity PGCert in Learning, Teaching, and Assessment PGCert in New Technologies in Education PGCert in Leading RE in Catholic Schools PGCert in Education and Inclusion (National Award for SEN Coordination) |
| Title of programme(s) | MA in Education |
| Subsidiary award(s) (<i>if any</i>) | PG Diploma Education |
| Honours type (<i>Single / Joint / Combined</i>) | n/a |
| Duration and mode(s) of study | PG Cert: normally 1 year MA Education: normally 3 years Part-time with elements of distance/blended learning |
| Start date (<i>this version</i>) (<i>month and year</i>) | September 2016 September 2017 for the PGCert in Education and Inclusion (National Award for SEN Coordination) |
| Periodic review next due (<i>acad. Year</i>) | 2021-2022 |
| JACS subject code(s) (<i>Level 3</i>) | n/a |
| UCAS course code & code name | n/a |
| SITS codes (<i>Course / Pathway / Route</i>) | MAEDUC |
| Delivery venue(s) | Leeds Trinity University, and off campus as appropriate |

2. Aims of the programme

Rationale and general aims

This suite of postgraduate awards aims to offer a highly relevant and practice-focussed programme of study at postgraduate level. It aims to support the continuing development needs of educational professionals from a range of sectors. In contrast to other postgraduate programmes in education that deal almost exclusively with abstract theory, or simply accredit current practice, the distinctive focus on this programme is to enable students to investigate their practice, *whilst* at the same time engaging with the latest research and scholarship, and innovation in teaching and learning. This programme is not just directed at teachers in schools; rather, it is specifically designed to appeal to students 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, and so impacting on their practice as education professionals. A further distinctive feature of all routes is the systematic and critical exploration of reflective practice; this provides a foundation from which other perspectives on educational policy and practice can be examined. This examination of reflective practice is achieved through study of the core module Reflecting on Professional Practice (SED 7123).

This programme takes an original approach to the final phase. Students can opt to study a traditional dissertation – as with most other providers of Master’s qualifications in education. However, they can also pursue a more theoretical/philosophical piece of research. A further alternative is to opt to undertake a major study across an area of thematic interest in education. All options are fully supported as the student moves out of phase 2 into phase 3 so that the choice is confidently made before the final phase commences.

These aims will be achieved by enabling students to:

- develop their knowledge, understanding, skills and professional practice in order to support improvements in teaching and learning;
- critically evaluate and reflect on research, contemporary educational scholarship, national initiatives and policy;
- employ practitioner enquiry approaches, and synthesise educational theory and research;
- critically evaluate how theory and research can inform practice in educational settings;
- use a range of sources of evidence to engage critically in reflection on their personal development as education professionals.

As a programme of professionally relevant CPD, the MA Education is 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 currently undertaking an Initial Teacher Education (ITE) programme, and who study 60 credits from the MA in Education suite as part of their PGCE experience;
- Students who are progressing from their ITE programme, and wish to continue study. They typically have achieved 60 Master’s level credits from their ITE

programme either at Leeds Trinity, or another institution. Some students bring only 30 credits. These are students who therefore progress to the MA and continue study during their Newly Qualified Teacher (NQT) or Recently Qualified Teacher (RQT) year;

- 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 are then encouraged to progress onto the full MA Education programme, and enter directly into phase 2;
- 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 in Education and Inclusion (National Award for SEN Coordination, for example, fully meets the learning outcomes of the National Award for SEN Coordination as set by the National College for Teaching and Leadership.

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)
- employability skills I

On successful completion of the programme students will have demonstrated:

Knowledge outcomes

- 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 in 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.

3a External benchmarks

Statement of congruence with the relevant published subject benchmark statements

The MA Education relates closely to the category of Master's Degree identified by the QAA as 'a specialised or advanced study master's degree'. The relevant QAA Characteristics Statement (September 2015) for a Master's Degree identifies the following features:

8. 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;
9. 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);
10. 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.

The following characteristics are often associated with these specialist or advanced study programmes:

11. They are usually predominantly composed of structured learning opportunities (are 'taught');
12. 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;
13. They include research methods training, which may be provided in a range of different ways (for example, through content modules);
14. 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 MA Education aligns closely with these characteristics because of the following features:

- It is designed to meet the professional needs of those entering professional work in education, or those seeking to further their careers (see 1 above);
- The programme builds on students' existing specialisms in education, gained either from undergraduate study, or from professional programmes of ITE, or related professional routes (see 2 and 3 above);
- The programme is fully taught in the first two phases, including research methods training, in order to build towards students' more autonomous working on the final 60 credit phase (see 4, 5 and 6 above);
- The programme allows students to exit with an award of PGCert (60 credits) or a contained award of PG Diploma (120 credits – see 7 above).

The PGCert in Education and Inclusion (National Award for SEN Coordination) fully meets the learning outcomes of the National Award. The Ministerial and Public Communications Division of the Department for Education have confirmed that The National College for Teaching and Leadership (NCTL) has handed over the National SENCO Award entirely to the Special Educational Needs system, and that providers are at liberty to create and accredit their own versions of the training, as long as it complies with the published learning outcomes. The PGCert in Education and Inclusion fully meets these learning outcomes.

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></p> <p>On successful completion of 60 credits at Level 7, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> (v) Develop new skills to a high level and advance knowledge and understanding in the discipline and/or area of professional practice; (vi) Approach complex issues in a systematic and creative manner and make sound judgements in the absence of comprehensive information/data; (vii) Communicate judgements and conclusions to different audiences; (viii) Develop the qualities and transferable skills necessary for employment including the ability to exercise initiative and personal responsibility; <p>The PGCert in Education and Inclusion (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"> (j) The statutory and regulatory context for SEN and disability equality; and the implications for practice in their school or work setting; (k) The principles and practice of leadership in different context; (l) How SEN and disabilities affect pupils' participation and learning; (m) Strategies for improving outcomes for pupils with SEN and/or disabilities; (n) Work strategically with senior colleagues and governors; (o) Lead, develop and, where necessary, challenge senior leaders, colleagues and governors; (p) Critically evaluate evidence about learning, teaching and assessment in relation to pupils with SEN to inform practice; (q) Draw on external sources of support and expertise; (r) Develop, implement, monitor and evaluate systems. <p>Generic learning outcomes for the award of a <u>Postgraduate Diploma</u></p> <p>On successful completion of 120 credits at Level 7, students will have demonstrated, in addition to the outcomes for a postgraduate certificate:</p> |

| | |
|--|--|
| | <p>(iv) 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;</p> <p>(v) Comprehensive knowledge of research techniques and how these can be critically applied to existing knowledge;</p> <p>(vi) Further development of the qualities and transferable skills necessary for employment including autonomous decision-making in complex situations.</p> <p>Generic learning outcomes for the award of a <u>Master's Degree</u></p> <p>On successful completion of 180 credits at Level 7, students will have demonstrated, in addition to the outcomes for a postgraduate diploma:</p> <p>(i) Conceptual and/or empirical understanding that informs advanced scholarship and the ability to apply research techniques and existing knowledge to create new and original knowledge in the disciplinary context and/or area of professional practice.</p> <p>(ii) The ability to learn independently for continuing professional development.</p> |
|--|--|

5. Content

| Summary of content by theme |
|---|
| <p>MA Education: On Campus Delivery</p> <p>The programme provides a structured approach to the development of key knowledge and skills. In phase 1, comprising 2 x 30 credit modules (SED 7123 Reflecting on Professional Practice, and SED 7133 Contemporary Perspectives on Education), the emphasis is on reflecting on practice: students explore the theme of professionalism though attention to critical reflections on their own professional setting, role and in relation to external standards. This emphasis on reflective practice is a distinctive feature of all routes in the suite of programmes. The Reflecting on Professional Practice module (SED 7123) provides a structured foundation for study of other modules that require students to critically engage with their own practice. It is deliberately centred around the student's own setting in order to consider new perspectives and research, and therefore to draw innovative conclusions relevant to their own professional setting. This module supports the ethos of the programme that enables students to start from their current experience, and practice, and to move forward to consider the bigger picture. This initial focus is then broadened to an investigation of wider contemporary educational issues and perspectives, and to emerging scholarship and research.-</p> <p>In phase 2, comprising 2 x 30 credit modules, (SED 7143 Investigating Professional Practice, and SED 7153 Research Methods for Education), the emphasis is on investigating practice: students are given a thorough grounding in research methods, and present a comprehensive proposal for a piece of independent research in the final phase. In addition, students explore an aspect of their own practice through undertaking the process of planning for a small scale action research project. The choice of action research</p> |

is deliberate given that most educational settings use forms of action research to evaluate and improve practice, and to consider aspects of professional development.

In phase 3, the emphasis is on enriching practice. Students pursue a significant piece of research through completion of either an Empirical Dissertation (SED 7166), a Philosophical Dissertation (SED 7176), or through a Major Study (SED 7186). Students' choice of module 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. All three 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.

PGCE ITE Primary and Secondary: On and Off-Campus Delivery

For the PG Certificate delivered as part of the PGCE ITE programmes, students study 2 x 30 credit modules contextualised to their age phase. For secondary, students study Planning for progression (SED 7293), and Supporting Individuals (SED 7303). Primary students study the primary contextualised versions: Planning for Progression (PED 7313) and Supporting Individuals (PED 7323). For both primary and secondary, these modules focus on planning for pupil progression, and supporting individual needs, in line with national priorities. Students who successfully complete these 60 credits, and wish to continue with their level 7 studies, can progress directly onto phase 2 of the MA Education programme as above.

School CPD: Off Campus Delivery

For the PG Certificate, students will initially study the 30 credit module Reflecting on Professional Practice (SED 7123), followed by one of the specialist 30 credit modules that is relevant to their school's/organisation's CPD needs for its staff. This allows a structured induction to study at level 7. The emphasis is on reflecting on practice: students explore the theme of professionalism through attention to critical reflections on their own professional setting, role and standards. This focus is then broadened to an investigation of a theme relevant to the school's/organisation's priorities and action planning. Students who successfully complete these 60 credits, and wish to continue with their level 7 studies, can progress onto phase 2 of the MA Education programme as above.

For the PGCert in Education and Inclusion (National Award for SEN Co-ordination), students will have a structured induction on campus at the University for each module, with the remaining content of the 2 x 30 credit modules being delivered in the Local Authority area.

6. Structure

MA in EDUCATION / PG DIPLOMA / PGCERT

Duration: 3 years (up to 5 years) part-time
Total credit rating: MA in Education 180 credits;
PG Diploma 120 credits;
PG Certificate 60 credits

Master of Arts in Education (on campus delivery)

Duration: Normally 3 years (up to 5 years) part-time
Credit Rating: 180

Students are required to take the following modules:

PHASE 1:

| | | | |
|---------|--|-------|------------|
| SED7123 | Reflecting on Professional Practice | Sem 1 | 30 credits |
| SED7133 | Contemporary Perspectives on Education | Sem 2 | 30 credits |

PHASE 2:

Progression requirements: a minimum of 30 credits from phase 1, or RP(E)L equivalent

| | | | |
|---------|-------------------------------------|-------|------------|
| SED7143 | Investigating Professional Practice | Sem 1 | 30 credits |
| SED7153 | Research Methods for Education | Sem 2 | 30 credits |

For the award of MA, candidates are required to take ONE of the following:

PHASE 3:

Progression requirements: 120 credits from phases 1 and 2

| | | | |
|---------|-----------------------------|---------|------------|
| SED7166 | Empirical Dissertation† | Sem 1&2 | 60 credits |
| SED7176 | Philosophical Dissertation† | Sem 1&2 | 60 credits |
| SED7186 | Major Study† | Sem 1&2 | 60 credits |

NOTE:

- All modules must be passed for the target award; there is no condonement of marginal failure;
- † Denotes a spanning module whose delivery and assessment takes place across 2 academic years: students study from September to July, and can submit for assessment either in September or the following January.

Postgraduate Certificate in Education (on or off campus delivery/school CPD)

Duration: Normally 1 year part-time

Credit Rating: 60

Postgraduate Certificate in Education

Students are required to take the following modules:

| | | | |
|----------|-------------------------------------|---------|------------|
| SED7123 | Reflecting on Professional Practice | Sem 1/2 | 30 credits |
| SED7243* | Independent Study | Sem 1/2 | 30 credits |

Postgraduate Certificate in Behaviour Management

Students are required to take the following modules:

| | | | |
|----------|-------------------------------------|---------|------------|
| SED7123 | Reflecting on Professional Practice | Sem 1/2 | 30 credits |
| SED7193* | Behaviour Management | Sem 1/2 | 30 credits |

Postgraduate Certificate in Coaching & Mentoring

Students are required to take the following modules:

| | | | |
|----------|-------------------------------------|---------|------------|
| SED7123 | Reflecting on Professional Practice | Sem 1/2 | 30 credits |
| SED7203* | Coaching and Mentoring | Sem 1/2 | 30 credits |

Postgraduate Certificate in Education Leadership

Students are required to take the following modules:

| | | | |
|----------|-------------------------------------|---------|------------|
| SED7123 | Reflecting on Professional Practice | Sem 1/2 | 30 credits |
| SED7213* | Education Leadership | Sem 1/2 | 30 credits |

Postgraduate Certificate in Effective Middle Leadership

Students are required to take the following modules:

| | | | |
|----------|-------------------------------------|---------|------------|
| SED7123 | Reflecting on Professional Practice | Sem 1/2 | 30 credits |
| SED7223* | Effective Middle Leadership | Sem 1/2 | 30 credits |

Postgraduate Certificate in Inclusion and Diversity

Students are required to take the following modules:

| | | | |
|----------|-------------------------------------|---------|------------|
| SED7123 | Reflecting on Professional Practice | Sem 1/2 | 30 credits |
| SED7233* | Inclusion and Diversity | Sem 1/2 | 30 credits |

Postgraduate Certificate in Learning, Teaching, and Assessment

Students are required to take the following modules:

| | | | |
|----------|-------------------------------------|---------|------------|
| SED7123 | Reflecting on Professional Practice | Sem 1/2 | 30 credits |
| SED7253* | Learning, Teaching, and Assessment | Sem 1/2 | 30 credits |

Postgraduate Certificate in New Technologies in Education

Students are required to take the following modules:

| | | | |
|----------|-------------------------------------|---------|------------|
| SED7123 | Reflecting on Professional Practice | Sem 1/2 | 30 credits |
| SED7263* | New Technologies in Education | Sem 1/2 | 30 credits |

Postgraduate Certificate in Leading RE in Catholic Schools

Students are required to take the following modules:

| | | | |
|----------|-------------------------------------|---------|------------|
| SED7123 | Reflecting on Professional Practice | Sem 1/2 | 30 credits |
| SED7333* | Leading RE in Catholic Schools | Sem 1/2 | 30 credits |

Postgraduate Certificate in Educational Leadership in Catholic Schools

Students are required to take the following modules:

| | | | |
|----------|--|---------|------------|
| SED7123 | Reflecting on Professional Practice | Sem 1/2 | 30 credits |
| SED7343* | Educational Leadership in Catholic Schools | Sem 1/2 | 30 credits |

Postgraduate Certificate in Education and Inclusion (National Award for SEN Coordination)

Students are required to take the following modules:

| | | | |
|---------|-------------------------------------|---------|------------|
| SED7123 | Reflecting on Professional Practice | Sem 1/2 | 30 credits |
| SED7003 | Education and Inclusion | Sem 1/2 | 30 credits |

Postgraduate Certificate in Education Leadership (Promoting Excellence Cohort Only)

Students are required to take one of the following modules:

| | | | |
|----------|--------------------------------------|---------|------------|
| SED7276* | Catholic Educational Leadership Devt | Sem 1&2 | 60 credits |
| SED7286* | Educational Leadership Development | Sem 1&2 | 60 credits |

* These modules are available for Continuing Professional Development (CPD), and/or Recognition of Prior Learning purposes.

NOTE:

- Both modules must be passed for the target award; there is no condonement of marginal failure;
- Students submitting an application for RP(E)L towards an award of PGCert MUST study SED7123 Reflecting on Professional Practice, AND can claim an additional 30 credits of RP(E)L;
- Because of the bespoke nature of this type of CPD provision, the exact timing of module delivery is negotiated with the relevant school/organisation.
-

Postgraduate Certificate in Education (PGCE ITE Primary and Secondary delivery):

Duration: Normally 1 year part-time
Credit Rating: 60

Secondary ITE students are required to take the following modules:

| | | | |
|---------|--------------------------|---------|------------|
| SED7293 | Planning for Progression | Sem 1/2 | 30 credits |
| SED7303 | Supporting Individuals | Sem 1/2 | 30 credits |

Primary ITE students are required to take the following modules:

| | | | |
|---------|--------------------------|---------|------------|
| PED7313 | Planning for Progression | Sem 1/2 | 30 credits |
| PED7323 | Supporting Individuals | Sem 1/2 | 30 credits |

NOTE:

- Both modules must be passed to achieve the award of PG Cert. There is no condonement of failure.

7. Learning, teaching and assessment

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

In line with the Institute of Childhood and Education’s action plan for the Leeds Trinity Learning, Teaching, and Assessment Strategy 2015 – 2019, the following approaches are prioritised within delivery across the MA in Education modules:

Teaching:

- **Ensuring effective use of technology** on a consistent basis to enhance learning (on the MA, we will increase the use of Panopto and best practice in use of Moodle to enhance learning for students studying off-campus);
- **Small group activities** have always been at the centre of the MA teaching approaches. This allows experienced professionals to network and to personalise their learning experience;
- **Use of Moodle** enables all materials to be available in advance. For example, in the CPE module, pre-reading is required for each session. Following sessions, students use a Moodle forum to continue seminar discussions to inform summative assessments;

Learning:

- **To further improve the use of research-informed practice.** On the MA, subject experts who are also research active integrate their research into their teaching. For example, the Programme leader's research on conducting tutorials has impacted on the delivery of group and individual tutorials on the programme;
- **Sharing of innovative and best practice.** Throughout the programme on the MA, it is an expectation that students share their best practice from across different sectors/contexts with their peers. For example, on the CPE module, students bring examples of institutional and personal best practice to inform seminars. Tutors share best practice through regular cluster and MA Team Moderation meetings;
- **Student-led enquiry.** On the MA, every student's learning is rooted in their professional practice. For example, the Independent Study is entirely driven by students' professional needs and priorities, and so is student-led.

Assessment:

- **To monitor and record the use of peer assessment.** On the MA, this is undertaken via peer input and assessment: (a) on poster presentations in the IPP module; (b) in the writing workshop on the CPE module; (c) in the writing-up phase of the Dissertations/Major Study;
- **Recording of formative assessment.** On the MA, in the first semester, the induction work will focus on formative feedback in criticality, academic conventions and critical writing. These are essential skills that will support learning on all other modules for the remainder of the MA. Modular tutorials provide an opportunity for formative feedback on work for summative assessment. In the Dissertations/Major Study, continual formative feedback is provided by the allocated supervisor(s).
- **Ensuring high quality feedback.** On the MA, we will continue the best practice that has been identified by External Examiners. This includes a dialogic approach to summative feedback; feed-forward comments, and respectful, transparent and criterion-referenced comments. We will continue to develop this practice by cross-moderation between tutors from different programmes in ICE; for example, through the double marking of dissertations, and cross-phase moderation;
- **Each module has a bespoke handbook.** These clearly delineate the rationale for the form of assessment. Every module is assessed in line with the Leeds Trinity University postgraduate assessment criteria which are published in the MA Programme Handbook, and introduced both at induction, and early in each module delivery.

7b) Module details

| Module number and name | Learning and teaching methods | Assessment | | | | Teaching staff (Module co-ordinator shown as first name, in bold script) | Venue (if not University premises) |
|--|--------------------------------------|---|---|----------------------------|---|---|---------------------------------------|
| | | Component form (eg. Assessed essay or Unseen paper) | Magnitude (eg. 2,000 words or 2 hours) | Weighting and/or Pass/Fail | Timing (Semester & indicative teaching week) | | |
| MA in Education – on campus delivery | | | | | | | |
| SED 7123 Reflecting on Professional Practice | Lectures, seminars, tutorials | Portfolio | 6000 words or equivalent | 100% | End of Sem 1 | Andrew Pearce | |
| SED 7133 Contemporary Perspectives on Education | Lectures, workshops and seminars | Reflective Account 1 Reflective Account 2 Action Plan and Rationale | 2000 words 2000 words 2000 words equivalent | 33% 33% 34% | End of Sem 2 | Amanda Fulford | |
| SED 7143 Investigating Professional Practice | Workshops and seminars | Oral Poster Presentation Essay | 15 minutes 3000 words | 50% 50% | End of Sem 1 | Claire Smith | |
| SED 7153 Research Methods for Education | Seminars, Workshops, Tutorials | Research Proposal (for phase 3) | 6000 words | 100% | End of Sem 2 | Amanda Fulford | |
| SED 7166 Empirical Dissertation | Workshops and individual supervision | Empirical Dissertation | 12000 words | 100% | Sem 1&2 | Amanda Fulford | |
| SED 7176 Philosophical Dissertation | Workshops and individual supervision | Philosophical Dissertation | 12000 words | 100% | Sem 1&2 | Amanda Fulford | |
| SED 7186 Major Study | Workshops and individual supervision | Research Report | 12000 words | 100% | Sem 1&2 | Amanda Fulford | |
| PGCE ITE Primary and Secondary Delivery | | | | | | | |
| SED 7293 Planning for Progression | Lectures, workshops and seminars | Coursework Written Report | 2000 words 4000 words | 34% 66% | End of Sem 1 | Andrew Pearce | |
| SED 7303 Supporting Individuals | Lectures, workshops and seminars | Coursework Written Report | 2000 words 4000 words | 34% 66% | End of Sem 2 | Andrew Pearce | |

| Module number and name | Learning and teaching methods | Assessment | | | | Teaching staff (Module co-ordinator shown as first name, in bold script) | Venue (if not University premises) |
|---|----------------------------------|--|---|----------------------------|---|---|---|
| | | Component form (eg. Assessed essay or Unseen paper) | Magnitude (eg. 2,000 words or 2 hours) | Weighting and/or Pass/Fail | Timing (Semester & indicative teaching week) | | |
| PED 7313 Planning for Progression | Lectures, workshops and seminars | Coursework Written Report | 2000 words 4000 words | 34% 66% | End of Sem 2 | Jonathan Doherty | |
| PED 7323 Supporting Individuals | Lectures, workshops and seminars | Coursework Written Report | 2000 words 4000 words | 34% 66% | End of Sem 1 | Jonathan Doherty | |
| PGCert – School CPD (off campus delivery)/RPEL | | | | | | | |
| SED 7123 Reflecting on Professional Practice | Lectures, seminars, tutorials | Portfolio | 6000 words or equivalent | 100% | End of module | Andrew Pearce | Schools and/or other educational institutions |
| SED 7253 Learning, Teaching and Assessment | Seminars, Workshops, Tutorials | Reflective Practice Assignment | 6000 words | 100% | End of module | Andrew Pearce | Schools and/or other educational institutions |
| SED 7213 Education Leadership | Seminars, Workshops, Tutorials | Reflective Practice Assignment | 6000 words | 100% | End of module | Andrew Pearce | Schools and/or other educational institutions |
| SED 7243 Independent Study | Workshops, Tutorials | Written Report | 6000 words | 100% | End of module | Amanda Fulford | Schools and/or other educational institutions |
| SED 7193 Behaviour Management | Seminars, Workshops, Tutorials | Reflective Practice Assignment | 6000 Words | 100% | End of module | Jan Sargeant | Schools and/or other educational institutions |
| SED 7203 Coaching and Mentoring | Seminars, Workshops, Tutorials | Reflective Practice Assignment | 6000 Words | 100% | End of module | Claire Smith | Schools and/or other educational institutions |

| Module number and name | Learning and teaching methods | Assessment | | | | Teaching staff (Module co-ordinator shown as first name, in bold script) | Venue (if not University premises) |
|---|--------------------------------|--|---|----------------------------|---|---|---|
| | | Component form (eg. Assessed essay or Unseen paper) | Magnitude (eg. 2,000 words or 2 hours) | Weighting and/or Pass/Fail | Timing (Semester & indicative teaching week) | | |
| SED 7003 Education and Inclusion | Seminars, Workshops, Tutorials | Portfolio | 6000 words | 100% | End of module | tbc | Schools and/or other educational institutions |
| SED 7223 Effective Middle Leadership | Seminars, Workshops, Tutorials | Reflective Practice Assignment | 6000 words | 100% | End of module | Andrew Pearce | Schools and/or other educational institutions |
| SED 7263 New Technologies in Education | Seminars, Workshops, Tutorials | Reflective Practice Assignment | 6000 words | 100% | End of module | Stephen Wilkinson | Schools and/or other educational institutions |
| SED 7233 Inclusion and Diversity | Seminars, Workshops, Tutorials | Reflective Practice Assignment | 6000 words | 100% | End of module | Jonathan Glazzard | Schools and/or other educational institutions |
| SED 7333 Leading RE in Catholic Schools | Seminars, Workshops, Tutorials | Reflective Practice Assignment | 6000 words | 100% | End of module | Liz McGuire | Schools and/or other educational institutions |
| SED 7343 Educational Leadership in Catholic Schools | Seminars, Workshops, Tutorials | Reflective Practice Assignment | 6000 words | 100% | End of module | Liz McGuire | Schools and/or other educational institutions |
| SED 7276 Catholic Educational Leadership Development (for Catholic Schools) | Seminars, Workshops, Tutorials | Reflective Journal Portfolio Individual Presentation | 2400 words 6000 words 3600 words equivalent | 20% 50% 30% | End of module | Liz McGuire | Schools and/or other educational institutions |
| SED 7286 Educational Leadership Development (for non Catholic Schools) | Seminars, Workshops, Tutorials | Reflective Journal Portfolio Individual Presentation | 2400 words 6000 words 3600 words equivalent | 20% 50% 30% | End of module | Liz McGuire | Schools and/or other educational institutions |

8. Entry requirements

Postgraduate degree programmes

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

- A good honours degree from a UK institution (or equivalent).

For students whose first language is not English, the following requirements must be met:

- The British Council IELTS with a score of 6.5 (with not less than 6.0 in any component);

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 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)

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 RP(E)L;
- Only 30 credits of the Postgraduate Certificate can be achieved through RP(E)L. According to University Regulations, up to 40 credits can be achieved through RP(E)L in a PG Certificate; however, on the MA in Education, this is restricted to 30 credits because of course structure and module credit values;
- All modules must be passed to achieve the award; there is no condonement of failure.

Award of Postgraduate Diploma in Education (120 credits)

- Students may exit the programme and receive the contained award of PG Diploma if they have achieved 120 credits through study, or through study and RP(E)L;
- According to University Regulations, up to 80 credits can be achieved through RP(E)L in a PG Diploma; however, on the MA in Education, this is restricted to 60 credits because of course structure and module credit values.

Award of Master of Arts Education (180 credits)

- For the award of Master of Arts Education, students must achieve 180 credits;
- Only 120 credits of the Master of Arts in Education can be achieved through RP(E)L;
- RP(E)L cannot be claimed for either the Empirical Dissertation (SED 7166), the Philosophical Dissertation (SED 7176) or the Major Study (SED 7186);
- All modules must be passed to achieve the award; there is no condonement of failure;
- Classification of the award is determined solely by marks for modules studied at Leeds Trinity University; credits accrued through RP(E)L 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:

- (iii) Students must have achieved a minimum of 30 credits, through study and/or RP(E)L, before being eligible to progress to phase 2 of the MA in Education. Students with a fail, or with approved pre-assessment extenuating circumstances for SED 7123 Reflecting on Professional Practice must successfully submit (in the case of extenuating circumstances) or re-sit (in the case of a fail) or in the August re-assessment period in order to be eligible for progression to phase 2. Students with a fail, or with approved pre-assessment extenuating circumstances for SED 7133 Contemporary Perspectives on Education must successfully submit (in the case of extenuating circumstances) or re-sit (in the case of a fail) in the September re-assessment period in order to be eligible for progression to phase 2.
- (iv) Students must have achieved 120 credits before being eligible to progress to phase 3 of the MA in Education. Students with a fail, or with approved pre-assessment extenuating circumstances for SED 7143 Investigating Professional Practice must successfully submit (in the case of extenuating circumstances) or re-sit (in the case of a fail) or in the August re-assessment period in order to be eligible for progression to phase 3. Students with a fail, or with approved pre-assessment extenuating circumstances for SED 7153 Research Methods for Education must successfully submit (in the case of extenuating circumstances) or re-sit (in the case of a fail) at a date to be set in January. They must then temporarily withdraw; successfully re-submit in January and have their credits confirmed by the June Board of Examiners in order to be eligible for progression to phase 3.
- (v) Students must have passed, or made a successful RP(E)L application against SED 7153 (Research Methods for Education) before progressing to study one of the phase 3 modules SED 7166 (Empirical Dissertation); SED 7176 (Philosophical Dissertation), or SED 7186 (Major Study).

NOTE in relation to progression:

In order to enable progression between phases of the MA in Education, submission and re-submission times are scheduled as follows:

| | Module | Submiss- ion | BoE | Resit | BoE |
|-----------------|--------|-----------------|-----|-------|-----|
| PHASE 1: | | | | | |

| | | | | | |
|-----------------|--|-----------|-----------|--|-----------------|
| SED7123 | Reflecting on Professional Practice | April | June | August | Early September |
| SED7133 | Contemporary Perspectives on Education | September | November* | Fails/ECs all twd Re-submit January | June** |
| PHASE 2: | | | | | |
| SED7143 | Investigating Professional Practice | April | June | August | Early September |
| SED7153 | Research Methods for Education | June | November* | Fails/ECs all twd Re-submit January | June** |

*Students will be provisionally registered only for the next phase until confirmation of credits is received.

** For students who fail, or have approved Extenuating circumstances, they are required to temporarily withdraw, to re-submit successfully, and re-join at the beginning of the next phase

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level

See above.

11. External examining arrangements

External examining arrangements

The MA Education has one External Examiner for the programme. The External examines work from modules delivered on campus at Leeds Trinity, and as CPD in partnership schools/organisations. This affords the External a holistic view of modules from the MA suite delivered across diverse contexts, thus providing strong quality assurance for the programme.

11. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme

Most students undertake the majority of their study off-campus, only coming to the University for formal lectures, tutorials and/or supervision meetings. Some students – especially those undertaking PGCert programmes as school CPD, rarely visit the campus, if at all. Because of the nature of their study, students are strongly reliant on IT systems for accessing Moodle, the Library and other resources.

Where students on the MA Education programme carry out empirical research, and collect data from human participants as part of their work on the module, they will be required to

make a successful application for ethical clearance before any such data collection is undertaken. This application will be considered by the ICE Research Ethics Committee, and by the Leeds Trinity Research Ethics Sub Committee if a decision cannot be reached, or in exceptional circumstances where the ICE Committee does not consider that it has the expertise to deal with the application at a School level. Full ethical clearance is required in the Empirical Dissertation (SED 7166). Ethical clearance is *not* required in other phase 3 modules (SED 7176 Philosophical Dissertation and SED 7186 Major Study) as no empirical data will be collected. However, for these modules, students will be required to complete the Leeds Trinity Research Ethics Self-Assessment proforma to ensure that an ethical clearance application is not needed. This will be scrutinised by the relevant Module Tutor and submitted to the ICE Ethics Committee for its records.

12. Additional support needs

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

Students are provided with opportunities to discuss and disclose any personal / health / domestic or other issues that might affect either access to study or their full participation. These include at induction, through the module and personal tutorial systems, and through the annual review in phases 1 and 2. In addition, the following procedures are in place:

- Module sessions are timed to ensure that students are able to travel to, and from, the University after work with attention given to the availability of local transport networks;
- Tuition will be provided either in ground floor teaching rooms, or where there is easy access via a lift to upper floors on the Leeds Trinity campus. Where students are not able to access staff offices in ICE, alternative accommodation will be booked for tutorial sessions;
- Module and Personal Tutors annually review student support plans with students, and liaise with the Dyslexia and Disability Support Staff as appropriate;
- Module tutors ensure that support materials – and additional tutorial support as necessary - are made available for any students who are unable to attend any sessions due to professional commitments or health/domestic issues;
- Students attend a review tutorial towards the end of the first and second phases. This more formal reflection and review opportunity enables a discussion on progression, and guidance on appropriate pathways for study. This is in addition to access to standard module and personal tutorials;
- Students whose programmes are delivered mainly off-campus are entitled to access all support services provided by the University. In order that students can easily access support for academic writing, and preparation for assessment, attention is given to ensuring that the design of programmes includes time for the delivery of these aspects of the course.