

Nottingham Trent University

Programme Specification

Basic Programme Information	
1	Awarding Institution: Nottingham Trent University
2	School/Campus: School of Education/ Clifton campus/ Offsite
3	Final Award, Programme Title and Modes of Study: MA Education MA Special and Inclusive Education, MA Educational Leadership and Management, MA Teaching and Learning, MA Teaching & Learning in Higher Education, MA Early Years Education, MSc Science, Technology, Engineering and Mathematics Education (STEM) Part time/Full time
4	Normal Duration: One - Five Years (flexible) for the Masters programmes with the exception of One to Four years for the MSc STEM Education and MA Teaching and Learning in Higher Education
5	UCAS code: not applicable

6	Overview and general educational aims of the programme
	<p>This modular Postgraduate cluster of programmes has been designed by Nottingham Trent University (NTU) in collaboration with other education providers and is designed to provide any learner with an interest in education in extending and developing their knowledge, skills and understanding of education to an advanced level. Through studying on the Masters programmes you will learn to become an autonomous, creative, analytical problem-solver both as an individual and in working with others. You will experience a stimulating programme of activities and research, aimed at developing your skills, knowledge and understanding of education in its widest sense</p> <p>The Masters programme will provide you with extensive knowledge of education and specialist areas, including relevant professional knowledge and skills and informed respect for the associated principles, values and ethics.</p> <p>The programme offers staged awards of Postgraduate Certificate (PGCert), Postgraduate Diploma (PGDip – which can be awarded in named pathways) or the full Masters Qualification (MA/MSc).</p> <p>Seven named pathways are available to study and you will graduate with one of the awards listed below:</p>

MA Education

This award is the generic outcome, suitable if you prefer not to take a defined pathway but wish to undertake a wide ranging route through the programme, allowing scope to investigate a range of issues impacting on education in general and your organisation in particular. You are free to select any mix of modules offered.

MA Special and Inclusive Education

This award gives you the opportunity to explore issues relating to special and inclusive education policies, practice and proposals. It is grounded in theory and allows you to relate practice to policy and the impact on learners and organisations.

MA Educational Leadership and Management

This award gives you the opportunity to learn more about management and leadership in an educational context. You may be a manager already or hope to become one. You will develop a deeper understanding of education policy and its impact on organisations, staff and students, through the study of management theory as related to your particular work context.

MA Teaching and Learning

This award will further develop your skills and knowledge of classroom practice, curriculum development, and design. You may come from any sector of education and training and the programme will give you the opportunity to relate pedagogical research and government policy to your organisation and develop appropriate teaching and learning related responses to meet the needs of your students or trainees.

MA Teaching & Learning in Higher Education

This award helps you to develop your skills and knowledge of teaching & learning in Higher Education, including curriculum development, design and evaluation as well as e-learning provision. You will already be a lecturer, researcher or a member of learning and teaching support staff in Higher Education with Higher Education Academy (HEA) membership or a Postgraduate Certificate in Higher Education (PGCHE).

MA Early Years Education

This award will develop your reflection on current principles and practice in early years and the skills needed to sustain innovative practice within an early years environment. This context may involve working with children and practitioners, could extend to working with colleagues in advisory or teaching role. You will consider international pedagogy and practice and reflect on established philosophy using a different lenses and perspectives.

MSc Science, Technology, Engineering and Mathematics Education (STEM)

This award gives you the opportunity to explore issues relating to science, technology, engineering and mathematics education. Drawing on expertise in STEM subjects and pedagogy, you will develop your pedagogic and subject knowledge appropriate to your teaching within Primary, Secondary, Tertiary or Higher Education and will have a PGCE in STEM subject.

In summary, the overall aims of the Masters programme are:

<ol style="list-style-type: none"> 1. To stimulate and support the enhancement of knowledge, understanding and skills of relevance to learning appropriate, to your professional responsibilities; 2. To provide for the development and recognition of specialist interests and expertise as well as for broadly-based study; 3. To quickly and robustly adapt to accommodate and provide for new developments in educational policy and practice; 4. To have a modular design which supports both continuous and discontinuous study; 5. To provide a clear and progressive framework of awards at postgraduate levels; 6. To accommodate and support both APEL; 7. To be administratively simple and to provide you with regular and explicit information on your progress and achievements.
<p>7 Programme outcomes Programme outcomes describe what you should know and be able to do by the end of your programme if you take advantage of the opportunities for learning that we provide.</p>
<p>Knowledge and understanding. By the end of the programme you should be able to:</p>
<p>Masters Degree in Education (MA/MSc)</p> <p>The generic programme outcomes for all awards are:</p> <ul style="list-style-type: none"> • demonstrate comprehensive, specialised knowledge of current debates, policy, evidence and theory regarding education; • be knowledgeable about a range of advanced research methods using research methods literature and critique modes of data collection, summary and analyses; • communicate an informed and critical understanding of contemporary debate regarding the relative merits of differing research methodologies; • design and undertake an in depth systematic investigation of an educational question in a field within which they have developed specialised knowledge; • critically evaluate a range of published research reports and provide an assessment of the validity of their conclusions;
<p>Skills, qualities and attributes. By the end of the programme you should be able to:</p>
<p>Masters Degree in Education (MA /MSc)</p> <ul style="list-style-type: none"> • critically evaluate contemporary debate about the relative merits of differing research methodologies; • undertake, in an independent manner, systematic enquiry into a matter of educational significance, drawing, as appropriate, on both extant literature and primary data derived from first-hand investigation; • undertake a systematic bibliographic search, using relevant data, and write a structured, informed, critical and considered review of extant knowledge and debate relevant to a question within a field in which they have acquired specialised knowledge; • employ academic writing at masters level writing and use appropriate referencing conventions with accuracy and consistency; • apply knowledge to inform educational practice and its development in a number of contexts including, where appropriate, their own

workplace and practices	
8	Teaching and Learning Methods
<p>This is an interactive and participative programme utilising a mix of learning and teaching methods, with a balance between tutor input and student involvement. There are both independent learning modules as well as taught cohort modules. Lectures, guest speakers, directed tasks, multimedia presentations and videos are used in taught sessions. In independent learning modules, you have a taught session at the start of the module and then guided to use NTU's virtual learning environment (VLE) and one to one tutorials.</p> <p>As experienced and developing professionals each group member will bring their own strengths to the interaction which adds to the balance of input and contexts explored through the range of activities. Further details of teaching and learning strategies are given in the module specifications and the student handbooks.</p> <p>You will be given extensive support throughout the Masters programmes via e-mail contact with tutors, to allow discussion of proposals and tasks. Some modules provide more extensive online support and include online discussion forums. The university VLE offers access to programme and module details, assessment outlines and regulations, documentation and guidance. In addition, programme materials and readings are available through the VLE, and the library portal provides access to the library catalogue and a wide range of e-resources including journals, databases and linked websites.</p>	
9	Assessment Methods
<p>A range of assessment methods are used, which may include case studies, projects, surveys or reviews, presented in a range of media. Assignment planning and literature reviews are used to assess knowledge and understanding while the research based elements including for example case studies, surveys, and projects, assess skills, qualities and attributes. Communication, analysis and evaluation skills are developed and assessed through all assignments. All assessments are grounded in practice and contain a central element of reflection on practice and improvement of practice.</p> <p>Assignments are individual, within the framework of the module assessment criteria, creating the pathway focus, and allowing you to tailor your assignments to your own professional situation and interest. You are able to negotiate your specific assignment title with your tutor to ensure that it contributes to your own personal and professional development.</p> <p>All modules will be assessed, although some elements may be non-contributory and formative and are designed to support you as you either re-enter education or progress to a higher level.</p>	
10	Programme structure and curriculum
The programme is modular in structure and provides for flexibility in pattern	

and duration of study in a variety of aspects of education. Each named route has a core module that must be undertaken to graduate with that award, along with a specific focus in the dissertation. The titles for each named award of the core modules are indicated in the list below.

There are three staged awards available:

- Postgraduate Certificate (PGCert): 60 Credits
taught modules or Independent Study (Not available if you choose to study MSc STEM Education or MA Teaching and Learning in HE as you will have entered the Masters programmes with 60 M level credits)
- Postgraduate Diploma (PGDip): 120 Credits
taught modules or a combination with Independent Study
- Masters Degree (MA/ MSc): 180 Credits
taught modules or a combination with Independent Study, plus Research methods and a final Dissertation.

You may select any of the modules in any order to complete your programme. However you must complete the Research in a Professional Context module plus the 40 credit points dissertation, OR research skills and the 60 credit point dissertation. The research and dissertation modules you will study depend on the number of Masters level credit points you have already accrued prior to entering the programme and the elected modules chosen. Your choice of modules, the specific emphasis within the assignment, and the topic of your dissertation will determine which named pathway you are awarded. You will negotiate which pathway you are following and how each assignment contributes to the award with the module and programme leaders and agree an assignment proposal for each assessed piece of work.

Each module will develop and assess specific learning outcomes linked to the specialist area, as well as contributing to the generic outcomes of the programme.

Modules available: title and credit value

60 credits

- National Award for Special Educational Needs Co-ordination
- Dissertation

40 credits

- Dissertation

30 credits

- Research Skills
- Reflection on continuing Professional Development Experience
- Reflection on the NQT experience
- Independent Study
- Innovations in Music Education

- Leading modern foreign language teaching
- Developing STEM Education (Core; MSc STEM Education)
- Increasing participation of Children and young people on the autistic spectrum
- Perspectives on SEN and inclusive practice (Core; MA Special and Inclusive Education)
- Teaching, learning, assessment and support for learners with dyslexia
- Dyslexia Project
- Volunteering: support diverse learners
- SEN Intervention: Managing change, measuring impact
- Raising Ethnic Minority Achievement
- Behaviour management: learner and practice issues
- Participation and Voice
- Teaching, learning and support for learners with Specific Learning Difficulties
- Increasing participation of children and young people on the autistic spectrum
- Management of Teaching and Learning: A Comparative Perspective
- Leading Change in Education (Core; MA Educational Leadership and Management)
- Human Resource Management in Education: A Comparative Perspective
- Innovation in Teaching and Learning Independent Learning (Core; MA Teaching and Learning)
- Education Policy & Practice
- Educational Leadership and Management Independent Learning
- Leading learning beyond the classroom
- Using E-Learning in Higher Education (Core; MA Teaching and Learning in HE)
- Sustaining a community of learners in an early years context (Core; MA Early Years Education)
- Principles and Practice in Early Years
- Mentoring in an Educational Setting
- Writing for Publication
- Teaching and Learning in Higher Education: Reflective academic practice
- Programme design and development in Higher Education

20 credits

- Independent Study

	<ul style="list-style-type: none"> • Research in a professional context <p>10 credits</p> <ul style="list-style-type: none"> • Independent Study
11	Admission to the programme
	<p>Entry requirements For current information regarding all entry requirements for this course, please see the `Applying' tab on the course information web page.</p>
12	Support for Learning
	<p>From enquiry to enrolment you will be supported and advised by the experienced programme administrators and the programme leader. They will be able to offer help and advice on options, attendance, facilities and fees, as well as study skills and support. On arrival you will receive a full induction that will introduce you to the essential information about the programme. You will also be provided with a Programme Handbook that outlines the support for your learning that the University provides.</p> <p>All of the academic staff involved with the teaching are experienced in different sectors of education. Most tutors are involved currently in providing a range of programmes to undergraduates, teacher training students and practising teachers and are involved with external agencies and research.</p> <p>Module tutors will support and guide your learning; they will negotiate your assignment areas with you and arrange tutorial support and will assess your work. The programme leader will have overall responsibility for you throughout the programme and will discuss any concerns you may have and be a source of referral to university support mechanisms if required.</p> <p>Support for students is offered from tutors by e-mail and telephone as well as face to face to create a flexible and responsive support structure.</p> <p>Student Support Services are able to provide you full range of specialist and professional services including counselling, financial advice and health advice should the necessity arise.</p> <p>All students have access to the on-line library and the VLE which holds programme details and links, as well as learning materials. These create a flexible resource which allows you the opportunity to arrange your study to suit your professional and domestic commitments.</p>
13	Graduate destinations/ employability
	<p>The programme is specifically designed for people in a field of education. The programme is intended to enhance your knowledge and skills, and through that, your employability. We anticipate you will undertake the programme to develop and enhance your career and use it as a means of strengthening applications for promoted posts or specialist roles.</p> <p>The transferable skills that you will develop during the programme in such areas as problem-solving, organisation, management, and research are</p>

	<p>sought after in all areas of employment. In addition, the postgraduate attributes that you will develop including contributing to knowledge construction in your discipline, critical reflection, and identifying and creating new opportunities will enhance your personal professional portfolio.</p> <p>There is an active careers service within the University which can provide you with individual advice and guidance.</p>				
14	<p>Programme standards and quality</p>				
	<p>The Masters programmes fully adhere to NTU quality assurance procedures.</p> <p>You will receive detailed feedback on your assignments in writing, highlighting areas of strength and areas where you could develop. Each Module Leader annually evaluates the module and you will be invited to provide feedback on your learning experiences. A module report is written and used to help compile the annual Programme Standards and Quality report (PSQR). The final PSQR is submitted to the School Academic Standards and Quality committee (SASQC) who make recommendations to the Programme Committee for future action.</p> <p>The programme has an external examiner who examines assignment marking during the year and reports on the quality of the assessment process to the programme Board of Examiners and then in a formal report to the University. The External Examiner also meets with Students and you may be invited to attend such a meeting so that your views on teaching, learning and assessment can be gathered. External Examiners comments become part of the appendix of the PSQR.</p>				
15	<p>Assessment regulations</p>				
	<p>This programme is subject to the University's Common Assessment Regulations (located in its Academic Standards and Quality Handbook). Any programme-specific assessment features are described below:</p>				
	<p>The programme adheres to the University's Common Assessment regulations for Post Graduate Programmes.</p>				
16	<p>Additional Information</p>				
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	comparable to)
Programme recognised by:	
Date implemented:	1 September 2011
Any additional information:	