

Nottingham Trent University Course Specification

Basic Course Information

1.	Awarding Institution:	Nottingham Trent University
2.	School/Campus:	Social Sciences / Clifton
3.	Final Award, Course Title and Modes of Study:	MA Education MA Special and Inclusive Education, MA Educational Leadership and Management, MA Teaching and Learning, MA Early Years Education
4.	Normal Duration:	One to Five Years (flexible) for the Masters courses with the exception of One to Four years for the MSc STEM Education
5.	UCAS Code:	N/a

6. Overview and general educational aims of the course

This modular Postgraduate cluster of courses 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 courses 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 course of activities and research, aimed at developing your skills, knowledge and understanding of education in its widest sense

The Masters course 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.

Five named pathways are available to study and you will graduate with one of the awards listed below:

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 course, 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 course 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 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.

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

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.

7. **Course outcomes**

Course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.

Knowledge and understanding

By the end of the course you should be able to:

The generic course outcomes for all awards are:

- 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;

<ul style="list-style-type: none"> • 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 course you should be able to:</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.
<p>8. Teaching and learning methods</p>
<p>This is an interactive and participative course 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 and multimedia presentations 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 (NOW) 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 courses 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. NOW offers access to course and module details, assessment outlines and regulations, documentation and guidance. In addition, course materials and readings are available through NOW, and the library portal provides access to the library catalogue and a wide range of e-resources including journals, databases and linked websites.</p>
<p>9. Assessment methods</p>
<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</p>

through all assignments. All assessments are grounded in practice and contain a central element of reflection on practice and improvement of practice.

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.

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.

10. Course structure and curriculum

The course 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.

MA Education

MA Special and Inclusive Education

MA Educational Leadership and Management

MA Teaching and Learning

MA Early Years Education

There are three staged awards available:

- **Postgraduate Certificate (PGCert):** 60 Credits taught modules or Independent Study
- **Postgraduate Diploma (PGDip):** 120 Credits taught modules or a combination with Independent Study
- **Master's Degree (MA/ MSc):** 180 Credits taught modules or a combination with Independent Study, plus compulsory modules Research Skills (30 or 20 credits) and a final Dissertation (40 or 60 credits).

You may select any of the modules in any order to complete your course. 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 course 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 course 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 course.

Modules currently available: title, credit value generally 30 unless specified:

- Applying Theory to Educational Research
- Behaviour Management: Learner and Practice Issue
- Dissertation (40 or 60 credits)
- Education Policy and Practice
- Globalization and Education
- Independent Study (30, 20 or 10 credits)
- Innovation in Teaching and Learning (Core)
- Leading Change in Education (Core)
- Mentoring in an Educational Setting
- National Award for Special Educational Needs Co-ordination (60 credits offsite)
- Perspectives on SEN and Inclusive Practice (Core)
- Principles and Practice in Early Years (Core)
- Reflection on Continuing Professional Development Experience
- Research in a Professional Context (20credits)
- Research Skills
- SEN Intervention: Managing Change, Measuring Impact
- Social Justice and Education

11. **Admission to the course**

Entry requirements.

For current information regarding all entry requirements for this course, please see the 'Applying' tab on the NTU course information web page.

12. **Support for learning**

From enquiry to enrolment you will be supported and advised by the experienced course administrators and the course 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 course. You will also be signposted to relevant course information available on NOW that outlines the support for your learning that the University provides.

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 courses to undergraduates, teacher training students and practising teachers and are involved with external agencies and research.

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 course leader will have overall responsibility for you throughout the course and will discuss any concerns you may have and along with course team be a source of referral to university support mechanisms if required.

Support for students is offered from tutors by e-mail, skype and telephone as well as face to face to create a flexible and responsive support structure.

Student Support Services are able to provide you with a full range of specialist and professional services including counselling, financial advice and health advice should the necessity arise.

All students have access to the on-line library and the University VLE (NOW) which holds course 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.
13.	Graduate destinations/employability
	<p>The course is specifically designed for people in a field of education. The course is intended to enhance your knowledge and skills, and through that, your employability. We anticipate you will undertake the course 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 course in such areas as problem-solving, organisation, management, and research are 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 service within the University which can provide you with individual advice and guidance.</p>
14.	Course standards and quality
	<p>The Masters courses fully adhere to NTU quality standards. A module report is written and used to help compile the annual Course Standards and Quality Report (CSQR). The final CSQR is submitted to the School Academic Standards and Quality committee (SASQC) who make recommendations to the Course Committee for future action. This course committee will include student representation for the course.</p> <p>You will receive detailed feedback (which will be made available electronically on NOW), on your assignments in writing within three weeks of submission 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 through the module EvaSys report. This will contribute to the ongoing course review process.</p> <p>Module leaders adhere to quality procedures, as outlined in the NTU Quality Handbook for internal moderation. In addition the MA framework has three external examiners who examine assignment marking during the year and reports on the quality of the assessment process to the course Board of Examiners and then in a formal report to the University. The External Examiner may also ask to meet with Students and you may be invited to attend such a meeting so that your views on teaching, learning and assessment can be gathered.</p>
15.	Assessment regulations
	<p>This course is subject to the University's Common Assessment Regulations (located in Section 16 of the Quality Handbook). Any course specific assessment features are described below:</p> <p>The course adheres to the University's Common Assessment regulations for Post Graduate Courses.</p>
16.	Additional Information

Collaborative partner(s):	
Course referenced to Quality Assurance Agency for Higher Education (QAA) Benchmark Statements:	Business & Management (These are the most appropriate standards that this course is comparable to)
Course recognised by:	
Date this course specification approved:	1 September 2011, revisited October 2016
Any additional information:	