

Programme Specification for M.Ed (part-time)

Practitioner Route

1. Awarding Institution

University of Newcastle upon Tyne

2. Teaching Institution

As above

3. Final Award

MEd

4. Programme Title

Education

5. Accrediting Bodies

N/a

6. UCAS Code

N/a

7. Relevant QAA Benchmarking Groups

???

8. Date of production/revision

29.04.03

9. Programme Aims

The M.Ed aims to equip students with the skills to research and develop their own professional practice. The programme promotes engagement in and with research in order to establish teaching as evidence based practice. Students will also develop the knowledge and skills to support the future professional development of colleagues. The programme builds on a strong research base in the School and the experience of tutors involved in supporting the continuing professional development of teachers

in regional, national and international contexts. The programme is linked to current developments in the promotion and accreditation of practitioner research.

10. (a) programme intended learning outcomes

A: Knowledge and Understanding

1. Current research into effective teaching and learning
2. Recent trends and policy on the professional development of teachers
3. Issues in the implementation and management of change

B: Cognitive skills

1. critical evaluation
2. problem solving in the student's own teaching context
3. analysis and synthesis of current research and professional practice

C: Subject specific/professional skills

1. evaluation of the impact of particular education interventions in their own context
2. design and implementation of systematic inquiry into aspects of professional practice
3. working with colleagues to support and develop professional practice

D: Key (transferable) skills

1. oral and written communication and the effective use of ICT
2. planning and organising using individual initiative
3. flexibility and adaptability in team work

(b) Teaching and Learning Methods and Strategies

	<i>Intended learning outcomes</i>	<i>Teaching/learning methods and strategies</i>
A	Knowledge and Understanding	Lectures, workshops and seminars are designed to contribute to the development of knowledge and understanding. Supported self-study materials also include resources and guided reading. (A1/2/3)
B	Cognitive skills	Students critique research in seminars (B1) and work on designing research projects in workshops and tutorials (B2). They conduct field-work in their own teaching and learning context and evaluate the findings with their peers and tutors (B3).
C	Subject specific/professional skills	Students conduct research projects to explore questions arising from their reading of literature and reflections on professional practice. (C1/2). The projects involve working with colleagues in their teaching/learning context and acting as critical friends to peers studying for the M.Ed. (C3)
D	Key (transferable) skills	Tutor and peer support for drafting the components of the portfolio (e.g. literature review/critique of methods used/reflection on professional development). Presentations to peers in tutor groups (D1). Supported self-study and tutor support via CDROM, website and email (D1). The design and evaluation of the case studies (D2/3).

(c) Assessment Strategy and Methods

	<i>Intended Learning Outcomes</i>	<i>Methods of assessment</i>
A	Knowledge and Understanding	Literature review component of the portfolio and critical commentary on the case study arising from the fieldwork. Dissertation. (A1/2/3)
B	Cognitive Skills	Design of the research project as recorded on the project pro-forma and rationale in the portfolio (B1/2). Monitoring and review sections of portfolio (B3) Dissertation (B1/2/3)
C	Subject specific/professional skills	Project design and evaluation. Reflection on professional development in portfolio. Dissertation (C1/2/3)
D	Key skills	Portfolio (D1/2/3) Dissertation (D1/2)

11. Programme Features, Curriculum and Structure

(i) Programme Features

- (a) the duration of the course is 2 years
- (b) there are 2 stages: taught modules and the dissertation
- (c) 180 credits
- (d) 3x40 credit taught modules each consisting of 400 hours of study (lectures/seminars/tutorials/practical fieldwork/private study) + dissertation at 60 credits
- (e) students must accumulate 120 credits from taught modules before proceeding to the dissertation stage.

- (f) Exit points at 60 credits for a postgraduate certificate (for students who also accrue 20 credits from a Level 3 module) and 120 credits for a postgraduate diploma are available. The structure reflects current needs and is in line with guidelines for CPD from professional bodies. The balance between the taught and the supported self-study elements is designed to meet the requirements of professionals with heavy work commitments by offering the opportunity to pursue issues arising from the generic taught element independently in a manner relevant to their specific context.

(ii) Curriculum and Structure

In Stage 1, students follow a programme of study through 3 modules with a generic structure but focusing on 3 different key aspects of the teaching and learning process. Module EDU 875 looks at research and evidence of effective learning; EDU 751 examines the role of the teacher in promoting and sustaining teaching contexts and pedagogy to support effective learning; EDU 937 focuses on the transfer of good practice from teacher to teacher and the role of mentoring and coaching in professional development. The generic structure and common assessment format and requirements ensure that students are able to meet the identified learning outcomes in the areas of knowledge and understanding, cognitive skills, practical skills in researching and evaluating teaching and learning and key skills.

In Stage 2, students are required to extend and develop their knowledge, understanding and skills of research and evaluation by completing a dissertation on a key area of their practice, which consolidates and builds on the work completed in Stage 1 (see appendix A).

12.Criteria for Admission

Entry requirements for the M.Ed are **either** a first degree and qualified teacher status or equivalent or validated teaching experience. **Non-graduates with a teaching qualification or equivalent** who gain 20 credits from a Level 3 assignment may be granted accelerated entry status.

Retrospective recognition will be given for not more than 60 credits accumulated from approved modules. These credits must have been obtained normally not more than two years prior to registration for the award.

Whilst all modules can contribute to an award, they can also be taken as free standing units without the requirement to submit work for accreditation.

Support for Students and their Learning

Students are eligible to attend the induction programme for full time M.Ed students and an evening introduction to the library session is also available. Dates and contact details are provided along with structured induction tasks in the supported self-study pack for each module. The induction programme includes support on electronic access to journals, study skills and academic writing. Personal tutors are assigned for each module in Stage 1 and for the dissertation in Stage 2 and they assist students in addressing any individual academic and pastoral needs. Each module is supported with a CD Rom of readings and tools for investigating practice and there is a website with links to other relevant sites. When necessary, the personal tutor will refer students to the module leader and/or the Degree Programme Director or to the appropriate University student services.

Library

The Robinson Library provides a full range of traditional borrowing facilities, an Inter-Library Loans System, co-operative arrangements for access to other local academic libraries (i.e. Sunderland and Durham Universities), a wide range of audio-visual material, microcomputer workstations for word processing and access to the University's network, and a Liaison Librarian service with linkage to academic departments for book and periodical purchase. The Library increasingly provides guidance for postgraduate students

in information retrieval skills, both group instruction and individual support. The Education liaison Librarian is Linda Kelly (Tel: 0191 2227667).

Education Resource Centre

The Education Resource Centre is located in Joseph Cowen House and houses a fully-networked cluster of PCs and a wide range of school focused texts.

Computing

The University Computing Service provides fully-networked computer services on three types of system - Windows-based PC, Unix and Apple Macintosh - in cluster rooms throughout the University. Cluster rooms are available each weekday; some are open for extended hours and at weekends. A wide range of software is available on each type of system. Printing facilities consists of fast draft printers, draft colour plotters, high-speed, high-quality black and white laser printers, and high-quality colour plotters. The draft facilities are available at every cluster of workstations, and usage is free. The high-quality printers are accessed via the network and printing must be paid for and collected at the main Computing Service building in the centre of the campus. The many and various services of the UCS are described in documents which are widely available in the cluster rooms and on the World Wide Web. Students can use any cluster on the University Campus. One cluster is based in the Joseph Cowen House.

Provision for Disabled students:

The University has a Disability Unit which is a centre offering advice, guidance and support for students with disabilities and specific learning difficulties (Dyslexia). The unit is headed by the Disability Officer and has a Dyslexia Adviser, Co-ordinator for deaf students and a Technical Support Adviser. The unit has a technical resources room with specialist equipment for the use of students and for assessment purposes. The Disability Unit also provides advice and guidance to all university staff to promote effective disability awareness and support for students. The government provides funds for disabled students through the

Disabled Students' Allowance to assist students who, because of their disability incur extra costs Advice and help on all aspects of claiming Disabled Students Allowance can be obtained from the Disability Unit. Further information on provision for students with disabilities can be found in the University's Disability Statement which can be obtained from Sandra Chilton (Disability Officer) Room 202 Robinson Library, Telephone 7610 or e-mail.

14 Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning

Each module is evaluated each time it is taught through student feedback forms which are collated by the DPD, discussed with module leaders and tabled at the relevant Board of Studies and Staff Student Committee. There is an annual internal review of the modules and the programme conducted by the DPD and module leaders; this includes consultation with the relevant bodies responsible for the continuing professional development of teachers such as Head teachers, LEA personnel, the GTCE and unions and partners involved in other areas of practice such as medicine and dentistry.

The programme is reviewed by the Board of Studies, which has student representation, and by the Faculty and the University through the Taught Programme Review and Internal Subject Review. The Board of Examiners and the External Examiner also contribute to the scrutiny and review of the programme on an annual basis. The External examiner completes an Annual Report on the quality of the standards of teaching and learning.

15 Regulation of Assessment

Students must complete Stage 1 successfully before proceeding to Stage 2. All the modules have equal weighting and both stages count towards the final award of the masters degree. However, there are exit points at certificate and diploma level in Stage 1. The University has a Common Marking Scale for Taught Postgraduate Courses. The main features are a pass mark of 50 with marks of 70+ leading to the award of pass with Distinction.

Role of External Examiner

The External Examiners are distinguished members of the academic community appointed by Faculty Teaching Committee and their role is to:

- Approve assessment on modules.
- Review samples of assessed work to check standards and assessment procedures.
- Attend the Examination Board Meeting.
- Report back to the University.

16 Indicators of Quality and Standards

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably expect to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Please note that further information is available via the following sources:

- I The University Prospectus
- I The Departmental Prospectus
- I The University and Degree Programme Regulations
- I The Degree Programme Handbook

Appendix A

Stage 1	Credit	Status	Intended Learning Outcomes	A	B	C	D
Module EDU 875	40	cr		1,2 ,3	1,2 ,3	1,2 ,3	1,2 ,3
Module EDU 751	40	cr		1,2 ,3	1,2 ,3	1,2 ,3	1,2 ,3
Module EDU 937	40	cr		1,2 ,3	1,2 ,3	1,2 ,3	1,2 ,3
Stage 2							
Dissertation	60	cp		1,2 ,3	1,2 ,3	1,2 ,3	1,2 ,3