



**1. Programme title(s):**

Master of Education (MEd)

Postgraduate Diploma in Education (PGDip)

Postgraduate Certificate in Education (PGCert)

30 credit Reflective Practice module

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study:** Campusbased

**b) Type of study:** Part-time

This Masters provision will provide part-time and blended opportunities to encourage former PGCE students to continue to completion of the MEd, and to attract more experienced practitioners with or without existing Masters credit.

**4. Registration periods:**

The normal period of registration for the MEd is two years part-time, for students entering with a recent PGCE (60 credits); three years for those entering with no credits. The maximum period of registration is five years.

The normal period of registration for the PGDip is one year part-time, for students entering with a recent PGCE (60 credits); two years for those entering with no credits. The maximum period of registration is three years.

The normal period of registration for the PGCert is one year and the maximum period of registration is two years.

The normal period of registration for one 30 credit Reflective Practice module is one semester and the maximum period of registration is one year.

**5. Typical entry requirements:**

Good Honours Degree, normally with a minimum 2/2 classification, plus a teaching qualification, normally the PGCE with 60 or 90 credits. All graduate teachers with a minimum of a lower second class Honours Degree will be eligible. All students will be required to meet the standard English language requirement with an A-C GCSE grade/Level 4. In addition the programme is open to appropriately qualified non teachers e.g. teaching assistants and local authority staff working in education.

**6. Accreditation of Prior Learning:**

The programme will articulate with a reformed PGCE programme that offers 60 or 90 credits

transferable into the MEd, provided that five years have not elapsed since the award. Accreditation

for Prior Learning will also be available for those holders of other campus-based and distance learning PG Certs in Education who are registering on the MEd programme, provided that five years have not elapsed since the award. All claims for accreditation of prior learning will be considered by the MEd Programme Board.

## 7. Programme aims:

The MEd, PGDip, PG Cert programmes aim to:

- provide high quality, research-informed postgraduate professional development for teachers and education specialists in the UK
- incorporate opportunities for research and scholarship for teachers in their schools and academies, equipping them to engage critically with educational research, and to initiate and carry out independent professional enquiry
- raise students' awareness of and confidence in specific areas of pedagogy, thus adding to their pedagogic literacy
- enhance teachers' career progression within the teaching profession
- contribute to the quality of leadership, teaching and learning in our partner schools and beyond
- enable students to develop critical perspectives on education policy and curriculum reform.

## 8. Reference points used to inform the programme specification:

- [University of Leicester Discovery Led and Discovery Enabling Learning Strategy 2016-2020](#)
- University of Leicester Periodic Developmental Review Report
- School of Education Development Plan
- External Examiners' reports (annual); from the MAIE and from the MA ELT, which this programme will replace.
  - DfE Teaching Standards (DfE, 2012)

## 9. Programme Outcomes:

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>(a) Discipline specific knowledge and competencies</i>		
<b>Knowledge</b>		
Advanced knowledge of aspects of pedagogy, educational research and methods of inquiry, deepening knowledge about contemporary challenges in education e.g. mentoring, children's mental health.	Seminars, tutorials, independent study, online materials, school-based field work and enquiry. Development of advanced educational, subject and pedagogic knowledge.	Assessments taken from a wide range of tasks including oral presentations, research literature critiques, annotated bibliographies, essays, poster and other visual presentations & small-scale school-based studies, including reports and (for MEd only) dissertations.
<b>Concepts</b>		
Advanced knowledge of theoretical frameworks relevant to learning and teaching, education and educational leadership.	Seminars, tutorials, on-line materials, independent study, field work in schools and academies. Development of advanced educational, subject and pedagogic concepts.	All module assignments: drawing on a wide range of tasks including oral presentations, research literature critiques, annotated bibliographies, essays, poster and other visual presentations & small-scale school-based studies, including reports and (for MEd only) dissertations.

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>Techniques</b>		
Mastery of educational research methods: critical reviewing of literature, data collection, analysis and synthesis.	Seminars, tutorials, independent study, reading of research methods literature (key readings will be prescribed for study and discussion), guided research projects undertaken in schools, academies or other educational settings.	Assessments for each module including oral presentations, analysis of research literature, annotated/ narrated research poster and other visual presentations, culminating (for MEd only) in the Dissertation.
<b>Critical analysis</b>		
Ability to apply understanding of theoretical frameworks and research methodology with independence and rigour Seminars, tutorials, independent study.	Seminars, tutorials, independent study, reading of research methods literature (key readings will be prescribed for study and discussion), guided research projects undertaken in schools, academies or other educational settings.	Assessments taken from a wide range of tasks including oral presentations critiquing policy and curricula, systematic analysis of research literature or research methods, annotated/narrated research poster and other visual presentations, and (for MEd only) dissertation.
<b>Presentation</b>		
Presentation is a constant requirement for practising teachers, with which they are required to exhibit mastery of presentation of a range of presentation methods appropriate to a variety of audiences within the field of education.	Professional experience in educational settings; seminars; online fora; seminars.	Poster presentations; formative presentations re policy and research; reports to peers in seminars and school-based meetings; narrated PowerPoints.
<b>Appraisal of evidence</b>		
Ability to analyse and assess educational policy and reform, findings from research and inspection reports.	Seminars, tutorials, independent study.	The Research Methods assignment (PGDip and MEd only), the dissertation (MEd only) and assignments in any of the other modules will test this ability.
<b>(b) Transferable skills</b>		
<b>Research skills</b>		
Ability to locate, organise and marshal primary research evidence, report on findings, analyse complex ideas and construct critical arguments, drawing on own research in educational settings.	Seminars relating specifically to research methods, online materials with direct tasks to build research skills, tutorials and independent study of research literature.	Assignments in all modules will test this ability. The Research Methods assignment (PGDip and MEd only) draws on work completed throughout the Practitioner Research Methods module, including a brief introduction which should explain the importance of the chosen topic, its main conceptual ideas and the main research questions, choice of research design, consideration of ethical issues, choice of data collection and analysis procedures and any piloting conducted. In addition, the dissertation (MEd only) is a demonstration of research skills at a high level.
<b>Communication skills</b>		
Essential for teachers: Ability to deliver oral presentations appropriate to the audience, as noted above, respond to questioning and write clearly and cogently.	School-based practice; seminars, formative presentations on policy and research.	Presentations, posters (narrated) and responding to questions about the research projects undertaken. Dissemination of findings.

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>Data presentation</b>		
Ability to present research findings clearly and effectively, using appropriate IT resources.	Seminars relating specifically to research methods, field work in educational settings; tutorials, independent study. Supervision of dissertation project (MEd only).	Assessments taken from a wide range of tasks including oral presentations, research methods essays, poster and other visual presentations of the outcomes of small scale studies in educational settings. The dissertation (MEd only).
<b>Information technology</b>		
Ability to evaluate a range of IT applications and to use IT effectively.	School-based application with increased critical awareness; seminars relating to pedagogy and to research methods, independent study.	All assignments for all modules, including oral presentations, poster and other visual presentations.
<b>Problem solving</b>		
Teachers have to deploy problem-solving techniques which this programme will enhance, principally the ability to identify main features of a problem, examine possible alternative solutions, and plan and carry out educationally literate actions.	Seminars, tutorials, school-based projects. Supervision of dissertation (MEd only).	Oral presentations, action research/ small-scale educational research in school, essays (assignments in each module), posters and other visual presentations. Research methods assignment (PGDip and MEd only), the dissertation (MEd only).
<b>Working relationships</b>		
Enhanced ability to work with others e.g. contribute to and comment on ideas in seminar groups, online and in the workplace.	Carrying out study in schools, teamwork in seminars and in schools. Teachers are required to develop positive, supportive learning environments and effective working relationships with a range of people.	Presentations; interactions with tutors and evidence from the successful completion of work-based research, which inevitably requires collaboration with others and engagement in issues pertaining to ethics; access and feedback.
<b>Managing learning</b>		
Ability to complete reading, reflection, writing of academic assignments and school-based research smoothly and comprehensively.	Identifying a significant and realistic focus for assignments, the Research Methods assignment PGDip and MEd only) and the dissertation (MEd only). Maintaining clear and comprehensive records of reading and research undertaken.	Evidence observed in interactions with students; seminar contributions; preparation of plans for assignments and dissertation. Successful completion of programme assignments, and (for MEd only) the dissertation and research diary.
<b>Career management</b>		
Identifying a coherent pathway through the programme, and focus for assignments and (MEd only) dissertation, to match career development needs.	Tutorial support. Supervision of dissertation (MEd only).	Tutorial discussions face-to-face and online.

## 10. Special features

The programme is designed to appeal to qualified teachers so that, for many, the programme will consist of a 90-credit offer: research methods plus a dissertation of 60 credits. For others who are non-Leicester PGCE graduates, the programme will typically consist of 60 credits plus a dissertation of 60 credits. The programme will be process-oriented and delivered flexibly to facilitate participation by practising teachers (blended learning, with a limited number of on-campus meetings).

Our curriculum, individual modules, teaching and assessment will challenge participants to critically explore their pedagogic practice and expertise in teaching or leading teaching. All our teaching will be student-responsive, informed by the latest educational research and current policy. Learning will be made possible in a variety of ways: blended learning, work-based application and research and face to face seminar and tutorials. Positive, informative and formative feedback is a feature of all educational practice and all tutors in the School of Education are well prepared for this challenge as a result of their experience in schools and their work in Initial Teacher Education, where focus on skills in formative feedback is mandatory (DfE, 2012, Standard 6 for Qualifying to Teach). In all our work in the programme, we will seek to mirror ‘good practice’ in pedagogy, in relation to delivery, use of ICT, professional and academic engagement and tutorial support.

### 11. Indicators of programme quality

QAA Masters Degree Characteristics

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/MastersDegreeCharacteristics.pdf>

University of Leicester Learning and Teaching Strategy

<http://www2.le.ac.uk/offices/sas2/quality/learnteach>

University of Leicester Examining Code of Practice

<http://www2.le.ac.uk/offices/sas2/quality/codes/documents/examining-code.pdf/view>

University of Leicester Code of Practice on Distance Learning

<http://www2.le.ac.uk/offices/sas2/quality/codes/documents/distancelearning.pdf/view>

Guidelines on the University’s personal tutor system

<http://www2.le.ac.uk/offices/sas2/quality/documents/personal-tutor-system.pdf>

### 12. Scheme of Assessment:

As defined in [Senate Regulation 6](#): Regulations governing taught postgraduate programmes of study.

### 13. Progression points

As defined in [Senate Regulation 6](#): Regulations governing taught postgraduate programmes of study.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

### 14. Rules relating to re-sits or re-submissions:

As defined in [Senate Regulation 6](#): Regulations governing taught postgraduate programmes of study.

### 15. External Examiners’ reports

To be included following receipt of first report.

### 16. Additional features (e.g. timetable for admissions)

A detailed description of the possible admissions points is included in this section. In order to clarify the range of possible starting points, table 1 is offered as a summary of the opportunities available. Assuming the maximum duration of the programme is projected over three years, different entry points are envisaged as exemplified in the table. Participants with PGCE and 60 credits (or 90 credits from the University of Leicester only) would commence in ‘Year 2’ of a rolling programme.

Level of entry	Year 1	Year 2	Year 3

No credits (see Part A below)	Reflective Practice (30 credits)	1 x 30 credits from: a) Developing Effective & Inclusive Pedagogy b) Mental Health & Wellbeing in Schools c) Mentoring, Coaching & Leadership	Dissertation (60 credits)
	1 x 30 credits from: a, b or c above	Practitioner Research Methods (30 credits)	
+30 credits	2 x 30 credits from: a, b or c above	Practitioner Research Methods (30 credits)	Dissertation (60 credits)
+60 credits (see Part B below)	APEL (60 credits from PGCE or equivalent)	1 x 30 credits from: a) Mental Health & Wellbeing in Schools b) Mentoring, Coaching & Leadership	Dissertation (60 credits)
		Practitioner Research Methods (30 credits)	
+90 credits (see Part C below)	APEL (from Leicester PGCE)	Practitioner Research Methods (30 credits)	Dissertation (60 credits)

Table 1: outline of possible entry and progression over three-year span

## PART A: students who join the programme without any Masters credits

### Students can register for one 30 credit module

- Students could choose to study the 30-credit Reflective Practice introductory module from the basket of modules.
- On completion of their studies, students will receive a transcript setting out their 30 Masters level credits.
- At a set point in the Reflective Practice module, students will be asked to confirm their intention to continue with their studies or withdraw at the end of the module.
- Students who wish to continue to the PGCert may do so by studying another 30 credit module, in order to gain the PGCert in Education.

**Students can register for one of the PGCerts** taught by distance learning (e.g. learning technology, or action research) offered by the School of Education or they can register for the campus based PGCert in Education.

- Students on the campus based PGCert study the introductory 30 credit module and one additional module from the basket of modules.
- At a set point in the PGCert studies and towards the end of their second 30 credit module, students will be asked to confirm their intentions to continue either to the PGDip, or MEd. If they decide to continue with their studies they can be transferred to the award of their choice. Students need to decide on the PGDip or MEd degree at this stage because the

university regulations only allow students to bring 60 taught APEL credits to a degree award and not to a PGDip award.

### **Students registering for the PGDip**

- To gain their PGDip students will undertake an introductory 30 credit module, two 30 credit modules from the basket and Practitioner Research Methods (30 credits) to achieve 120 taught credits or they undertake one of the PGCerts DL offered by the School of Education, followed by one 30 credit module from the basket and Practitioner Research methods (30 credits).

### **Students registering for the MEd**

- Students will undertake to study 120 taught credits as set out in the notes for the PGDip, followed by the dissertation which provides a further 60 credits. Support for the dissertation will be delivered through the provision of a supervisor for each student.

Students may opt to study for 30 credits per year for the taught part of the programme. However, the dissertation of 60 credits needs to be undertaken in one year.

### **Part B: students who join the programme with 60 Masters level credits and therefore enter year two of the MEd.**

We expect that most students who became teachers after 2013 will bring in 60 credits from their PGCE. Others may have gained a PGCert or bring in Accreditation of Prior Experiential Learning. We accept these credits up to five years after they were awarded.

- The normal period of registration, for students bringing in 60 credits, for the MEd is 2 years and the maximum period of registration is 3 years.
- In year two, students will study:
  - I. Mentoring, Coaching and Leadership (30 credits) or Mental Health and Wellbeing in Schools (30 credits)
  - II. Practitioner Research Methods (30 credits, core module).
- In year three students will undertake the dissertation which provides a further 60 credits. Support for the dissertation will be delivered through the provision of a supervisor for each student.

### **Part C: students who join the programme with 90 Masters credits and therefore enter the second part of year two of the MEd:**

- The normal period of registration, for students bringing in 90 credits, for the MEd is 2 years and the maximum period of registration is 3 years.
- In year two, students will undertake Practitioner Research Methods (30 credits).
- In year three, students will undertake the dissertation which provides a further 60 credits. Support for the dissertation will be delivered through the provision of a supervisor for each student.

## Appendix 1: Programme structure (programme regulations)

The following is the basic structure for 180 credits in the MEd:

<p><b>Modules possible</b></p> <p>Years 1 and 2</p>	<p>1. Reflective Practice (30) (for 0-credit students only)</p> <p>2. Specialist modules available (likely to be taken by students entering with 30 or 60 credits)</p> <ul style="list-style-type: none"> <li>• Developing Effective and Inclusive Pedagogy (30) – <i>not available to 2019/20 students on the two year course</i></li> <li>• Mental Health and Wellbeing in Schools (30)</li> <li>• Mentoring, Coaching and Leadership (30)</li> </ul> <p>Modules shown above represent choices available to current students. The range of modules available and the content of any individual module may change in future years.</p> <p>3. Practitioner Research Methods (30-credit core module for all students), and bridging to the Dissertation study</p>
<p><b>Year 3 Dissertation (60)</b></p>	
<p>14000 – 15000 word supervised study</p> <p>2000 word research diary</p>	

**Table 2:** Basic structure of the MEd (180 credits)

Five modules available will be as follows:

Module code	Module title	Semester	Status	Credits
New module	Practitioner Research Methods	Any	Core	30
New module	Mentoring, Coaching and Leadership	Any	Option	30
New module	Developing Effective and Inclusive Practice	Any	Option	30
New module	Mental Health and Wellbeing in Schools	Any	Option	30
New module	Reflective Practice	Any	Option	30
	Dissertation	Any	Core	60

**Table 3:** MEd modules

## Appendix 2: Module specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

1. Practitioner Research Methods
2. Mentoring, Coaching and Leadership
3. Developing Effective and Inclusive Practice
4. Mental Health and Wellbeing in Schools
5. Reflective Practice

## 6. Dissertation