



Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2026/27

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Please note, this programme is currently undergoing review as part of the University's continuous cycle of curriculum enhancement. The information in Appendix 1 represents the current structure and content of the programme. Any future enhancements to the programme in terms of content will be communicated to applicants and offer holders once finalised.

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: Flexible Provision

Campus-based (blended learning) and Remote (DL)

Flexible registration: All modules will have a blended learning 'campus-based' version (usually remote for twilight synchronous sessions and face-to-face at weekends) and an equivalent remote distance learning (DL) version. Students could switch modes of delivery for different modules.

b) Type of study: Part-time

This level 7 provision will provide part-time and blended opportunities, with flexible registration, to encourage practicing teachers to complete a Masters. In particular, this allows former PGCE students who are working in schools to build on their level 7 academic qualifications to complete a Masters, whilst also attracting more experienced practitioners with or without existing level 7 credits.

4. Registration periods:

The normal period of registration for the MEd is three years for those entering with no credits, two years for students joining with 60 level 7 credits or 18 months of study over two years for students joining with 90 level 7 credits (e.g. from a PGCE in the last 5 years or APEL from a professional qualification). The maximum period of registration is five years.

The normal period of registration for the PGDip is two years for those entering with no credits and one year for students entering with a recent PGCE (60 credits). The maximum period of registration is four 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 module is one semester and the maximum period of registration is one year.

5. Typical entry requirements:

The typical requirements are a good honours degree (normally with a minimum 2:2 classification), plus

a teaching qualification (normally a PGCE with 60 or 90 credits). All graduate teachers with a minimum of a 2:2 honours degree will be eligible. In addition, the programme is open to graduates with a minimum 2:2 honours degree who are working in a professional capacity in the education field e.g. those working in FE/HE, teaching assistants and local authority staff working in education. All students will be required to meet the standard English language requirement with an A-C grade/Level 4 GCSE.

6. Accreditation of Prior Learning:

The programme articulates with reformed University of Leicester PGCE programme that offers 60 or 90 credits transferable into the MEd (provided five years have not elapsed since the award). Accreditation for Prior Certificated Learning will also be available for those holders of PGCE course from other institutions and other PGCEs in Education who are registering on the MEd programme (provided five years have not elapsed since the award).

Accreditation for Prior Experiential Learning from professional qualifications, such as National Professional Qualification for Headship/ Senior Leadership (NPQH/SL), will be considered on a case-by-case basis. Applicants would submit a detailed commentary to determine if relevant at level 7 and if they met the intended learning outcomes of the particular modules from which exemption is sought. All claims for Accreditation of Prior Experiential Learning will be considered by the School of Education Learning and Teaching committee.

7. Programme aims:

The MEd, PGDip, PGCE 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 Research-Inspired Education (RiE) strategy
- University of Leicester Periodic Developmental Review Report
- School of Education Development Plan
- External Examiners' reports (annual).
- 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?
(a) Discipline specific knowledge and competencies		
Knowledge		
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.
Concepts		
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.
Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Techniques		
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.
Critical analysis		
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.
Presentation		
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.
Appraisal of evidence		
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) Transferable skills

Research skills		
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.
Communication skills		
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.
Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Data presentation		
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).
Information technology		
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.
Problem solving		
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).
Working relationships		
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.

Managing learning		
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.
Career management		
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 provide a route for practicing teachers to complete a masters part-time. There is flexibility in terms of mode of delivery, with both campus-based (blended learning) and remote (DL) versions of modules available, with students being able to switch modes of delivery between modules. Students are also able to transfer 0, 30, 60 or 90 level 7 credits, depending on prior qualifications or experience (as detailed in section 6). This flexibility does result in a complex course structure, with alternative routes through required and optional modules; other sections in the programme specification provide specific details, with the key issues summarised below.

Transfer of level 7 credits (APC/EL):

There is the facility to transfer level 7 credits awarded as part of a Postgraduate Certificate of Education (PGCE) if completed in the past five years. The course dovetails with the Leicester PGCE courses, with Leicester PGCE alumni being able to transfer 60 or 90 credits, and with intended learning outcomes from the PGCE courses part of the student progression modelling. PGCE graduates from other institutions can transfer (APCL) a maximum of 60 level 7 credits and those with appropriate professional qualifications can apply to have 30 or 60 APEL credits awarded.

University of Leicester PGCE alumni:

PGCE courses are awarded with a minimum of 60 level 7 credits. Since 2019, the Leicester PGCE has consisted of 60 level 7 credits, with the option available to some students to attain an additional 30 level 7 credits. University of Leicester PGCE alumni can transfer 60 level 7 credits, or 90 level 7 credits if these have been awarded.

The full M.Ed Programme:

The full programme consists of four 30 credit taught modules and a 60 credit dissertation. Practitioner Research Methods is the core (compulsory) 30 credit module that all students complete. However, it is anticipated that most students will transfer (APCL/APEL) level 7 credits from PGCE courses (completed in the last 5 years) or other professional courses (e.g. NPQH/SL). When granted, this reduces the number of optional taught modules that need to be completed; details are in section 16 and summarised below.

90 credit programme: Only available to University of Leicester PGCE alumni awarded 90 credits for their PGCE (completed in the last 5 years). [1x30 credit core module (Practitioner Research Methods), plus 60 credit dissertation].

120 credit programme: Available to PGCE graduates (University of Leicester alumni and other UK institutions) awarded 60 level 7 credits for their PGCE (completed in the last 5 years). Also available for students who APEL 60 credits. [1x30 credit core module (Practitioner Research Methods), 1x30 credit optional module, plus 60 credit dissertation].

150 credit programme: Available to students who APC/EL 30 level 7 credits. [1x30 credit core module (Practitioner Research Methods), 2x30 credit optional module², plus 60 credit dissertation].

180 credit programme: The full programme for those without level 7 credits. [1x30 credit core module (Practitioner Research Methods), 3x30 credit optional modules, plus 60 credit dissertation].

Flexible Provision including Blended Learning:

The programme is process-oriented and delivered flexibly to facilitate participation by practising teachers. For the campus-based blended learning modules, it is anticipated that the taught sessions would run Saturdays (face-to-face) and weekday twilights (remote), approximately 50/50 split in terms of hours. This is to facilitate access to twilight sessions by eliminating travel time whilst still offering the benefits of face-to-face campus provision at the weekends.

For each campus-based blended learning module, there is an equivalent remote (DL) version with the same learning outcomes. Flexible registration would allow students to complete different modules using different modes of delivery.

Optional Modules:

The number of optional modules that will be offered each year and the mode of delivery will depend on demand so it is not guaranteed that all optional modules will run every year. (Viable numbers will be smaller for remote (DL) modules). The options to be offered is complex, as students with different entry points (0, 30, 60 or 90 credits) need to complete different numbers of modules and required modules vary. In principle:

At least one campus-based blended module will run each semester

There will be at least one module per semester that allows for student progression.

But this may be offered as a remote (DL) module if the cohort is small.

All campus-based students will be able to undertake one campus-based (blended learning) module per year.

All remote (DL) students will be able to undertake one remote (DL) module each semester.

As the remote (DL) modules are viable with smaller cohorts than the campus-based blended versions, this should allow for the maintenance of the widest possible student choice in terms of optional modules.

Curriculum:

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

[University of Leicester Education Strategy](#)

[University of Leicester Assessment Strategy](#) [log in required]

University of Leicester Examining Code of Practice

University of Leicester Code of Practice on Personal Tutoring

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. There will be October and February intakes. Whilst it is anticipated that most student would enrol in October, there would be the option of enrolling in February if the taught programme allowed (i.e. if core modules could be accessed and appropriate optional modules were available).

Due to the nature of the dissertation, with students usually working full-time in an educational setting, the dissertation module will run from October to August each academic year. (Most students are practicing teachers, so this allows write-up time in the longer school holiday. Also, their research context is likely to change between academic years). Therefore, the campus-based blended learning Dissertation module will be offered October-August. However, if there is student demand, consideration will be given to opening a remote (DL) Dissertation module running February - January.

Level of entry	Year 1	Year 2	Year 3
No credits (see Part A below) (Year 1 and 2 could be swapped)	Reflective Practice (30 credits)	Practitioner Research Methods (30 credits)	Dissertation (60 credits)
	1 x 30 credits from: a, b or c	1 x 30 credits from: a) Mental Health & Wellbeing b) Mentoring, Coaching & Leadership c) Developing Effective & Inclusive Pedagogy	
+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)	APC/EL (60 credits from PGCE or equivalent)	Practitioner Research Methods (30 credits)	Dissertation (60 credits)
		1 x 30 credits from: a) Mental Health & Wellbeing b) Mentoring, Coaching & Leadership c) Developing Effective & Inclusive Pedagogy	

+90 credits (see Part C below)	APCL (from Leicester PGCE)	Practitioner Research Methods (30 credits)	Dissertation (60 credits)
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Table 1: outline of possible entry and progression over three-year span

PART A: Students who join the M.Ed, PGDip or PGCert programme without any level 7 credits

It is anticipated that most students will apply for the M.Ed course. The alternative qualifications are also listed and could be awarded as exit qualifications if the module requirements are met.

The maximum registration periods for these awards are set out in section 4.

Students registering for the M.Ed

- Students will undertake the core Practitioner Research Methods module (30 credits), the Reflective Practice module (30 credits) and two 30 credit modules from the basket and to achieve 120 taught credits.
- The taught modules will 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 and taught sessions.

It is expected that students will study 60 taught credits in each of the first two years (one 30 credit module each semester, although students could request a 'fallow' semester in line with students in Part C if this fell within the maximum registration period). The dissertation of 60 credits will usually be undertaken in one academic year (October – August).

Students registering for one 30 credit module

- Students could choose to study the Reflective Practice module or, if they had appropriate prior experience, another module from the basket of modules if this was being run. (For example, if students had some research methods experience, they could complete the Mentoring, Coaching and Leadership module if this was being run).
- On completion of their studies, students will receive a transcript setting out their 30 level 7 credits.
- At a set point in the 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 registering for the PGCert.

- Students will undertake the Reflective Practice module (30 credits) Students and one 30 credit 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 registering for the PGDip

- Students will undertake the core Practitioner Research Methods module (30 credits) the Reflective Practice module (30 credits) and two 30 credit modules from the basket to achieve 120 taught credits.

Part B: Students who join the M.Ed or PGDip programme with 60 level 7 level credits - enter at year two of the programme.

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.

Students registering for the M.Ed

- Students will undertake the core Practitioner Research Methods module (30 credits) and one 30 credit modules from the basket and to achieve 60 taught credits.
- The taught modules will 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 and taught sessions.

It is expected that students will study 60 taught credits in the first year of study - year 2 of the programme. (This would be one 30 credit module each semester, although students could request a 'fallow' semester in line with students in Part C if this fell within the maximum registration period). The dissertation of 60 credits will usually be undertaken in one academic year (October – August).

- The normal period of registration for students bringing in 60 credits to the MEd is 2 years and the maximum period of registration is 4 years.

Students registering for the PGDip

- Students will undertake the core Practitioner Research Methods module (30 credits) and one 30 credit modules from the basket to achieve 60 taught credits.

It is expected that students will study 60 taught credits in the first year of study - year 2 of the programme. (This would be one 30 credit module each semester, although students could request a 'fallow' semester in line with students in Part C if this fell within the maximum registration period).

- The normal period of registration for students bringing in 60 credits to the PGDip is 1 years and the maximum period of registration is 2 years.

Part C: students who join the M.Ed programme with 90 level 7 credits - enter year two of the programme (but just complete the core module)

- Students will undertake the core Practitioner Research Methods module (30 credits)
- The taught module will 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 and taught sessions.

Students will study for 30 credits in their first year for the taught part of the programme (the core Practitioner Research Methods module). The dissertation of 60 credits will usually be undertaken in one academic year (October – August). This will usually result in a 'fallow' semester when no taught modules are completed – a dissertation supervisor would be allocated to support ongoing engagement.

- The normal period of registration for students bringing in 90 credits to the MEd is 2 years and the maximum period of registration is 3 years.

Appendix 1: Programme structure (programme regulations)

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

Modules possible Years 1 and 2	1. Reflective Practice (30) (for 0-credit students only) 2. Specialist modules available (likely to be taken by students entering with 30 or 60 credits) <ul style="list-style-type: none"> • Developing Effective and Inclusive Pedagogy (30) – • Mental Health and Wellbeing (30) • Mentoring, Coaching and Leadership (30) 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. 3. Practitioner Research Methods (30-credit core module for all students), and bridging to the Dissertation study
Year 3 Dissertation (60)	
15000 word supervised study 2000 word research diary	

Table 2: Basic structure of the MEd (180 credits) Five pairs modules plus the dissertation available will be as follows:

Module code	Module title	Semester	Status	Credits
ED7430	Practitioner Research Methods	Semester 1	Core	30
ED7432	Mentoring, Coaching and Leadership	Semester 2	Option	30
ED7428	Developing Effective and Inclusive Practice	Semester 2	Option	30
ED7429	Mental Health and Wellbeing	Semester 2	Option	30
ED7431	Reflective Practice	Semester 1	Option	30
ED7416	Dissertation	Year-long	Core	60
Module code	Module title	Semester	Status	Credits
ED7622	Practitioner Research Methods (DL)	Semester 1	Core	30
ED7623	Mentoring, Coaching and Leadership (DL)	Semester 2	Option	30
ED7624	Developing Effective and Inclusive Practice (DL)	Semester 2	Option	30
ED7625	Mental Health and Wellbeing (DL)	Semester 2	Option	30
ED7626	Reflective Practice (DL)	Semester 1	Option	30
ED7636	Dissertation (DL)	Year-long	Core	60

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
5. Reflective Practice
6. Dissertation
7. Practitioner Research Methods (DL)
8. Mentoring, Coaching and Leadership (DL)
9. Developing Effective and Inclusive Practice (DL)
10. Mental Health and Wellbeing (DL)
11. Reflective Practice (DL)
12. Dissertation (DL)