

UNIVERSITY OF WALES, NEWPORT
PROGRAMME SPECIFICATION
MA EDUCATION

SCHOOL OF EDUCATION

Programme Overview

1.	Awarding Institution	University of Wales, Newport
2.	Teaching Institution	University of Wales, Newport
3.	Programme validated by	University of Wales
4.	Final Award	MA
5.	Programme Title	MA Education Postgraduate Diploma Education Postgraduate Certificate Education Studies
6.	Mode of Study	Full and part-time

The MA Education has been designed to provide for the continuous professional, academic and personal development of participants who are drawn from a range of backgrounds which are related to the field of Education. Course members include teachers and leaders in schools and the PcET sector, allied health professionals and parents of children with a range of special educational needs.

The Programme is normally offered in the following modes:

Full time (one to two years)

Part time (two to five years)

Programme Aims

The MA Education seeks to:

- (i) provide access to a coherent framework of professional development;
- (ii) provide a context for personal, professional and academic development which builds upon the concept of the reflective practitioner and is grounded in a critical approach to and effective synthesis of attendant issues of theory and practice;
- (iii) offer participants a programme of study which is both intellectually rigorous and academically challenging and requires them to develop their skills of communication, analysis and research at Master's level;
- (iv) encourage practitioners to take more responsibility for directing their own development including through the selection of a range of modules identified to meet their particular requirements in terms of content, sequence and time and the negotiation of individualised assessment programmes;
- (v) increase the range of teaching, learning and research methodologies available to practitioners in the Education Service and related settings;
- (vi) provide an opportunity for practitioners to make a contribution to the body of knowledge and understanding in Education and related fields.
- (vii) raise quality in the professional field of the participant;
- (viii) raise standards in schools, colleges or other settings.

Learning Outcomes

On the completion of your programme of study you should be able to:

- (i) demonstrate a critical knowledge and understanding of educational theory, policy, processes and practices which are sufficient in terms of breath, depths and content to allow them to:
- (ii) define, investigate and analyse critically complex problems and through the application of professional expertise:

- (iii) reflect critically upon their own value systems, development and practices;
- (iv) question concepts, theories and assumptions encountered in their studies and research;
- (v) critically analyse, synthesise and evaluate data and propose solutions;
- (vi) communicate effectively in a range of modes and use ICT to support your studies and research.

Benchmarks and Reference Points

The MA Education has been developed in the context of the general Quality Assurance Agency Benchmarks for Educational Studies.

Learning and Teaching Strategies

The MA Education has been developed within the context of a number of guiding principles. These include:

- Reflective practice, which underpins professional development in education and other fields. This is used to promote and consolidate systematic learning from experience and to support the synthesis of theory with practice, so that professionals may evaluate and respond to change in a coherent, creative and effective manner.
- Inclusive learning, equal opportunity, reduction of barriers to learning and the entitlement of learners to academic progression through a range of suitable learning opportunities.
- Collegiality and collaboration as essential elements of effective working in relevant professional settings; the MA Education promotes these approaches for participants and equips them to employ these in their own professional practice.
- Developing in participants a range of professional competencies, particularly those prescribed for the benchmarked or referenced qualifications listed above.
- Learner autonomy is developed throughout as all participants are encouraged to identify their own learning needs, to identify opportunities

for self-development, to negotiate individually their assessment tasks and to assess/evaluate their personal progress.

- The MA Education is grounded in a teaching and learning strategy which promotes **reflection in action** as well as reflection on practice.

The general approach to the learning process for most modules involves a range of learning opportunities:

- Contact with a lecturer in supported learning.
- Directed study: i.e. study outside class times as directed by the course team and including a range of activities to be undertaken in the workplace or similar setting.
- Independent study: learning at your initiative.

As you move through a module you should expect a change in the balance of supported, directed and independent learning.

A variety of methods will be used, including:

- lectures
- group work, group discussions & seminars
- directed study tasks
- case studies
- visiting speakers/expert practitioners
- role play
- ICT based activities

For specified modules you may also undertake:

- e-learning
- practical teaching (assessed)
- placements in LEA Specialist Services.

Assessment Strategies

The strategy for the course is based on continuous assessment at the level of individual modules. In part 1 of the award you will be asked to submit an assignment or portfolio bundle of assignments (5,000 word equivalent) for each of the four modules. In part 2 you will be asked to submit a 20,000 word dissertation. Feedback on each of these summative assessments will be given.

Programme Structure and Requirements, Levels, Modules, Credits and Awards

MA Education

Education Research Methodology	30 credits (M level)	15 ECTS
Optional module (see full list below)	30 credits (M level)	15 ECTS
Optional module (see full list below)	30 credits (M level)	15 ECTS
Optional module (see full list below)	30 credits (M level)	15 ECTS
Dissertation	60 credits (M level)	30 ECTS

Interim awards:

PG diploma: Education

Education Research Methodology	30 credits (M level)	15 ECTS
Optional module (see full list below)	30 credits (M level)	15 ECTS
Optional module (see full list below)	30 credits (M level)	15 ECTS
Optional module (see full list below)	30 credits (M level)	15 ECTS

PG certificate: Education Studies

Optional module (see full list below)	30 credits (M level)	15 ECTS
Optional module (see full list below)	30 credits (M level)	15 ECTS

Optional modules (all at 30 credits (M level) / 15 ECTS):

ADHD
Autism: Approaches to Management
Autism: Diagnostic Instruments and Assessment
Autism: Definition, Description and Aetiology
Child Abuse: Context, Recognition and Action
Child and Family Law
Child Development
Child Health
Children's Literature: narratives and thinking
Child & Adolescent Mental Health
Classroom Approaches for Pupils with Severe Learning Difficulties (including PMLD)
Classroom Approaches for Pupils with Specific Learning Difficulties
Classroom Approaches to Speech, Language and Communication Difficulties
Classroom Practice (VI)
Classroom Practice and Support Issues (HI)
Communities of Enquiry: theory and practice
Critical, Creative Caring & Collaborative Thinking

Designing and Implementing Learning Through Technology
Developing Communication Skills 3 - 7
Developing People in Organisations
Dyspraxia/DCD
The Education of Children with Severe Learning Difficulties (including PMLD)
Education for Sustainable Development and Global Citizenship
Education for Sustainable Development and Global Citizenship 2
Educational Research Methodology
The ESOL Classroom in the 21 st Century
Examining Learning and Teaching in PcET
Explaining Technology in Teaching and Learning
Faith Community Project
Health Promotion and Health Education
Inclusive Practice
Independent Study Module
Issues in Audiology
Language, Learning and Literacy in Deaf children
Leadership and Management (VI)
Managing Dyspraxia/DCD
Managing ESOL Provision
Mentoring: Principles and Practices
Morality: An Educational Approach
Music Education
Professional Skills for Health Educators
Reflective Practice in a Church School
Religious Ideas: East and West
Social, Emotional and Behavioural Difficulties
Social, Emotional and Medical Effects of Visual Impairment
Specific Learning Difficulties and their Educational Implications
Speech, Language and Communication Difficulties
Spirituality: An Educational Approach
Strategic Management and Accountability (Schools)
Supporting Children with ASD
Supporting Early Learning
Teaching and Supporting EAL
Teaching Students with Social Emotional and/or Behavioural Difficulties
Teaching, Learning and the Curriculum
TEAL: Current Issues
TEAL: Theory, Policy and Practice
TESOL Theory in Practice
Understanding Learning Difficulties and Disabilities

Using Assessment to Raise Standards
Values, Purposes and Policies in PcET
Working with Vulnerable Children

Criteria for Admission to the Programme

You should be a graduate, or if you are a non-graduate, you will need relevant experience.

For some modules/assessments Qualified Teacher Status is a requirement

International students need a minimum IELTS score of 6.0 across the different components of the test.

For some modules/assessments a CRB check is required. International students must provide evidence from their home country/last country of residence of having undergone successful clearance by a Criminal Records Bureau check (or equivalent thereof) in the six months prior to course registration.

Date at Which the Programme Specification Was Written

October 2009.

Student Contract

All students will be required, as a condition of enrolment, to abide by and submit to the policies, regulations and procedures of the University, as amended from time to time. A copy of all the relevant documents can be found at www.newport.ac.uk or is available, on request, from the University Information Centre.

The University will use all reasonable endeavours to deliver courses in accordance with the descriptions set out in this programme specification. However, the University does not provide education to UK undergraduates on a commercial basis. It is also very largely dependent upon charitable and public funds, which the University has to manage in a way that is efficient and cost-effective, in the context of the provision of a diverse range of courses to a large number of students. The University therefore:

- Reserves the right to make variations to the contents or methods of delivery of courses, to discontinue courses and to merge or combine courses, if such action is reasonably considered to be necessary by the University. If the University discontinues any course, it will use its reasonable endeavours to provide a suitable alternative course.

- Cannot accept responsibility and expressly excludes liability, for damage to students' property, transfer of computer viruses to students' equipment or liability for breach of contract.