

MA in Organisation, Planning and Management in Education

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Faculty of Economic and Social Sciences	Programme Length: Full time 12 months Part time 36-48 months
For students entering in 2003	Date of specification: 17/11/03
Programme Director: Dr Naz Rassool	
Board of Studies: Advanced Taught Programme Board	
Accreditation: Not applicable	

Summary of programme aims

The programme aims to enable education professionals mainly from an international background and from all sectors of education to interrogate and reflect upon their professional practice and their experience of management, organisation, policy and planning through the utilisation of theories, concepts and practical skills introduced to them by the programme.

Transferable skills

The programme develops transferable skills relating to the use of ICT in the gathering of knowledge and its presentation, communication to groups of varying degrees of knowledge and experience, the handling of numerical data, team working, independent working requiring planning and the organisation of time and other resources.

Programme content

	<i>Credits</i>	<i>Level</i>
Students take four core modules		
EDM039 Comparative Educational Administration	20	M
EDM041 Education Policy: A Comparative Perspective	20	M
EDM040 Management, Finance and Planning in Education	20	M
EDM042 Investigating Education (Research Methods)	20	M
Total	80	

Students choose two optional modules from the list below or from the modules available on the Modular Masters programme offered in the Institute of Education.

EDM043 Education in Developing Countries	20	M
EDM044 Language and Literacy for Development	20	M
EDM045 Philosophical Perspectives on Education, Teaching and Learning	20	M
Total	40	

The students must therefore achieve 120 credits from the taught modules

EDM046 Dissertation Route A	60	M
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Please see list (attached) for additional optional modules

Part-time/Modular arrangements

Part-Time students take six modules over two years. Normally, they take two core modules in the first term and one optional module in the second term of each year but the study pattern is flexible in order to take account of professional workloads.

Progression requirements

Taught courses (part I) must be completed satisfactorily before commencing the dissertation (part II). Part I may be taken part-time over 36 - 48 months. Part-time students are required to register for Part II (the dissertation phase) within thirty-six months of completing Part I, and to complete Part II within either twelve months from registration for Part II (in the case of students taking Route A) or twenty-four months

from registration for Part II (in the case of students taking Route B). Students may register for Part II at the beginning of the Autumn, Spring or Summer Terms.

Summary of teaching and assessment

Teaching on the programme takes the form of a combination of lectures, seminars and group work exercises. All students complete a formative assessment in the Autumn term which is used for diagnostic and guidance purposes.

The University's taught postgraduate marks classification is as follows:

<u>Mark</u>	<u>Interpretation</u>
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)
<u>Failing Categories</u>	
40 – 49%	Work below threshold standard
0 – 39%	Unsatisfactory Work

For Masters Degrees in Education

To pass the Masters students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation and have no mark below 40. In addition the total credit value of all modules marked below 50 must be less than 60 credits.

Students who gain an average mark of 70 or more overall including a mark of 70 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be awarded eligible for a Merit.

For PG Diplomas

To pass the Postgraduate Diploma students must gain an average mark of 50 or more and have no mark below 40. In addition the total credit value of all modules marked below 50 must be less than 60 credits.

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be awarded eligible for a Merit.

For PG Certificate

To pass the Postgraduate Certificate students must gain an average mark of 50 or more in modules worth 60 credits and have no mark below 40.

Admission requirements

Entrants to this programme are normally required to have obtained a first degree or equivalent teaching qualification plus a minimum of two years experience of working in an educational institution. For applicants for whom English is not a first language, the University requires either a British Council IELTS score of 6.5 or above, a TOEFL score of 580/237 Alternatively it may be suggested that otherwise qualified applicants attend either a 4 or 8-week course on English for Academic Purposes before commencement of the degree scheme.

Admissions Tutor: Dr Naz Rassool

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Programme Directors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall

Wardens and the Students' Union. The university also provides a counselling service and support for international students through the International Student Advisor.

Support for students taking the programme is provided through a personal tutor system. Each student is allocated a personal tutor who teaches on the programme and they are required to arrange a minimum of one meeting per term with their personal tutor. Personal tutors also meet their tutees in a group twice during the Autumn term. Frequent email contact between personal tutors and module co-ordinators also takes place. The programme has its own website maintained by the Course Director and much informal support for students is provided in the termly staffstudent meetings.

Induction programmes

Full and Part-time students are given a three-day induction and study skills programme in the Autumn Term. Students commencing in the Spring Term are given a similar induction and orientation programme

Handbooks and Guides

On arrival all students receive a comprehensive Handbook giving information about the programme. Another Handbook is provided in the Spring term which gives information and guidance to dissertation preparation

Typical size of relevant lectures

The size of lectures is generally between 15-20 students but seminars are smaller, usually 8- 10 students.

Career prospects

Students who take the programme will have already had experience of professional employment. In some cases this is quite considerable but they are all given information on the University's Careers Advisory Services. For those who wish to pursue a research career, guidance on higher degrees by research is given to students by their personal tutor and the Course Director. Many students on leaving have secured positions in educational organisations and are often used as a source of advice by prospective and existing students.

Opportunities for study abroad or for placements

Depending on demand, a study trip of four days duration to Paris takes place in the Easter vacation. Students attend presentations and collect data at organisations such as the OECD and the World Bank.

Educational aims of the programme

The programme aims to meet international, national and local needs in education for teachers, lecturers and administrators skilled in the areas of educational organisation, management, planning and policy. It aims to prepare students for enhanced employment opportunities in educational institutions.

It addresses key recent and enduring concerns regarding the field of education management, policy, planning and organisations. This is done within a broadly international framework that takes account of the differing needs and experiences of a diverse student body. It aims to provide students with a through grounding in relevant theoretical and policy analyses

- to develop their proficiency in the framing and analysis of research questions;
- to provide them with an understanding of the different approaches to education organisation, planning, management and policy;
- to gain an understanding of and proficiency in:
 - a) how to link theory, method, and research design, and with the critical evaluation of both theoretical and empirical aspects of research;
 - b) general research skills and applied skills in selected education and social science techniques;
 - c) the key substantive issues and theoretical approaches involved in the study of education

- organisation, planning, management and policy within an international context
 d) the skills needed to present research effectively in seminars and written work.

Programme Outcomes

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <p>Through the study of the core and optional modules and the completion of a dissertation, students will be able to critically evaluate and analyse a range of theories and methods relevant to research on contemporary educational organisation, planning management and policy in an international context.</p> <p>ii) be able to demonstrate an advanced understanding of education and social science methodologies through an ability to appropriately link theory, method and research design in formulating research questions and critically evaluating research.</p> <p>iii) be able to demonstrate proficiency in analysing and interpreting different kinds of data; understanding of the various means of collecting and generating data; and knowledge of the range of sources and investigation techniques.</p>	<p>Teaching/learning methods and strategies</p> <p>Lectures are used by course tutors to introduce themes, approaches, and theories based on weekly reading assignments and often supplemented by printed handouts and visual aids. The seminars and workshops are used in a variety of ways; they may be based around student led presentations; a student or tutor-led group discussion and textually based discussions.</p> <p><i>Assessment:</i> Students' knowledge and understanding is assessed through essays, presentations and a dissertation.</p>
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Skills and other attributes

<p>B. Intellectual skills – able to: Analyse the primary material of the field – policies, management strategies and organisational forms.</p> <p>Synthesise information from a variety of sources including personal experience.</p> <p>Evaluate competing theories, methods, methodologies and make reasoned judgments.</p> <p>Undertake basic research in education (identifying relevant issues for research, choosing appropriate methods and using relevant primary and secondary sources).</p> <p>Act independently in planning and undertaking tasks.</p>	<p>→</p>	<p>Teaching/learning methods and strategies</p> <p>Intellectual skills are developed through seminars, tutorials, oral presentations and written assignments (both assessed essays and dissertations). All modules are structured in such a way that the skills of analysis, synthesis and evaluation (points 1-3) are developed. I.</p> <p><i>Assessment:</i></p> <p>All assessment tasks (written assessed coursework and research projects) test powers of analysis, synthesis and evaluation (points 1-3). Research and self direction, independent learning and time management is assessed through the design of a small scale research project, the collection of data, its analysis and its presentation in the form of a dissertation.</p>
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<p>C. Professional and practical skills – able to:</p> <p>Reflect on their experience of educational management and policy making and apply the results thereof.</p> <p>Use ICT for word processing, presentation, e-mail communication and data collection from the internet.</p>	<p>→</p>	<p>Teaching/learning methods and strategies</p> <p>An optional 30 hours course is provided in ICT differentiated to account for the widely differing levels of the students' prior experience. The course is taught through demonstrations and practical experience. Searching the internet is also demonstrated in the Study Skills course taken by students as part of their induction.</p> <p>Assessment</p> <p>Statement of how coursework relates to dissertation and how the dissertation relates to their professional practice. Students who opt for the ICT course perform a self-assessment of their skills at its end. The main assessment takes place through essays, presentations using PowerPoint and the production of a dissertation.</p>
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<p>D. Transferable skills</p> <p>Numeracy, interpretation and presentation of numerical data.</p>	<p>Teaching/learning methods and strategies</p> <p>Seminars and tutorials are used to develop oral communication by</p>
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<p>Work with others in a team Presentation of material to groups Communication both oral and written</p>	<p>➔ requiring students to engage in class discussions and to make oral presentations. Teamworking is integrated into specific modules. Written communication is developed through written assignments, assessed coursework and research for the dissertation. The interpretation and presentation of numerical data is taught as part of research methods in the Investigating Education module.</p> <p><i>Assessment</i> Transferable skills are assessed through essays, presentations and dissertations. Team work is assessed in a specific module in which a team presentation is the main assessment task.</p>
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Optional Education Masters Modules		
Module	Tutor	Title
EDM001	Mr A C Goodwyn	Developing Expertise in Teaching
EDM002	Mr A C Goodwyn	Improving Teaching and Learning (a)
EDM003	Mr A C Goodwyn	Improving Teaching and Learning (b)
EDM004	Mr A C Goodwyn	Practitioner-based Research (a)
EDM005	Mr A C Goodwyn	Practitioner-based Research (b)
EDM006	Mr A C Goodwyn	Mentorship
EDM007	Prof. P Croll	Investigating Education
EDM010	Mr A C Goodwyn	The Theory and Practice of English Teaching
EDM011	Mrs J Baxter	Language and Gender
EDM012	Mr A C Goodwyn	Media Education
EDM013	Mr A Kempe	Drama in Education
EDM014		Information Technology and English and Language in Education
EDM015	Prof. B Richards	Input, Interaction and Language Acquisition
EDM016	Mr A Goodwyn +	Poetic Language in Education
EDM017	Mr A Goodwyn +	Readers and Texts
EDM018	Prof. B Richards	Foreign Language Teaching and Learning
EDM021	Dr G Bhatti	School Development and Provision for Difficulties in Learning
EDM022	Dr G Bhatti	Enhancing Pupil Learning
EDM023	Dr I Copeland	Special Educational Needs: Policies and Practice
EDM026	Dr G Cox	Current Issues in Music Education
EDM027	Ms L Pegg	Children's Musical Dev. & Learning: a Psychological Perspective
EDM028	Dr N Bannan	Teaching Composing
EDM029	Mr G Parry-Jones	The Teaching of Musical Performance
EDM032	Prof. B Fidler	Strategic and Development Planning in Schools
EDM033	Prof. B Fidler	Managing Change and School Improvement
EDM034	Prof. B Fidler	School Improvement Independent Study
EDM035	Prof. B Fidler	Managing Effective Teaching and Learning
EDM036	Prof. B Fidler	Leadership in Schools
EDM047	Dr N Bannan	Principles and Processes of Music Teaching
EDM048	Dr N Bannan	Principles and Processes of Studio Music Teaching
EDM049	Dr N Bannan	Instrument-Specific or Vocal Teaching and Learning
EDM050	Dr N Bannan	Processes of Reflective Teaching
EDM051	Dr N Bannan	Music Teaching in Professional Practice MA Dissertation
EDM052	Dr N Rassool	Policy and Practice in Primary Education
EDM053	Prof. P Croll	Effective Teaching in Primary Schools
EDM054	Dr M Perkins	Child Development and Primary Education
EDM055		Policy and Practice in Primary Education