MSc in Managing School Improvement

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Faculty of Economic and Social Sciences	Programme length: 36-96 months
For students entering in 2003	Date of specification: April 2004
Programme Director: Prof Brian Fidler	
Board of Studies: Advanced Taught Programme Board	
Accreditation: N/A	

Summary of programme aims

The course aims to equip course members to manage and to lead school improvement efforts and projects.

The course will offer a rigorous study of aspects of school management and leadership, the management of change and problem solving, school effectiveness and school improvement and to examine their impact on schools' performance.

Course members will be expected to acquire knowledge and understanding of these topics and to seek to use these ideas to manage successfully, aspects of school improvement in their institutions. In reflecting on these experiences for assignments students will be expected to demonstrate their increasing skills in the practice of managing school improvement.

Transferable skills

Students will develop the following transferable skills:-

Ability to use library and other academic resources to find information
Presentation of arguments in writing and orally
Ability to interpret information sources critically
Ability to use information to inform decision making
Ability to critique existing policies and practices in a professional field
Ability to undertake independent or collaborative research.

Programme content

120 course credits are required for the Postgraduate Diploma and 180 for the Masters degree. Two routes to the masters degree are offered Route A and Route B. Route A requires 120 course credits from taught courses of which three modules are specified for this degree to be completed in 48 mths. Two of the three modules are core modules and the third can be chosen from a prescribed list for this named degree. Route B requires 80 course credits from taught courses of which two modules are specified for this degree in 36 mths. One of the two modules is a core module and the second can be chosen from a prescribed list for this named degree.

For Route A: 120 course credits are required from taught courses. For this named degree 60 course credits must be gained by taking the core modules of *Strategic and Development Planning in Schools* (*EDM032*) and *Managing Change and School Improvement(EDM033)* and <u>one from a list of options including</u> *Leadership in Schools (EDM036), Managing Effective Teaching and Learning (EDM035), School Improvement Independent Study* (*EDM034).* The remaining 60 course credits can be gained by taking other modules from the list of optional education masters modules. After gaining these 120 course credits the dissertation for the Masters degree (*EDM037*) can be completed..

For Route B: 80 course credits are required from taught courses. For this named degree 40 course credits must be gained by taking the core module *Managing Change and School Improvement(EDM033)* and <u>one from a list of options including</u> *Leadership in Schools (EDM036), Managing Effective Teaching and Learning (EDM035), School Improvement Independent Study (EDM034)*. The remaining 40 course credits can be gained by taking other modules from the list of optional education masters modules. After gaining these 80 course credits the dissertation for the Masters degree (*EDM038*) can be completed.

Please see list (attached) for additional optional modules

Code	Module Title	Credits	Level
EDM032	Strategic and Development Planning in Schools (Core A)	20	M
EDM033	Managing Change and School Improvement (Core A & B)	20	M
EDM036	Leadership in Schools	20	M
EDM034	School Improvement Independent Study	20	M
EDM035	Managing Effective Teaching and Learning	20	M
EDM037	Dissertation route A (Masters only: must be undertaken on a relevant topic	60	M
EDM038	Dissertation route B (Masters only: must be undertaken on a relevant topic)	100	M

Part-time/Modular arrangements

The taught course may be taken part-time over 36-48 months.

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 is by a variety of methods, including lectures, seminars, work shops, individual feedback on written work and individual supervisions.

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

The normal entry requirements for the course are a degree or equivalent qualification and holding a senior position or post of responsibility in a school, although candidates not meeting all of these requirements may be considered exceptionally at interview.

Admissions Tutor: Prof Brian Fidler

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 Bulmershe Campus contains its own Library with an excellent stock of education books and journals and its own IT facilities. A comprehensive handbook is available for the course. Through its Partnerships, the Institute has active relationships with a network of over 300 schools and 10 Local Education Authorities.

Career prospects

The course is designed to assist and improve the professional work of course members and is likely to be an advantage when seeking promotion.
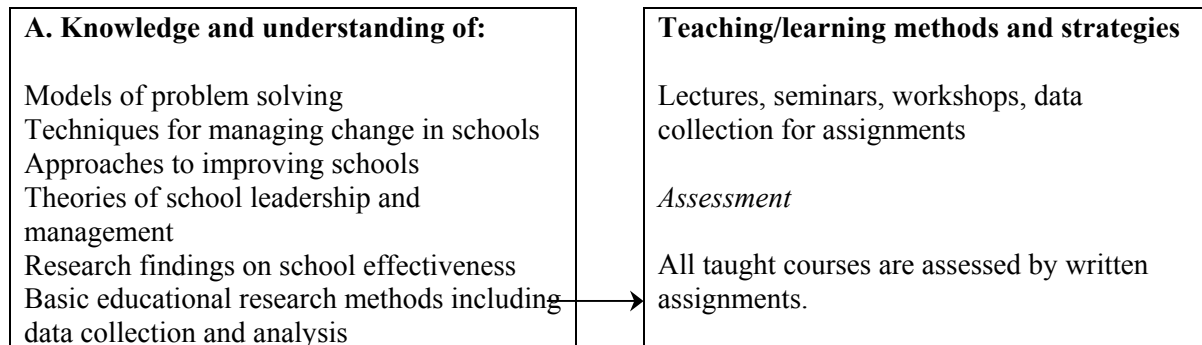
Opportunities for study abroad or for placements
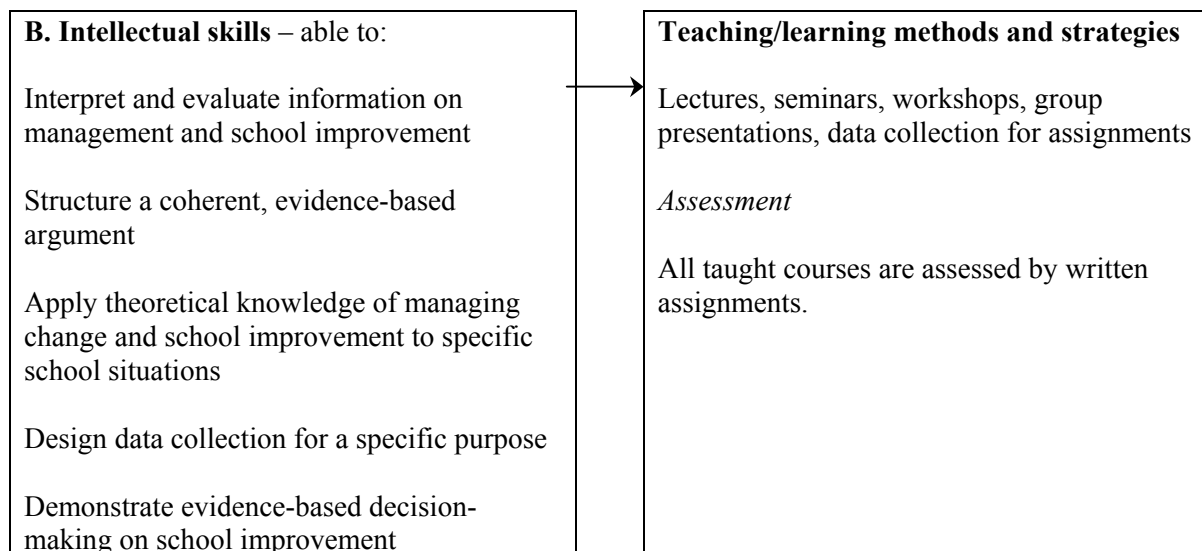
N/A

Educational aims of the programme

Course members are expected to demonstrate understanding of school leadership and management, management of change and school improvement at postgraduate level and apply these ideas to analysing improvement issues in their schools.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	**Teaching/learning methods and strategies**
Models of problem solving Techniques for managing change in schools Approaches to improving schools Theories of school leadership and management Research findings on school effectiveness Basic educational research methods including data collection and analysis	Lectures, seminars, workshops, data collection for assignments *Assessment* All taught courses are assessed by written assignments.

Skills and other attributes

B. Intellectual skills – able to:	**Teaching/learning methods and strategies**
Interpret and evaluate information on management and school improvement Structure a coherent, evidence-based argument Apply theoretical knowledge of managing change and school improvement to specific school situations Design data collection for a specific purpose Demonstrate evidence-based decision-making on school improvement	Lectures, seminars, workshops, group presentations, data collection for assignments *Assessment* All taught courses are assessed by written assignments.

C. Practical skills – able to:

Analyse organisational activity using theoretical models

Identify potential problems and areas for school improvement

Search out relevant information for school improvement

Design and collect data

Analyse data

Present ideas to the student group

Design and carry out a research project on managing school improvement

Teaching/learning methods and strategies

Lectures, seminars, workshops, group presentations, data collection for assignments

Assessment

All taught courses are assessed by written assignments.

D. Transferable skills – able to:

Communicate accurately in writing

Give oral presentations

Work collaboratively in a group

Search out and interpret information

Plan and carry out a research project

Manage time and work to deadlines

Use IT where relevant and fit for purpose

Understand the benefits and limitations of research methods.

Contribute to professional dialogue and developments

Teaching/learning methods and strategies

Lectures, seminars, data collection for assignments, writing assignments

Assessment
All taught courses are assessed by written assignments.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.

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
EDM039	Dr G Bhatti	Comparative Educational Administration
EDM040	Prof. B Fidler +	Management, Finance and Planning in Educational Institutions
EDM041	Dr G Bhatti	Education Policy in a Globalised World
EDM042	Prof. P Croll	Investigating Education (Research Methods)
EDM043	Dr N Rassool	Education in Developing Countries
EDM044	Dr N Rassool	Language and Literacy for Development
EDM045	Dr R Straughan	Philosophical Perspectives in Education
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
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