

## **MA in Teaching and Learning**

### **For students entering in 2006**

Awarding Institution:  
Teaching Institution:  
Faculty of Economics and Social Sciences

The University of Reading  
The University of Reading  
Programme length: full-time 12  
months (part-time, PG Diploma 48  
months, dissertation 12 months within  
a period of 36 months of completing  
the PGDip)

Date of specification: October 2006  
Programme Director: A.Goodwyn  
Board of Studies: Advanced Taught Programme Board

### **Summary of programme aims**

The course will enable teachers and other educationalists to deepen their understanding of teaching and learning and is designed to help participants reflect on and improve existing educational practices. This aim is achieved by exploring a range of theoretical perspectives and by subjecting them to critical scrutiny drawing where appropriate on the practical knowledge of participants. Graduates of the course will offer their institutions a greatly developed range of insights and skills; they will be more effective practitioners able to assist colleagues in improving their practice; this combination will assist in raising standards of teaching and learning.

### **Transferable skills**

Students will develop the following transferable skills:-

Ability to use library and other academic resources  
Writing skills: writing of papers/essays/professional reports, abstraction of others' work from written, oral and audio-visual material, reviewing work and practice of peers.  
Ability to make oral presentations.  
Ability to critique existing policies and practices in a professional field  
Ability to undertake independent or collaborative research.

### **Programme content**

Core modules: at least 2 must be taken from this list and at least 1 must involve a research project [indicated by R]. If more than one research module is selected then the project must be substantially different to any previous one [see module specifications]. The programme places strong emphasis on the development of independent research skills by all students who must guarantee their willingness to undertake research projects in appropriate locations. All students will initially register for the generic Masters in Teaching and Learning. They may also elect to undertake a route that gives them a specialism in the title of their Masters by taking at least two modules from another named specialist route e.g. English and Language in Education, and completing their dissertation on an appropriate topic; leading to the award Masters in Teaching and Learning [English and Language in Education]. All students initially are placed on Route A i.e. six taught modules [120 credits] and the 15,000 word dissertation [60 credits]. Students may transfer to Route B i.e. four taught modules [80 credits] and the longer, more research based dissertation [100 credits], if they have the approval of the course leader. Students on Route B are therefore unable to qualify for the Postgraduate Diploma [120 taught credits].

		<i>Credits</i>	<i>Level</i>
EDM001	<i>Developing Expertise in Teaching</i>	20	M
EDM002	<i>Improving teaching and learning (a) [R]</i>	20	M
EDM003	<i>Improving teaching and learning (b) [R]</i>	40	M
EDM007	<i>Investigating Education</i>	20	M
EDM004	<i>Practitioner Based Research (a) [R]</i>	20	M
EDM005	<i>Practitioner Based Research(b) [R]</i>	40	M
EDM006	<i>Mentorship</i>	20	M
EDM008	<i>Dissertation route A (Masters only: must be undertaken on a relevant topic)</i>	60	M
EDM009	<i>Dissertation route B (Masters only: must be undertaken on a relevant topic)</i>	100	M

### **Optional modules**

Participants may choose up to four modules on Route A and two on Route B from the full range of modular provision within the Institute of Education. This will vary from year to year and students will receive full information at the start of the course.

### **Part-time/Modular arrangements**

The Postgraduate Diploma may be taken part-time over 48 months. The dissertation will normally be the last piece of work submitted for assessment and may be submitted at any time over the subsequent 36 months. Modules must be assessed in the year they are studied.

### **Progression requirements**

Acceptance onto a module is conditional of students having attempted all assessments in previous modules. Students may exit after three modules with a Postgraduate Certificate or with a Postgraduate Diploma after six. Students on Route A must take at least three modules from the listed core and up to three from the available options; they may opt to have a specialism if they take at least two modules from a named route and complete a dissertation in an appropriate area. Students on Route B are therefore unable to qualify for the Postgraduate Diploma [120 taught credits].

### **Summary of teaching and assessment**

Teaching is by a variety of methods, including lectures, seminars, workshops, individual feedback on written work and individual supervisions. The programme provides opportunities for a high proportion of work/institutionally based research and students are encouraged to review how they will take advantage of these opportunities over the course of the programme. Normally international students are encouraged to use the university as the base for their research activities.

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)

### Failing categories:

40 – 49%	Work below threshold standard
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***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 an Honours degree and obtained a pass at second class or above or its equivalent. However all applicants will be considered and practical experience may be taken into account where appropriate. Normally applicants will have either direct experience of teaching and learning or will be able to demonstrate a clear commitment to working in the field of education.

**Admissions Tutor:** A.Goodwyn

**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 will greatly enhance the career prospects of any participants engaged in teaching and learning at whatever level and is specifically designed to support those keen to become leaders in the field of education. It also provides an excellent introduction to the critique of education necessary for work at Local Education Authority level and above.

## **Educational aims of the programme**

Students are required to demonstrate more advanced understandings than at first degree level with specific emphasis on the educational issues related to teaching and learning. In order that teachers become researchers, they must undertake at least one small scale research project before the dissertation. The course is designed to be as flexible as possible in order to attract working professionals and to place strong emphasis on the national policy to enable teachers to be researchers in the field; this latter emphasis is reflected in the opportunities for participants to undertake research in their current institutions. Participants will have excellent opportunities to develop specific areas of expertise by drawing on the extensive range of Institute modular Masters provision. This specialism can also be reflected in the potential to achieve an award entitled masters in Teaching and Learning [specialism]; this award can be achieved by taking at least two modules from one of the approved specialist courses within the Modular Masters and by completing the dissertation by undertaking a relevant topic.

## **Programme Outcomes**

### *Knowledge and Understanding*

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"><li>1. Advanced concepts and theories of the nature of teaching and learning.</li><li>2. Current educational practice and policies</li><li>3. How teachers develop their classroom skills and consistently improve them.</li><li>4. Key issues affecting the learning of children and young people.</li><li>5. Key issues in managing behaviour.</li><li>6. Teaching as a professional activity with degrees of autonomy and accountability.</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>1-6 are covered in all the core modules</p> <p><i>Assessment</i></p> <p>1-6 by coursework essays and by the dissertation.</p> <p>On completion of their final coursework assignment students must also submit an overview of their work which demonstrates that they have attended to 1-6</p>
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### *Skills and other attributes*

#### **B. Intellectual skills – able to:**

1. Use advanced evidence-based reasoning in evaluating educational theories, concepts, practices and policies
2. Critically evaluate the design and conduct of research specific to their current expertise
3. Produce well structured and well argued essays
4. Abstract complex orally presented material.
5. Understand the complex professional framework within which teachers operate.

#### **Teaching/learning methods and strategies**

1. is a feature of all seminar presentations and written assignments.
2. is a feature of the whole programme but is specific to the completion of one project pre-dissertation and the dissertation itself.
3. is developed through negotiation of topics with tutors and then through formative feedback.
4. is a feature of teaching and seminars; all students are required to be respondents during sessions.
5. is an integral feature of the course

#### *Assessment*

1,3 and 5 are assessed in assignments as is 2.

2. is specifically assessed in the pre-dissertation research project and the main dissertation.

4. is assessed through the requirement for students to summarise both staff and student presentations and to act, when required, as a 'respondent'.

**C. Practical skills – able to:**

1. Perform advanced searches for information relevant to specific topics.
2. Choose and apply relevant data and analytic techniques.
3. Review, critique and write about empirical and theoretical research.
4. Summarise and present key ideas to peers
5. Undertake classroom and related observation in a systematic way.
6. With supervision plan and carry out research into educational issues

**Teaching/learning methods and strategies**

1. is supported by library induction sessions and by subsequent tutor input.
2. is a requirement in all assignments
3. is a requirement in all coursework assignments and is supported by a dedicated seminar for each new cohort of students
4. is demonstrated by tutors
5. is an aspect of all core modules
6. forms a part of at least one pre-dissertation modules and is supported by a dedicated seminar.

*Assessment*

- 1-3 and 6 are a requirement of all coursework
4. is assessed in seminars
  5. is a requirement of at least one assignment, students negotiate the most appropriate module N.B. for international students classroom observation may take place at the university or another appropriate site.

**D. Transferable skills – able to:**

1. Communicate accurately in writing
2. Give oral presentations
3. Work collaboratively in a group
4. Plan and carry out a project
5. Manage time and work to deadlines
6. Use IT where relevant and fit to purpose
7. Understand the benefits and limitations of research methods.
8. Contribute to professional dialogue and development

**Teaching/learning methods and strategies**

Transferable skills are developed across the programme.

1. is developed through formative feedback on essays and related tasks.
2. is included in seminar work
3. forms a part of teaching methods throughout the taught programme and is also developed, where appropriate, through collaborative research.
4. is highly developed through the dissertation but this builds on the requirement to undertake a small scale project as part of at least one module – all students will be encouraged to undertake more than one.
5. is evident in the completion of all course work.
6. all assignments must be presented via IT and are required to show evidence of internet research.
7. all assignments must review relevant research.
8. is an integral feature of the programme

*Assessment*

1,5, 6,7, and 8 are assessed through coursework

2. and 5. are assessed through the pre-dissertation project and the dissertation

8. is assessed through seminars and coursework

**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 be expected 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 the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**