

Programme Specification

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| Programme Title and Name of Award | MA Education Professional Practice with named Pathways including: <ul style="list-style-type: none"> • Teaching and Learning • Educational Leadership • SEND and Inclusionary Practice • Early Years Education • Teaching & Learning in Higher Education | | |
| Academic Level | 7 | Total Credits | 180 |
| Professional Body Accreditation / Qualification | N/A | | |
| Date of Professional Body Accreditation | NA | Accreditation Period | NA |
| UCAS Code | N/A | | |
| HECoS Code | 101246 | | |
| Criteria for Admission to the Programme | <p>The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: http://www.cumbria.ac.uk/study/courses/postgraduate/education-professional-practice-with-pathways/</p> <p>The following additional requirements apply for entry to this programme:</p> <p>Applicants who have successfully completed the National College for Teaching and Leadership's (NCTL) National Professional Qualification for Senior / Middle Leadership (NPQSL or NPQML) with the Northern Star Partnership shall be permitted to gain entry with advanced standing onto the programme (for reference, a mapping matrix is appended to this Programme Specification). Applicants who have completed the NPQSL or NPQML through another organisation may be considered through the University's standard APL processes</p> | | |
| Teaching Institution | University of Cumbria | | |
| Owning Department | Institute of Education | | |

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| Programme delivered in conjunction with | This is not collaborative provision. However, we will be working closely with existing partnerships. |
| Principal Mode of Delivery | This MA will be mainly delivered through distance learning online using our Virtual Learning Environment (VLE) with some enrichment through face to face seminars or workshops. Students will need access to the internet and IT equipment to access online collaborative tools. |
| Pattern of Delivery | Part Time |
| Delivery Site(s) | As this is mainly distance learning on-line there is no specified delivery site. However, induction days as well as optional workshops/seminars are to be provided at our Gateways in Carlisle, London and Lancaster. |
| Programme Length | This MA Education Professional Practice (MA EPP) is seeking to work with educators who are in employment in various educational contexts. It is therefore essential that we are flexible and work with teachers and other professionals at a pace that is appropriate for their context. We expect all students to complete the MA EPP within 3 years (part time). There will be a maximum period of 5 years allowed for the completion of the MA EPP (part time). Students may register for one module at a time and build up credit before they register for the full MA EPP. They may also complete the MA EPP in a shorter time- frame depending on how many credits they bring into the MA EPP. |
| Higher Education Achievement Report (HEAR) | N/A |
| Exit Awards | You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. Post Graduate Diploma Education Professional Practice (PGDip) 120 Credits Post Graduate Certificate Education Professional Practice (PGCert) 60 Credits University Award Education Professional Practice 40 Credits University Award Education Professional Practice 20 Credits |
| Period of Approval | 1 August 2020 – 31 July 2026 |
| <p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage: http://www.cumbria.ac.uk/study/courses/postgraduate/education-professional-practice-with-</p> | |

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

This MA Education Professional Practice is designed to offer the following named pathways:

- Teaching and Learning – for teachers/tutors in a variety of educational settings in the UK & overseas
- Educational Leadership – for leaders and managers in a range of educational contexts
- Early Years Education – for teachers working with the early years age in different contexts
- SEND and Inclusionary Practice – for teachers working with students with a range of educational needs and in a variety of different contexts
- Teaching and Learning in Higher Education – for those in a range of HE contexts who are building on the PGCert Teaching and Learning in Higher Education

The **MA Education Professional Practice** is designed to help you gain the mastery you need, in terms of knowledge, understanding and skills in order to respond effectively to the changes and challenges in the world of education today. It is also intended to be flexible and fit for purpose. As most educators today are already engaged in Continuing Professional Development (CPD) and investigating their own practice the **MA Education Professional Practice** will help provide a framework for the accreditation of CPD. It will also provide a choice of pathways and an approach to suit both your educational setting and the stage at which you find yourself in your career.

In this **MA Education Professional Practice** you will be able to accumulate credit through the successful completion of stand-alone modules which are geared to your needs and appropriate to your stage in terms of career and practice. You will be able to register for one module at a time and bank the credits as you successfully complete each module. If you wish you may 'cash in' credits for a University Award (20 or 40 credits) or a PGCert at 60 credits. On the other hand you could continue to bank your credits before opting for your choice of award. When you have reached a total of 90 credits you will be required to determine your named pathway on the MA (180 Credits) or opt for the PGDip

(120 Credits). For a named pathway you will need to ensure that a total of 60 credits (not including the dissertation on the MA) relate directly to the focus of your pathway specialism. It is likely that in many cases students will want to determine a named pathway at 60 credits and not wait until 90 credits.

This **MA Education Professional Practice** will also allow you to build on your studies from the two academic semesters with further study during the summer period. Modules that do not require practitioner research are appropriate for study during the summer months and these have been identified. Your personal tutor will help you monitor and track your progress and provide the guidance/support that will help you to determine the relevant modules for your chosen pathway.

The **MA Education Professional Practice** provides good opportunities for overseas students to gain an award at M level. Many of the modules are designed to take account of the student's own educational context. The fact that the programme is on-line allows students to work at a distance. The tutors for the MA already have good experience in working with students teaching overseas and the use of SKYPE has greatly enhanced the level of support offered to international students. The face to face activities provided on campus can be recorded and made available online for students studying at a distance. The flexible approach to the MA allows students to access resources and learning activities 24/7. Many of the modules draw on international research and the resources available to MA students reflect a wide range of educational research both in the UK and in an international context. The three options at the stage of dissertation takes account of the different contexts in which students are working and a literature based approach will be especially useful for those students in educational institutions that do not allow for an action research or practitioner research approach.

Aims of the Programme

The overall aims of the Programme are:

1. To provide a rich learning environment in which students can develop self-direction in their studies and in which they can bring originality to solving problems/questions in their chosen field of professional practice or educational enquiry
2. To develop an interactive learning community in which students in professional practice in education debate and engage in critical examination of key issues in their chosen field of study/pathway and where they can communicate ideas and share findings
3. To provide high quality teaching and learning opportunities through which students develop their skills in investigating their own practice. This MA is designed to support the student's professional development and enrich their contribution in their own educational context.
4. To ensure a flexible framework for work-based learning so that students can work at their own pace to secure the conceptual understanding that they need to critically evaluate current research/scholarship/practice and systematically address a range of complex issues in professional practice in education
5. To provide the students with a comprehensive understanding of techniques applicable to research in their field of professional practice/educational enquiry and to nurture their capacity to show originality in the application of knowledge and practical understanding of how techniques of research and enquiry are used to create and interpret knowledge and develop practice in education

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of

study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes
- Accept accountability for decision making including the use of supervision
- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

In terms of knowledge and understanding, by the end of their studies students should be able to demonstrate:

After 60 credits of study (PgCert) you will be able to demonstrate:

K1. An in-depth and systematic approach to knowledge in their field of professional practice/educational enquiry as well as a critical grasp of key texts, key drivers, key ideas and concepts and their different interpretations;

K2. A comprehensive and critical awareness of the controversial/current issues in their field of professional practice/educational enquiry and of the complexities and contested areas within their field of professional practice/educational enquiry;

After 120 credits of study (PgDip) you will be able to demonstrate:

K3. A critical knowledge and understanding of advanced scholarship at the forefront of research and theory in their field of professional practice/educational enquiry;

After 180 credits of study (MA) you will be able to demonstrate:

K4. A critical and sophisticated understanding of the different contexts, partnerships and agencies relevant to their field of professional practice/educational enquiry;

K5. A comprehensive and critical understanding of techniques applicable to investigating practice in education and a critical knowledge and understanding of how techniques of research are employed to create and interpret knowledge in their field of professional enquiry.

K6. An advanced knowledge and understanding of the concepts underpinning research and scholarly activity in their field of professional practice/educational enquiry and a critical understanding of current research and relevant methodologies as well as a sound grasp of the ethical dimension to research and professional enquiry in their field.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PgCert) you will be able to:

- S1.** Analyse and evaluate complex ideas and concepts and interpret data relevant to their field of professional practice and educational enquiry;
- S2.** Construct and sustain coherent and critically sound arguments and synthesise ideas;
- S3.** Reflect critically on the relationship between theory and practice and use systematic critical reflection to analyse own practice and to inform own professional development;

After 120 credits of study (PgDip) you will be able to:

- S4.** Deal with complex issues systematically and creatively and make sound judgements sometimes in the absence of complete data;
- S5.** Employ a range of communication skills to share ideas and present findings clearly and coherently;
- S6.** Demonstrate imagination and originality in asking questions, solving problems, developing theory and in application of knowledge and practice;

After 180 credits of study (MA) you will be able to:

- S7.** Demonstrate independence in thought and critical awareness of own beliefs, bias and blind spots;
- S8.** Show readiness to act autonomously in planning educational research or professional enquiry; design and execute a sustained piece of independent, intellectual study.

The programme provides opportunities to build on the following transferable and generic skills:

- A discriminating use of range of academic resources, compile bibliographies, and engage critically with scholarly sources,
- The ability to participate in collaborative learning, debate and discussion and skills in presenting & defending a line of debate/research findings
- A range of skills in the use of technology to retrieve information, share ideas, support research, present and communicate findings
- The ability to identify a key issue/problem and the ability to construct an enquiry
- The ability to make decisions in complex/unpredictable situations
- Sound initiative and independent learning ability and readiness to take responsibility for own personal and professional development

A readiness to advance their knowledge and understanding and to develop new skills to a high level

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

- QAA Characteristics Statement: Master's Degrees (sept 2015)
- QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland
- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)

- UoC Departmental Business Plans
- UoC Academic Regulations and Academic Procedures and Processes

Graduate Prospects

Current and future career prospects for successful graduates of this programme are excellent. This is based on the University's employment data for the existing programme (100% in the last academic year). This programme is designed for students who are highly skilled practitioners to achieve significant career progression. This informs programme curriculum content with pathway choices supporting career progression options, and with learning, teaching and assessment strategies focused on knowledge, skills and understanding that supports career advancement.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

This MA is designed to run as distance learning on-line. In other words you should be able to engage with the modules at a distance and in your own time. While there will be some face to face workshops and opportunities for meeting with tutors, the online provision will allow you to access material and appropriate learning activities via the virtual learning environment (VLE) on Blackboard so that you do not miss out if you cannot attend. The learning and teaching strategies are designed to ensure that students can engage fully with the programme whether they are based close to a University Gateway or working at a distance in the UK or overseas. In practice this means that the programme will be delivered online using the range of teaching and learning strategies now afforded by the University VLE with the option of attending the regular Saturday workshops. The intention is to ensure you have a sense of being part of a learning community and that you are able to engage in learning experiences that are intellectually stimulating and enriching.

Learning and Teaching

The programme and VLE design allows a variety of teaching and learning methods and resources that support the needs, preferences and interests of different learners. Effective use of learning technologies in this online environment promotes student learning and achievement with structured content resources for each pathway and active learning and social learning opportunities on-line embedded into the module design. Resources and tutor support are designed specifically to support engagement of distance, online and flexible learning students with a variety of webinar, on-line meeting, telephone and email tutorial opportunities to discuss progression and module content wherever you are in the world! The focus of our pathways are particularly focused on being relevant to the needs of the workplace, with an emphasis on professional enquiry and problem-solving and the interaction of theory and practice. Our students are based in the UK and around the world and we use research-informed teaching on the programme, to draw on sector specific knowledge and expertise in a global/international context.

Throughout the MA you will be required to apply and integrate your learning within your practice and develop an enquiring, critical approach to your studies and to your professional practice. The following strategies and activities represent some of the learning and teaching methods that will be employed:

Face to face workshops and seminars. Also audio/video online taught sessions as podcasts to present ideas, analyse texts and clarify concepts.

Camtasia recording online and voice over with PowerPoint presentation

Video and YouTube clips online to illustrate points, stimulate ideas and initiate enquiry.

Discussion boards online to develop skills in communication of ideas and critical debate

Blogs to provide opportunities to post text, share practice and exchange ideas.

Occasional **enrichment seminars/ workshops** at a University campus to introduce a module or to embed learning and generate follow-up online activity.

Journals/webfolios on Blackboard VLE to build skills in critical reflection and to relate theory to practice where appropriate - private space but can be shared with the tutor.

Readings, scanned texts, ebooks, journal articles and documents as **Open Educational Resources** (OER) for students to engage with in various ways e.g. through the use of questions and problem solving activities.

Collaborative approaches to learning and problem solving may be used in seminars; **group-work and mini-presentations** may also be employed both online or occasionally face to face. Learning and teaching strategies will vary from one pathway to another and different tutors will engage their students in different learning activities and approaches.

Programme Assessment Strategy

It is intended that whichever pathway a student is on they will engage in a variety of different forms of assessment which are designed to provide a creative and balanced strategy across the programme. We provide a range of engaging and challenging opportunities that are relevant to the needs of the workplace, allowing for authentic assessment and effective feedback to enable student success. The programme promotes the concept of 'assessment for learning' to enable the development of independent and autonomous thinkers through formative and summative assessment opportunities in each module.

Summative Assessment is the process of evaluating (and grading) the learning of students at a point in time. Every module will have a summative assignment and these module assignments will normally be submitted online via **Turnitin**. These summative assignments draw on a range of strategies and in the course of the MA you may be assessed through any of the following: an essay, case study report, portfolio, reflective log or journal, a critical enquiry, a literature review, planning and analysis, presentation or patchwork assignments online. The module that is called Planning Enquiry: Research Methods & Ethics is designed as a preparation for the dissertation modules and will assess your readiness to embark on research and provide feedback on your planning.

The assessment of research skills will culminate in the dissertation. You can choose the approach to the dissertation that suits your context. At this dissertation stage of the MA a detailed module guide/handbook will ensure that your tutor can track and monitor your progress and provide interim feedback to support and help you.

Formative Assessment is designed to help learners learn more effectively by giving them feedback on their performance in order to indicate how it can be improved and sustained.

Formative assessments included in each module will help you to make progress in terms of preparation for the summative assessment for the module. There will normally be a direct relationship between the formative and the summative assignment so that you can get feedback to inform the summative assignment for the module. Formative assessment may also be a part of your tutorial support as you

will be expected to prepare for your phone or skype tutorial. The tutor will be able to provide feedback to enhance your skills in terms of relating theory to practice, critical reflection and analysis.

Module assignments will normally be submitted through 'Turnitin' which will allow you to check through your work and ensure that all your sources and quotations are correctly referenced and provide opportunity for you to make corrections at this stage. An additional bound hard copy of the dissertation is required on submission.

There will be opportunities for feedback on draft work for the research modules. This means that a section of written work can be submitted online via Turnitin to allow for detailed checking and tutor feedback. You will need to remember that tutors will look at each draft only once. There may also be opportunities for students to take part in presentations in the initial stages of the research/dissertation modules in order to provide opportunity for peer feedback as well as formative assessment.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

The MA Education Professional Practice models good practice in terms of student support. The following strategies will help to provide a range of strategies for support:

- Induction onto this flexible programme will be at point of need as some students will want to register for a single stand-alone module while others will want to register for the full MA. In either case you will have access to our full on-line induction package.
- Support systems are embedded in the programme and the tutors will work closely with LiSS and learning technology specialists in ensuring that support strategies are in place and working for you from the start of your studies
- You will be allocated a Personal Tutor (PT) who will be responsible for helping you to navigate your academic journey through the programme so that you are able to build up the credits for the award and pathway that you want
- Specialist support will be available for students embarking on the dissertation stage of the MA and workshops will be provided specifically for the purpose of supporting you in your research/dissertation work
- Tutorials face to face, online, by telephone, skype or OCS will be an essential part of the support available to all students and you will need to make regular contact with your PT
- There will be 'flying faculty' arrangements for international provision and school based tutors may be available to support students where collaborative provision is already in place for PgCE.
- For international students a designated tutor will be able to work closely with the international office to ensure that appropriate support is available for students registered overseas

Career Ahead

Career Ahead is the University's Employability Award, which gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works

with students to identify any gaps in their skill set, reflect on their experiences and develop further skills. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, part-time work, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register, email careerahead@cumbria.ac.uk.

Induction

Some students will be joining the **MA Education Professional Practice** having been out of academic study for many years. If this is the case for you then getting back into the routine of reading journal articles, structured study time, writing essays, constructing a bibliography, submitting work etc. might mean that you need to draw on the support available to postgraduate students at the University through LiSS (see further information provided on the next page). We use the University's excellent 'Preparing for Postgraduate Study' induction programme (also further information at the end of this section) and support our students with a package of programme specific inductions resources too. There will be some students who have not previously approached study using a distance learning approach and some of you will need to draw on extra support at the start of your first module. Students who join the MA with M level credits from their recent PgCE programme at the University may find that their needs are slightly different. Whatever your starting point, it will be important for all students to make early contact with their Personal Tutor (PT). This will be an opportunity to assess your induction needs and to ensure that you access the support you need to work online and at M level. There will be a profile and questionnaire to complete with your PT to help you plan your pathway and your choice of modules on the **MA Education Professional Practice**. There will be induction sessions available at the University at the start of the academic year. Students who are unable to attend face to face sessions will be able to access induction materials online via Blackboard.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

All the tutors supporting this programme are experts in their field and the team has substantial experience in tutoring MA and research students. Our tutors are also very experienced in terms of providing support for students who are studying at a distance and working online. Your PT will be able to guide you through your pathway to ensure that your choice of modules serves your academic/professional needs and fits with the credits and requirements of the award. You will be able to talk with your PT at the induction day or via telephone or Skype communication. You may also be able to make contact at workshops and face to face sessions. Your PT will also be in regular communication with all their students via the notice board on VLE.

Personal Development Planning

The **MA Education Professional Practice** provides you with the perfect opportunity for planning for your own personal and professional development. Most students on the programme will be working in educational contexts and the MA will serve as a significant step in terms of progression on a career path in education. Educators know that reflection on practice is an important part of personal and professional development. At the end of each module you will receive feedback from the tutor and you will be able to assess your strengths and reflect your needs in order to improve your performance. At this stage you will want to contact your PT to look at which module to choose next. Deciding on the pathway that will best suit your stage in your career may not be clear at first. A student registering on the MA straight from a PgCE programme may begin on the Teaching and Learning pathway but find that they are taking on new positions of responsibility at school and want to shift to the Educational Leadership pathway. It is essential that you stay in close communication with your Personal Tutor so that you can assess your progress on the MA as well as plan for your personal and professional

development at each stage in the programme

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit skills@cumbria for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Preparing for Postgraduate Study

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

| Programme Curriculum Map | | | | | |
|---|--------------------|-------------------------------------|----------------|-----------------------|------------------------------------|
| Academic Level | Module Code | Module Title | Credits | Module Status* | Programme Outcomes achieved |
| Adopted Modules | | | | | |
| 7 | MAPP7044 | Raising the Achievement of Children | 30 | Optional | K1, K3 S1, S2, S3 |
| 7 | MAPP7102 | High Quality Teaching and Learning | 30 | Optional | K1, K3 S3, S4, S5 |
| Bridging Modules | | | | | |
| 7 | MAPP7004 | Investigating Practice 2 | 10 | Optional | K1, K3 S1, S2, S3 |
| 7 | MAPP7007 | Professional Portfolio Plus | 20 | Optional | K1, K3, K4 S1, S2, S3 |
| MA Education Professional Practice Shell Modules | | | | | |
| 7 | MAPP7104 | Methodology and Methods | 30 | Optional | K1, K2, K3 S1, S2, S3, S4, S5 |
| 7 | MAPP7105 | Practitioner Enquiry | 30 | Optional | K1, K2, K3 S1, S2, S3, S4, S5 |
| 7 | MAPP7103 | Case Study | 30 | Optional | K1, K2, K3 S1, S2, S3, S4, S5 |

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| 7 | MAPP7106 | Negotiated Learning | 30 | Optional | K1, K2, K3 S1, S2, S3, S4, S5 |
| 7 | MAPP7107 | Planning Enquiry: Research Methods and Ethics | 30 | Optional *Normally MA students will complete this module prior to MAPP7042 | K3, K4, K5 S1, S3, S6 |
| 7 | MAPP7042 | Practitioner Research | 60 | Compulsory | K3, K4, K5, K6 S4, S5, S6, S7, S8 |

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module.

A failed student will not be permitted to re-register on the same programme.

* Key to Module Statuses

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| Core Modules | Must be taken and must be successfully passed |
| Compulsory Modules | Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed) |
| Optional Modules | Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed) |

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| Qualificatory Units | These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme |
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| Programme Delivery Structure: Part Time | | | | |
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| Module Code | Module Title | Delivery Pattern | Method(s) of Assessment | Approximate Assessment Deadline |
| | | Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long | | |
| MAPP7104 | Methodology and Methods | Autumn/Extended Spring | Literature Review | January/September |
| MAPP7105 | Practitioner Enquiry | Autumn | Design and Report of an Enquiry | January |
| MAPP7103 | Case Study | Spring | Case Study Report | May |
| MAPP7106 | Negotiated Learning | Spring/Extended Spring | Rationale and Portfolio | May/September |
| MAPP7107 | Planning Enquiry: Research Methods and Ethics | Autumn/Spring | Research Proposal | January/May |
| MAPP7042 | Practitioner Research | Year Long | Dissertation | January/May /September |

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation through online surveys
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- Student Success and Quality Assurance Committee
- Programme evaluations through Q & A at workshops and written feedback on hardcopy questionnaires
- Email feedback from students to specialist tutors
- Personal tutors getting feedback from their students
- Student representation at staff student forum
- Online discussion board and feedback opportunities

Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student Forum
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, UK Engagement Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners
- Programme evaluation through Q & A at workshops and staff responses face to face with students
- Email feedback to students from the module tutor
- Personal tutors feedback to their students in response to issues raised
- Student representation at staff student forum and feedback at this event
- Feedback online reporting on SSF
- Programme leader feedback to external examiner reports on Blackboard
- Feedback to collaborative partners as appropriate

Date of Programme Specification Production:

June 2019

Date Programme Specification was last updated:

July 2019

For further information about this programme, refer to the programme page on the

University website

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK

Is the placement requirement more than 50% of the programme?

No

If yes, what % of the programme is the placement requirement?

N/A

If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?

N/A