



MA Education Studies

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

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Course Details

1. Named Awards

MA Education Studies

2. Course Code (and UCAS Code if applicable)

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

None

6. QAA Benchmark Groups

Education Studies 2015

QAA Master's degree characteristic March 2010

7. Document Control Information

Version 2

July 2017

8. Effective Session

2018-19

9. Author

Joy Chalke

10. Faculty

Humanities and Social Sciences

11. Department

School of Education and Sociology

Curriculum

12. Educational Aims

This programme aims to develop students so that they are able to enhance and develop their understanding and where applicable, their own practice in relation to education and childhood

studies. Additionally it will enable students if they are employed to contribute substantially to improving practice and raising achievement.

Specifically it aims to:

- Develop and improve individual knowledge and understanding of professional practice for practitioners and others working with or having an interest in children and young people following on from initial training opportunities or equivalent.
- Offer an opportunity for reflection, enquiry and evaluation of pedagogy so that individual understanding, perception and ways of dealing with issues about learning and teaching in the relevant educational strand are developed and changed constructively.
- Enhance the experience of the learners being taught.
- Demonstrate a current awareness and understanding of a range of issues and challenges facing the education sector at local, national and global level and be able to provide coherent and constructive responses at an organisational and/or subject level to such issues.
- Use both systematic and in depth enquiry and critical analysis to identify, justify and advocate changes in education studies.

13. Reference Points

- University of Portsmouth Curriculum Framework Document, September 2014
- The UK Quality Code for Higher Education, February 2015
- The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (Qualifications Frameworks) February 2014
- QAA characteristics of qualifications types, March 2010
- Subject Benchmark Statements
- Higher Education Credit Framework for England August 2008
- Qualifications and Credit Framework (QCF) 2012

14. General Learning Outcomes

Level 7

Master's degrees are awarded to students who have demonstrated:

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 their academic discipline, field of study or area of professional practice

a comprehensive understanding of techniques applicable to their own research or advanced scholarship

originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline

conceptual understanding that enables the student:

- to evaluate critically current research and advanced scholarship in the discipline
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level

And holders will have:

the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development

15. Learning Outcomes

A. Knowledge and Understanding of:

- A.1 Current theories in education studies relating to enabling learning, teaching and assessment generically and in the relevant subject area taking into account level of study and characteristics of the course member group. (ES 5.1 - 3)
- A.2 Pedagogical considerations across the specific strand. (ES 5.1 - 3)
- A.3 Up to date learning technologies appropriate to the context. (ES 5.4)
- A.4 Methods for reflecting upon, enquiring into and evaluating personal understanding. (ES 5.4)
- A.5 The local, national and global context of education including curricula issues, funding, widening participation and inclusion, and quality assurance.(ES 5.3)
- A.6 A full range of methods of educational enquiry and leading change. (ES 5.4)

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B.1 Analyse and explain with reference to models above complex and uncertain situations.
- B.2 Synthesise, analyse and interpret information from a variety of sources.
- B.3 Reflect, enquire into and evaluate the effectiveness of personal practice and the practice of others.
- B.4 Retrieve information, including the ability to gather, integrate and organise material critically and evaluate its significance within appropriate intellectual frameworks
- B.5 Make recommendations based on evidence for improved practice and justify and advocate improved practice and change based on in-depth enquiry.
- B.6 Apply professional ethics to their own practice and research.

C. Practical (Professional or Subject) Skills, able to:

- C.1 Reflect on the impact of individual professional practice against the requirements of the organisation in which course members work and the relevant professional body.(ES 5.6)
- C.2 Demonstrate adherence to a range of professional values. (ES 5.6)
- C.3 Generate coherent research proposals which take into account the current issues in social science research. (ES 5.6)
- C.4 Provide coherent and constructive responses to a range of issues and challenges facing the Education sector at a local and national level. (ES 5.6)
- C.5 Demonstrate academic leadership in subject specific pedagogy. (ES 5.6)

D. Transferable (Graduate and Employability) Skills, able to:

- D.1 Select and effectively use a range of strategies and resources to explore problems.
- D.2 Research different options and formulate viable proposals for managing the work and resolving problems.
- D.3 Gain commitment to proposals from relevant people; establish the expertise, resources, and monitoring procedures to get results.
- D.4 Ensure that others are clear about their roles and responsibilities.
- D.5 Take a lead role in making things happen, sustaining motivation and effective working relationships.
- D.6 Interpret results and identify evidence to support conclusions.
- D.7 Assess effectiveness of strategy, including factors that had an impact on outcomes.
- D.8 Take a leading role in managing an activity in ways that help self and others to be effective and efficient in meeting responsibilities.

D.9 Negotiate and develop effective ways of presenting outcomes from work, agreeing refinement with others involved.

16. Learning and Teaching Strategies and Methods

The learning and teaching strategies will take a variety of forms and will be designed to model acknowledged best practice. Formal lectures and directed reading will provide course members with fundamental knowledge and understanding and encourage critical engagement with the literature. (A1,2, 5, B1,2, C4,5)

Teaching will be supported and delivered where relevant and as indicated by the e-learning environment and access to a range of educationally relevant internet sites will provide data and information and knowledge of current issues. (A3, B4, D1, 2)

Work based projects and enquiry will facilitate action-learning and foster in depth knowledge of effective subject related learning and teaching methods. (A6, B5, 6, C1,2,3,5, D3,4,5, 8)

Group discussions will encourage exchange of professional and organisational experiences and learning and explore varied perspectives on common issues. (A5, D2,6,7)

Group seminars will provide opportunities for dialogue in order to critically evaluate issues and outcomes. (B4, 5, C4,D9)

Individual and group tutorial support will help to structure student progress and where applicable support continued professional development. (A4, 6, B3, C3)

17. Assessment Strategy

All assessments are through coursework.

The core units will be assessed through a presentation and written artefacts including a proposal, paper critique and a sustained piece of educational research. These will enable students to demonstrate higher levels of critical thinking and will address learning outcomes A1, 4, 5, 6, B1,2,4,5,6, C2,3,4, D1,2,3,6,8,9.

Through the subject core option assessments which include presentations, critiques and a case study, students will develop their subject expertise enabling them to lead change and innovation as appropriate. These assessments will cover learning outcomes A2,3, B1,2,3, C5, D5,8.

Option units provide a range of assessment artefacts including a reflective commentary, research proposal and an academic poster presentation. Through these artefacts students will be able to demonstrate learning outcomes A3, B2,4,6, C1, D4,5,7.

18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)¹ for full details on the course structure and units

19. Employability Statement

It is anticipated that some students on this programme will be in employment in an educational setting. Others however will be studying full time and may not have had substantial experience. It is necessary therefore to provide options for developing employability skills which are relevant for the student. These may include:

- Self evaluation of generic skills and the identification of additional or special needs, strengths/weaknesses, personal concerns;
- Reflection on Level 7 learning outcomes;
- Consideration of the skills required to fulfil Level 7 learning outcomes;
- Goal setting and action planning to achieve the learning outcomes;

¹ www.port.ac.uk/unitwebsearch

- Consideration of progress against the action plan and the setting of new goals and action plan as appropriate;
- Consideration of employment/career development/continuous professional development. This will be developed with the support of the Personal Tutor.

Course Management

20. Support for Student Learning

- The Course is managed by a Course Leader
- Extensive induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include careers, financial advice, housing and counselling
- The Academic Skills Unit (ASK)
- EDSOC Learning Development Tutor
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- Student course and unit handbooks provide information about the course structure and University regulations
- Feedback is provided for all assessments
- Personal Development Planning (PDP) for all awards

21. Admissions Criteria

A. Academic Admissions Criteria

- A first degree or equivalent. This would normally be 2.2 or above.
- Applicants with a qualification at postgraduate level within a recognised education sector (QTS or HEA for example) may enter with Recognition of Prior Learning (RPL) of 60 credits at Level 7.
- There is an opportunity to obtain recognition of prior experience/learning which would need to be supported by a portfolio of evidence.
- International English Language Test Score (IELTS) minimum requirements of 6.5 with no individual element lower than 6.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review
- Head of Department's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees

- National Postgraduate Taught Experience Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course
- Head of Department
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course level student feedback questionnaires
- University participates in external student surveys, e.g. Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations²](#)).

24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts

² www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/

- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

None

B. Periodic Programme Review (or equivalent)

N/A

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015](#)*³).

D. Others

None.

26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)⁴ and [School/Department](#)⁵ websites

³ www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

⁴ www.port.ac.uk/

⁵ www.port.ac.uk/aboutus/