



School of Arts, Media and Education
<http://www.bolton.ac.uk/ame>

MASTERS SCHEME IN EDUCATION

**SCHEME HANDBOOK FOR THE AWARDS OF MA, M.Ed. and CPD
ADVANCED DIPLOMAS.**

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1 Introduction

1.1 The Masters Scheme – a Statement of Intent

As detailed in the School's Student Handbook, our purpose is to help others enhance the quality of education and training for adolescent and adult learners. We do this by providing support for all those who shape, provide, manage and monitor the learning experiences of others in post-school education.

Programmes leading to Masters awards are designed to meet the professional development needs of experienced educationalists with varied backgrounds who work in diverse contexts. This may require a complex scheme, but underpinning the M.A./M.Ed/CPD provision at Bolton are certain clear principles that provide it with direction and coherence. These concern:

- learners and learning,
- professional practice in education and training, and
- quality and excellence in professional development.

The principles are brought together at Masters level through the concept of the “practitioner-researcher”. This notion is not just a matter of content; it is also a central and integral part of the learning, teaching and assessment processes. Through an increasing emphasis on rigorous analysis of practice, it builds on the notion of “reflective practitioner” that is central to our programmes of initial professional development.

Our CPD strategy is one of informing and enhancing practice through insight, understanding and skills that are gained through systematic and rigorous study and investigation. The notion of the “practitioner-researcher” describes this focus, but only where both of these terms are interpreted broadly. In the view of the department, it is not just teachers or trainers whose practice can benefit from insights and information relating to the educational process. They also hold that all manner of systematic intellectual enquiry can merit the term research. On this basis the notion of the practitioner-researcher refers to an educationalist with a commitment to improving practice through enhanced insight and understanding gained from investigative and scholarly endeavour. We believe that such professionals, whatever the context within which they operate, will be inclined and equipped to improve continuously the learning experiences of adolescent and adult learners with whom they work.

The aims and objectives of the Masters scheme are calculated to promote just such an outcome for each participant. The core is designed to provide the tools and perspectives necessary for the rigorous pursuit of professional concerns and the remaining modules require application in particular professional contexts to selected issues and concerns. Other features of the scheme (such as the Work-Based and Field Study modules) similarly facilitate integration of theory and practice.

There is a special obligation on tutors to demonstrate best practice themselves. Because tutors have undertaken, and continue to undertake, practice-based professional development, they are able to respond to this special obligation and to promote best practice among other education professionals.

We may sometimes fall short of our aspirations and, if we do, it will model good practice if you help us to learn from that experience. However, our intention is to provide a programme for those pursuing a career in PCET that is useful and enjoyable, as well as supportive and stimulating. Hopefully, the programme will significantly assist your continuing professional success and development and, through that, it will also contribute to satisfying the needs of many other learners.

1.2 About This Handbook

This handbook will be an important source of reference for course members on the Scheme, and for members of staff also. It collects together important information and advice, and should be consulted first whenever you have a question regarding the Scheme. Please ensure you always have it to hand and are familiar with its contents.

This handbook contains information that is specific to the Masters Scheme. You should also have, and refer to:

- The University of Bolton Student Handbook, which you should have received at enrolment.
- The School's Student Handbook, which is common to all courses in the School and is online at <http://www.bolton.ac.uk/ame>.
- The Module Handbook for the Masters Scheme, which contains the modules of study.
- The Assessment Guide for the Masters Scheme, which contains guidance on assessment and the assignment specifications.

We welcome your comments about the handbook especially suggestions for additional material and sections that need rewording. Such suggestions can be made directly to the Scheme Manager, or can be raised at scheme committee.

1.3 Glossary of Terms

Programme:	The Scheme contains a set of modules of study which are combined for a particular course member seeking a particular award and exercising certain choices into that course member's <i>programme of study</i> .
Scheme:	An approved and validated curriculum specification covering a number of Awards
Module Credits:	The points which are allocated to the study of individual modules according to an approved University tariff which is based upon the learning hours devoted to study.
Level:	The stage at which modules are placed in a hierarchy of progression from level HE4 to level HE6 (undergraduate levels and HE7 (the postgraduate level), corresponding to agreed level descriptors indicative of the demands placed upon course members.
Semester:	The period of study into which the University's academic year is divided. Semester 1 is usually from September to February, and semester 2 from February to June.
Module Tutor:	The tutors responsible for the teaching and assessment of individual modules.
Personal Tutors:	Each course member is allocated a Personal Tutor who exercises oversight of the course member's progress on their programme and offers guidance on personal and academic matters.
Award:	The qualification granted to the course member upon successful completion of a stage or level of study, namely the: M.Ed. (Professional Development) MA (Inclusive Education) MA (Educational Management) MA (E-learning for Educationalists) M.Ed. / MA (Technical and Vocational Education) MA Policy and Practice in Basic Skills Education MA Policy and Practice in Basic Skills Education (numeracy) CPD Advanced Diplomas
Learning Outcomes:	The outcomes which course members will be able to demonstrate upon successful completion of each module.

2 Aims, General Objectives and Scheme Processes

2.1 Scheme Aim

To enable course members to continue their professional development as educationalists by acquiring, understanding and applying advanced knowledge, skills and abilities in selected vocationally and personally relevant areas within the field of education.

2.2 Scheme General Objectives

By the end of their chosen programme of study within the Scheme, course members will have demonstrated the following.

They will have:

1. explored educational research, as practitioners and readers;
2. acquired a secure understanding of subject knowledge in their selected areas of study;
3. acquired skills and abilities necessary for them to pursue the demands of their chosen programme successfully;
4. applied subject knowledge, skills and abilities so gained to their own professional context in order to address areas of concern and development needs in an informed, justifiable manner;
5. made informed comment on the applicability, relevance and usefulness of theories, concepts, models, methodologies and techniques applied to practice;
6. evaluated, reviewed and reflected upon their assignment / project work, and provided a reasoned identification of aspects requiring further development via action planning and target setting as part of the process of personal development planning (PDP).

2.3 The Process of Achieving the Scheme Aim and General Objectives

It should be clear from reading the Scheme Aim and General Scheme Objectives above that the Scheme is characterised by course members acquiring a theoretical basis and skills, applying these to practice, and undertaking an informed evaluation. Each module definition is consistent with the scheme aim and scheme general objectives in this respect. A course member's own programme of modules will, by the nature of the core and option modules and dissertation, have enabled them to demonstrate achievement of the Scheme Aim and Scheme General Objectives.

The module definitions articulate clearly and in more detail how each module will contribute towards the overall development of the course member, consistent with the Aim and Objectives above.

3 Scheme Structure

3.1 Modules of Study

The Scheme is modular. Course members enrol for and undertake modules of study chosen from those available. Each module has a validated definition which specifies its content and assessment etc., and has a credit value of 20 credit points. Most are at "level HE7" (or "Masters Level"). One exception is *Research Awareness and Support Skills*, which is at level HE6 (final year undergraduate level).

There are three types of module: Core, Option, and the Dissertation. Normally, course members undertake three core modules (20 credits each), three option modules (20 credits each) and a dissertation (60 credits).

The following table outlines the modules as validated and gives other advice and guidelines. Note that some variation in the balance of core and option modules is allowed under certain circumstances as explained in the table.

Module Type	Modules	Notes	
Core modules 60 points	RASS/EDU3100 Research Awareness and Support Skills Or, where more appropriate RMFS/EDU4000 Research Methods - Field Studies	OM/EDUEDU4002 Organisational Management And CS/EDU4001 Curriculum Studies	Exceptionally, subject to the approval of the Scheme Manager, course members may undertake <i>one of</i> rather than <i>both of</i> OM/EDU4002 and CS/EDU4001 . In this case they must undertake 80 points from Option Modules.
Option modules 60 points	Stand-alone Modules WBD/EDU4003 Work-Based Module B Developments WBCS/EDU4004 Work-Based Module B Case Study EFP/4014 Educational Finance and Planning Technical and Vocational Education Modules: RMFS/EDU4000 Research Methods - Field Studies VED/EDU4009 Vocational Education and Development CIDT/EDU4010 The Concept and Implementation of Design and Technology CBT/EDU4011 Competency-based Training in Vocational Education SDA/EDU4012 Staff Development and Appraisal in Vocational Education ITTE/EDU4013 Information Technology - the Impact on Technical Education Specialist Study Module Pair: IEa/EDU4005 Inclusive Education Module A – The Struggle for Inclusive Education IEb/EDU4006 Inclusive Education Option Module B - Transformative Education in an Inclusive Context Specialist Study Module Pair: MMa/EDU4007 Management Option Module A - Human Resource Management MMb/EDU4008 Management Option Module B - Marketing Specialist Study Module Pair: ELA/EDU4016 E-learning for educationalists module A: ICT in education ELB/EDU4015 E-learning for educationalists module B: Computer-supported collaborative learning and e-tutoring	<ol style="list-style-type: none"> 1. Selected from those available and approved 2. If RASS/EDU3100 is taken as a core then RMFS/EDU4000 may be taken as an option module 3. Only one RMFS/EDU4000 can be taken 4. Subject to Scheme Manager approval, up to 20 credits may be undertaken from the BIHE Postgraduate Modular Framework, where the course member can demonstrate that the module will further their professional development. This opportunity would then be subject to the approval of the relevant department. 	
Dissertation 60 points	DISS/EDU5000. This is not part of the Postgraduate Diploma in Education. Those seeking a named MA Award undertake a dissertation in a subject consistent with a previously studied Specialist Study Module Pair.		

In addition, for those studying on the CPD pathway, single Diploma qualifications are available. For example, successful completion of the core module Organisational Management would gain the award of The CPD Advanced Diploma in Organisational Management and would be worth 20 credits. With the exception of the dissertation, all modules can be studied towards CPD Advanced Diploma awards.

3.2 Your Programme

The particular collection of modules and the sequence in which you take them is called your *programme of study*, or programme for short. For most course members the goal they are seeking to achieve will be a Masters Degree, which requires the accumulation of 180 credit points from modules within the Scheme. Initially, enrolment is to the **Master of Education (Professional Development)**. However, there are opportunities to study for a "named award" with a different title that reflects specialist study. These named awards are:

- Master of Arts (Inclusive Education)
- Master of Arts (Educational Management)
- Master of Arts (E-learning for Educationalists)
- Master of Education (Technical and Vocational Education)
or
- Master of Arts (Technical and Vocational Education)
- CPD Advanced Diplomas

In certain circumstances some course members will be enrolled on a Postgraduate Diploma.

There follows an explanation of how these named awards may be achieved.

3.3 Module administration – Undergraduate and Masters Schemes

3.3.1 Module registration (CPD, Undergraduate and Masters Schemes)

For the Undergraduate and Masters Schemes, module selection will be undertaken prior to registration each year. You must register for each module you wish to attend. This includes those who wish to register as an Associate Student on a module.

If you are not fully registered for a module and / or have not paid the tuition fee you cannot submit work to be assessed and recorded by the Assessment Board.

Dates for Registration will be provided to you on a Course Calendar. If you do not attend on this date and time you *must* make an appointment to register at the Student Centre, Eagle Campus.

3.3.2 Changing a module (CPD, Undergraduate and Masters Schemes)

If you wish to change a module you must do so in writing to the Scheme Administrator before the end of the 2nd week of the module.

3.3.3 Withdrawal from a module (CPD, Undergraduate and Masters Schemes)

If you wish to withdraw from a module for which you have been registered you must do so within the first two teaching weeks. If you do not you may have to make a payment (see the University of Bolton Student Handbook, General Regulations).

Course members needing to withdraw should inform the relevant Scheme Manager (Dr. David Kitchener for the Masters Scheme or Gill Whittaker for the Undergraduate Scheme, as appropriate) and the Scheme Administrator in writing, clearly stating their name and the module they are withdrawing from. It is most important to follow this procedure. **If course members do not officially withdraw by the prescribed method, they are assumed to be undertaking the module and working to meet its requirements.** At the end of the module their 'results' (non-attendance and/or failure to submit for assessment) will be determined and recorded by the Assessment Board. This will adversely affect the course member's overall assessment profile.

If the withdrawal notification is received within two weeks of the start of the module, a request can be made, in the withdrawal letter, for reimbursement of fees if relevant. See below.

3.3.4 Reimbursement of fees (CPD, Undergraduate and Masters Schemes)

If a course member decides in the first two weeks of a module that they wish to withdraw then they can do so and have their invoice altered or cancelled, if applicable. However, the request for this must be made in writing to the Scheme Administrator.

3.3.5 Semester 1 Assessment Board and module choice for semester 2 (CPD, Undergraduate and Masters Schemes)

There are a number of modules with pre-requisites. The Semester 1 Assessment Board determines the results for that semester. It is thus possible that a course member may not be able to proceed with their intended Semester 2 module choices, because they may have been unsuccessful in a module that acts as a pre-requisite for one of their Semester 2 choices. Depending upon the decision of and conditions set by the Assessment Board it may nevertheless be possible to begin undertaking the affected modules. Course members who find themselves in this position should consult with their Personal Tutor and the relevant Pathway Leader.

For CPD study towards an Advanced Diploma, with the exception of the dissertation which is unavailable for this pathway, any module combination is acceptable and pre-requisite conditions do not apply. However, conversion of Advanced Diploma credits towards a full Masters award falls within the Scheme structure as outlined in the following section.

3.4 Award Titles - Background

The following statement was prepared as part of the validation and the panel asked for it to be included in the handbook:

The Masters Scheme is modular. As with all modular Schemes, it is characterised by flexibility. Course members choose modules from those available in consultation with a tutor. As the Scheme grows, there will be an increasingly wide range of choices available. Upon entry to the Scheme, course members register for the award of Master of Education. Unless steps are taken by the course member to engage in the study of a specialist area, as explained below, this is the title of the award that they will eventually receive upon satisfying the Board of Examiners at the end of their programme of study. This approach therefore retains the well-known M.Ed. award title which remains available (as it has been for decades) to all those who pursue the Scheme.

The new Scheme, as validated in June 1998, has increased the number of credits required for a Masters degree from 120 to 180. This was done in anticipation of changes nationally to the requirements for Masters degrees. This level of credit requirement is consistent with the use of either the Master of Education or the Master of Arts as the award title, according to Harris (1996, p. 41). This has given the design team a means of recognising **specialist study** within the Scheme.

Within the Scheme it is possible for course members to engage in specialist study in certain subjects, termed "Specialist Areas". These are: Inclusive Education; Educational Management; E-learning for Educationalists; and Technical and Vocational Education. Each of these Specialist Areas is defined by two or more specialist study modules of 20 credit points each. Masters Course members can specialise within these Specialist Areas as follows:

1. By undertaking two of the specialist modules and achieving 40 points within the Specialist Area
and
2. By undertaking their Dissertation within the Specialist Area and achieving 60 points
and
3. By demonstrating that a significant proportion of the work for any other module they have successfully completed has included significant and appropriate work in the Specialist Area.

In this way, course members can establish their specialisation by achieving in excess of 100 points within the Specialist Area.

Recognition of such specialisation takes the form of a different award title. Course members who specialise as above can apply to transfer their registration from M.Ed.¹ to a named MA award. These are: Master of Arts (Inclusive Education); Master of Arts (Educational Management); Master of Arts (E-learning for Educationalists) and Master of Arts (Technical and Vocational Education). The reasons for this are two fold. First, it recognises the specialist study of those undertaking the Scheme. Second, it responds to the findings of market research that was undertaken by the development team. This showed a clear desire among the majority of (but not all) respondents for the availability of MA awards obtainable from the Scheme. Given that the credit requirements have been raised to a level where either award title is potentially available, this desire has been met whilst preserving the availability of the more traditional and well-known M.Ed. award title.

Those who pursue specialist study within the Specialist Area Technical and Vocational Education can thus have this specialisation recognised through the named award Master of Arts (Technical and Vocational Education). Prior to the validation in June 1998, this provision was made through a separate M.Ed. Pathway with award title Master of Education (Technical and Vocational Education). It was decided to retain this named M.Ed. award title as an option to provide continuity and compatibility with the previous pathway. This decision took account of the fact that many of the course members undertaking study within this Specialist Area are from countries where the Master of Arts award title could cause confusion, particularly among sponsoring bodies.

¹ In full, the "generic" title is Master of Education (Professional Development)

For CPD pathway study, single Advanced Diploma awards are available. For those wishing to accumulate credits towards the full Masters awards, the criteria are exactly the same as described above. The table on page 6 outlines the combinations available. Alternatively, CPD Advanced Diploma pathway study can lead to other partial Masters awards as outlined in section 3.5.4 below.

To conclude, the design team have been able, by the means described above, to preserve continuity with the previous award title; to recognise specialist study through the availability of named MA awards; and to respond to the needs of clients both within the UK and overseas. This has been done in a way that is defensible and appropriate given current and anticipated requirements for the use of such titles.

3.5 Award Titles for Specialist Study – MA / M.Ed.

3.5.1 Masters Awards

To summarise, initial enrolment for all course members is to the "generic" M.Ed. (Professional Development).

Course members who:

- undertake and are successful with a specialist study pair of modules *and*
- undertake and are successful in a dissertation in that area *and*
- can demonstrate with evidence that a significant amount their work for at least one *other* module has been in the specialist area

may *if they so wish* apply for a different award title, as appropriate.

The appropriate time to apply for a named award is when a course member receives an acceptance of a proposed dissertation title. It is only at this stage, when the dissertation title is registered, that an excess of 100 cps within a Specialist Area can be confirmed. **At this stage completion of the form (see page 16) is mandatory for those who wish to graduate with the named award.**

3.5.2 Postgraduate Diploma (Professional Development)

A facility exists within the Scheme to both register for and exit the Scheme with a Postgraduate Diploma (Professional Development).

Successful completion of the six taught modules constitutes the requirement for the Postgraduate Diploma.

The time span within which this should be completed is four years.

3.5.3 Postgraduate Certificate (Professional Development in Education)

The facility also exists within the Scheme to both register for and exit the Scheme with a Postgraduate Certificate (Professional Development in Education)².

² This award should not be confused with the Postgraduate Certificate in Education (PGCE), the customary title of an Initial Teacher Training award.

Successful completion of three taught modules including one core module constitutes the requirements for the Postgraduate Certificate.

The time span within which the Postgraduate Certificate should be completed is two years.

3.5.4 CPD Advanced Diploma

Successful completion of a single named module.

The time span within which the CPD Advanced Diploma should be completed is one semester.

CPD Advanced Diploma credits can be accumulated and accredited to The Postgraduate Diploma (Professional Development) or Postgraduate Certificate (Professional Development in Education) awards. For each award, the module combination and timescale criteria as in 3.5.2 and 3.5.3 above applies.

4 Teaching, Learning and Assessment

4.1 Teaching and Learning Methods

Normally, teaching and learning is based upon an interactive model where course member input and participation is greatly valued. Modules are taught in blocks of time which may include a mixture of tutor-led methods and interactive methods. Each module's specification (see the Module Handbook) gives more detail about the teaching and learning strategies for that module.

4.2 Assessment Principles and Strategies

The purpose of assignment tasks is two-fold. Firstly, they initiate an activity through which course members learn and, secondly, they provide structured opportunities for course members to generate evidence that the required learning has taken place (i.e. that the specified objectives have been met). These purposes do not prescribe any particular form of assessment but they do form the basis of a strategic approach to the process. It is one that imposes certain requirements for clarity, flexibility and rigour and various devices have been adopted by the course team to ensure that assessment is characterised in such a way.

Each assignment task set will be communicated to the course member in the form of a written assignment specification. This will include the Specific Criteria against which the tutor will mark the work.

Prior to submission, course members are required to submit their assignment to an online plagiarism prevention system. Details are presented in the MAMED Assessment Guide.

The assignment task set must be consistent with the validated definition of the module. It must also, wherever possible, reflect the underlying principles of the Scheme (as, for example, articulated in the Scheme Aims and Objectives). In particular, tasks will normally be set which require course members to relate theory to their professional context and enable them to explore this relationship. Where the task requires negotiation between course member and tutor to establish some or all of the specific criteria, these will be recorded by the tutor.

General Criteria have been formulated and are presented in the Assessment Guide. To achieve a Successful grade, the course member must meet the General and Specific Criteria. Modules below Masters level, e.g. Research Awareness and Support Skills (level HE6) will contain specific criteria at an appropriate level. In the first instance, the General Criteria below will be applied. If there is doubt that work is Successful against these criteria, the General Criteria of the Undergraduate Scheme will be used. The Undergraduate Scheme General assessment Criteria are restricted to four areas: Coherence, Evidence, Analysis, and Presentation. Interpretation of these criteria is explained in BA course documentation.

4.3 Assessment and Attendance Regulations

Continuous assessment of course members will be the norm across all modules, with all assessment tasks being set and completed normally within the time a module is being taught.

Assessment and attendance regulations will be in accordance with the University's Assessment Regulations for the Postgraduate Modular Framework. These are available in the library or online at <http://www.bolton.ac.uk/studentcentre/index.html> . The attendance requirement for taught modules is 70% of taught sessions.

Each module is assessed according to the criteria outlined in the module specifications. Please complete and sign the feedback sheet included below and submit with the assignment. This does not apply to dissertations where a different form is used for feedback which will be provided by your supervising tutor.

Criteria: Academic rigour, application, critical analysis, synthesis, evaluation

5.1.1

Tutor's Signature: _____

Date:

4.6 The Discretion of the Assessment Board

Although initial calculations are performed mechanically, their indications are not binding on the Assessment Board, which always retains discretion.

4.7 The Status of Marks Awarded by a Tutor

All work assessed by a module tutor is subject to moderation by the External Examiners and to final confirmation by the Assessment Board. Thus all marks given by a tutor before the Assessment Board can only be *provisional*. It is the role of the External Examiner to ensure that a tutor's marking is comparable to marks being awarded for similar work elsewhere in Higher Education.

5 Scheme Management and Quality Assurance

The Masters Scheme is led by an identified Scheme Manager reporting to the Head of Education.

The Scheme Manager chairs the Masters Scheme Committee (a "course committee" as defined in the University's academic regulations). Membership of the Scheme Committee includes a course member representative.

5.1 Scheme Committee

This body oversees the running of the Scheme, formulates policy and provides an important place for any issues to be raised relating to the Scheme.

Scheme Committee meets at least once per semester.

5.2 Evaluation

It is University policy that all courses and programmes are appropriately evaluated. A part of the evaluation is that you are asked to comment on the quality of the course experience you have had. For this purpose you will be asked to complete a Student Satisfaction Questionnaire for the programme at the end of the academic year and a Module Evaluation at the end of the relevant semester. It is important that you do this so that we know our provision is satisfactory and to identify areas for improvement and change. In filling in these questionnaires your identity need not be revealed and we would hope that you would see fit to include both good and poor experiences. The results are then fed back to the tutors whose future work will take account of your comments, particularly any critical ones.

Tutors are required to address any critical issues relating to teaching and learning as part of their annual appraisal and development review.

5.3 Annual Course Monitoring

The University's requirements in respect of Annual Course Monitoring are the responsibility of the Scheme Manager, working in liaison with the tutors to create a single Annual Course Monitoring Report for the Scheme.

6 M.A. / M.ED. Application for a Named Award

NAMED AWARDS:

MASTER OF ARTS - INCLUSIVE EDUCATION
 MASTER OF ARTS - EDUCATIONAL MANAGEMENT
 MASTER OF ARTS – E-LEARNING FOR EDUCATIONALISTS
 MASTER OF ARTS - TECHNICAL AND VOCATIONAL EDUCATION
 MASTER OF EDUCATION - TECHNICAL AND VOCATIONAL EDUCATION
 CPD ADVANCED DIPLOMA

The requirements for the above named awards are outlined starting on page 8 of the Masters Scheme Handbook. The decision you make with respect to your dissertation title is potentially your final commitment to a specific named award.

If you have fulfilled the requirements as stated and wish your Masters qualification to be one of the above awards please complete the form below and ask your dissertation supervisor to countersign. In the case of the **MA (Inclusive Education)** the module tutor for Inclusive Education must also confirm the statement below. Those wishing to take the named award of MA (Educational Management) automatically fulfil the module requirements of the named award through completion of the Organisational Management core module and the two specialist modules.

Course members are responsible for the completion of the form and for ensuring it is returned to Elaine Sexton, Room 210, Naughton Building, together with their proposed dissertation title form. **Both forms must be returned together.** Failure to return the form will result in course members receiving the generic award of M.Ed. (Professional Development).

I have fulfilled the requirements
 for (enter the appropriate named award title)

M.A. INCLUSIVE EDUCATION or E-LEARNING FOR EDUCATIONALISTS ONLY:

Name of the other module in which a significant proportion of my assignment work was in the specialist area *Inclusive Education* / *E-learning for Educationalists* **(circle the relevant area)**

Module Tutor Signature

Tutor please read above requirements

Student Name Signed

DISSERTATION SUPERVISOR - APPROVAL NOTICE

The above course member has fulfilled the requirements for the named award of
 (enter appropriate named award title)

Dissertation Supervisor Name

Signed Date

Reference

Harris, M. (1996) *Review of Postgraduate Education*. London: HEFCE

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