1. Qualification MA	2. Programme Title **Master of Arts (Policy and Practice Basic Skills Education)**	3. UCAS Code N/A	4. Programme Type **Modular** **Full-time** **Part-time**

5. Main Purposes and Distinctive Features of the Programme
The main purpose is 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 basic skills education. There is a focus on the learning and achievement of literacy basic skills learners. There is a focus on the learning and achievement of basic skills learners. It is recognised that there are many factors which affect learning and achievement and the programme considers psychological issues, the use of individualised programmes to support learning and achievement including the use of ICT strategies, and an organisational approach to pastoral care. The role of the *Skills for Life* initiative is evaluated and a selection of literacy, numeracy and ESOL modules are available to explore pedagogical issues. Distinctive features are the way the course engages with contemporary matters of National educational importance and tutors who are themselves engaged in the drive to raise the quality of basic skills provision in the PCET sector.

6.What a graduate should know and be able to do on completion of the programme

The specific objectives are that by the end of their chosen programme of study within the scheme, students 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.

Knowledge and understanding in the context of the subject(s)

1. Distinguish between qualitative and quantitative approaches in educational research. (EDU3100)
2. Understand the policy background to current basic skills/ Skills for Life provision. (EDU4017)
3. Have explored the curriculum models which inform current basic skills practice. (EDU4017)
4. Understand the economic, philosophical and cultural factors affecting curriculum design and practice in basic skills. (EDU4017)
5. Develop an awareness of the practical aspects of the management of organisations. (EDU4002)
6. Develop a comprehensive and realistic perspective on a range of management issues. (EDU4002)
7. Have acquired an understanding and appreciation of the social and medical model of disability. (EDU4023)
8. Have explored and understood the philosophy and practice of Facilitated Communication. (EDU4023)
9. Have an appreciation of historical and current legislation which promotes inclusive education. (EDU4023)
10. Have an appreciation of the particular consequences of being denied the right to communication. (EDU4023)

Cognitive skills in the context of the subject(s)

1. Understand the conceptual frameworks developed in the module and be able to

Subject-specific practical/professional skills

1. Demonstrate an understanding of ethical issues in their analysis of the work of others and in their own work (EDU3100)
2. Be able to relate relevant theoretical concepts covered in the module to educational practices. (EDU4018)
3. Carry out research and development work. (EDU5000)
4. Have applied theory to their own area of practice. (EDU4021)
5. Research and finally produce a written assignment on a topic negotiated with their tutor. (EDU4002)
6. Apply theoretical approaches to their working environment. (EDU4002)
7. Understand and where necessary participate in management activities. (EDU4002)
8. Develop skills and techniques appropriate to an organisational manager. (EDU4002)
9. Have investigated the historic role of provision within educational, sociological and political contexts. (EU4031)

Other skills (e.g. key/transferable) developed in subject or other contexts

1. Identify their own needs and weaknesses in respect of analytical writing, and plan and undertake appropriate action. (EDU3100)

interpret them appropriately in relation to your professional practice. (EDU 4002)
2. Evaluate the appropriateness of different research paradigms as applied to specific research examples. (EDU3100)
3. Have critically analysed the principal learning/teaching strategies reflected in current basic skills provision. (EDU4017)
4. Have critically analysed curriculum models and theory in the basic skills sphere. (EDU4017)
5. Discuss, critically analyse and evaluate relevant theoretical concepts involved in facilitating learning in basic skills education. (EDU4018)
6. Have read widely and critically and demonstrated an understanding of the key theoretical concepts. (EDU4018)
7. Undertake critical analysis and evaluation of relevant theoretical views and empirical work within the chosen area of study. (EDU5000)
8. Have critically discussed policy and approaches to curriculum delivery. (EDU4002)
9. Discuss and analyse management case studies and reports in the light of management theory and their own working practice. (EDU4002)
10. Critically review the literature on management topics. (EDU4002)
11. Analyse and critically discuss management case studies, investigations, reports and research papers. (EDU4002)
12. Have critically analysed the Rights Agenda of the individual to have meaningful communication. (EDU4023)
13. Have analysed the impact of the global and national issues researched, on ESOL provision and the learner (EDU4032)
14. Have analysed the impact of the global and national issues researched, on basic skills provision and the learner (EDU4020)
15. Have read and critiqued research conducted and reported by others. (EDU4022)

2. Use appropriate techniques and software applications to produce components of Masters level documents. (EDU3100)
3. Use ICT appropriate to their programme of study; e.g. to interact with tutors and peers over the internet, to access course documentation and learning resources from the scheme's web site. (EDU3100)
4. Use appropriate techniques to undertake literature searches by traditional and electronic means. (EDU3100)
5. Present seminar papers(EDU4002)
6. Document study and findings in the form of a dissertation(EDU5000)
7. Plan and undertake appropriate study, research, and development work, as necessary in pursuit of the objectives. (EDU5000)
8. Produce a self-profile of current skills, knowledge, and expertise. (EDU4002)
9. Produce a profile of own developmental needs. (EDU4002)
10. Plan, prepare and give presentations. (EDU4017 / EDU4021)
11. Communicate effectively orally and in writing. (All modules)
12. Work effectively in groups. (All modules)

7. Qualities, Skills & Capabilities Profile

A Cognitive	B Practical	C Personal & Social	D Other
Analytical skills	Conduct literature searches	Analyse strengths and limitations of own work	Use information technology
Evaluative skills	Plan, design, conduct research	Work effectively in groups	Give presentations
Skills in synthesising	Analyse and report research findings	Work independently	Reflect on own experience and practice
Critical analysis	Write assignments and dissertations	Plan effectively	Ethics
Research skills	Follow appropriate ethical practice	Communicate effectively both orally and in writing	Review literature
Enquiring skills	Relate theory to practice	Manage time effectively	Scholarship
	Analyse case studies, reports and research findings	Participate in discussions	

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	Critique articles and research conducted by self and others		

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units
Masters Degree: average 3 years (maximum 5 years) part-time, 1 year full-time, 180 credits
Postgraduate Diploma: Min. 3 semesters (max 4 years) part-time, 2 semesters full-time, 120 credits
Postgraduate Certificate: Min. 2 semesters (max 2 years) part-time, 1 semesters full-time, 60 credits

Part II *Students take 4 (Minor), 6 (Joint), 8 (Major) 10 (Single) Modules*
II *Students take 3 core modules + 3 option modules* (must include the 2 specialist options) + *a dissertation*

Students must complete 3 module assignments in the specialist field of basic skills. Two will be for any of the specialist modules and the third can be from any of the other modules taken by the student.

	Core Modules		Project (20 credits)
HE6 Modules	Research Awareness and Support Skills (EDU3100) OR Research Methods / Field Studies (EDU4000)		
HE7 Modules	Curriculum Policy and Practice in Basic Skills Education (EDU4021) Facilitating Learning in Basic Skills Education (EDU4024)	Literacy (EDU4025) Policy and Practice in Numeracy / Mathematics Education - Numeracy Module A (EDU4020) ESOL (EDU4022) Organisational Management (EDU4002) The Right to Communicate (EDU4023)	DISS/EDU5000. Dissertation

9. Learning, Teaching and Assessment Strategy	10. Other Information *(including compliance with relevant University policies)*
Learning and Teaching Methods	**Date programme first offered**
Tutor and student led seminars Lectures Student presentations Student research Case studies Discussion Group and Individual work Tutorials Practical work Student activities	February 2005 **Admissions Criteria** *Standard Requirements* Applicants for the existing Masters will normally have: (i) a Certificate in Education, or a PGCE, or an equivalent teaching qualification and
Assessment Methods Oral presentations Written assignments e.g. essays and reports Dissertation Case studies	(ii) recent teaching / training experience and (iii) one of the following qualifications: an Honours Degree; a Postgraduate Diploma; a Professional Qualification recognised by Bolton Institute as equivalent to an Honours Degree
Assessment Classification System Successful Unsuccessful	and (iv) applicants from overseas whose first language is not English will normally be required to have a current IELTS score of 6.5 from an accredited centre.
Honours Classification Bands N/A	*Non Standard Entry* University of Bolton may admit applicants who are unable to meet

	these conditions but hold alternative qualifications and/or experience demonstrating appropriate knowledge and skills at Honours Degree level, as exceptional entrants to the Postgraduate Diploma in the first instance. Progression onto the Masters award will be conditional upon satisfactory completion of the requirements for the Postgraduate Diploma.
	Indicators of Quality and Standards High scores by students on the Student Satisfaction Questionnaires High scores by students on the Module Evaluation Questionnaires Tutor evaluation reports Feedback from staff and students at Scheme Committee Feedback from the External Examiner External Examiner Reports Students' assignment work

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CURRICULUM OUTCOMES MAP

Outcome / Module	EDU3100	EDU4017	EDU6789	EDU4002	EDU4023	EDU3100	EDU4021	EDU4031	EDU4032	EDU4020	EDU4018	EDU5000
K1	√											
K2		√										
K3		√										
K4		√										
K5				√								
K6				√								
K7					√							
K8					√							
K9					√							
K10					√							
S1	√											
S2											√	
S3												√
S4							√					
S5				√								
S6				√								
S7				√								
S8				√								
S9								√				
C1				√								
C2	√											
C3		√										
C4		√										
C5											√	
C6											√	
C7												√
C8				√								
C9				√								
C10				√								
C11				√								
C12					√							
C13									√			
C14										√		
C15										√		
O1	√											
O2	√											
O3	√											
O4	√											
O5				√								
O6												√
O7												√
O8				√								
O9				√								
O10			√			√						
O11	√	√	√	√	√	√	√	√	√	√	√	√
O12	√	√	√	√	√	√	√	√	√	√	√	√

CURRICULUM SKILLS MAP

Modules Level H6	Learning to Learn	Communication	Group-work/Working with others	Problem-solving and Planning	Self Management	Use of ICT	Numeracy
EDU3100 Research Awareness and Support Skills	√	√	√	√	√	√	√

Modules Level H7	Learning to Learn	Communication	Group-work/Working with others	Problem-solving and Planning	Self Management	Use of ICT	Numeracy
EDUEDU4002 Organisational Management	√	√	√	√	√	√	
Curriculum Policy and Practice in Basic Skills Education (EDU4021	√	√	√	√	√	√	
Facilitating Learning in Basic Skills Education (EDU4024)	√		√	√	√	√	
Policy and Practice in Numeracy / Mathematics Education - Numeracy Module A (EDU4020)	√	√	√	√	√	√	√
ESOL (EDU4022)	√	√	√	√	√	√	
The Right to Communicate (EDU4023)	√	√		√	√	√	
EDU5000 Dissertation	√			√	√	√	√

ASSESSMENT SUMMARY TABLE

	Essay	Presentation (tutor-assessed)	Dissertation
EDU3100 Research Awareness and Support Skills	Two 1500 word reports		
EDU4002 Organisational Management	5000 words		
Curriculum Policy and Practice in Basic Skills Education (EDU4021)	5000 words		
Facilitating Learning in Basic Skills Education	5000 words		
Policy and Practice in Numeracy / Mathematics Education - Numeracy Module A EDU4020)	5000 words		
Theoretical Approaches to Teaching and Learning Numeracy / Mathematics - Numeracy Module B (EDU4026)	3500 words	20%	
ESOL (EDU4022)	3500 words	20%	
The Right to Communicate (EDU4023)	5000 words		
EDU5000 Dissertation			20,000 word