

7 MASTER OF ARTS (TEACHING AND LEARNING)

<p>1. Qualification MA</p>	<p>2. Programme Title Master of Arts (Teaching and Learning)</p>	<p>3. UCAS Code N/A</p>	<p>4. Programme Type Modular Full-time Part-time</p>
<p>5. Main Purposes and Distinctive Features of the Programme</p> <p>The main purpose of the programme is to enable those involved in supporting teaching and learning in their professional environment to build upon their knowledge and expertise to plan and assess teaching and learning and explore aspects of their own practice in depth. This will be achieved by negotiating individual learning needs, designing appropriate assessment activity and understanding of the principles of diversity. How to engage with the creation of learner-centred environments utilising learner-centred approaches including technology assisted learning is explored with an emphasis upon developing and evaluating programmes of learning. This will be achieved by reflection on practice, identifying emerging themes, areas for enquiry and project development, and negotiating a learning agreement. Research-informed teaching will be developed through working within learning communities and sharing and disseminating knowledge.</p> <p>6. What a graduate should know and be able to do on completion of the programme</p> <p>The specific objectives are that by the end of their chosen programme of study within the scheme, students will have:</p> <ol style="list-style-type: none"> 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. 			
<p><u>Knowledge and understanding in the context of the subject(s)</u></p> <ol style="list-style-type: none"> 1. Develop professional knowledge, identifying areas for further learning and enquiry and disseminate findings to support professional and/or teaching activity within ethical frameworks (EDU4027) 2. Develop a critical understanding through evaluating the theories and principles of learning and communication and demonstrate their application (EDU4027) 3. Demonstrate how to plan, design and conduct formal and/or informal assessment to enable learning and progression and support for a diverse range of learners. (EDU4028) 4. Critically analyse the theories, principles and applications of formal and/or informal assessment and their roles in learning, teaching and evaluation. (EDU4028) 5. Demonstrate effective teaching in practice 6. Demonstrate how the development of higher level professional knowledge will be utilised to support teaching and learning. (EDU4027) 7. Advance own knowledge and practice in context through access to and involvement in research and practice development and quality enhancement. (EDU4027) 8. Design and plan a range of approaches to teaching, learning and assessment through designing and planning learning activities that are innovative and promote reflective, critical 		<p><u>Subject-specific practical/professional skills</u></p> <ol style="list-style-type: none"> 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. (EDU4001) 3. Carry out research and development work. (EDU5000) 4. Have applied theory to their own area of practice. (EDU4003) 5. Research and finally produce a written assignment on a topic negotiated with their tutor. (EDU4002) 6. Apply theoretical approaches to their working environment. (EDU4003) 7. Understand and where necessary participate in management activities. (EDU4002) 8. Develop skills and techniques appropriate to an organisational manager. (EDU4002) <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <ol style="list-style-type: none"> 1. Identify their own needs and weaknesses in respect of analytical writing, and plan and undertake appropriate action. (EDU3100) 2. Use appropriate techniques and software applications to produce components of 	

<p>and inclusive approaches. (EDU4028)</p> <p>9. Determine and use criteria for evaluating the effectiveness of teaching, learning and assessment for learners. (EDU4028)</p> <p>Cognitive skills in the context of the subject(s)</p> <ol style="list-style-type: none"> 1. Distinguish between qualitative and quantitative approaches in educational research. (EDU3100) 2. Develop an awareness of the practical aspects of the management of organisations. (EDU4002) 3. Develop a comprehensive and realistic perspective on a range of management issues. (EDU4002) 4. Understand the conceptual frameworks developed in the module and be able to interpret them appropriately in relation to your professional practice. (EDU 4022) 5. Evaluate the appropriateness of different research paradigms as applied to specific research examples. (EDU3100) 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. (EDU4020) 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 read and critiqued research conducted and reported by others. (EDU4022) 	<p>Masters level documents. (EDU3100)</p> <ol style="list-style-type: none"> 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. (EDU4002) 11. Communicate effectively orally and in writing. (all modules) 12. Work effectively in groups. (All modules)
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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	
	Critique articles and research conducted by		

	self and others		
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<p>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</p> <p>Postgraduate Diploma: Min. 3 semesters (max 4 years) part-time, 2 semesters full-time, 120 credits</p> <p>Postgraduate Certificate: Min. 2 semesters (max 2 years) part-time, 1 semesters full-time, 60 credits</p>			
<p>Part II II <i>Students take 2 core modules + 3 option modules (must include the 2 specialist options) + a dissertation</i></p> <p>Students must complete 2 module assignments in the specialist field of teaching and learning.</p>			
	<p><u>Core Modules</u></p> <p>EDU3100 Research Awareness and Support Skills</p> <p>Or, where more appropriate</p> <p>EDU4000 Research Methods - Field Studies</p>	<p><u>Options (normally 20 credits each)</u></p>	<p><u>Project (20 credits)</u></p>
<p>HE6 Modules</p>	<p>EDU3100 Research Awareness and Support Skills</p> <p>Or, where more appropriate</p> <p>EDU4000 Research Methods - Field Studies</p>	<p>EDU3100 Research Awareness and Support Skills</p> <p>EDU4000 Research Methods - Field Studies</p>	<p>EDU3100 Research Awareness and Support Skills</p> <p>EDU4000 Research Methods - Field Studies</p>
<p>HE7 Modules</p>	<p>EDU4002 Organisational Management</p> <p>And</p> <p>EDU4001 Curriculum Studies</p>	<p>30- credits each. 2 only studied</p> <p>EDU4027: Planning and enabling teaching, learning and assessment for professional practice (30 points)</p> <p>EDU4028: Developing and evaluating approaches to supporting and managing learning (30 points)</p>	<p>EDU5000. Dissertation</p>
<p>9. Learning, Teaching and Assessment Strategy</p> <p><u>Learning and Teaching Methods</u></p> <p>Tutor and student led seminars Lectures Student presentations Student research Case studies Discussion Group and Individual work Tutorials Practical work Student activities</p> <p><u>Assessment Methods</u></p> <p>Oral presentations Written assignments e.g. essays and reports Dissertation Case studies</p> <p><u>Assessment Classification System</u></p> <p>Successful Unsuccessful</p> <p><u>Honours Classification Bands</u></p> <p>N/A</p>		<p>10. Other Information (<i>including compliance with relevant University policies</i>)</p> <p><u>Date programme first offered</u></p> <p>September 1998</p> <p><u>Admissions Criteria</u> <u>Standard Requirements</u></p> <p>Applicants for the existing Masters will normally have:</p> <p>(i) a Certificate in Education, or a PGCE, or an equivalent teaching qualification</p> <p>and</p> <p>(ii) recent teaching / training experience</p> <p>and</p> <p>(iii) one of the following qualifications:</p> <p>an Honours Degree; a Postgraduate Diploma; a Professional Qualification recognised by Bolton Institute as equivalent to an Honours Degree</p> <p>and</p> <p>(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.</p>	

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

CURRICULUM OUTCOMES MAP

Outcome / Module	EDU3100	EDU4002	EDU4001	EDU4027	EDU4028	EDU4003	EDU5000
K1				√			
K2				√			
K3					√		
K4					√		
K5				√			
K6				√			
K7				√			
K8					√		
K9					√		
S1	√						
S2			√				
S3							√
S4						√	
S5		√					
S6		√					
S7							
S8							
C1		√					
C2		√					
C3				√			
C4				√			
C5					√		
C6					√		
C7		√					
C8	√						
C9				√			
C10							√
C11		√					
C12		√					
O1	√						
O2	√						
O3	√						
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
EDUE4002 Organisational Management	√	√	√	√	√	√	
EDU4001 Curriculum Studies	√	√	√	√	√	√	
EDU4027: Planning and enabling teaching, learning and assessment for professional practice (30 points)	√		√	√	√	√	
EDU4028: Developing and evaluating approaches to supporting and managing learning (30 points)	√	√	√	√	√	√	
EDU 4003 Work-Based Module - Developments	√	√		√	√	√	
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		
EDU4001 Curriculum Studies	5000 words		
EDU4027: Planning and enabling teaching, learning and assessment for professional practice (30 points)	4000 words	20% and teaching observation – 20%	
EDU4028: Developing and evaluating approaches to supporting and managing learning (30 points)	4000 words Profile – 20%	teaching observation – 20%	
EDU4003 Work-Based Module - Developments	Project report of 3000 words		
EDU5000 Dissertation			20,000 word