

Programme Specification

Masters in Educational Practice and Innovation

1 Awarding Institution	University of Southampton
2 Teaching Institution	University of Southampton, Highfield campus
3 Accreditation details	N/A
4 Final award	PGDip/MSc
5 Name of award	Postgraduate Diploma/Masters in Educational Practice and Innovation
6 UCAS Code	
7 QAA Subject Benchmark or other external reference	
8 Date specification was written and Programme Leader	April 2004 Professor G C Conole

9 Educational Aims of the Programme

The aims of the programme are to enable you to:

- develop understanding of the context and nature of educational practice and innovation across post-compulsory education
- critique the impact of policy on practice
- recognise different forms of innovation in learning and teaching and enable you to take a critical approach to interrogating different forms of innovation and associated claims
- develop informed judgements and critical thinking in the context of educational practice
- explore the barriers to and enablers of change in educational innovation
- critically evaluate knowledge claims in group settings
- develop an area of specialism in Post-Compulsory Education and Training

10 Learning Outcomes

Having successfully completed this programme you will

- Have a clear understanding of the nature of post-compulsory education and relate this to your own particular sector and areas of interest
- Be able to critique and analyse the factors which impact on educational innovation within the system and the relationship between policy and practice
- Be able to implement or advise others on implementing educational innovations and evaluate the outcomes
- Be able to develop and manage projects and research activities

10.1 Knowledge and Understanding

Having successfully completed the programme you will be able to demonstrate knowledge and have understanding of :

- A1 Current theory and practice in Post Compulsory Education and Training (PCET)
- A2 Policy and strategic issues and debates in relation to PCET
- A3 Underpinning theoretical perspectives
- A4 Research methods and their application to policy and practice in PCET
- A5 Current issues and factors which impinge on post-compulsory education (such as widening participation, employability, accessibility, enterprise, and the impact of Information and Communication Technologies)
- A6 Strategies for effective change in educational organisations
- A7 The impact of policy on practice
- A8 The role and process of innovation

10.2 Subject Specific Intellectual skills

By the end of the programme you will be able to

- B1 Analyse educational concepts, theories and practices and relate these critically to changes in post-compulsory education
- B2 Demonstrate knowledge and application of appropriate research methods, including the use of ICT, to gaining an understanding of the nature of educational practice and innovation
- B3 Identify and evaluate conflicting priorities in post-compulsory education
- B4 Show a critical awareness of the social context of post-compulsory education and training, including political and policy drivers and associated ethical and moral issues
- B5 Critique enterprise and its role in institutions and understand methods for encouraging innovation

10.3 Transferable/general skills

By the end of the programme you will be able to

- C1 Organise your own learning through time-management and adherence to guidelines and deadlines
- C2 Communicate effectively with other professionals and peers orally, in posters, formal written formats, and electronically, with due attention to structure, argument, coherence, logic and effective citation of evidence
- C3 Locate and critically evaluate a variety of research materials, text and literature
- C4 Demonstrate good research procedures for data collection and analysis
- C5 Work effectively as part of a team, demonstrate inter-personal skills and communicate effectively
- C6 Undertake an educational research project, with due attention to time and resource management
- C7 Critically reflect on your own practice and relate the content of the course to your own practice and be able to identify and analyse complex problems, issues or practices in your own work situation
- C8 Have confidence in your own ability to learn new concepts

10.4 Teaching, learning and assessment methods

A mixed-mode of teaching, learning and assessment will be adopted, including interactive face-to-face seminars, student group work and collaborative activities, presentations and appropriate use of ICT.

The course will be supported by a Virtual Learning Environment which will contain

administrative details about the course, course materials, as well as opportunities for online discussions and sharing of work to support the face-to-face teaching sessions.

All core units have substantial timetable workshop elements where students will gain hands on experience of the design and trialling of research instruments, In addition you will regularly make individual presentations and design and lead workshop activities in pairs or individually and be expected to provide peer feedback and support on these elements. This mix of activities is designed to develop your critical thinking and self confidence in your abilities. Formative assessment will be provided by unit tutors who will offer a schedule of tutorials to support the planning of unit course work portfolios.

You will be assigned a personal tutor from the beginning of the programme. Attendance at units will be complemented with regular timetable meeting with their tutors, to review overall progress, advice on specialist issues and set targets for future learning.

Assessment will be by coursework and dissertation. The overall coursework portfolio will comprise 24,000 words or equivalent one assignment of 4,000 words for each unit), along with a dissertation of 16,000 words. Oral presentations are not formally assessed but are an important part of the student learning experience. . Assessment activities will be devised to reflect the relevant learning outcomes and an appropriate mix of methods will be adopted to ensure that this is achieved, this will include evidence of student's relating their understanding of course materials to their own experiences and professional practice.

Assessment will be designed to build on students' own working experience and practice and will link therefore to the required 20 hours of professional practice, therefore a student may address a particular assignment by evidence from their own work experience and sector.

Assessment will focus on linking the content of the course to your own personal and professional experiences.

11 Programme Structure

The programme is available in full-time mode over one year or part-time over two years. You will study six units, each valued at 20-credit points and a 60-credit dissertation. The programme has a core plus options structure. The core is designed to deliver the knowledge and understanding of learning and teaching issues across the post-compulsory education and training sectors.

Optional units can be selected from the list of designated units associated with the course or from appropriate models available within the School of Education, provided that the choice of units ensures that the overall mix of units taken covers all the learning outcomes for the course. You have the opportunity to attend a further series of workshops organised by the School of Education including general research skills, transferable skills – including study skills, bibliographic and ICT skills.

You must take three core units; ‘Post-compulsory Education and Training in context’, ‘Educational Research Methods’ and ‘Applying and disseminating educational practice and innovation – conference unit’. You can then choose an additional three units which begin to focus in on specific themes such as Higher Education, Post-Compulsory Education and Training, ICT or Research Methods. The tables below lists the units and their sequence over a two-year timeframe for full-time students and a three-year timeframe for part-time students. Example routes through the programme for full-time and part-time students are provided in Appendix A. Optional units will be run subject to availability and numbers of students choosing options.

The course is designed around a series of predetermined routes through the programme which ensure that the course has coherence and that all routes cover the core learning outcomes of the programme. You may only take units outside of these unit where they address the learning outcome of the overall programme, this would need to be negotiated with the course director.

Core units

1. Context of Post-Compulsory Education and Training
2. Educational Research Methods
3. Applying and disseminating Educational Innovation and Practice - Conference unit

Optional units include the following

4. Teaching and Learning Innovation
5. Managing quality in UK post-compulsory education and training
6. Managing change in post-compulsory education
7. Principles of Computers and Learning
8. Software Design and Evaluation for Teaching and Training
9. Lifelong learning
10. Elearning I
11. Action Research
12. Curriculum change and innovation
13. Enterprise and bidding
14. Research methods using Information and Communication Technologies

Full-time option	
Semester 1	Semester 2
Context of Post-Compulsory Education and Training	Teaching and learning innovation
Educational Research Methods	Software Design and Evaluation for Teaching and Training
	Managing change in post-compulsory education
Principles of Computers and Learning	Lifelong learning
Managing quality in UK post-compulsory education and training	Enterprise and bidding
Curriculum change and innovation	Elearning I
Action Research	Research methods using ICT
	Applying and disseminating Educational and Innovation and Practice Conference Unit

Part-time option	
Semester 1	Semester 2
Context of Post-Compulsory Education and Training	Teaching and learning innovation
Educational Research Methods	Elearning I
	Lifelong learning
	Managing change in post-compulsory education
	Research methods using ICT
Semester 3	Semester 4
Curriculum change and innovation	Enterprise and bidding
Action Research	Applying and disseminating Educational and Innovation and Practice Conference Unit
Principles of Computers and Learning	Software Design and Evaluation for Teaching and Training
Managing quality in UK post-compulsory education and training	

The central theme of the course is educational innovation in post-compulsory education and training. A key philosophy of the course is to align the course content with your own professional practice. As such you can specialise in a number of directions through your choice of designate units and the nature of the focus of their dissertation.

The Applying and Disseminating Educational Innovation and Practice conference unit is a major innovation of the course. You will be required to organise, run and participate in a Post-Compulsory Education and Training conference which draws on the ideas developed throughout the course and reflects the themes of the course units.

The dissertation of 16,000 words is a major element of the programme, worth 60-credit points; this demonstrates your capacity to design, implement and evaluate an autonomous empirical research study of high quality.

Assignments are assessed against the School of Education's marking criteria for M level programmes, published in the student handbook, on an A-F scale. Students have the right to resubmit on one occasion each assignment, a resubmitted assignment may only be re-graded as a pass. Students must pass all taught units to proceed to the dissertation. Students who successfully complete six units and who elect to exit from the programme without completing the dissertation stage will be eligible for the award of the Postgraduate Diploma in Educational Studies.

The regulations for pass or distinction will follow the School of Education's masters regulations (www.education.soton.ac.uk).

12 Support for student learning

There are systems for the support of student learning in the School as well as available from central University facilities.

In the School you will be able to access:

- The tutorial system – you will have a personal tutor
- Study skills support in the form of tutorial support, written work commentaries and MLEs as appropriate
- Subject specific materials and resources
- Themed, induction days to support your move to postgraduate study, research methods and computing skills
- School of Education Advanced Courses handbooks, unit materials and guidance notes

The University provides:

- Library support in the form of targeted sessions given by the librarian responsible for Education, explanatory leaflets and on-line tutorials (www.library.soton.ac.uk)
- Study skills and learning styles advice from the Student Advice and Information Centre (SAIC) and at [at www.academic-skills.soton.ac.uk](http://www.academic-skills.soton.ac.uk)
- Computing support from Information Systems Services (ISS) in the form of organised, subject-specific sessions and on-line tutorials (www.iss.soton.ac.uk) and helpdesks
- Learning Differences Centre (LDC) which is part of Dyslexia Services can conduct assessment for dyslexia and co-ordinate study skills provision (www.dyslexia.soton.ac.uk)
- Counselling and Disability Services which can provide specialist information, guidance and support

13 Methods for evaluating the quality of teaching and learning

You will have the opportunity to voice your thoughts on the quality of the programme in the following ways:

- Through student evaluation questionnaires
- Through student representation at Programme Board meetings
- Through student representation at Advanced Courses Committee meetings.

The ways in which the quality of your programme is checked, both inside and outside the University are:

- External examiners, who produce an annual report of the programme
- Annual programme evaluation and five-yearly programme reviews, involving an external adviserRegular staff appraisals
- Peer monitoring of teaching
- The annual School of Education operating statement to the Faculty Academic Standards and Quality Committee
- External inspection by the Quality Assurance Agency for Higher Education.
-

Criteria for admission Students taking this programme are normally required to have a first degree, a teaching qualification and a minimum of two years' teaching experience. Further information about English language requirements for overseas students can be found at www.soton.ac.uk/International/Applications/EntryRequirements/#postgrad

The standard University English Language requirements for Masters' students applies.

Although students are admitted on academic criteria alone, disabled applicants and registered students are supported in every reasonable way possible, and are asked to communicate issues with their Programme Tutor and raise matters with the University. The University of Southampton welcomes students with a wide range of disabilities and specific learning difficulties. It has a range of services and facilities to support your needs. More detailed current information is available on request from the Disability Co-ordinator or the Dyslexia Co-ordinator.

Appendix A

Semester	Example routes through the programme in full-time mode showing optional foci				
	HE	PCET	ICT	Management	Research methods
Semester 1	Context of Post-Compulsory Education and Training	Context of Post-Compulsory Education and Training	Context of Post-Compulsory Education and Training	Context of Post-Compulsory Education and Training	Context of Post-Compulsory Education and Training
	Educational Research Methods	Educational Research Methods	Educational Research Methods	Educational Research Methods	Educational Research Methods
	Curriculum change and innovation	Action research	Principles of Computers and Learning	Management, quality in UK post-compulsory education and training	Action research
Semester 2	Teaching and learning innovation	Lifelong learning	Software design and evaluation for teaching and training	Enterprise and bidding	Enterprise and bidding
	Managing change in post-compulsory education	Managing change in post-compulsory education	Elearning I	Managing change in post-compulsory education	<i>Research methods using ICT</i>
	Applying and disseminating Educational Innovation and Practice Unit	Applying and disseminating Educational Innovation and Practice Conference Unit	Applying and disseminating Educational Innovation and Practice Conference Unit	Applying and disseminating Educational Innovation and Practice Conference Unit	Applying and disseminating Educational Innovation and Practice Conference Unit
Dissertation					

Semester	Example routes through the programme in part-time mode showing optional foci				
	HE	PCET	ICT	Management	Research methods
Semester 1	Context of Post-Compulsory Education and Training	Context of Post-Compulsory Education and Training	Context of Post-Compulsory Education and Training	Context of Post-Compulsory Education and Training	Context of Post-Compulsory Education and Training
	Educational research methods	Educational research methods	Educational research methods	Educational research methods	Educational Research Methods
Semester 2	Teaching and learning innovation	Lifelong learning	Elearning I	Managing change in post-compulsory education	Research methods using ICT
Semester 3	Action research	Action research	Principles of Computers and Learning	Management, quality in UK post-compulsory education and training	Action research
	Curriculum change and innovation			Curriculum change and innovation	
Semester 4		Managing changing in post-compulsory education	Software design and evaluation for teaching and training		Enterprise and bidding
	Applying and disseminating Educational Innovation and Practice Conference Unit	Applying and disseminating Educational Innovation and Practice Conference Unit	Applying and disseminating Educational Innovation and Practice Conference Unit	Applying and disseminating Educational Innovation and Practice Conference Unit	Applying and disseminating Educational Innovation and Practice Conference Unit
Dissertation					

Appendix 1: Learning outcomes and assessment methods all columns A-C8 should be ticked somewhere.

Masters	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	C8
Context of Post-compulsory Education and Training	✓	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		✓			✓
Teaching and learning innovation	✓		✓					✓	✓	✓					✓	✓				✓	✓
Management, motivation and change		✓			✓	✓	✓			✓		✓	✓	✓	✓			✓		✓	
Managing change in post-compulsory education		✓			✓	✓	✓	✓		✓		✓	✓	✓	✓			✓		✓	
Foundations and principles of computers and learning					✓	✓			✓		✓	✓		✓	✓		✓		✓		✓
Software design and evaluation for teaching and training					✓	✓			✓		✓	✓		✓	✓		✓		✓	✓	✓
Lifelong learning	✓	✓		✓		✓		✓		✓		✓	✓	✓		✓	✓			✓	✓

Masters	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	C8
Educational Research Methods			✓	✓					✓		✓			✓	✓	✓	✓	✓	✓	✓	✓
Research methods using ICT			✓	✓				✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓
E-Learning 1	✓	✓	✓	✓	✓	✓			✓	?	✓			✓		✓				✓	
Applying and disseminating Educational Innovation and Practice Conference Unit	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓