1   PROGRAMME SPECIFICATION DOCUMENT – MARCH 2009

1. Qualification **MA/M.Ed**	2. Programme Title **Masters in 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 education.

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 provision in the sector compulsory and post compulsory sectors.

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

The general 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)

Module codes are given in brackets, the key to which are given at the end of the section.)

Students will:

1. Distinguish between qualitative and quantitative approaches in educational research. (RASS/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. (OM/EDU4002)
6. Develop a comprehensive and realistic perspective on a range of management issues. (OM/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

Subject-specific practical/professional skills

34. Demonstrate an understanding of ethical issues in their analysis of the work of others and in their own work (RASS/EDU3100)
35. Be able to relate relevant theoretical concepts covered in the module to educational practices. (EDU4018 / EDU4019)
36. Carry out research and development work. (DISS)
37. Research and finally produce a written assignment on a topic negotiated with their tutor. (OM/EDU4002)
38. Apply theoretical approaches to their working environment. (OM/EDU4002)
39. Understand and where necessary participate in management activities. (OM/EDU4002)
40. Develop Skills and techniques appropriate to an organisational manager. (OM/EDU4002)
41. Undertake ethical research into an area of literacy relevant to your own practice, draw conclusions and make credible suggestions about the improvement of practice based on theory and the relevance of theory to practice. (EDU4019)
42. Have undertaken research into an area of second language learning relevant to your own practice. (EDU4022
43. The advancement of skills in communicating subject-specific knowledge to learners
44. An enhanced/advanced scholarship approach in the discipline
45. The advancement of their subject knowledge and the capacity to synthesise theory and practice in order to develop learners' skills to a high level

communication. (EDU4023)
11. Have an awareness of current global issues and practices in TESOL. (EDU4022)
12. Understand the conceptual frameworks developed in the module and be able to interpret them appropriately in relation to your professional practice. (EDU4022)
13. An enhanced awareness of new and emerging influences on student learning in professional practice
14. A systematic understanding of the theories and principles of learning and communication in professional practice
15. A systematic understanding of formal and/or informal assessment and their roles in learning, teaching and evaluation
16. A comprehensive understanding of the theories of reflective practice, action learning and professionalism (including ethics and accountability) in continuing professional development.
17. Conceptual understanding of curriculum theory and programme design and evaluation

Cognitive skills in the context of the subject(s)

Students will:

18. Evaluate the appropriateness of different research paradigms as applied to specific research examples. (RASS/EDU3100)
19. Have critically analysed the principal learning/teaching strategies reflected in current basic skills provision. (EDU4017)
20. Have critically analysed curriculum models and theory in the basic skills sphere. (EDU4017)
21. Discuss, critically analyse and evaluate relevant theoretical concepts involved in facilitating learning in basic skills education. (EDU4018)
22. Have read widely and critically and demonstrated an understanding of the key theoretical concepts. (EDU4018)
23. Have evaluated the impact of current educational initiatives in the field of literacy on basic skills students' learning. (EDU4019)
24. Undertake critical analysis and evaluation of relevant theoretical views and empirical work within the chosen area of study. (DISS/EDU5000)
25. Discuss and analyse management case studies and reports in the light of management theory and their own working practice. (OM/EDU4002)
26. Critically review the literature. (OM/EDU4002 / EDU4019)
27. Analyse and critically discuss management case studies, investigations, reports and research papers. (OM/EDU4002)
28. Have critically analysed the Rights Agenda of the individual to have meaningful communication. (EDU4023)
29. Critically analyse your own teaching methodologies and practices in light of current research (EDU4022)
30. Have read and critiqued research conducted and reported by others. (EDU4022)
31. The ability to deal with complex issues in teaching practice
32. The development of self-directed and original approaches to problem solving
33. The ability to reflect upon and evaluate learning; make informed judgements and communicate conclusions

46. To be able to act autonomously in planning, implementing and evaluating teaching, learning and assessment using sound time management techniques.
47. Meeting the expectations of and/or achieving excellence as a professional/clinical educator
48. The advancement of skills in communicating subject-specific knowledge to learners

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

49. Identify their own needs and weaknesses in respect of analytical writing, and plan and undertake appropriate action. (RASS/EDU3100)
50. Use appropriate techniques and software applications to produce components of Masters level documents. (RASS/EDU3100)
51. 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. (RASS/EDU3100)
52. Use appropriate techniques to undertake literature searches by traditional and electronic means. (RASS/EDU3100)
53. Present seminar papers. (OM/EDU4002)
54. Document study and findings in the form of a dissertation(DISS/EDU5000)
55. Plan and undertake appropriate study, research, and development work, as necessary in pursuit of the objectives. (DISS/EDU5000)
56. Produce a self-profile of current skills, knowledge, and expertise. (OM/EDU4002)
57. Produce a profile of own developmental needs. (OM/EDU4002)
58. Plan, prepare and give presentations. (EDU4017 / EDU4019 / EDU4022)
59. Communicate effectively orally and in writing. (All modules)
60. Work effectively in groups. (All modules)
61. The development of enhanced communication and presentational skills
62. The ability to collate and interpret data from a variety of sources and provide reports and recommendations
63. The advancement of skills in technology-assisted teaching and learning
64. The enhancement of skills in sharing/disseminating knowledge and team approaches to programme improvement and delivery

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		

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units **Registration is for 5 years. Full time study equates to one academic year.**			
HE7 Honours Modules	**Core Modules** Research Awareness and Support Skills (HE6) Research Methods - Field Studies Curriculum Policy and Practice in Basic Skills Education Facilitating Learning in Basic Skills Education Organisational Management Curriculum Studies	**Options (normally 20 credits each)** Work-Based Module B Developments Work-Based Module B Case Study Educational Finance and Planning Technical and Vocational Education Research Methods - Field Studies Vocational Education and Development The Concept and Implementation of Design and Technology Competency-based Training in Vocational Education Staff Development and Appraisal in Vocational Education Mentoring and the Support of Personal Development in Education Inclusive Education Module A – The Struggle for Inclusive Education Inclusive Education Option Module B - Transformative Education in an Inclusive Context Management Option Module A - Human Resource Management Management Option Module B – Marketing E-learning for educationalists module A: ICT in education E-learning for educationalists module B: Computer-supported collaborative leaning and e-tutoring Planning and enabling teaching, learning and assessment for professional practice (30 points) Developing and evaluating approaches to supporting and managing learning (30 points) Literacy Policy and Practice in Numeracy / Mathematics Education - Numeracy Module A Theoretical Approaches to Teaching and Learning Numeracy / Mathematics - Numeracy Module B ESOL Organisational Management The Right to Communicate Literacy Module B ESOL Module B	**Project (20 credits)** Dissertation (60 credits) The dissertation is on an agreed topic in the area of specialist study.

Part I (Level HE4) *Students take 2 (Minor), 3 (Joint), 4 (Major), 5 (Single) Modules*	
9. Learning, Teaching and Assessment Strategy	10. Other Information *(including compliance with relevant University policies)*
Learning and Teaching Methods Tutor and student led seminars Lectures Student presentations Student research Case studies Discussion Group and Individual work Tutorials Practical work Student activities **Assessment Methods** Oral presentations Written assignments e.g. essays and reports Dissertation Case studies **Assessment Classification System** Successful Unsuccessful **Honours Classification Bands** N/A	**Date programme first offered** **September 1999** **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 (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 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. *Non Standard Entry* The 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

Modules LEVEL HE7	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16	A17	A18	A19	A20	A21	A22	A23	A24	A25
Research Methods field Study	X												X									X			
Curriculum Studies		X																			X	X	X		
Organisational Management		X					X	X										X		X				X	
Work based Developments			X				X													X					
Work Based Case Study			X				X													X					
Educational Finance and Planning		X					X													X					
The Struggle for Inclusive Education		X	X						X		X														
Transformative Education in an Inclusive Context			X						X		X														
Human Resource Management		X					X													X					
Marketing		X					X													X					
ICT in Education																					X	X	X		
Computer Supported Collaborative Learning and e-tutoring																					X	X	X		
Competency-based training in Vocational Education			X																			X	X		
Staff Development and Appraisal in Vocational Education		X					X	X												X		X	X		
Mentoring and the Support of Personal Development in Education																						X	X		
Planning and Enabling Teaching, Learning and Assessment for Professional Practice			X																		X	X	X		
Developing and Evaluating Approaches to Supporting and																					X	X	X		

Module																											
Managing Learning																											
Lifelong learning, Widening Participation and the Millennium Goals- issues in International Development in the 21st Century			X	X																				X	X		
Facilitating learning in Basic Skills Education				X	X										X	X	X						X	X	X		X
Policy and Practice in Numeracy/Mathematics Education			X		X	X	X								X	X	X							X	X		X
Theoretical Approaches to Teaching and Learning Numeracy/Mathematics						X	X								X	X	X							X	X		
ESOL module 1			X	X	X								X		X		X							X	X		
ESOL module 2			X	X	X								X		X		X							X	X		
Literacy			X	X	X								X		X		X							X	X		
Approaches to Adult Literacy				X	X								X		X	X	X							X	X		
The Right to Communicate				X	X					X	X	X	X														
Curriculum Policy and Practice in Basic Skills Education			X	X	X										X	X	X						X	X	X	X	X
Dissertation	X		X	X									X											X	X		

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

A1 Distinguish between qualitative and quantitative approaches in educational research.   (RASS/EDU3100)
A2 Understand the policy background to current educational policy (EDU4001)
A3 An enhanced awareness of new and emerging influences on student learning in professional practice
A4 Understand the economic, philosophical and cultural factors affecting curriculum design and practice in basic skills. (EDU4017)
A5 Demonstrate an in-depth understanding of the historical development of numeracy and mathematical education. (EDU4020)
A6 Have an awareness of theory related to teaching and learning numeracy. (EDU4021)
A7 Develop an awareness of the practical aspects of the management of organisations. (OM/EDU4002)
A8Develop a comprehensive and realistic perspective on a range of management issues. (OM/EDU4002)
A9Have acquired an understanding and appreciation of the social and medical model of disability. (EDU4023)
A10 Have explored and understood the philosophy and practice of Facilitated Communication. (EDU4005)
A11 Have an appreciation of historical and current legislation which promotes inclusive education. (EDU4023)
A12 Have an appreciation of the particular consequences of being denied the right to communication. (EDU4023)
A13 Distinguish between qualitative and quantitative approaches in educational research.   (RASS/EDU3100)
A14 Understand the policy background to current basic skills/ Skills for Life provision. (EDU4017)
A15 Have explored the curriculum models which inform current basic skills practice. (EDU4017)
A16 Understand the economic, philosophical and cultural factors affecting curriculum design and practice in basic skills. (EDU4017)
A17 Demonstrate an in-depth understanding of the historical development of numeracy and mathematical education. (EDU4020)
A18 Have an awareness of theory related to teaching and learning numeracy. (EDU4021)
A19 Develop an awareness of the practical aspects of the management of organisations. (OM/EDU4002)
A20 Develop a comprehensive and realistic perspective on a range of management issues. (OM/EDU4002)
A21 A systematic understanding of the theories and principles of learning and communication in professional practice
A22 A systematic understanding of formal and/or informal assessment and their roles in learning, teaching and evaluation
A23 A comprehensive understanding of the theories of reflective practice, action learning and professionalism (including ethics and accountability) in continuing professional development. (EDU4027)
A24 Conceptual understanding of curriculum theory and programme design and evaluation (EDU4028)
A25 Understand the policy background to current basic skills/ Skills for Life provision. (EDU4017)

Modules LEVEL HE7	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15	B16	B17	B18	B19	B20	B21	B22
Organisational Management					X	X			X	X	X											
Work based Developments					X	X					X										X	
Work Based Case Study					X	X					X										X	
Educational Finance and Planning					X	X																
The Struggle for Inclusive Education					X	X	X				X						X	X				
Transformative Education in an Inclusive Context					X	X	X				X						X	X				

Module	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Human Resource Management				X	X			X	X	X												
Marketing				X	X		X	X	X	X												
ICT in Education				X	X	X											X		X			
Computer Supported Collaborative Learning and e-tutoring				X	X	X										X	X		X			
Competency-based training in Vocational Education				X	X											X	X					
Staff Development and Appraisal in Vocational Education				X	X			X	X	X												
Mentoring and the Support of Personal Development in Education				X	X	X						X					X				X	X
Planning and Enabling Teaching, Learning and Assessment for Professional Practice				X	X	X											X	X	X	X	X	X
Developing and Evaluating Approaches to Supporting and Managing Learning				X	X	X											X	X	X	X	X	X
Lifelong learning, Widening Participation and the Millennium Goals- issues in International Development in the 21st Century				X	X	X											X					
Facilitating learning in Basic Skills Education		X	X	X	X	X					X	X	X		X		X					
Policy and Practice in Numeracy/Mathematics Education		X		X	X	X					X	X			X		X					
Theoretical Approaches to Teaching and Learning Numeracy/Mathematics		X		X	X	X					X	X			X		X					
ESOL module 1		X		X	X	X					X	X			X		X					
ESOL module 2		X		X	X	X					X	X			X		X					
Literacy		X		X	X	X					X	X			X		X					
Approaches to Adult Literacy		X		X	X	X					X	X			X		X					
The Right to Communicate				X	X							X			X							
Curriculum Policy and Practice in Basic Skills Education		X	X	X	X	X		X			X	X			X	X	X					
Dissertation	X			X	X							X										X

Cognitive skills in the context of the subject(s)

B1 Evaluate the appropriateness of different research paradigms as applied to specific research examples. (RASS/EDU3100)
B2 Have critically analysed the principal learning/teaching strategies reflected in current basic skills provision. (EDU4017)
B3 Have critically analysed curriculum models and theory in the basic skills sphere. (EDU4017)
B4 Discuss, critically analyse and evaluate relevant theoretical concepts involved in facilitating learning in basic skills education. (EDU4018)
B5 Have read widely and critically and demonstrated an understanding of the key theoretical concepts. (EDU4018)
B6 Undertake critical analysis and evaluation of relevant theoretical views and empirical work within the chosen area of study. (DISS/EDU5000)
B7 Have analysed the impact of a variety of numeracy and mathematical curriculum approaches. (EDU4020)
B8 Have critically discussed policy and approaches to curriculum delivery. (EDU4020)
B9 Discuss and analyse management case studies and reports in the light of management theory and their own working practice. (OM/EDU4002)
B10 Critically review the literature on management topics. (OM/EDU4002)
B11 Analyse and critically discuss management case studies, investigations, reports and research papers. (OM/EDU4002)
B12 Have critically analysed the Rights Agenda of the individual to have meaningful communication. (EDU4023)
B13 Evaluate the appropriateness of different research paradigms as applied to specific research examples. (RASS/EDU3100)
B14 Have critically analysed the principal learning/teaching strategies reflected in current basic skills provision. (EDU4017)
B15 Have critically analysed curriculum models and theory in the basic skills sphere. (EDU4017)
B16 Discuss, critically analyse and evaluate relevant theoretical concepts involved in facilitating learning in basic skills education. (EDU4018)
B17 The ability to deal with complex issues in supporting the learner. (EDU4027)
B18 The development of self-directed and original approaches to problem solving (EDU4028)
B19 The ability to reflect upon and evaluate learning; make informed judgements and communicate conclusions effectively (all)
B20- The ability to deal with complex issues in teaching practice (EDU4027/EDU 4028)

Modules LEVEL HE7	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21
Research Methods field Study	X		X	X						X		X						X	X		
Curriculum Studies		X		X							X			X				X	X		
Organisational Management		X		X		X	X				X			X		X		X	X		
Work based Developments		X	X	X	X	X					X			X				X	X		
Work Based Case Study		X	X	X	X	X					X			X				X	X		
Educational Finance and Planning		X		X							X			X				X	X		
The Struggle for Inclusive Education		X		X							X			X				X	X		
Transformative Education in an Inclusive Context		X		X							X			X				X	X		
Human Resource Management		X		X		X	X				X			X		X		X	X		
Marketing		X		X							X			X				X	X		
ICT in Education		X		X							X			X				X	X		
Computer Supported Collaborative Learning and e-tutoring		X		X							X			X				X	X		

Module																		
Competency-based training in Vocational Education		X		X					X			X			X	X		
Staff Development and Appraisal in Vocational Education		X		X	X	X			X			X		X	X	X		
Mentoring and the Support of Personal Development in Education		X		X					X			X			X	X		
Planning and Enabling Teaching, Learning and Assessment for Professional Practice		X		X					X			X		X	X	X	X	X
Developing and Evaluating Approaches to Supporting and Managing Learning		X		X					X			X		X	X	X	X	X
Lifelong learning, Widening Participation and the Millennium Goals- issues in International Development in the 21st Century		X		X					X			X			X	X		
Facilitating learning in Basic Skills Education		X		X					X			X			X	X		
Policy and Practice in Numeracy/Mathematics Education		X		X					X		X	X	X		X	X		
Theoretical Approaches to Teaching and Learning Numeracy/Mathematics		X		X					X		X	X	X		X	X		
ESOL module 1							X		X			X			X	X		
ESOL module 2		X		X			X		X			X			X	X		
Literacy		X		X		X			X			X			X	X		
Approaches to Adult Literacy		X		X		X			X			X			X	X		
The Right to Communicate		X		X					X			X			X	X		
Curriculum Policy and Practice in Basic Skills Education		X		X					X			X			X	X		
Dissertation	X	X	X	X				X	X	X		X			X	X		

Subject-specific practical/professional skills

C1 Demonstrate an understanding of ethical issues in their analysis of the work of others and in their own work (RASS/EDU3100)

C2 Be able to relate relevant theoretical concepts covered in the module to educational practices. (EDU4018 / EDU4019)

C3 Carry out research and development work. (DISS)

C4 Research and finally produce a written assignment on a topic negotiated with their tutor. (OM/EDU4002)

C5 Apply theoretical approaches to their working environment. (OM/EDU4002)

C6 Understand and where necessary participate in management activities. (OM/EDU4002)

C7 Develop Skills and techniques appropriate to an organisational manager. (OM/EDU4002)

C8 Undertake ethical research into an area of literacy relevant to your own practice, draw conclusions and make credible suggestions about the improvement of practice based on theory and the relevance of theory to practice. (EDU4019)

C9 Have undertaken research into an area of second language learning relevant to your own practice. (EDU4022)

C10 Demonstrate an understanding of ethical issues in their analysis of the work of others and in their own work (RASS/EDU3100)

C11 Be able to relate relevant theoretical concepts covered in the module to educational practices. (EDU4018)

C12 Carry out research and development work. (DISS)

C13 Have researched numeracy in an international context, analysing numeracy statistics and international schemes. (EDU4020)

C14 Have applied theory to their own area of practice. (EDU4021)

C15 Have undertaken desk research into an area of numeracy teaching and learning that has particular relevance to their areas of work or experience. (EDU4021)

C16 Develop skills and techniques appropriate to an organisational manager. (OM/EDU4002)

C17 The advancement of skills in communicating subject-specific knowledge to learners (EDU4027)

C18 An enhanced/advanced scholarship approach in the discipline (all)

C19 The advancement of their subject knowledge and the capacity to synthesise theory and practice in order to develop learners' skills to a high level (all)

C20 To be able to act autonomously in planning, implementing and evaluating teaching, learning and assessment using sound time management techniques. (EDU4027)

C21 Meeting the expectations of and/or achieving excellence as a professional/clinical educator. (EDU4028)

Modules LEVEL HE7	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13
Research Methods field Study	X	X	X	X			X	X	X	X	X	X	X
Curriculum Studies		X	X	X			X	X	X	X	X	X	X
Organisational		X	X	X			X	X	X	X	X	X	X

Management												
Work based Developments	X	X	X			X	X	X	X	X	X	X
Work Based Case Study	X	X	X			X	X	X	X	X	X	X
Educational Finance and Planning	X	X	X			X	X	X	X	X	X	X
The Struggle for Inclusive Education	X	X	X			X	X	X	X	X	X	X
Transformative Education in an Inclusive Context	X	X	X			X	X	X	X	X	X	X
Human Resource Management	X	X	X			X	X	X	X	X	X	X
Marketing	X	X	X			X	X	X	X	X	X	X
ICT in Education	X	X	X			X	X	X	X	X	X	X
Computer Supported Collaborative Learning and e-tutoring	X	X	X			X	X	X	X	X	X	X
Competency-based training in Vocational Education	X	X	X			X	X	X	X	X	X	X
Staff Development and Appraisal in Vocational Education	X	X	X			X	X	X	X	X	X	X
Mentoring and the Support of Personal Development in Education	X	X	X			X	X	X	X	X	X	X
Planning and Enabling Teaching, Learning and Assessment for Professional Practice	X	X	X			X	X	X	X	X	X	X
Developing and Evaluating Approaches to Supporting and Managing Learning	X	X	X			X	X	X	X	X	X	X
Lifelong learning, Widening Participation and the Millennium Goals- issues in International Development in the 21st Century	X	X	X			X	X	X	X	X	X	X
Facilitating learning in Basic Skills Education	X	X	X	X		X	X	X	X	X	X	X
Policy and Practice in Numeracy/Mathematics Education	X	X	X	X		X	X	X	X	X	X	X
Theoretical Approaches to Teaching and Learning Numeracy/Mathematics	X	X	X	X		X	X	X	X	X	X	X

ESOL Module 1		X	X	X	X		X	X	X	X	X	X	X
ESOL Module 2		X	X	X	X		X	X	X	X	X	X	X
Literacy		X	X	X	X		X	X	X	X	X	X	X
Approaches to Adult Literacy		X	X	X	X		X	X	X	X	X	X	X
The Right to Communicate		X	X	X			X	X	X	X	X	X	X
Curriculum Policy and Practice in Basic Skills Education		X	X	X	X		X	X	X	X	X	X	X
Dissertation	X	X	X	X		X	X	X	X	X	X	X	

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

D1 Identify their own needs and weaknesses in respect of analytical writing, and plan and undertake appropriate action. (RASS/EDU3100)

D2 Use appropriate techniques and software applications to produce components of Masters level documents. (RASS/EDU3100)

D3 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. (RASS/EDU3100)

D4 Use appropriate techniques to undertake literature searches by traditional and electronic means. (RASS/EDU3100)

D5 Present seminar papers. (OM/EDU4002)

D6 Document study and findings in the form of a dissertation(DISS/EDU5000)

D7 Plan and undertake appropriate study, research, and development work, as necessary in pursuit of the objectives. (DISS/EDU5000)

D8 Produce a self-profile of current skills, knowledge, and expertise. (OM/EDU4002)

D9 Produce a profile of own developmental needs. (OM/EDU4002)

D10 The development of enhanced communication and presentational skills (OM/EDU4002)

D11 The ability to collate and interpret data from a variety of sources and provide reports and recommendations (RASS/EDU3100) DISS/EDU5000)

D12 The advancement of skills in technology-assisted teaching and learning(RASS/EDU3100)

D13 The enhancement of skills in sharing/disseminating knowledge and team approaches to programme improvement and delivery (EDU4028)

Modules LEVEL HE7	Learning to Learn	Communication	Group-work/ Working with others	Problem-solving and Planning	Self Management	Use of ICT	Numeracy
Research Methods field Study	X			X	X	X	X
Curriculum Studies	X	X	X	X	X	X	X
Organisational Management	X	X	X	X	X	X	
Work based Developments	X			X	X	X	X

Appendix 3 Curriculum Skills map

Modules	Essay word count		Report	Presentation weighting (Tutor assessed)	Portfolio	Teaching Observation	
Work Based Case Study	X			X	X	X	X
Educational Finance and Planning	X	X	X	X	X	X	X
The Struggle for Inclusive Education	X	X	X	X	X	X	
Transformative Education in an Inclusive Context	X	X	X	X	X	X	
Human Resource Management	X	X	X	X	X	X	
Marketing	X	X	X	X	X	X	
ICT in Education	X	X	X	X	X	X	X
Computer Supported Collaborative Learning and e-tutoring	X	X	X	X	X	X	X

Modules LEVEL HE7	Essay word count		Report	Presentation weighting(Tutor assessed)	Portfolio	Teaching Observation	
Staff Development and Appraisal in Vocational Education	X	X	Small scale research project	X	X	X	
Mentoring and the Support of Personal Development in Education	X	X		X	X	X	X
Planning and Enabling Teaching, Learning and Assessment for Professional Practice	X	X		X	X	X	
Developing and Evaluating Approaches to Supporting and Managing Learning	X	X		X	X	X	
Lifelong learning, Widening Participation and the Millennium Goals- issues in International Development in the 21st Century	X	X		X	X	X	
Facilitating learning in Basic Skills Education	X	X		X	X	X	
Policy and Practice in Numeracy/Mathematics Education	X	X		X	X	X	X
Theoretical Approaches to Teaching and Learning Numeracy/Mathematics	X	X		X	X	X	X
ESOL module 1	X	X		X	X	X	
ESOL module 2	X	X		X	X	X	
Literacy	X	X		X	X	X	
Approaches to Adult Literacy	X	X		X	X	X	
The Right to Communicate	X	X		X	X	X	
Curriculum Policy and Practice in Basic Skills Education	X	X		X	X	X	
Dissertation	X			X	X	X	X
Research Methods field Study							
Curriculum Studies	3500			20%			
Organisational Management	4500-5000						
Work based Developments			3000		Action plan. Evidence file		
Work Based Case Study			4000-5000		Supporting evidence		
Educational Finance and	4000-5000						

Planning					
The Struggle for Inclusive Education	5000				
Transformative Education in an Inclusive Context	4000-5000				
Human Resource Management	4000-5000				
Marketing	4000-5000				
ICT in Education		3 reports		3 ICT resources	
Computer Supported Collaborative Learning and e-tutoring		Group project of CSCL environment			
Competency-based training in Vocational Education	4000-5000				
Staff Development and Appraisal in Vocational Education	4000-5000				
Mentoring and the Support of Personal Development in Education	2500			Learning journal	Observation of a mentoring session
Planning and Enabling Teaching, Learning and Assessment for Professional Practice		Profile of work-based learning (3,500 - 4,000 words or equivalent)	Action Learning Sets & Report (3,500 - 4,000 words)Presentation		One summative observation of teaching practice Formative assessment: One formative assessment of teaching practice Evidence of participation in peer review of teaching
Developing and Evaluating Approaches to Supporting and Managing Learning	3500 – 4000 or poster	3500 - 4000			One summative observation of teaching practice Formative assessment: One formative assessment of teaching practice Evidence of participation in peer review of teaching
Lifelong learning, Widening Participation and the Millennium Goals- issues in International Development in the 21st Century		4000	30%		
Facilitating learning in Basic Skills Education	4500				
Policy and Practice in Numeracy/Mathematics Education	4500				
Theoretical Approaches to Teaching and Learning Numeracy/Mathematics	3500		20		
ESOL module 1	3500		20		
ESOL module 2	3500		20		
Literacy	3500		20		
Approaches to Adult Literacy	3500		20		
The Right to Communicate	4500				
Curriculum Policy and Practice in Basic Skills Education	3500		20		
Dissertation		20000			