

De Montfort University

Course Template

1. Basic information

- Course Name: Education Practice
- Course Code: HE088T
- Level (UG, PG): Postgraduate Taught
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Applied Social Sciences
- PMB APSS
- Offered at: DM - DMU Leicester
- Type (single, joint.): SI
- Highest Award : Master of Arts
- All possible exit awards : Postgraduate Diploma; Postgraduate Certificate
- Award notes : Part-time Students will be enrolled initially on the PG Certificate in Education Practice and on successful completion of this award can progress onto the full Masters programme.

Professional Body Recognition

- Accreditation by Professional/Statutory body:
- Exemption by Professional/Statutory body:
- Details
- Modes of attendance: Main MOA: Full-Time
Other MOA: Part-Time; Previously Part Time, ET or IT for All Session; Previously Full Time, ET or IT for All Session
- Mode Notes: Full-time and Part-time.
This is designed predominantly as a part-time programme run over two or three academic sessions dependent upon APL; however there is flexibility built into the programme design to facilitate full-time study in one year and multiple entry and exit points which may thus extend the time taken to complete.
Minimum registration for whole award in part-time mode is two calendar years; maximum registration in part-time mode is six years.
Minimum registration in part-time mode for intermediate awards of postgraduate certificate (60 credits) is 9 calendar months and for postgraduate diploma (120 credits) is 18 months.

- Course leader: Nicholas Jeffrey Allsopp

2. Entry Requirements and Profile

You should have the equivalent of a UK bachelor's degree (2:1 minimum).

This need not necessarily be in education but a good practical knowledge of education is preferred. The course can offer accredited prior learning (APL) of up to 60 credits to candidates with appropriate experience and qualifications such as a PGCE. You will be expected to be working in a learning environment, paid or unpaid, for a minimum of one day per week throughout the duration of the course.

We welcome applications from a wide sector and all non-standard applications will be carefully considered. If English is not your first language, an IELTS score of 6.5 or equivalent is essential. Free English language tuition delivered by our British Council-accredited Centre for English Language Learning is available both before and during the course.

3. Course Description

Characteristics and Aims

This course is designed with three distinct cohorts in mind:

1. Recently qualified teachers: teachers/instructors across all of the age groups - primary, secondary, post-compulsory and HE - who are relatively new to the profession with perhaps up to 5 years experience in teaching who will see the course as part of a programme of Continuing Professional Development and who wished eventually to move towards NPQH etc.
2. Existing DMU Staff: who have successfully completed the PG CertHE run by APDU and who also wish to continue their studies to a full Masters qualification. For this group two specific modules are available but are not compulsory. There is the facility to accredit students with APL for 60 credits, and exceptionally 90 credits. Together these will form a specific pathway within the programme.
3. DMU undergraduates: together with those from similar undergraduate courses, who wish to continue to study Education as an academic discipline at postgraduate level and who may want to enter the teaching profession at some future point.

The aim of the programme is to equip students with the appropriate theoretical frameworks, skills and tools to enable them engage in social science research based normally within their own place of work. For part-time students this will normally be achieved through the successful completion of the PG Certificate in Education Practice which includes the Researching Education module as a core module and which will normally be delivered first of all. The modules that are offered as options will also enable students to become familiar with and to critically reflect upon key themes and areas of interest at a national and a local level. The programme also provides an opportunity to update specific subject knowledge by using selected postgraduate modules offered elsewhere in the faculty. All of the work involved in the programme will be contextualised within the students' own particular milieu and will have outcomes which benefit not only the student but their place of work and their students/pupils. The programme culminates with a Dissertation/major project module which is negotiated between the student and their supervisor, the focus of which will normally be linked directly with their own pedagogic interests, their subject specialism and/or the priorities of their place of work.

Teaching, Learning and Assessment Strategies

The programme will be delivered through a series of teacher-led workshops in which the students will be expected to contribute significantly by offering their own local experiences to the debates within the module. Materials supplied by the teaching team will be supplemented by further resources taken from the students' own place of work such as responses to national initiatives and materials used in the classroom. In this way the programme will remain relevant to the student's needs and will, where a mixed cohort operates, enable peer learning combined with the opportunity to gain a cross-sectoral perspective on live issues and debates.

As with both part-time provision and Masters level work there will be an increasing emphasis upon autonomous learning where the student will be required to place the areas being considered within their own context.

As a consequence all of the assessment for the programme will be based around projects that are of direct relevance to the individual student and their place of work. Types of assessment used include reflective journals, written and oral presentations, teaching materials together with a pedagogic justification for their design and an evaluation of their effectiveness and academic essays. The programme culminates in a dissertation/major project which is assessed

through the delivery and the associated materials of a specific CPD activity within the students place of work. This will be combined with a viva conducted according to the guidelines provided by the faculty.

4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
<ul style="list-style-type: none"> Knowledge & understanding 	<p>Ability to compare, contrast and critically reflect upon a range of research paradigms, research methods and apply them in a work context.</p> <p>.</p> <p>Demonstrate a comprehensive understanding of knowledge and a critical awareness of current and emergent issues within the area of Education Studies</p> <p>.</p> <p>Demonstrate the ability to critically reflect upon this knowledge and understanding in the light of current research and opinion.</p> <p>.</p> <p>Demonstrate an understanding of the ways in which the individual teacher is influenced by current and emergent political agendas and the ways in which these then affect the view of learning and the learner</p> <p>.</p> <p>Demonstrate an understanding of the societal and organisational structures and purposes of the UK education system and the possible implications for learners and the learning process.</p>
<ul style="list-style-type: none"> Cognitive skills 	<p>Ability to interrogate and use numerical and statistical data derived from primary and secondary sources</p> <p>.</p> <p>Ability to evaluate research methodologies and pedagogic approaches within the subject discipline and to develop critiques of them.</p> <p>.</p> <p>Ability to critically reflect upon and evaluate knowledge and understanding gained throughout the programme</p> <p>.</p> <p>Ability to make personal and reasoned judgements based upon an informed understanding of key areas of interest within the area of education Studies.</p>
<ul style="list-style-type: none"> Subject specific skills 	<p>Ability to analyse and critically reflect upon education policy and initiatives in teaching and learning and to consider the application of these in the local context.</p> <p>.</p> <p>Ability to design and deliver specific time-limited projects within the work environment</p>

	which apply knowledge and understanding gained throughout the programme and contextualise locally.
<ul style="list-style-type: none"> Key Skills 	<p>Ability to make relevant use in an argument of numerical and statistical data derived from primary and secondary sources.</p> <p>Ability to gather and sift information independently from a range of relevant sources and to critically evaluate their effectiveness.</p> <p>Ability to create research questions and project manage the associated work</p> <p>Ability to work independently and as part of a team on specific projects and research.</p> <p>Ability to convey complex information and research findings to an audience and to contextualise the same in order that this might be implemented as appropriate.</p>

5. Structure and Regulations

Relationship Details

<u>Module</u>	<u>Credits</u>	<u>Level</u>	<u>Take/Pass</u>	<u>Semester</u>	<u>Locations</u>
EDUC5013	30.00	5	Both	1	DM
EDUC5014	30.00	5	Must Pass	2	DM
EDUC5015	30.00	5	Must Pass	1	DM
EDUC5016	30.00	5	Must Pass	1	DM
EDUC5017	30.00	5	Must Pass	2	DM
EDUC5018	30.00	5	Must Pass	2	DM
EDUC5019	30.00	5	Must Pass	2	DM
EDUC5020	30.00	5	Must Pass	2	DM
EDUC5021	30.00	5	Must Pass	Y	DM
EDUC5022	30.00	5	Must Pass	2, S1, S2	DM
EDUC5023	60.00	5	Both	X, SX	DM
TEFL5001	15.00	5	Must Pass	1	DM
TEFL5007	15.00	5	Must Pass	1	DM
TEFL5012	15.00	5	Must Pass	Y	DM
TEFL5014	15.00	5	Must Pass	2	DM
TEFL5015	15.00	5	Must Pass	1	DM

Structure

Structure notes

Course Specific Differences or Regulations

Numbers at sites, including partner institutions

Relevant QAA Subject Benchmarking statement(s)

6. Quality Assurance Information

QA of Workbased Learning

Programme will report to the HLS Postgraduate Board as per existing procedures.

Liaison with Collaborative Partners

Programme will report to the HLS Postgraduate Board as per existing procedures.

Procedures for Maintaining Standards

Programme will report to the HLS Postgraduate Board as per existing procedures.

Course Handbook Descriptor

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