

Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Faculty responsible for programme	Social Sciences and Humanities
Programme accredited by	University of the West of England
Highest award title	MA Education (Raising Achievement in City Schools) Postgraduate Diploma Education (Raising Achievement in City Schools) Postgraduate Certificate Education (Raising Achievement in City Schools)
Default award title	NA
Interim award title	Postgraduate Diploma Education (Raising Achievement in City Schools) Postgraduate Certificate Education (Raising Achievement in City Schools)
Modular Scheme title (if different)	NA
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	1 st September 2008

Authorised by...

Date:...

Version Code

2

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

This programme has been designed as result of responsiveness to locally defined needs and provides a collaborative approach to professional development for teachers and educators in the City of Bristol. The establishment of a specific Masters degree in Education (Raising Achievement in City Schools) relates closely to the teaching and learning experience in the City. Through participation in this Programme, which includes small-scale research projects, Bristol teachers and other educators actively contribute to the research base from which further actions and policies for the City can emanate. Participation in the Programme brings teachers into direct contact with officers and policy makers and with academic research. The partnership between the Department of Education and Lifelong Learning and its Bristol Education Centre, the Faculty of Education at the University of the West of England and practitioners in schools, provides a rigorous base for a networked learning community.

The MA Education (RAICS) has been developed in order to:

- support and motivate Bristol educators in raising attainment in schools and make an impact upon the work of professionals in the workplace
- make a focussed contribution to achieving the priorities of Bristol's Education Development Plan
- develop understanding of current thinking on 'best practice' in education, and to encourage the application and development of 'best practice' for the benefit of Bristol children and young people
- support research into aspects of education in cities in order to improve practice and raise achievement
- develop understanding of particular issues related to the urban context
- share and disseminate research findings within the educational community
- provide an opportunity for educators to be appraised of current initiatives that effect Bristol schools
- encourage critical thinking and develop reflective practitioners
- provide educators in Bristol schools and employed centrally by the LEA with an opportunity to continue their professional development and enhance their qualifications with a relevant and appropriate award.

Overarching Masters level aims:

- to enable participants to achieve a level of performance appropriate to the award of a Masters degree
- to allow participants to select from a range of components to meet their particular requirements in terms of content, sequence and time
- to enhance the quality of participants' practice through the encouragement of critical enquiry, innovative thinking and imaginative reformulation
- to ground participants' study in personal, professional and academic practice
- to create an environment appropriate to postgraduate study
- to underpin the Programme with innovative teaching, relevant staff research and staff development
- to widen participation to include all those who can benefit from the programme of study.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and understanding of:

As a result of this programme, students will have:

- An in depth and systematic knowledge of the major educational theories, concepts and established principles based upon educational research at the forefront of their academic discipline
- awareness of problematics in relation to ethical dilemmas in professional contexts
- a comprehensive understanding of established methodologies of research and enquiry are used to create and interpret knowledge in education policy and practice in city schools
- understanding of the significance of relevant contextual factors influencing education policy and practice in city schools
- knowledge of the basis of their own value position related to the area of study and associated claims to knowledge
- critical understanding the significance of issues of equality, diversity, inclusion and social justice related to education policy and practice in city schools

Teaching/learning methods and strategies:

Teaching and learning strategies will cater for a variety of preferred learning styles which will include : lectures, seminars, tutorials, directed study tasks including use of literature, work-based activities and critical reflection upon working practices, research tasks, use of video, case studies role play, games and simulations, use of on-line materials, project work, group work and individual activity.

Assessment:

Assessment strategies will include: tutor assessed individual written work, assessed group discussions, poster presentations, oral presentations. Assessment will take place that is diagnostic, formative and summative.

B Intellectual Skills

<p>B Intellectual Skills</p> <p>As a result of this programme, students will be able to:</p> <ul style="list-style-type: none">• critically analyse and/or evaluate complex, incomplete or contradictory areas of knowledge used to interpret and/or explore the area of study, showing the ability to synthesise and/or transform ideas in the process of developing an argument• identify and explain methodological and epistemological issues around the research process, using a range of methods of data collection• critically evaluate research evidence, advanced scholarship and methodologies arguing for alternative interpretations or approaches where appropriate• synthesise both conceptual and numerical information in an innovative manner using knowledge of processes from the forefront of educational research• use critical reflection in the learning process to explore the relationship between theory and practice in complex situations• critically evaluate the implications of using an ethical framework for addressing ethical dilemmas in personal and professional practice	<p>Teaching/learning methods and strategies</p> <p>Teaching and learning strategies will cater for a variety of preferred learning styles which will include : lectures, seminars, tutorials, directed study tasks including use of literature, work-based activities and critical reflection upon working practices, research tasks, use of video, case studies role play, games and simulations, use of on-line materials, project work, group work and individual activity.</p> <p>Assessment</p> <p>Assessment strategies will include: tutor assessed individual written work, assessed group discussions, poster presentations, oral presentations. Assessment will take place that is diagnostic, formative and summative.</p>
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C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills</p> <p>As a consequence of this programme, students will be able to:</p> <ul style="list-style-type: none">• perform effectively and efficiently in complex and/or specialised contexts• adapt and develop skills and/or procedures for new situations, exercising initiative and personal responsibility in making informed judgements• interrogate an extensive range of relevant theoretical, professional and/or research based sources and critically engage with the sources in the development and discussion of ideas, perspectives and theories• plan for and execute a small-scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes• develop an integrated strategy for professional practice with decision-making based on sound analysis of situations, prioritising between competing variables• articulate an integrated, critical, reflective and effective orientation to their practices and their personal responsibilities in professional practice	<p>Teaching/learning methods and strategies</p> <p>Teaching and learning strategies will cater for a variety of preferred learning styles which will include: lectures, seminars, tutorials, directed study tasks including use of literature, work-based activities and critical reflection upon working practices, research tasks, use of video, case studies role play, games and simulations, use of on-line materials, project work, group work and individual activity.</p> <p>Assessment</p> <p>Assessment strategies will include: tutor assessed individual written work, assessed group discussions, poster presentations, oral presentations. Assessment will take place that is diagnostic, formative and summative</p>
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D Transferable Skills and other attributes

<p>D Transferable skills and other attributes As a result of this programme, students will be able to:</p> <ul style="list-style-type: none"> • interact effectively as a team member, supporting, leading, clarifying tasks, making appropriate use of the capacities of group members, negotiating and handling conflict with confidence • locate, use effectively and evaluate the full range of learning resources, including ICT, applying a critical and confident approach • interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes • communicate effectively with a broad range of audiences including learners and other professionals • reflect critically on own and others' functioning in order to improve practice • take independent and self critical responsibility for own work, guiding the learning of others and managing their own requirements for continuing professional development • engage confidently in academic and professional communications with others, reporting on action clearly, autonomously & competently including the capacity to communicate processes & outcomes of their learning • demonstrate initiative and originality in problem solving and can act autonomously in planning and implementing tasks 	<p>Teaching/learning methods and strategies</p> <p>Teaching and learning strategies will cater for a variety of preferred learning styles which will include: lectures, seminars, tutorials, directed study tasks including use of literature, work-based activities and critical reflection upon working practices, research tasks, use of video, case studies role play, games and simulations, use of on-line materials, project work, group work and individual activity.</p> <p>Assessment Assessment strategies will include: tutor assessed individual written work, assessed group discussions, poster presentations, oral presentations. Assessment will take place that is diagnostic, formative and summative</p>
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Section 4: Programme structure

The Postgraduate Diploma Education (Raising Achievement in City Schools (RAICS)) and the Postgraduate Certificate Education (RAICS) are available either as:

- (a) a programme on which students can register directly (the highest award), or
- (b) an interim award

Entry to Graduation

Postgraduate Certificate Education (Raising Achievement in City Schools)

A Postgraduate Certificate requires the attainment of 60 credits at level 3 or above of which not less than 40 are at level M (maximum of 20 credits can be at level 3)

Compulsory Modules:	None
Core Modules:	None
Optional Modules:	Select optional modules from the list available in Appendix 1
Interim Awards:	Not applicable
Credit requirements:	Not applicable
Other requirements:	None

Postgraduate Diploma Education (Raising Achievement in City Schools)

A Postgraduate Diploma requires the attainment of 120 credits at level 3 or above of which not less than 90 are at level M (maximum of 30 credits can be at level 3)

Compulsory Modules:	None
Core Modules:	None
Optional Modules:	Select optional modules from the list available in Appendix 1
Interim Awards:	Postgraduate Certificate Education (RAICS)
Credit requirements:	60 credits at level 3 or above of which not less than 40 are at level M
Other requirements:	None

MA Education (Raising Achievement in City Schools)

A Masters Degree requires the attainment of 180 credits at level 3 or above of which not less than 150, including the Dissertation, are at level M (maximum of 30 credits can be at level 3)

Compulsory Modules:	UTLGBH-30-M: Researching Education UTLGBX-60-M: Dissertation
Core Modules:	None
Optional Modules:	Select remaining credits from the optional modules available in Appendix 1
Interim Awards:	Postgraduate Diploma Education (RAICS) Postgraduate Certificate Education (RAICS)
Credit requirements:	PG Dip – 120 credits at level 3 or above of which not less than 90 are at level M PG Cert - 60 credits at level 3 or above of which not less than 40 are at level M
Other requirements:	None

Section 5: Entry requirements

Normally participants will be required to hold a Degree (or equivalent) + QTS or CertEd plus several years of professional practice or CertEdFE or PGCert FHAE or experience in professional practice.

Candidates without a first degree will be required to demonstrate suitability for study at Masters level.

Section 6: Assessment Regulations

a) Modular Assessment Regulations (MAR)

Section 7: Student learning: distinctive features and support

The modular programme provides the opportunity to accrue credits towards the nationally recognised awards of Postgraduate Diploma and Masters degree. It offers flexibility in the way in which students study and the pace at which it is undertaken. The MA Education (RAICS) therefore offers the benefits of a negotiated pattern of study combined with the demands of an award-bearing programme.

The distinctive feature of this award is the emphasis on providing teachers and educators with knowledge, skills and understanding to support research into aspects of **education in cities** in order to improve practice and raise achievement. This is reflected in both the content and the processes of the programme. Programme content addresses key contemporary educational issues, including: widening participation and raising achievement; education in an urban context; education and critical engagement with local, regional, national and global 'communities'; education, inclusion and social justice.

This award seeks to have a direct impact upon the improvement of pupils' performance by providing learning opportunities for teachers that are both intellectually demanding and linked to the enhancement of professional competence. It aims to develop teachers to be able to articulate clearly the pedagogic basis of their professional practice and demonstrate competence in the execution of that practice for the benefits of their pupils. The award has been carefully developed to reflect the identified needs of recipients, detail of which is elicited through discussion with teachers, headteachers and local authority officers. Consideration is given to LEA development plans and the school development plans of our partner schools to assist in this process.

The modular programme offers the opportunity for accredited learning, wherever it occurs and providing it is assessable against UWE academic criteria, to be credited towards the MA. The learning must be matched to the learning outcomes for the modules validated for this award. The Accreditation of Experiential Learning (AEL) is highly valued in the programme, underpinned by considerable experience in the Faculty of AEL processes. AEL workshops offer opportunities for participants to reflect on their learning from experience and to explore methods of presenting that experience in a way that can count as credit towards the degree.

Workshops on developing study skills and writing skills, together with a range of relevant study skill resources, are provided. An explicit and common bank of assessment criteria used for all assessments on the programme aids transparency and consistency in the student experience of assessment. The use of a virtual learning environment, and the use of on-line materials, support students studying in a variety of settings and modes, which is particularly helpful for part-time students.

Students are given individual support and guidance throughout the time they are registered on the Programme.

Section 8 Reference points/benchmarks

This programme has been developed in the context of the University teaching and learning policies and explicitly meets the requirements set out therein. The focus on an approach to pedagogy, underpinned by values and based on evidence is commensurate with the approach to learning and teaching set out in the Faculty Statement of Pedagogic Principle. Consideration is also given to the University Policy on Equality of Opportunity

The requirements and considerations of the following external bodies have been taken into account during the development of the programme:

- OfSTED
- TTA National Standards:
- Threshold Criteria for SENCOs, Management, Subject Leaders, Specialist Teachers, Headteacher,
- SEEC level descriptors for programme specification.

Staff research projects

- Faculty of Education staff are involved in research related to both substantive and methodological issues of relevance to the programme. Examples of staff research include:
 - citizenship and education for democracy;
 - education and training policy in relation to social regeneration, globalization, regionalisation and the nation state;
 - education of excluded and disaffected young people;
 - educational uses of ICT;
 - evaluation of student-led learning;
 - European Social Fund and the European Union;
 - Excellence Challenge and the experience of widening participation co-ordinators;
 - gender studies and in particular the education of boys;
 - literacy and learning;
 - policy and practice in inclusion and special educational needs;
 - recruitment of minority ethnic groups into teaching;
 - self-assessment practice in HE;
 - transforming learning cultures in FE;
 - urban education policy.

Employer interaction/feedback

- This Programme has been planned collaboratively with officers from Bristol LEA and there are monthly meetings between UWE staff and LEA representatives to monitor and review delivery of the Modules and assess the progress of individual and cohort membership.
- Headteachers and advisory staff are notified of student participation and encouraged to support individuals in school-based action research.
- Evaluative feedback from employers is combined with student evaluation to inform the monitoring and review process for future Programme development.

Appendix 1

Optional Modules available at Level 3

Key: C = Available for Postgraduate Certificate
 D = Available for Postgraduate Diploma
 M = Available for Masters

Module Code	Module Name	C	D	M
UTLGA7-10-3	Independent Study	✓	✓	✓
UTLGA7-20-3	Independent Study	✓	✓	✓
UTLGA7-30-3	Independent Study		✓	✓
UTLGA9-10-3	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-20-3	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-30-3	Evidencing Learning from Experience		✓	✓
UTLGAC-10-3	Independent Study	✓	✓	✓
UTLGAC-20-3	Independent Study	✓	✓	✓
UTLGAC-30-3	Independent Study		✓	✓
UTTGB4-20-3	Updating Teaching Skills (Primary)	✓	✓	✓
UTLGB5-20-3	Updating Teaching Skills (Secondary)	✓	✓	✓
UTLGH6-30-3	Professional Nature of Teaching			✓

Optional Modules available at Level M

Key: C = Available for Postgraduate Certificate
 D = Available for Postgraduate Diploma
 M = Available for Masters

Module Code	Module Name	C	D	M
UTLG8G-30-M	Teaching for Learning	✓	✓	✓
UTLGA7-10-M	Independent Study	✓	✓	✓
UTLGA7-20-M	Independent Study	✓	✓	✓
UTLGA7-30-M	Independent Study	✓	✓	✓
UTLGA9-10-M	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-20-M	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-30-M	Evidencing Learning from Experience	✓	✓	✓
UTLGAC-10-M	Independent Study (B)	✓	✓	✓
UTLGAC-20-M	Independent Study (B)	✓	✓	✓
UTLGAC-30-M	Independent Study (B)	✓	✓	✓
UTTGB7-30-M	Subject Leadership/Middle Management in the Primary School	✓	✓	✓
UTLGB8-30-M	Leadership and Management Development	✓	✓	✓
UTLGBH-30-M	Researching Education	✓	✓	✓
UTLGBJ-10-M	Research Proposal	✓	✓	✓
UTLGC6-40-M	Special Educational Needs in the Ordinary School	✓	✓	✓
UTLGC8-40-M	Teaching the Dyslexic Individual	✓	✓	✓
UTLGCD-30-M	The Role of the Special Educational Needs Coordinator (SENCO) in Mainstream Schools	✓	✓	✓
UTLGCK-30-M	Helping Children to Manage Themselves Socially and Emotionally	✓	✓	✓
UTLGD5-30-M	Teaching Behaviour for Learning	✓	✓	✓
UTLGD6-30-M	Autistic Spectrum Disorder in an Educational Context		✓	✓
UTLGDB-30-M	Counselling and Related Skills for Reducing Barriers to Learning	✓	✓	✓
UTLGE9-30-M	Coaching for Professional Development	✓	✓	✓
UTLGEA-30-M	Coaching for Impact in the Broader Context	✓	✓	✓
UTLGEB-30-M	Coaching for Institutional change	✓	✓	✓
UTLGEQ-30-M	School Improvement Through Action Enquiry	✓	✓	✓
UTLGEQ-60-M	School Improvement Through Action Enquiry	✓	✓	✓

UTTGG3-60-M	Evidencing Leadership and Management Development	✓	✓	✓
UTLGJJ-30-M	The Teaching of Personal, Social and Health Education	✓	✓	✓
UTLGJ4-30-M	Beginning a Career: reflective practice for Newly Qualified Teachers	✓	✓	✓
UTLGJH-30-M	Mentoring for Initial Teacher Training: Developing Reflective Practice	✓	✓	✓
UTLGJ6-30-M	Pedagogy and Practice: Teaching and Learning Mathematics the Secondary School	✓	✓	✓
UTLGJ7-30-M	Mentoring for Staff Development	✓	✓	✓
UTLGJA-30-M	Developing the Role of the Continuing Professional Development Coordinator	✓	✓	✓
UTLGJB-60-M	Reflective Practice for Specialist Leaders of Behaviour and Attendance	✓	✓	✓
UTLGJG-30-M	Mentoring for Initial Teacher Training: Developing Teaching and Learning	✓	✓	✓
UTLGK8-30-M	Reflective Practice for Advanced Skills Teachers and Excellent Teachers	✓	✓	✓
UTLGME-30-M	Supporting learning in practice through coaching and mentoring	✓	✓	✓
UTLGMJ-30-M	Geography: Pedagogy and Practice re-imaged	✓	✓	✓
UTLGN8-30-M	Reflective Practice for Educators: 14-19 Diplomas	✓	✓	✓
UTTGFJ-30-M	Teaching Modern Foreign Languages in the Primary School	✓	✓	✓