University of Worcester

Continuing Professional Development

MA EDUCATION

and National Award SENCo

4

CONTENTS

17

5

15

WELCOME

The Institute of Education has a long history of providing high quality postgraduate study and our MA provides you with an opportunity to examine current and relevant issues in education in a way that can be tailored to your own needs.

Our course is highly flexible, both in terms of modes of delivery and in terms of fields of study. You will have the opportunity to engage in professional learning through critical reflection, analysis and research. We are committed to creating a learning environment for you based upon mutual respect and informed knowledge.

Our tutors bring a range of professional experience and academic expertise to the MA course, many working at the cutting edge of their disciplines and leading academics in their field.

We have a dedicated team of Academic Liaison Librarians that provide both formal teaching sessions and one-to-one appointments on information and research skills. The University state of the art, award winning library, The Hive, has an extensive collection of education and early years books, e-books and journals, many of which are accessible online.

Whatever stage you are at in your career, we invite you to come and join our excellent learning community in order for you to engage in the next professional and academic phase of your life.

We look forward to working with you.

Dr Philip Woodward
MA Education Course Leader

Why study at Worcester

Founded in 1946 as a post-war emergency teacher training college, the University of Worcester has been built from a **heritage of excellent education**. We are one of the country's major providers of education, training and research for the children's workforce and boast a reputation for the highest quality provision, partnership working and delivery.

Tutor support is seen as an essential part of the learning process and we are particularly aware of the needs of students who have not studied for some time, who are frequently in full-time work, or not familiar with British Higher Education settings. Academic staff have an extensive range of experience as practitioners and this **professional expertise** is underpinned by the authorship of text books or engagement in national and international projects.

Our MA Education programme is very **flexible**: It can be studied full-time and completed in 12 months or part-time and completed over 3 years. Our students enjoy an open and friendly **learning community** that facilitates networking opportunities with fellow students, whose knowledge and experience is diverse and enriching.

On successful completion of the MA Education, students can progress to the University of Worcester's **Doctor of Education (EdD)** programme (more information on page 17).

As a student at the University of Worcester you can use all the University's sites, giving you access to a huge range of study spaces, sports facilities and specialist resources, including our state of the art award-winning library, The Hive. There are many services that can support you with your academic writing and research. These include our Writers in Residence, the Language Centre, the Student Achievement Team and Academic Liaison Librarians.

It may be possible to gain credit for previous study or experience. Up to 50% of taught elements of the award for which you are registered may be achieved through Recognition of Prior Learning (RPL).

Students who completed a Level 7 PGCE course within the past 6 years may claim 60 credits towards the MA Education. We also welcome applicants with NPQs, who may have their qualifications recognised.

STUDENT PROFILE

"Little did I know when I signed up to study for a Foundation Degree in Learning Support that I was beginning an incredible journey which would take me from Teaching Assistant to Head Teacher in under 10 years. As a mature student, studying at university for the first time, I was grateful for the care and support I received from my tutors at the University of Worcester, which gave me the confidence to continue studying for a BA with Qualified Teacher Status. Later, I completed Postgraduate courses in Education and achieved the National SENCO award. Some days, I still can't believe my luck. Thanks UW!". Julie Page

MA Education

The MA Education is a flexibly taught Masters course designed primarily for those who work or aspire to work in any field of education and training and whose aim is to engage in high level enquiry and research within educational context.

The course offers the following awards:

MA Education (Generic or named pathway): 180 credits
Postgraduate Diploma Education (Generic or named pathway): 120 credits
Postgraduate Certificate Education (Generic or named pathway): 60 credits

There are some requirements with regards to the modules you need to undertake, depending on the route you choose to follow (i.e. generic or specific pathway) and the level (MA, Postgraduate Diploma or Postgraduate Certificate). Therefore, students enrolling on the **MA Education** are required to complete:

MAED 4006 Contemporary Issues in Education: theory, policy and practice (20 credits)

This module introduces a range of critical theories that can be employed to understand the dynamics of educational policy and practice. Through exploring theory, module participants are encouraged to challenge some of the assumptions that can be made about contemporary policy and consider the implications for classroom practice. For example, the notion of meritocracy is debated and challenged. Critical theory in particular seeks to look below the surface to understand the processes that operate within education that can often reinforce or lead to inequalities. It encourages a high level of evaluation and criticality and in doing so it provides some of the tools required for successful completion of the Masters Dissertation. A particular focus is provided concerning the work of Pierre Bourdieu who examines the way that individuals and groups use different resources to gain an advantage in different fields of education.

Assessment: 3,000 word essay.

MAED 4460 Dissertation (60 credits).

This module enables students, working independently and with targeted supervision, to undertake a substantial piece of work following detailed investigation and research. The nature of this investigation—negotiated with the dissertation tutor— may take various forms, for example, an extended literature review, documentary or historical study, or a piece of action research. Other creative approaches may be negotiated with the supervising tutor.

Dissertation length: 15,000 words.

MAED 4001 Research Methods (20 credits)

This module focuses on the principles, procedures and processes associated with undertaking educational research. Participants will engage with various research paradigms and methodologies. Underlying ideologies will be explored as well as the practical and ethical issues concerning educational enquiry. Throughout the module participants are encouraged to identify and develop a possible research topic (question), which has potential to be developed into a coherent and justifiable research design.

There are numerous peer and tutor feedback opportunities throughout the module to shape and refine possible research ideas. The final assignment concerns a comprehensive research proposal, which in most cases becomes the foundation for the dissertation.

Assessment: Poster presentation and 2,000 word essay.

In addition to the mandatory units, the MA Education offers a number of specialist modules which will allow you to deepen your knowledge and understanding in an area of particular relevance to your current (or future) professional context. These areas are:

- Early Childhood
- Leadership and Management
- Leading Learning and Teaching
- Mentoring and Coaching
- Religions and Values Education
- Special and Inclusive Education

Students may choose between mixing modules from different areas or specialising in a particular pathway, which requires students to take specified modules.

In order to complete the **MA Education (180 credits)** you must take:

- MAED 4006 + MAED 4001 + MAED 4460 = 100 credits
      Plus
- 4 optional modules = 80 credits

In order to complete the **Postgraduate Diploma in Education (120 credits)** you must take:

- MAED 4006 = 20 credits

      Plus

- 5 optional modules = 100 credits

To achieve the **Postgraduate Certificate in Education (60 credits)** you need to complete three 20 credit modules

Specialist pathways

Early Childhood

MAED 4157 Policy Influence in the Early Years

At a time of increasing focus on Early Years provision, this module critically evaluates the profusion of policy initiatives, guidance and legislation emerging in the UK. Students will analyse and critically evaluate the political and socio-economic factors influencing practice today and engage with these issues to consider how lead practitioners can interpret and respond to policy changes to improve outcomes for children. This module is taught flexibly via online delivery.

Assessment: 3,000 word essay

MAED 4158 Communication and Collaboration in the Early Years

This module examines 'the team around the child' in relation to current thinking and research. Students will analyse and critically evaluate links between leadership, teamwork, organisational change and practice. They will evaluate multi-professional working practices to enhance the quality of provision for young children and through the exploration of theory, values and principles they will critically reflect upon professional practice. This module is taught flexibly via online delivery.

Assessment: 3,000 word discussion paper.

MAED 4159 Effective Early Years Practice and Pedagogy

This module examines current thinking and research in early childhood provision, encouraging students to analyse and critically evaluate links between personal principles, early childhood theory, observed evidence and practice. Students embark on a process of analysis and evaluation to enhance the quality of provision for young children and develop their ability to lead and model best practice. This module is taught flexibly via online delivery.

Assessment 3,000 word reflective account

Leadership and Management

MAED 4022 Planning for Organisational Improvement

The aim of this module is to consider the application of action research methodologies within educational contexts and to develop practical strategies for organisational improvement. This is a mixed-mode module with a limited amount of formal tutor input. Participants will be encouraged to identify an area for 'improvement' within their own organisation and develop an action research strategy for it, supported by one to one tutorials.

Assessment: 3,000 word essay.

MAED 4023 Policy and the Management of Change

This module provides participants with an opportunity to reflect on their responses to change and develop strategies to respond to and manage change within their organisations. It examines a range of approaches to the ways in which change can be managed, evaluated and implemented. Participants are encouraged to draw on their experiences of the impact of policy making and management in order to identify key ingredients for implementing change successfully.

Assessment: 3,000 word essay.

MAED 4024 Performance Management

This module focuses on the leadership and management of performance of individuals within educational organisations. Participants will consider motivational factors influencing the performance of individuals and teams within the organisations. Strategies for enhancing performance will be considered as well performance tools such as appraisals, performance reviews, and training and professional development.

Assessment: 3,000 word essay.

MAED 4026 Creative Approaches to Educational Leadership

This module focuses on the leadership and management of individuals within educational organisations. It provides an understanding of current leadership theory and practice and explores innovative approaches to leading and managing within the participants' educational settings. The module is suitable for anyone who is already in a leadership position and also for aspiring leaders.

Assessment: 3,000 word essay

MA EDUCATION

Core Modules

Optional

MAED Contemporary Issues in Education: theory, policy and practice
MAED 4001 Research Methods

MAED 4157 Policy Influence in the Early Years	MAED 4023 Policy a Change
MAED 4158 Communication and Collaboration in the Early Years	MAED 4024 Perform
MAED 4159 Effective Early Years Practice and Pedagogy	MAED 4022 Planning Improvement
MAED 4070 Current Issues in Religions and Values Education	MAED 4028 Leading Church Schools
MAED 4071 Learning and Teaching Religions and Values	MAED 4026 Creative Educational Leadersh
MAED 4064 Mentoring and Coaching	MAED 4068 Theoret Coaching
MAED 4067 The Practice of Mentoring and Coaching	MAED 4015 Persona Development

- Early Childhood
- Leading Learning and Teaching
- Religions and Values Education

Modules

Core Module

...nd Management of	MAED 4140 Enhancing Learning and Teaching
...hance Management	MAED 4207 Negotiated Learning (Subject Knowledge and Pedagogy)
...g for Organisational	MAED 4040 Special and Inclusive Education: Towards Inclusion
...and Managing in	MAED 4041 Towards Inclusion: Partnership and Reflection
...e Approaches to ...hip	MAED 4047 Inclusion and Challenging Behaviour
...ical Perspectives on	MAED 4007 Negotiated Learning
...l and Professional	MAED 4107 Employment based Critical Reflexion

MAED 4460 Dissertation

- ● Leadership and Management
- ● Mentoring and Coaching
- ● Special and Inclusive Education

Specialist pathways

Leading Learning and Teaching

MAED 4140 Enhancing Learning and Teaching is designed for teachers and lecturers, particularly during the early professional phase of their development (EPD) – ie. in their first five years post-qualification.

Assessment: a 3,000 word critically reflective assignment, focussing on enhancing learning and teaching in one chosen area of practice.

MAED 4207 Negotiated Learning (Subject Knowledge and Pedagogy) is intended to enable participants to augment their subject knowledge whilst considering issues in learning and teaching.

Assessment: 3,000 word essay.

Mentoring and Coaching

MAED 4064 Mentoring and Coaching

This module explores what is meant by the terms 'mentoring' and 'coaching', and what skills are required to be an effective mentor or coach. It also encourages participants to reflect on their own experiences (both formal and informal) of providing/receiving such support, and to consider how such processes operated within an education or training context familiar to them. Consideration is also given to coaching models, mentoring standards and codes of ethics. One exercise may be participants working in small groups to compare and contrast various codes of ethics.

Assessment: 3,000 word assignment.

MAED 4068 Theoretical Perspectives on Coaching

This module enables participants to explore a range of theoretical perspectives (and related techniques) that underpin the practice of coaching. These perspectives include: Cognitive Behavioural Coaching, Person-Centred Coaching, Transactional Analysis and Positive Psychology. Once these perspectives have been researched and discussed, participants are encouraged to reflect upon their own practice and identify which of these perspectives currently informs their coaching and which they would like to incorporate further.

Assessment: 3,000 word assignment.

MAED 4067 The Practice of Mentoring and Coaching

This module focuses upon the skills required by effective mentoring and coaching, and involves participants in reflecting upon their values, beliefs and assumptions. It also introduces participants to some helpful tools and techniques that they can incorporate into their practice and explores coaching models in greater depth than in MAED4064. It is anticipated there may be opportunities to take part in a practice coaching session (either as coach, coachee or observer).

Assessment: 3,000 word assignment and an accompanying portfolio to provide evidence of reflections on own mentoring/ coaching practice and skills.

Religions and Values Education

MAED 4070 Current Issues in Religions and Values Education

This module explores what is happening in the field of religion in education, values education and Religious Education. The area is buoyant and the module evaluates current political and philosophical challenges. It also encourages participants to reflect on their own experiences (both formal and informal) of teaching these areas, and to consider the impact of the current climate on learners in educational contexts today. Consideration is also given to new policy and data.

Students are asked to explore a current issue and report to the group on its implications for current society and education.

Assessment: 3,000 word evaluative case study.

MAED 4071 Learning and Teaching Religions and Values

This module focuses upon the pedagogical approaches to teaching and learning in Religious Education and values education. Participants are encouraged and enabled to reflect upon their values, beliefs and assumptions. Reflection on teaching experience is also part of the sessions. It also introduces participants to some teaching and learning strategies for use in their educational settings.

Participants present the work of a chosen theorist on a pedagogical approach that aligns with their own personal teaching philosophy.

Assessment: 2,000 word pedagogical commentary that relates to a scheme of work or resource. In addition a 1,000 word evaluation report of the use of the scheme or report.

Specialist pathways

Special and Inclusive Education

MAED 4040 Special and Inclusive Education: Towards Inclusion

This module explores current legislation, policy and definitions in relation to Special Educational Needs and Disability. It looks at the historical and social context regarding SEND practice through lectures and group discussion. It provides opportunities to examine various approaches to educational inclusion through interactive workshops and other activities. This modules looks at the implications for practitioners of the diversity of pupils' learning needs and investigates how far current educational practice can be seen as 'inclusive'.

Assessment: 3,000 words assignment.

MAED 4041 Towards Inclusion: Partnership and Reflection

This exciting module is designed and taught with practitioners in mind. Each of the sessions involve lively debate, draw on current research and practice in the field of inclusive education and explore and challenge the nature of partnership and multiagency models of practice. The module has a dual focus on reflective practice and collaborative working, as central to successful inclusive education. Students choosing this module come from a variety of different education backgrounds including Teaching Assistants, Teachers and the Local Authority.

Assessment: 3,000 word essay.

MAED 4047 Inclusion and Challenging Behaviour

This module looks at a wide spectrum of behaviour in mainstream and special settings, and examines factors which contribute to challenging behaviour and strategies which may be employed to promote inclusion at all levels. The wider context of the education system as well as the school level and perspective of the teacher/practitioner are examined. In addition to lectures, there are opportunities to engage in group activities and tutorials.

Assessment: 3,000 words assignment.
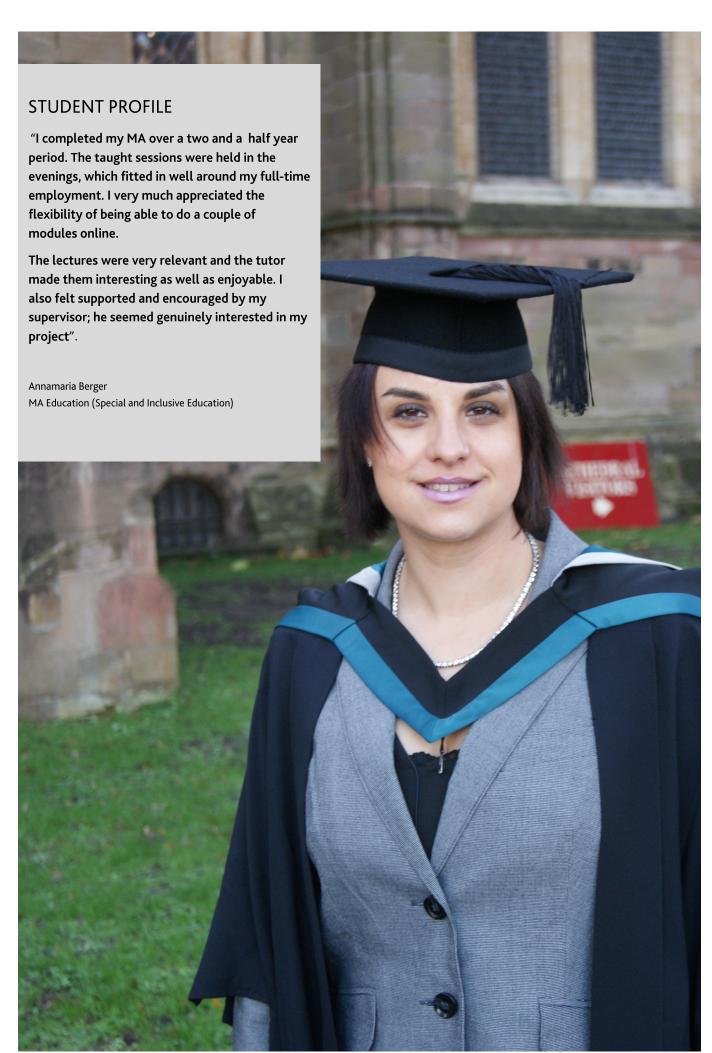
Other modules

MAED 4007 Negotiated Learning

This module provides an opportunity to examine an educational issue that is of personal interest or has a professional relevance to you. In negotiation with your tutor, you will construct a question, which you will answer by providing a rigorous response through *normally* conducting a systematic review of the literature. This module is undertaken through tutorials only. If this module is undertaken as part of a specialist pathway the focus you choose has to have relevance to the pathway.

Assessment: 3,000 words assignment.

MAED4015 Personal and Professional Development

Developed as a support module for students who are unfamiliar with the British educational system (such as international students) this module aims to develop personal and professional skills and competencies appropriate to a course of study at postgraduate level. Additional language support is also provided as required.

Assessment: Presentation 1,000 words equivalent, essay 2,000 words

STUDENT PROFILE

"I completed my MA over a two and a half year period. The taught sessions were held in the evenings, which fitted in well around my full-time employment. I very much appreciated the flexibility of being able to do a couple of modules online.

The lectures were very relevant and the tutor made them interesting as well as enjoyable. I also felt supported and encouraged by my supervisor; he seemed genuinely interested in my project".

Annamaria Berger
MA Education (Special and Inclusive Education)

National Award SENCo (NASENCO) –
PG Cert. Education (Special Educational Needs Coordination)

Special educational needs coordinators (SENCOs) have the potential to make significant cultural and practical changes within schools so that the teaching and learning requirements of all children are professionally addressed. The National Award SENCo (NASENCO) is a statutory award for newly appointed SENCOS in maintained schools. Fully validated as a University of Worcester award, the Postgraduate Certificate in Education (Special Educational Needs Coordination) is designed to support teachers with particular responsibility as special educational needs coordinators in a range of settings.

The course aims to develop rigorous professional practice in ways which will have a positive impact within the workplace and enhance the achievement of all learners.

The course comprises the following modules:

MAED 4049 The Role of the SENCo: Professional Context and Pupil Learning extends your understanding of the SENCo role. This module provides you with an understanding of, and an engagement with, the complexity of current policy, legal and professional contexts. It supports you in your professional capacity to identify, assess and provide for children with special educational needs within your setting.

MAED 4050 The Role of the SENCo: Meeting Children's Needs in Partnership focuses on the development of effective partnerships to meet the needs of children and their families. The module helps you to identify and use knowledge, skills and values required to communicate effectively with a range of stakeholders. There is a strong focus on accessing and responding to the voice of the child.

MAED 4051 The Role of the SENCo: Leadership, Change and Impact investigates how best to use your professional SENCo role to lead and manage change in the current fast changing climate. You will enhance your skills in identifying and prioritising change agendas and to critically evaluate their impacts. The module highlights how data can be gathered, interpreted and used collaboratively to drive positive change for children with special educational needs.

Progression to a Masters degree

On successful completion of the PG Cert. Education (Special Educational Needs Coordination) students can progress to the MA Education (Special and Inclusive Education) or the generic award joining the PG Dip or MA stages.

Progression Opportunities

Research Degrees

We offer the opportunity to undertake research for either PhD (Doctor of Philosophy) or MPhil (Master of Philosophy) and these programmes are available full-time or part-time.

Our research degrees require you to produce a substantial piece of written work known as thesis and to defend your thesis at an oral examination (referred to as viva). You are guided through this process by a team of supervisors who will have both subject expertise and knowledge and the experience of supporting research students to successful completion of their degree.

Research students are provided with dedicated training at the beginning of the degree and as they progress to ensure that they develop both the research skills to complete the degree and transferrable skills to make them high employable as they enter the job market.

For more information contact research@worc.ac.uk

University of Worcester's Doctor of Education (EdD) programme

On successful completion of the MA Education, students can progress to the UW Doctor of Education (EdD) programme (subject to application process).

This programme is a doctoral degree designed to enhance education leadership and professional practice. It is designed to provide an opportunity for education professionals to work creatively by analysing and synthesising research literature, and their own research evidence, to understand their own professional contexts more critically and to find solutions to key challenges in their working environment. In doing so it is envisaged that our students will become (and ultimately lead) communities of practice within their profession.

The Professional Doctorate award is distinct from the PhD award in the following respects:

- There is a considerable weighting given to a taught component which comprises an integral and key part of the programme, and the assessment of the taught component contributes directly towards the final award.

- The thesis produced by Professional Doctorate students will make an original contribution to knowledge within the

For more information please go to www.worcester.ac.uk/courses/doctor-education-edd.html

Other Opportunities

Institute of Education Graduate Summer School

This initiative offers the opportunity for teachers and other education professionals from the UK or abroad to develop their professional practice and skills. Over the course of a week attendees will join in high quality subject-specific lectures, interactive seminars and activities and, upon successful completion of the assignment, will **gain 20 credits at Masters Level**.

Students can attend on a daily or residential basis.

For more information please go to www.worcester.ac.uk/graduate-summer-school

Important Information

Entry requirements

You will normally have either a first or second-class honours degree in a relevant subject, combined with a range of relevant experience. If English is not your first language, you will be expected to have reached a sufficient standard on admission to the course (e.g. IELTS 6.5).

In some cases it is possible to gain **credit for previous study** or experience. Up to 50% of taught elements of the award for which you are registered may be achieved through Recognition of Prior Learning (RPL). Please enquire on application.

How to apply

To apply you need to complete a postgraduate application form (available on our website www.worcester.ac.uk/documents/application-form.pdf) and send it direct to the CPD Office at cpdeducation@worc.ac.uk. Normally, **you can start the award at the beginning of any term.**

Course delivery

The Masters in Education uses a variety of approaches to teaching and learning, including online and blended learning, as well as the more traditional: lectures, seminars, workshops and Saturdays. Students are encouraged to engage in independent and guided study and small-scale pieces of individual research. Face-to-face learning will be supported with a dedicated area in the Blackboard virtual learning environment (VLE).

Our programmes can be studied both full-time and part-time, and are compatible with professional commitments, with sessions running in the evenings or at weekends.

School-based sessions
Modules may also be undertaken as part of a school-based or setting-based research group. We welcome the opportunity to work with school-based Masters groups, or Research Circles. Please email cpdeducation@worc.ac.uk for further information.

The MA Education is available at our partner's venue: Somerset Centre for Integrated Learning, Taunton. For more information please email cpdeducation@worc.ac.uk.

Course fees

Fees vary depending on the type of training and the length of the course you choose. For a list of current fees please go to www.worcester.ac.uk/your-home/course-fees.html.

Postgraduate Loans for Masters degrees in the UK are available now. For more information please visit www.worcester.ac.uk/your-home/postgraduate-loans.html

Find out more

Please contact the Education CPD office by emailing cpdeducation@worc.ac.uk or telephone 01905 855257/855056/542064 or visit our website www.worcester.ac.uk/cpdeducation

Follow us @cpdeducation

CHARTERED
COLLEGE OF
TEACHING

University
of Worcester

MA EDUCATION
& National Award SENCo

(3rd Edition)

www.worcester.ac.uk/cpdeducation