

Master of Education (MEd)

(Awarded by the University of Chichester)



PROGRAMME SPECIFICATION

Master of Education (MEd)

(Awarded by the University of Chichester)

For prospectus details about the programme, please see www.lsme.ac.uk

AWARD DETAILS

Title and Name of Final Award(s) & Credits

Full award: Master of Education (MEd)	180 Credits
Exit Award: Postgraduate Diploma in Education	120 Credits

Course Duration :

Postgraduate Diploma in Education: One Academic Year

Master of Education: One Academic Year + 6 months Dissertation

Level of the Programme

All awards offered under these programmes are at Levels 7 of the Framework for Higher Education Qualifications in England, Wales & Northern Ireland (FHEQ) for the full degree and top-up qualifications respectively.

www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf

Relevant Subject Benchmark Statement

Learners must develop the following skills during the programme of study:

- A systematic understanding and critical awareness of the skills, techniques and insights relevant to working in the field of education.
- Supports a critical examination of current pedagogic practice.
- Enables participants to critically examine their own professional practice.
- Enables a critical evaluation of UK educational policies.
- Develops a comprehensive understanding and critical assessment of the tools and techniques relevant to carrying out research in the field of education.
- Demonstrate a critical and comprehensive specialised knowledge of current debates, policy, evidence and theory regarding education.
- Develop a critical and comprehensive understanding of a range of research methodologies and methods.
- Know how to ethically conduct a systematic investigation within the field of education.
- Critically evaluate published research and provide an assessment of the validity of the conclusions.

On successful completion of the programme students will be able to:

- Undertake a systematic enquiry into a matter of educational significance drawing, as appropriate, on both extant literature and primary data derived from first-hand investigation.
- Demonstrate a range of communication skills in a manner appropriate for specialist and non-specialist audiences.
- Critically interpret and analyse data derived from first-hand investigation.
- Demonstrate how evidence from their research, or the research of others, can beneficially contribute to the field of education.

- Synthesise learning from their academic work to develop an effective professional profile relevant to, or progression within, a career in education.
- Collect and critically evaluate qualitative and quantitative information.
- Communicate ideas and arguments coherently and effectively in a variety of formats.
- Work effectively as an individual or part of a team and recognise problems associated with group working.
- Use information resources effectively applying appropriate bibliographical skills.

For more information on subject benchmarking, please see
www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subjectbenchmarkstatements.aspx

Awarding Institution

The University of Chichester

Language of Study and Assessment

English

ADMISSION INFORMATION

General Entry Requirements

Graduate qualifications

- A bachelor's honours degree or equivalent typically a 2:2 or above; or
- A degree that is not a 2:2 or above (or international equivalent) plus at least 2 years relevant experience in a relevant field or sector; or
- A teaching qualification such as Diploma in Education and Training (DET) or others that are gained after at least the equivalent of 2 satisfactory years of higher education plus at least a year experience in a relevant field or sector.

Minimum non-graduate qualifications

- An advanced diploma in education and at least 3 years of relevant experience; or
- A teaching qualification (gained after at least the equivalent of 2 satisfactory years of higher education) and at least 3 years of relevant experience.

We may make an offer based on a lower grade if you can provide evidence of your suitability for the degree (for example, professional experience in education).

English Language Requirements

To join an honours postgraduate programme, you must have at least a level 2 English Language test or must have acquired your degree in the UK. All students whose first language is not English and have not done the last two years of their education in English must meet a minimum English language requirement before commencing their programme if applying from the UK. You are required to pass our initial assessment Numeracy and Literacy test and must achieve a Level 2. Other equivalent English language tests at that level will be accepted.

International students applying for the Master of Education (MEd) programme should pass their IELTS for UKVI Test Score of 6.5 overall with a minimum score of 6.0 in either, reading, writing, listening or speaking.

Financial Requirements

All students are required to have sufficient funds to cover programme tuition fees and maintenance costs for the duration of their studies. For self-funded students, the College should receive a minimum of 50% of their tuition fees to qualify for an admission letter.

The remaining fees are payable in full on registration. Students offered admission will be required to sign a financial declaration form confirming that they understand this situation and will have sufficient financial support for the duration of their studies. Evidence of available funds may be required.

UK/EU nationals can apply for a student loan through the SLC to cover their tuition and maintenance costs for the duration of the course. The School is not able to provide financial assistance to any student whose funds prove to be inadequate at any stage during the programme.

For more information on SLC application visit www.slc.co.uk & <https://lsme.ac.uk/students/student-finance> for information on tuition fee amounts read the prospectus at www.lsme.ac.uk. Also read our policy on student tuition fee and refunds.

Students with Disabilities (including Dyslexia and Mental Health Issues)

LSME welcomes applications from students with disabilities – which may include mobility or dexterity impairment, chronic medical conditions (e.g. diabetes, HIV, epilepsy, asthma) or chronic pain/fatigue, mental health difficulties, specific learning difficulties (e.g. dyslexia or dyspraxia), Asperger's Syndrome and other autism spectrum disorders, or any other condition which has a long-term and adverse effect on studying.

The College aims to offer as much appropriate assistance as possible to accommodate individual needs and will take all reasonable steps to ensure that both the application procedure and the programme itself are organised and delivered to offer all students the opportunity to participate fully.

Applicants are encouraged to disclose any specific disability at the time of application (via the 'Equal Opportunities' and 'College Application' form), and let the administration know if anything further can be done to make the application and selection process as accessible as possible. This helps the College to ensure that applicants' specialist needs

can be understood, and any obstacles minimised, throughout the application and admission process.

Once registered, the College can provide specific support to students with disabilities throughout their studies. Students are encouraged to disclose any disability from as early as possible; the Student Welfare Officer can answer queries and provide confidential advice at any point. Any special arrangements may be made via the Student Welfare Officer.

*Please see further information at <https://lsme.ac.uk/students/college-policies>
(under our policy on student learning support).*

Intake Quota

There is no specific intake quota for the programme, but the numbers admitted each year are very limited. Applications for places are reviewed and any offer letters are issued in the order in which they arrive. Prospective students are therefore encouraged to apply as early as possible, as admittance to the programme may close up to several months ahead of the start of each new academic year.

PROGRAMME AIMS AND OBJECTIVES

Educational Aims of the Programme

The course aims to:

- Develop a systematic understanding and critical awareness of the skills, techniques and insights relevant to working in the field of education.
- Support a critical examination of current pedagogic practice.
- Enable participants to critically examine their own professional practice.
- Enable a critical evaluation of UK educational policies.
- Develop a comprehensive understanding and critical assessment of the tools and techniques relevant to carrying out research in the field of education.

Learning, Teaching and Assessment Methods

Programme delivery includes; lectures, face-to-face training days, one to one tutorials, discussions, case study discussions, research work, group work, among others. All students will be guided at every step towards achieving their goals.

Students will be assessed using centre devised written assignments/ reports, presentations, both individual and group.

Broad Learning Outcomes

By the end of the programme, students will be expected to achieve the following learning objectives drawing on material taught across different elements and assessed in a variety of ways.

Learning Outcomes – Knowledge and Understanding

On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:

- Demonstrate a critical and comprehensive specialised knowledge of current debates, policy, evidence and theory regarding education.
- Develop a critical and comprehensive understanding of a range of research methodologies and methods.

- Know how to ethically conduct a systematic investigation within the field of education.
- Critically evaluate published research and provide an assessment of the validity of the conclusions.

Learning Outcomes – Subject Specific Intellectual and Research Skills

On successful completion of the programme students will be able to:

- Undertake a systematic enquiry into a matter of educational significance drawing, as appropriate, on both extant literature and primary data derived from first-hand investigation.
- Demonstrate a range of communication skills in a manner appropriate for specialist and non-specialist audiences.
- Critically interpret and analyse data derived from first-hand investigation.
- Demonstrate how evidence from their research, or the research of others, can beneficially contribute to the field of education.
- Synthesise learning from their academic work to develop an effective professional profile relevant to, or progression within, a career in education.

Learning Outcomes – Transferable and Generic Skills

On successful completion of the programme students will be able to:

- Collect and critically evaluate qualitative and quantitative information.
- Communicate ideas and arguments coherently and effectively in a variety of formats.
- Work effectively as an individual or part of a team and recognise problems associated with group working.
- Use information resources effectively applying appropriate bibliographical skills.

Level 7

Learners will display mastery of a complex and specialised area of knowledge and skills employing advanced skills for conducting research, or advanced technical or professional activity, accepting accountability for related decision-making including the use of supervision.

LEARNING TIMES

Modes of Study and Duration of Study

The main part of the programme is taught 'face-to-face' at LSME.

The programme may be taken on a full-time as follows:

Mode	Standard Period of Registration
Postgraduate Diploma in Education	12 months
Master of Education (Full Degree)	18 months

Estimated Number of Guided Learning Hours

The programme comprises a total of 3600 notional learning hours for the three-year programme, 4800 notional learning hours for the full degree with Foundation year and 1200 notional learning hours for the top-up qualification. Based on a mix of contact teaching time, directed study, and self-directed study time plus assessment. It is generally expected that full-time students will spend on average 35 to 50 hours a week on study, including face-to-face sessions and private study. During term-time, each week will typically include 15 hours of contact time within the College, 10 hours of placement activity and 10-25 hours of self-directed study as follows:

Year 1 (Postgraduate Diploma in Education)

- Timetabled teaching and learning activity teaching, learning and assessment: 192 hours.
- Independent learning: 1008 hours.

Year 1 + Additional 6 Months (Master of Education)

- Timetabled teaching and learning activity teaching, learning and assessment: 288 hours.
- Independent learning: 1512 hours.

ASSESSMENT AND FEEDBACK

Progression

Progression from one module to the next is based on successfully passing the summative assessment in each module.

Formative Assessment

Weekly workshops and one-to-one sessions with a tutor give students an opportunity to discuss progress. The sessions also provide an opportunity for tutors to comment on initial drafts of specific assessments.

Summative Assessment

The summative assessment for each module is shown in the Module Descriptors.

Arrangements for Returning Marked Work and Feedback

Feedback is provided to students for both formative and summative assessments in a timely manner to ensure that it is received with enough time to influence their future assessment tasks. All feedback on summative assessments is returned to students within three weeks.

Academic Regulations on Award Classification

The grading system for the Master of Education is based on the University of Chichester Academic Regulations 2019/20: Section 1 (Taught Postgraduate).

For full details please visit:

<https://d3mcbia3evjswv.cloudfront.net/files/Ac%20Regs%202019-20%20FINAL.pdf>

CALENDAR AND CURRICULUM

Study Calendar

The academic year is broken up into three terms. Students are also expected to continue their studies (through reading, revision etc.) during the breaks between terms.

Term 1 (Autumn) runs from September to December (14 weeks total).

There is a compulsory orientation and induction for new students at the very beginning of the term for 2 weeks. Formal teaching then runs for 9 weeks, which is interspersed with 3 weeks of assignment preparation and submission, making a total of 14 weeks.

Term 2 (Spring) runs from January to March/April (11-13 weeks total).

There is a compulsory orientation and induction of new students at the beginning of the term for 2 weeks.

Formal teaching then runs for 6 weeks, which is interspersed with 2 weeks of assignment preparation and submission, making a total of 11-13 weeks.

Term 3 (Summer) runs from April to July (14 weeks). There is a compulsory orientation and induction of new students at the beginning of the term for 2 weeks.

Formal teaching then runs for 9 weeks, which is interspersed with 3 weeks of assignment preparation and submission, making a total of 14 weeks.

PROGRAMME MODULES AND ROUTE MAP

The structure of Master of Education programme is shown below:

TERM 1	
The Process of Learning	(30 cr.)
Issues and Innovations in Pedagogy	(30 cr.)
TERM 2	
Educational Policy - Objectives and Effectiveness	(30 cr.)
Reflecting on Professional Practice	(30 cr.)
TERM 3	
Research Proposal and Dissertation	(60 cr.)

Additional Student Support

Training sessions covering areas like an introduction to computing, basic numeracy skills, English for academic purposes, study skills, academic referencing and more are offered during the programme. Further details of these will be found on the Moodle Platform VLE of the College.

Research Project Report

As a major component of the programme, students undertake a research project on a relevant topic – assessed through a written-up report. The project should be an independent piece of work, appropriately guided and supported by a supervisor and other relevant staff. The topic should be selected and a project proposal drawn up by the end of Term 3, for approval by the personal tutor. Substantive work, including any travel or fieldwork, should start after in the summer.

STUDENT SUPPORT, GUIDANCE AND RESOURCES

Student Charter

LSME has a student charter which summarises the standards of service the College expects and aspires to offer students, as well as the standards of conduct which students should expect and aspire to follow in turn. Students and prospective students are encouraged to read this.

For further information on the student charter please visit
<https://lsme.ac.uk/students/student-charter>

The Student Community

All students in the College have an elected representative whose main role is to act on behalf of the entire student body, provide a focus for student opinion and identity across LSME, through representation on committees and by acting as a link between staff and students. In addition, the student body organizes LSME-wide social events occasionally.

Personal Tutors

Students on the programme are allocated a personal tutor who can provide both academic guidance and more general support or pastoral care. The personal tutor relationship is not only about direct teaching although tutors can recommend or arrange for their tutee to see other specific members of staff regarding specific non-academic and academic matters. Personal tutors mainly act as a point of contact to discuss practical issues or questions regarding the programme, such as module choices or project selection, or as a first-line sympathetic ear for personal problems.

Student Welfare and Support

The Student Welfare officer offers advice and support for any practical or emotional issues students may experience during their time at LSME. The Officer is available to talk to any student who is experiencing anxiety or stress, study-related or otherwise. All appointments with the Student Welfare Officer are strictly confidential, and no information volunteered by a student will be passed on to anyone else without permission.

Visit www.lsme.ac.uk for further information and advice on student welfare provision.

Learning Resources and Facilities

Students on the programme have access to a library, VLE and IT (computing) resources and facilities, as well as many other standard facilities such as common room, etc.

Careers Advice and Resources

The College's Careers Service can provide confidential advice and guidance appropriate to the diverse needs of students at the School, from those with established careers who wish to change direction to those who have come from level 3 and are looking to establish a career. We assist on an individual basis (including help with career planning, CV writing and interview technique), in small groups, or through College-wide events (arranging regular careers events and forums, talks by speakers from relevant organisations).

For further information, please visit www.lsme.ac.uk

PROGRAMME QUALITY

Quality Evaluation and Enhancement

The programme is subject to LSME's rigorous internal quality assurance processes, including standard annual monitoring, internal verification by LSME, External moderation by the University of Chichester and overall annual college review. Exam Boards will be held by the University of Chichester to agree on final awards, extenuating circumstances, academic malpractice and overall programme quality assurance. As students reach the end of the term and also at the end of the year or programme, they are asked to give specific feedback both via class discussion sessions and a survey. Feedback on other topics, including the content of specific modules as well as more general issues like library facilities, will also be sought throughout the period of study. Such feedback is anonymised, analysed, discussed and followed up by appropriate committees and functions within the College.

Operation of the programme itself is overseen by a dedicated Business Departmental committee. A range of further LSME committees and functions are responsible for identifying and resolving any problems, improving programme quality and enhancing the student experience on an ongoing basis.

AFTER GRADUATION

The successful candidate can progress to a PhD in Education, Doctor of Education (EdD) or enter into employment as teachers in the different educational sectors, or as leaders/managers in education and training, with specific roles in policy development, quality assurance and compliance related issues.

ABOUT THIS DOCUMENT

This programme specification applies for the Academic Year 2020-2021 and has been developed in line with the nationally agreed reference points for assuring the quality and standards of higher education in the United Kingdom, known as the Academic Infrastructure.



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