Programme Specification

Education (Online) (Part-Time) (2018-19)

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of Study	Part-time
Duration in years	2
Accreditation details	None
Final award	Master of Science (MSc)
Name of award	Education (Online) (Part-Time)
Interim Exit awards	Postgraduate Certificate
	Postgraduate Diploma

FHEQ level of final award	Level 7
UCAS code	N/A
Programme code	7809
QAA Subject Benchmark or other external reference	N/A
Programme Lead	John Schulz (jbs)

Programme Overview

Brief outline of the programme

The MSc Education is a two-year part time programme that allows you to study at masters level without attending the University campus. The programme is aimed at mid-career professionals moving into more senior roles in their institutions and focuses on the relationship between three core elements of education: research, teaching practice and management; and in a range of learning contexts. The programme entails six taught modules plus a dissertation.

Delivery of the programme is through e-learning technologies and you will access course materials and communicate with tutors and fellow students through the University of Southampton's VLE. This platform provides videos, activities, readings, web-based resources and access to the University's electronic library. In addition to this, videoconferences, forums, chat rooms and emails will be used during the programme to enable you to interact with tutors and other students.

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

Learning and teaching

Each module you study will be taught in six weekly 'lessons' that involve around three or four hours of directed activities. (A full time student will study two modules in parallel). Typically this would be:

·   A video lecture with an accompanying set of notes or commentary written by your tutor. There may be occasions, such as when we have guest speakers, when this is delivered live - this will allow you to interact and ask questions during the presentation.
·   A set of specific readings from the core textbooks. These readings will reinforce your understanding of the key focus for each lesson. You may be asked to complete summaries of these readings.
·   A case study for you to examine, these are designed to further bridge the gap between theory and practice. Again you may be asked to complete a summary of this study.
·   Activities such as a quiz or a short online research project, to help you apply your knowledge
·   A group videoconference - this will allow you ask questions and discuss topics with your tutor and other students
·   Individual video tutorials – via Skype or similar software, which will allow you to further, discuss topics with your tutors.

After each lesson, you will be directed to other readings and resources to enhance and extend your understanding of the topics. Formative feedback will consist of comments from your tutors on the tasks and activities you have completed, comments during videoconferences and via individual emails from your tutors. There will also be online forums discussing tasks where you are encouraged to share ideas with the other students.

Assessment

Assessments are designed to enable you to demonstrate that you have achieved the standards expected at Level 7. You will be required to demonstrate your knowledge and understanding of a range of key educational concepts in conjunction with an appreciation of how such concepts may be integrated with practice. Many assessments will be based on professional practice and you will be encouraged to reflect on the impact of your studies on your own context. Each of your taught modules will normally be assessed by one or two assignments totalling the equivalent of 4000 words. Assessment methods may include:

·   Essays (including literature reviews, annotated bibliographies, and critical narrative-type essays)
·   Case studies (of individual practice, organisation level practices or national level policy/practice)
·   Presentations (delivered orally or electronically)
·   Posters (including contemporary versions such as e-newsletters and blogs)
·   Authored materials (including audio or video podcast or animated videos)

Your final substantive piece of work – the dissertation, will be negotiated and agreed between yourself and your academic supervisor and will offer the opportunity to demonstrate a systematic and in depth enquiry that is relevant to your practice. Substantial formative guidance will be provided to you during your tutorials and as written comments on draft work.

Special Features of the programme

As an online course, you will need to have access to a good quality computer and a moderately fast Internet connection. The minimum technical specifications needed to participate in this online course are listed below.

Platforms
Windows Windows 7, 8 or 10
Mac OSX 9 or better

Hardware
Processor: 2 gigahertz (ghz) or faster.
RAM: 1 gigabyte (GB) (32-bit) or 2 GB (64-bit)
Free hard disk space: 16 GB.
Sound card and speakers
Webcam and microphone

Internet connections

Broadband is recommended. (DSL, Cable Modem, FIOS, etc.)

Software
Adobe Acrobat Reader
Adobe Flash Player
Microsoft Word
Microsoft Excel
Microsoft Powerpoint
Virus Protection

Browsers
Mozilla Firefox is recommended
Or
Chrome, Safari

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our Disclaimer to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's programme validation process which is described in the University's Quality handbook.

Educational Aims of the Programme

The aims of the programme are to:

1.   Develop your appreciation of the complex inter-relationships and roles within educational contexts.
2.   Develop your skills and abilities in critical and independent thinking, and capacity for managing your own learning, development and employment.

3.   Provide you with a range of opportunities for studying and evaluating the relationship between learning theory and practice in education and training settings.
4.   Enable you to compare and contrast the current ideas and debates surrounding innovation and change in education practice.
5.   Meet your developing needs as you progress into more senior managerial and leadership roles within education institutions.
6.   Enable you to analyse the relationship between quality, policy and evidence to support effective education.
7.   Facilitate raising your levels of knowledge, perceptions and ability to reflect critically on education research.
8.   Develop your research skills focusing on techniques for data collection, analysis and interpretation.
9.   To provide you with the skills, knowledge and critical understanding to undertake research and scholarship on a specific issue in education.

Programme Learning Outcomes

Knowledge and Understanding

On successful completion of this programme you will have knowledge and understanding of:

A1.   The central concepts of education: theory; practice, change, policy and management.

A2.   Alternative perspectives on the purposes of education and current or emerging educational matters.

A3.   The principles and practices of teaching and learning.

A4.   The role and practices of management and leadership in education and training institutions.

A5.   Educational research and the nature of research evidence and its application.

A6.   The relationship between research, theory and practice in the development of a specific area of education.

Teaching and Learning Methods

In a traditional programme, your contact time would typically be with materials, tutor, and your fellow participants, all in a classroom setting. Online learning is self-instructional learning and there are no classes as such. A large degree of responsibility for and control over your learning rests with you. However, it is important to help you to structure your study time and we do this through online forms of contact or interaction. The following teaching and learning activities will help you to preview, focus, check on or explore issues related to your independent study reading:

·   A video lecture with an accompanying set of notes or commentary written by your tutor. There may be occasions, such as when we have guest speakers, when this is delivered live - this will allow you to interact and ask questions during the presentation.
·   A set of specific readings from the core textbooks. These readings will reinforce your understanding of the key focus for each lesson. You may be asked to complete summaries of these readings.
·   A case study for you to examine, these are designed to further bridge the gap between theory and practice. Again you may be asked to complete a summary of this study.
·   Activities such as a quiz or a short online research project, to help you apply your knowledge
·   A group videoconference - this will allow you ask questions and discuss topics with your tutor and other students
·   Individual video tutorials – via Skype or similar software, which will allow you to further, discuss topics with your tutors.

For your dissertation, you will be assigned a University of Southampton research supervisor according to the focus of your dissertation.

Assessment Methods

Your knowledge and understanding of principles and practices and of critical applications in local contexts will be developed through readings, online tasks and lectures, forum discussion and associated practical and investigative tasks. Your critical, analytic and evaluative skills will be developed in tutor-led discussion forums, related tasks and readings. Real time or synchronous chat-room seminars combined with asynchronous forums which you can access in your own time will be the main channels for developing your presentational, interactional, resource management and evaluative skills. Extended essays will develop and demonstrate your ability to reflect critically on practice and relate it to current

theoretical issues. Project work will develop and demonstrate your ability to plan, carry out and evaluate procedures with reference to locally relevant factors and theoretical issues.

Each of your taught modules is formally assessed by coursework. Assessment methods may include:

- Essays (including literature reviews, annotated bibliographies, and critical narrative-type essays)
- Case studies (of individual practice, organisation level practices or national level policy/practice)
- Presentations (delivered orally or electronically)
- Posters (including contemporary versions such as e-newsletters and blogs)
- Authored materials (e.g. an audio or video podcast or animated video)

Your Dissertation is assessed by a research project.

Subject Specific Intellectual and Research Skills

On successful completion of this programme you will be able to:

B1.   Abstract the essential features of complex educational literature and research and provide a usable framework for its analysis.

B2.   Analyse educational topics both critically and logically.

B3.   Identify and recognise principal sources of educational information and data.

B4.   Organise and present educational information and data in an informative, reasoned and coherent manner.

B5.   Synthesise and utilise the library, the Internet and a range of other educational resources effectively.

B6.   Design and implement appropriate independent research strategies.

B7.   Suggest appropriate approaches to the evaluation of educational practice.

Teaching and Learning Methods

Please refer to the Knowledge and Understanding section.

Assessment Methods

Please refer to the Knowledge and Understanding section.

Transferable and Generic Skills

On successful completion of this programme you will be able to:

C1.   Demonstrate range of communication and presentational skills, including verbal written and online.

C2.   Effectively use a range of library, Internet and other electronic resources.

C3.   Apply information and communication technology skills.

C4.   Demonstrate the application of different data skills typically: collecting, recording, analysing, evaluating and dissemination.

C5.   Problem-solving: including the evaluation of educational needs, planning, design, management and implementation of strategies to impact positively on learning.

C6.   Work with others in an online environment.

C7.   Work and research independently, including personal initiative, critical reflection and self-management.

Teaching and Learning Methods
Please refer to the Knowledge and Understanding section.

Assessment Methods
Please refer to the Knowledge and Understanding section.

Programme Structure

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

Part I

The MSc Education comprises five compulsory modules, an option module plus your dissertation which is core. With the exception of the Dissertation module, all your modules have a value of 10 European Credit Transfer System (ECTS) credits or 20 Credit Accumulation and Transfer Scheme (CATS) credits. A standard module represents 200 hours of student learning. The Dissertation has a value of 30 ECTS (60 CATS). A summary of each of the modules is provided below

Typically, you would study the programme part time over 24 months with your lessons taking place in six-week teaching blocks, taking four modules in the first year and two in the second year. You would be expected to begin your dissertation in semester two of your second year.

It may also be possible that some people will study the programme as part of a corporate CPD programme or as part of a university partnership with another organisation. In both of these cases the programme is likely to run outside of usual university semester timeframes.

A summary of each of the modules is provided below.

EDUC6447 Making Sense of Education Research
This is the first module in your studies and therefore for most people becomes an introduction to studying at master's level. The intention is that you will gain the skills to effectively read, understand and critique current research in the field of education; helping you become a critical consumer of research as a practitioner. You will use these important skills in your other modules and during your dissertation.

EDUC6448 Collecting and Analysing Data in Education
This module complements the knowledge you gain in the "Making Sense of Education Research" module and helps to move you from a consumer of research to a creator of research. In this module you will develop your skills in collecting and analysing data for education research, in particular for your dissertation.

EDUC6449 Effective Teaching and Learning
This module will focus on examining various aspects of teaching and learning and how they relate to theory, research and your own practice. In this module you will examine a range of concepts and theories from education, sociology and psychology that describe how children, adolescents and adults learn and study. You will also examine research on different approaches to teaching and learning, factors that influence them, and implications for practice.

EDUC6450 Leading and Managing Education
As you progress to more senior roles in your school or educational institution there is a need to develop your skills and knowledge in the area of leadership and management. In this module you will focus on the principles of leadership and management, and the challenges facing those people tasked with these roles.

EDUC6451 Innovating Practice in Education
During this module you will explore some of the new and innovative practices and challenges facing education. The module begins by examining innovation in a wider sense, such as the changing curriculum, but then moves to a closer examination of eLearning, one of the more noticeable challenges facing education practices.

EDUC6453 Dissertation
This is your final module and the largest that you will complete during your MSc studies. In this module you will undertake, with guidance from an academic supervisor, a small-scale research project in an area of your interest.

Option Modules

EDUC6471 Mentoring and Staff Development
This module focuses on another role undertaken by senior staff in education institutions – staff development and mentoring colleagues. This module begins with an examination of the role of the mentor and the complexities of the mentor-mentee relationship. The module then moves to a broader view of the processes behind staff development.

Part I Compulsory

Code	Module Title	ECTS	Type
EDUC6448	Collecting & Analysing Data in Education	10	Compulsory
EDUC6449	Effective Teaching & Learning	10	Compulsory
EDUC6450	Leading & Managing in Education	10	Compulsory
EDUC6447	Making Sense of Education Research	10	Compulsory

Part II

Part II Core

Code	Module Title	ECTS	Type
EDUC6453	Dissertation	30	Core

Part II Compulsory

EDUC6451	Innovating Practice in Education	10	Compulsory

Part II Option

The option modules shown below constitute an indicative list; there will always be choice but the options might vary between years. You must choose 10ECTS/20CATS however please note that the only online module is EUDC6471.

Therefore if you choose one of the other modules you will need to ensure that you can meet the timetabling and attendance requirements.

EDUC6471	Mentoring and Staff Development	10	Option
EDUC6458	Inclusive Practices in Education	10	Option
EDUC6457	Globalisation & Education Policy	10	Option
EDUC6455	The Social Context of Education and Lifelong Learning	10	Option
EDUC6281	Flex Assignment 1	10	Option

Progression Requirements

The programme will follow the University's regulations for *Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes* or the University's regulations for *Progression, Determination and Classification of Results: Standalone Masters Programmes* as set out in the General Academic Regulations in the University Calendar: http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html

Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:
- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides
- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering

- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:
- Module Leads will be available at designated times during the week to discuss issues related to the particular modules you are studying at the time. This will be in addition to online class contact time.
- Personal Academic Tutor. As soon as you register on this programme, you will be allocated a personal academic tutor. S/he is a member of the academic team and will be available to discuss general academic issues related to the programme as well as offer advice and support on any personal issues, which may affect your studies.
- Students studying online will also be able to access the Online Programme Tutor who can assist with the induction process and can advise on any aspect of the online programme.
- Module handbooks/outlines. These will be available at the start of each module (in online format). The Handbook includes the aims and learning outcomes of the module, the methods of assessment, relevant background material to the module and a session-by-session breakdown of the module together with appropriate reading lists.
- Within the Faculty, administrative support is provided by your Student Office, which deals with student records and related issues and with queries related to your specific degree programme.
- All students have access to a Dissertations Tutor who provides advice and support during the independent research. Online students will also be able to access specially prepared materials covering these areas on Blackboard.

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

· Completing student evaluation questionnaires for each module of the programme
· Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty Programmes Committee OR providing comments to your student representative to feed back on your behalf.
· Serving as a student representative on Faculty Scrutiny Groups for programme validation
· Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group

As a student studying away from the campus you will also have your say through:

· Anonymous electronic Module Surveys which are reviewed by each Module Lead, the Programme Lead and Director of Programmes.
· Mid-Module reviews run by each Module Lead
· Input into MSc programme and module reviews by emailing your comments and suggestions to the designated student representatives.
· Acting as a student representative of your cohort, collecting the views and suggestions of fellow students through email and passing them on to the coordinators of the Staff–Student Liaison Committee

The ways in which the quality of your programme is checked, both inside and outside the University, are:

· Regular module and programme reports which are monitored by the Faculty
· Programme validation, normally every five years.
· External examiners, who produce an annual report
· A national Research Excellence Framework (our research activity contributes directly to the quality of your learning experience)
· Higher Education Review by the Quality Assurance Agency for Higher Education

Further details on the University's quality assurance processes are given in the *Quality Handbook.*

Career Opportunities

The MSc Education will prepare you for a diverse range of jobs related to Education and equip you with the skills required for more senior roles in Education Institutions. A Masters degree will enable you to further develop the key skills employers seek such as: time management; problem solving; team work; deadline and project management; cultural awareness; working independently; using your initiative; relationship-building; critical thinking and research analysis. Above all, you will learn to communicate your ideas and enthusiasm to a wide range of audiences.

External Examiner(s) for the programme

Name: Professor Grainne Conole - Dublin City University

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

Additional Costs

Type	Details
Software Licenses	Licenses relating to software used in the programme are purchased by the University, and students can download them from the iSolutions website using their username and password.
Conference expenses	Where students wish to attend a scientific conference during their studies, they are liable for any travel cost associated.
Conference expenses	Where students wish to attend a scientific conference during their studies, they are liable for any accommodation cost associated (as well as any conference registration fees).
Hardware	Participating in an online programme requires you to access to a PC/ laptop. Students may also wish to purchase their own PC/laptop or tablet in order to access Blackboard.
Stationery	You will be expected to provide your own day-to-day stationery items (e.g. pens, pencils, notebooks, etc.).
Textbooks	Where a module specifies core texts these should generally be available electronically on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source. Please note that the vast majority of readings are available electronically through e-journals, as digitised text in the Online Course Collection or as e-books. Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.
Printing and Photocopying Costs	For all modules, coursework (such as essays; projects; dissertations) is submitted on line.

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.

Appendix 2: Learning Outcomes and Assessment Mapping document template

Module Code	Module Title	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7
		Knowledge and Understanding						Subject Specific Intellectual Skills							Transferable & General Skills						
EDUC6447	Making Sense of Education Research					X	X	X		X	X	X	X	X	X	X	X	X		X	X
EDUC6448	Collecting & Analysing Data in Education					X					X	X	X	X	X	X	X	X		X	X
EDUC6449	Effective Teaching & Learning	X		X					X	X		X		X	X	X	X		X	X	X
EDUC6451	Innovating Practice in Education	X	X	X					X	X		X		X	X	X	X		X	X	X
EDUC6450	Leading & Managing Education	X	X		X				X	X		X		X	X	X	X		X	X	X
EDUC6453	Dissertation	X				X	X	X	X	X	X	X	X	X	X	X	X	X		X	X

Appendix 3: Assessment grid

Module Code	Module Title	Coursework 1	Coursework 2
EDUC6447	Making Sense of Education Research	Poster 25%	Critical Essay (3000 words 75%
EDUC6448	Collecting & Analysing Data in Education	Research Proposal (2000 words) 50%	Data-set Analysis 50%
EDUC6449	Effective Teaching & Learning	Critical Essay (4000 words) 100%	
EDUC6451	Innovating Practice in Education	Electronic Artefact 25%	Essay (3000 words) 75%
EDUC6450	Leading & Managing Education	Case Study (2000 words) 50%	Critical Essay (2000 words) 50%
EDUC6453	Dissertation	Dissertation (15-17,000 words) 100%	

Year 1

Semester 1					Semester 2				
Module Code	Module Title	ECTS	CATS	CORE/ COMP/ OPTION	Module Code	Module Title	ECTS	CATS	CORE/ COMP/ OPTION
EDUC6447	Making Sense of Education Research	10	20	Comp	EDUC6450	Leading & Managing Education	10	20	Comp
EDUC6449	Effective Teaching & Learning	10	20	Comp	EDUC6448	Collecting & Analysing Data in Education	10	20	Comp

Year 2

Semester 1					Semester 2				
Module Code	Module Title	ECTS	CATS	CORE/ COMP/ OPTION	Module Code	Module Title	ECTS	CATS	CORE/ COMP/ OPTION
EDUC6451	Innovating Practice in Education	10	20	Comp	EDUC6453	Dissertation	30	60	Core
The option modules shown below constitute an indicative list; there will always be choice but the options might vary between years. You must choose 10ECTS/20CATS however please note that the only online module is EUDC6471. Therefore if you choose one of the other modules you will need to ensure that you can meet the timetabling and attendance requirements.									
EDUC6471	Mentoring and Staff Development	10	20	option	EDUC6455	The Social Context of Education and Lifelong Learning	10	20	option
EDUC6458	Inclusive Practices in Education	10	20	option	EDUC6457	Globalisation & Education Policy	10	20	option
Full Academic Year									
EDUC6281	Flex Assignment 1						10	20	option