

Programme Specification

Education (2017-18)

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	Full-time
Duration in years	1
Accreditation details	None
Final award	Master of Science (MSc)
Name of Award	Education Management and Leadership Practice and Innovation Specific Learning Difficulties
Interim Exit awards	Postgraduate Certificate in Higher Education Postgraduate Diploma in Higher Education
FHEQ level of final award	Level 7
UCAS code	N/A
Programme Code	4860
QAA Subject Benchmark or other external reference	Education Studies 2007
Programme Lead	Andri Christodoulou (ac20g11)
Pathway Lead	Andri Christodoulou (ac20g11)

Programme Overview

Brief outline of the programme

The MSc Education currently provides three dedicated pathways leading to the award of MSc Education Management and Leadership; MSc Education Practice and Innovation; MSc Education Specific Learning Difficulties (Dyslexia) depending on your module selection. It is also possible to gain a more generic MSc Education. The overall aim of this programme is to examine critically the relationship between educational research and educational practice in a range of learning contexts.

Full-time study typically follows a schedule of up to three evenings a week. For both full- and part-time students a non-assessed enrichment programme can also be arranged, including attendance at our professional themes lectures and research seminars.

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

Depending on the scale and scope of the sessions, you will be encouraged to engage and participate in a number of ways. You will also be expected to take responsibility for your own learning and make contributions to the sessions and work collaboratively with your peer group. You will find that sessions vary and may make use of data sets, case study materials, problem-solving activities, group discussions, presentations, video, audio, other electronic resources and potentially educational artefacts. In summary:

Lectures, seminars, small group meetings, tutorials, directed and self-directed study, independent research.

Your understanding of the subjects covered and your ability to use the knowledge and skills gained will be enhanced through a variety of methods and strategies. These also aim to promote continuing professional development. Some of the key learning approaches that you will experience as a student in the School will include:

Group work

This is recognised as vital in your development when looking forward to, or continuing in, a professional role. You will be supported in learning how to form and maintain group cohesiveness to achieve clearly defined outcomes, such as a report, a group presentation or a combination of both. Group work will be managed through different ways reflecting approaches you may well experience in the work place. In some cases you will be grouped by the lecturer and at other times you will have the task to form your own group.

Research and case-studies

You will be presented with different case studies that reflect the reality of research design, decision making and problem solving activities in today's organisational environment. The case studies are selected to reflect the specific needs of your programme or module of study.

Learning alongside other students

Throughout your time with us you will be working alongside fellow students from a wide range of cultural and geographical backgrounds. This is a powerful resource and we are particularly keen to encourage you to set up learning networks with other students that may extend beyond the time of your study at Southampton. You will be expected to learn to communicate with each other as well as your lecturers in a variety of contexts. During group lectures you may be given the opportunity to discuss a specific problem or complete a task in small groups, often with people who are sitting alongside you. The possible answers would be shared by the group as guided by your teacher. You will be an 'active' learner through taking part in small group discussions and offering your views on many occasions.

E-learning

E-learning facilities are provided through a learning environment called 'Blackboard' which enables access to many additional resources and supporting learning materials. We also provide a dedicated website with links for online learning support.

Assessment

Each of your taught modules will normally be assessed by one or two assignments totalling the equivalent of 4000 words. 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. Assessment methods may include:

- Essays
- Oral/electronic presentations
- Posters
- Authored materials (e.g. an audio or video podcast, a learning resource or educational game)

MSc Education Specific Learning Difficulties

The summative assessment for each of the three modules you will study on the MSc Education Specific Learning Difficulties* pathway will be assessed through assignments totalling the equivalent of 3 x 4000 words.

MSc Education Practice and Innovation

The summative assessment for each of the two modules you will study on the MSc Education Practice and Innovation pathway will be assessed through assignments totalling the equivalent of 2 x 4000 words.

Depending on the pathway modules you follow, typically you will complete three or four assignments that require a critical, reflective and analytical examination of key concepts, theories and approaches. In most cases this will involve at least one essay or report and one presentation.

MSc Education Management and Leadership

The summative assessment for each of the two modules you will study on the Management and Leadership pathway will be assessed through assignments totalling the equivalent of 2 x 4000 words.

Typically you will complete assignments that require a critical, reflective and analytical examination of key concepts, theories and approaches. In most cases this will involve at least one essay or report and one presentation.

Unsatisfactory work and/or Non-Submission

If it is considered that your work is unsatisfactory or you are unable to submit by the deadline, the University's standard regulations will apply.

Special Features of the programme

N/A

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 examine critically the relationship between educational research and educational practice in a range of learning contexts. In generic terms, successful completion of the programme will enable you to:

- Enable you to examine critically the nature of education, learning, teaching and educational practice in the context of policy through different perspectives such as: global, national, regional, organisational, institutional and through to the individual learning setting;
- Provide you with a range of opportunities for studying and assessing the relationship between learning theory and practice in educational and training settings;
- Facilitate raising your levels of knowledge, perceptions and ability to reflect critically on a range of educational matters such as: values; globalisation; innovation and control;
- Provide you with opportunities to engage with current debates in educational research;
- Offer you opportunities to study the nature of and issues related to educational research methodology and for you to develop methods and techniques for data collection, analysis and interpretation;
- Enable you to consider the nature and influence of evidence and its scope to support effective education;
- Develop your understanding of complex inter-relationships and roles within educational contexts such as leadership and management and learning and teaching;
- Develop your skills and abilities in critical and independent thinking and capacity for managing your own learning, development and employment.

The aims of each pathway are to provide you with experiences relevant to your needs as educational practitioners with a focus on a particular aspect of education.

The aims of MSc Education Management and Leadership pathway are for you to:

- Appreciate existing theories and models of leadership;
- Apply theories and models to a variety of educational settings and contexts;
- Critically assess contemporary issues emerging in the area of educational leadership;
- Appreciate the role of attitudes, values and social and cultural influences in leadership;
- Engage with high quality research in the area of educational leadership and management;
- Appreciate the influence of structures, cultures and decision making processes on organisations;
- Examine the applicability of basic concepts of organisational theory to educational institutions;
- Critically assess major emerging issues for management and governance of educational institutions;
- Engage with high quality research in the area of organisation and governance in the context of education.

The aims of MSc Education Practice and Innovation pathway are for you to:

- Appreciate the context and policy drivers across the Lifelong and Work-Related sector;
- Develop an understanding of the nature of educational practice and innovation in the Lifelong and Work-Related sector;

- Recognise different forms of innovation in learning and teaching;
- Interrogate different forms of innovation and associated claims;
- Explore the barriers to and enablers of change in educational innovation;
- Recognise and critique the major processes of training and development;
- Identify the process of evaluation and its relationship to training and development.

The aims of the MSc Education Specific Learning Difficulties pathway are for you to:

- Draw upon a wide range of theoretical perspectives and academic disciplines to illuminate your understanding of Specific Learning Difficulties (Dyslexia) and the contexts in which it takes place;
- Provide you with a knowledge of the central theoretical and methodological issues in the study of dyslexia;
- Promote inter-disciplinary and multi-disciplinary methodological approaches to the assessment and teaching of dyslexic learners;
- Prepare you for the demands of teaching and assessing in a specialist field (dyslexia) in education;
- Provide you with theoretical knowledge and practical competence in assessment and teaching of pupils and students identified as dyslexic in a chosen sector of education, viz. Primary, Secondary, Further and Higher Education settings;
- Develop your understanding of psychometric assessment in the identification of learning difficulties;
- Develop your knowledge of the foundations and principles of professional practice.

Programme Learning Outcomes

Knowledge and Understanding

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

- A1. The central concepts of: educational values; theory; policy and practice;
- A2. Alternative perspectives on the purposes of education, training, teaching and current or emerging educational matters;
- A3. Educational research and the nature of research evidence and its application;
- A4. Learning, teaching and curricula;
- A5. A comprehensive range of educational research;
- A6. The relationship between research, theory and practice in the development of a specific area of education.
- A7. *(For Management and Leadership only)* The main theories of leadership and organisation;
- A8. *(For Management and Leadership only)* How theories of leadership influence specific leadership processes adopted within an institution or organisation;
- A9. *(For Management and Leadership only)* The development and impact of trends in organisational structure and governance;
- A10. *(For Management and Leadership only)* The relationship between research, theory and practice in the development your management and leadership.
- A11. *(For Practice and Innovation only)* The main approaches to training and development
- A12. *(For Practice and Innovation only)* Evaluation methods in training and development
- A13. *(For Practice and Innovation only)* Learning design and approaches to learning innovations and inclusive practices;
- A14. *(For Practice and Innovation only)* Evaluation of learning and teaching innovations and practices that maintain inclusion;
- A15. *(For Practice and Innovation only)* Key drivers and enablers in educational innovation;
- A16. *(For Practice and Innovation only)* Current policy directives across Lifelong and work-related education
- A17. *(For Practice and Innovation only)* Theoretical and practical concepts related to inclusion and organisational inclusive strategies.
- A23. *(For Specific Learning Difficulties only)* Current theories of SpLD, drawing from education, cognitive psychology and neuro-psychology;
- A24. *(For Specific Learning Difficulties only)* Indicators of dyslexia and the cognitive difficulties which impede the acquisition of knowledge for the dyslexic learner;
- A25. *(For Specific Learning Difficulties only)* A variety of assessment tools for identification of dyslexia;

- A26. *(For Specific Learning Difficulties only)* The assessment process and the principles of psychometric assessment;
- A27. *(For Specific Learning Difficulties only)* Theoretical models of reading and spelling to enable you to assess reading and spelling skills;
- A28. *(For Specific Learning Difficulties only)* The interaction of legal, professional, psychological, scientific and political issues in the range of attitudes to dyslexia within society.

Subject Specific Intellectual and Research Skills

On successful completion of this programme a student 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 library 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.
- B8. *(For Management and Leadership only)* Critically evaluate the relationship between organisational structure and governance and institutional development and improvement in education;
- B9. *(For Management and Leadership only)* Critically reflect on your own leadership skills and experience and/or those demonstrated in a context/individual with which you are familiar;
- B10. *(For Management and Leadership only)* Examine the applicability of basic concepts of organisational theory to educational institutions;
- B11. *(For Management and Leadership only)* Analyse the role of the leader in the processes of organisational change and development;
- B12. *(For Management and Leadership only)* Apply theories and models of leadership to a variety of educational contexts and practices.
- B13. *(For Practice and Innovation only)* Critically engage with the main approaches to training and development
- B14. *(For Practice and Innovation only)* Evaluate and provide a critique of training and development practice;
- B15. *(For Practice and Innovation only)* Design and evaluate the effectiveness of learning and teaching innovation;
- B16. *(For Practice and Innovation only)* Reflect on professional practice and improve the effectiveness of decisions and actions;
- B17. *(For Practice and Innovation only)* Critically analyse theory, practice and policy in the context of lifelong and work-related education
- B18. *(For Practice and Innovation only)* Systematically evaluate the use of data and evidence for supporting arguments about issues of inclusion in different contexts.
- B23. *(For Specific Learning Difficulties only)* Structured and unstructured observation of learners in the context of SpLD;
- B24. *(For Specific Learning Difficulties only)* Curriculum based assessment in the context of SpLD;
- B25. *(For Specific Learning Difficulties only)* Norm-referenced measurement of abilities and attainments;
- B26. *(For Specific Learning Difficulties only)* Problem identification and assessment of SpLD over time;
- B27. *(For Specific Learning Difficulties only)* Communicating SpLD case work to wide audiences;
- B28. *(For Specific Learning Difficulties only)* Data analysis and interpretation in relation to SpLD;
- B29. *(For Specific Learning Difficulties only)* Critical reflection of the relationships between SpLD theories and their implementation in practice.

Transferable and Generic Skills

On successful completion of this programme a student will be able to:

- C1. *(For Management and Leadership, Practice and Innovation, Specific Learning Difficulties only)* A range of communication and presentational skills, including both verbal and written;
- C2. *(For Management and Leadership, Practice and Innovation, Specific Learning Difficulties only)* Use of a range of library and other electronic resources;
- C3. *(For Management and Leadership, Practice and Innovation, Specific Learning Difficulties only)* The application of information and communication technology skills;
- C4. *(For Management and Leadership, Practice and Innovation, Specific Learning Difficulties only)* The application of different data skills typically: collecting, recording, analysing, evaluating and dissemination;
- C5. *(For Management and Leadership, Specific Learning Difficulties only)* Problem-solving including the evaluation of educational needs, planning, design and implementation of strategies to impact positively on learning;
- C6. *(For Management and Leadership, Practice and Innovation, Specific Learning Difficulties only)* An ability to work with others;
- C7. *(For Management and Leadership, Practice and Innovation, Specific Learning Difficulties only)* An ability to work and research independently, including personal initiative, critical reflection and self-management.

Programme Structure

The programme structure table is below:

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

Management and Leadership Pathway

Part I

Full-time: You will normally study the programme over a 12 month period except for the Education Specific Learning pathway which you will normally study over an 18 month period (you may have an opportunity to complete your studies in 12 months).

Your teaching will normally take place weekly in half semester blocks studying up to three modules. The taught component of the programme is divided into two semesters during which time students study six modules (60 ECTS/120 CATS). Students undertake a period of supervised research for a Master's dissertation at a value of (30ECTS/60 CATS).

With the exception of the Dissertation module, all your modules will 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. You will study six modules and, complete a dissertation.

The modules you study will normally comprise three common modules, two pathway modules, one option module and the dissertation. Students undertake a period of supervised research for a Master's dissertation at a value of (30ECTS/60 CATS).

The structure of the programme and the modules currently offered are set out below. Of the modules shown against each Part of your programme, some are compulsory (i.e. enrolment is automatic) and others are optional. Against each Part, you are directed to which modules are compulsory and which are optional. The option modules shown below constitute an indicative list; there will always be choice but the options might vary between years. A full list of modules and rules will be available to you via the Student Record Self-Service system once you enrol at the University

You may follow one of the specified pathways or follow a more general route, which includes selecting two modules, one from any two of the defined pathways, the three common modules, one option module, and the dissertation.

The following paragraphs briefly describe each of the modules:

Common Modules

- Understanding Education Research (EDUC6353)

In a research-led university, this module provides you with opportunities to engage critically with important issues such as: Recognising and situating Education Research; Developing detailed understanding and appreciation of the Philosophy of Education Research; Education Research Design; Quantitative and qualitative methodologies and approaches to research; plus the Critiquing of Education Research.

- Learning and Teaching (EDUC6347)

This module has the learner, learning setting and the role of the teacher as its focus. The content of this module will typically draw on a range of research and will focus on examining various aspects of learning and teaching including: the nature of knowledge, past and current theories/models about learning and teaching, alternative insights and research on factors that influence learning and teaching at different education phases.

- Education Research Practice and Methods (EDUC6456)

This module will introduce you to the content and structure of the dissertation and prepare you for designing and undertaking a small-scale research project in education. The sessions will focus on helping you formulate appropriate research problems and questions, consider when it is appropriate to use quantitative or

qualitative methods for data collection and develop a good research proposal. You will also have the opportunity to practice skills that are required for the design and use of a quantitative or qualitative instrument for data collection (questionnaire, interview, focus group or observation).

Core Module

- Dissertation (EDUC6342)

To complete the MSc Education or any of the MSc Education awards successfully, you must also complete the Dissertation Module successfully. The dissertation builds on work undertaken across other modules and provides you with an opportunity to undertake a piece of independent research in a chosen topic. Normally, your dissertation will be individually supervised. The length of the dissertation will be between 15,000 and 17,000 words.

Option Modules

- Globalisation and Education Policy (EDUC6457)

In recent decades globalisation has impacted national education policies in industrialised, emerging and developing economies. This module will look at the different ways in which some education systems in different regions have changed their policies and provision of education in the hope of raising competitiveness and fitting in with the current knowledge economy. Ways in which these changes have impacted upon the teaching and learning processes of such systems will be examined.

- The Social Context of Education and Lifelong Learning (EDUC6442)

The module provides an understanding of the social context of education. This includes the ways in which education systems reflect broader economic, political, social and cultural structures and values; how these inform education policy; the impact of policy on education practice; and the experiences of learners. Drawing on theories of the sociology of education, the module examines educational inequalities (in relation to, for example, educational attainment, access and progression) and the factors that shape them.

MSc Education Management and Leadership

- Leadership in Education (EDUC6345)

Students learn about, how to engage actively with the concepts and theories of leadership and management, the historical provenance of leadership theories and new ways of thinking about educational leadership. Students are encouraged to think from the theoretical to the practical; and from the general to the particular. Students also learn how to write academic-style papers and presentations, which is an important skill to develop in young would-be lecturers and leaders.

- Management in Education Organisations (EDUC6349)

Typically, you will cover: Theories of organisation and structure within institutions; Examples of educational governance structures; An examination of the role that governance structures play in the processes of institutional self-evaluation and public accountability; The role of educational institutions as social hubs for service delivery and community and development e.g. extended services in schools (UK) /full-service schools (US), Universities as providers of CPD / technological development (spin-off companies); and The role of governing bodies as critical friends with accountability, evaluation and support responsibilities and how leaders relate to governance structures when employing these varying roles.

Part I Common/ Compulsory

Code	Module Title	ECTS	Type
EDUC6456	Education Research: Practice and Methods	10	Compulsory
EDUC6347	Learning and Teaching	10	Compulsory
EDUC6353	Understanding Education Research	10	Compulsory

Part I Core

Code	Module Title	ECTS	Type
EDUC6342	Dissertation	30	Core
EDUC6345	Leadership in Education	10	Core
EDUC6349	Management in Education Organisations	10	Core

Part I Optional

Code	Module Title	ECTS	Type
EDUC6442	Context of Lifelong Learning	10	Optional
EDUC6457	Globalisation and Education Policy	10	Optional

Part II

Part II Core

Code	Module Title	ECTS	Type
EDUC6342	Dissertation	30	Core

Practice and Innovation Pathway

Part I

Full-time: You will normally study the programme over a 12 month period except for the Education Specific Learning pathway which you will normally study over an 18 month period (you may have an opportunity to complete your studies in 12 months).

Your teaching will normally take place weekly in half semester blocks studying up to three modules. The taught component of the programme is divided into two semesters during which time students study six modules (60 ECTS/120 CATS). Students undertake a period of supervised research for a Master's dissertation at a value of (30ECTS/60 CATS).

With the exception of the Dissertation module, all your modules will 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. You will study six modules and, complete a dissertation. The modules you study will normally comprise three common modules, two pathway modules, one option module and the dissertation. Students undertake a period of supervised research for a Master's dissertation at a value of (30ECTS/60 CATS).

The structure of the programme and the modules currently offered are set out below. Of the modules shown against each Part of your programme, some are compulsory (i.e. enrolment is automatic) and others are optional. Against each Part, you are directed to which modules are compulsory and which are optional. The option modules shown below constitute an indicative list; there will always be choice but the options might vary between years. A full list of modules and rules will be available to you via the Student Record Self-Service system once you enrol at the University

You may follow one of the specified pathways or follow a more general route, which includes selecting two modules, one from any two of the defined pathways, the three common modules, one option module, and the dissertation.

The following paragraphs briefly describe each of the modules:

Common Modules

- Understanding Education Research (EDUC6353)

In a research-led university, this module provides you with opportunities to engage critically with important issues such as: Recognising and situating Education Research; Developing detailed understanding and appreciation of the Philosophy of Education Research; Education Research Design; Quantitative and qualitative methodologies and approaches to research; plus the Critiquing of Education Research.

- Learning and Teaching (EDUC6347)

This module has the learner, learning setting and the role of the teacher as its focus. The content of this

module will typically draw on a range of research and will focus on examining various aspects of learning and teaching including: the nature of knowledge, past and current theories/models about learning and teaching, alternative insights and research on factors that influence learning and teaching at different education phases.

- **Education Research Practice and Methods (EDUC6456)**

This module will introduce you to the content and structure of the dissertation and prepare you for designing and undertaking a small-scale research project in education. The sessions will focus on helping you formulate appropriate research problems and questions, consider when it is appropriate to use quantitative or qualitative methods for data collection and develop a good research proposal. You will also have the opportunity to practice skills that are required for the design and use of a quantitative or qualitative instrument for data collection (questionnaire, interview, focus group or observation).

Core Module

- **Dissertation (EDUC6342)**

To complete the MSc Education or any of the MSc Education awards successfully, you must also complete the Dissertation Module successfully. The dissertation builds on work undertaken across other modules and provides you with an opportunity to undertake a piece of independent research in a chosen topic. Normally, your dissertation will be individually supervised. The length of the dissertation will be between 15,000 and 17,000 words.

Option Modules

- **Globalisation and Education Policy (EDUC6457)**

In recent decades globalisation has impacted national education policies in industrialised, emerging and developing economies. This module will look at the different ways in which some education systems in different regions have changed their policies and provision of education in the hope of raising competitiveness and fitting in with the current knowledge economy. Ways in which these changes have impacted upon the teaching and learning processes of such systems will be examined.

- **The Social Context of Education and Lifelong Learning (EDUC6442)**

The module provides an understanding of the social context of education. This includes the ways in which education systems reflect broader economic, political, social and cultural structures and values; how these inform education policy; the impact of policy on education practice; and the experiences of learners. Drawing on theories of the sociology of education, the module examines educational inequalities (in relation to, for example, educational attainment, access and progression) and the factors that shape them.

MSc Education Practice and Innovation

- **Inclusive Practices in Education (EDUC6458)**

This module allows participants to explore ways of reaching out to all learners, in varied educational contexts, with the aim being to enable all learners to reach their full potential and achieve satisfactory outcomes. There will be a strong emphasis on finding ways to develop inclusive practices to meet the needs of all learners, including those defined as having special educational needs, travellers, those from low social backgrounds, from ethnic minorities etc.

- **Investigating Innovations in Learning and Teaching (EDUC6344)**

Your study in this module will provide an overview of the current and potential developments to support teaching and learning; you will investigate and seek to evaluate and assess learning and teaching contexts which encourage innovations and consider the possible barriers to innovation. Your pre-conceptions of the role technological innovations in such settings will be challenged. Where appropriate, models of innovation and technological adoption within organisations and for individuals will be assessed and evaluated.

Part I Common/Compulsory

Code	Module Title	ECTS	Type
EDUC6456	Education Research: Practice and Methods	10	Compulsory
EDUC6347	Learning and Teaching	10	Compulsory

EDUC6353	Understanding Education Research	10	Compulsory
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Part I Core

Code	Module Title	ECTS	Type
EDUC6342	Dissertation	30	Core
EDUC6458	Inclusive Practices in Education	10	Core
EDUC6344	Investigating Innovations in Learning and Teaching	10	Core

Part I Optional

Code	Module Title	ECTS	Type
EDUC6442	Context of Lifelong Learning	10	Optional
EDUC6457	Globalisation and Education Policy	10	Optional

Part II

Part II Core

Code	Module Title	ECTS	Type
EDUC6342	Dissertation	30	Core

Specific Learning Difficulties Pathway

Part I

MSc Education Learning Difficulties is not open to new entrants and is currently being taught out. The programme structure is as follows:

Part 1

Core modules

EDUC6357 Assessment and Intervention
EDUC6360 Intro to SpLD

Common modules

EDUC6347 Learning and Teaching
EDUC6350 Policy and Curriculum
EDUC6353 Understanding Education Research

Option Modules

Students seeking accreditation with the British Dyslexia Association (AMBDA membership) must select EDUC6362***

Students must choose one module from the following:

EDUC6343 Globalisation and Internationalisation in Europe
EDUC6351 School Effectiveness and Improvement
EDUC6359 Inclusion and Social Justice in Action
EDUC6362 Professional Practice**
EDUC6413 Training Models and Evaluations

***Not available to new students entering after 2015-16

Part II

Core

EDUC6342 Dissertation

Code	Module Title	ECTS	Type
EDUC6342	Dissertation	30	Core

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 co-ordinators' support. Module co-ordinators may be contacted to organise a time to discuss issues related to the particular modules you are studying at the time. This will be in addition to class contact time.
- Academic/personal tutor. As soon as you register on this programme, you will be allocated an academic/personal 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.
- Module handbooks/outlines. These will be available at the start of each module (often in online format). These include 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.

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 surveys 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 feedback 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

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)
- Institutional Review by the Quality Assurance Agency

Further details on the University's quality assurance processes are given in the [Quality handbook](#).

Criteria for admission

The University's Admissions Policy applies equally to all programmes of study. The following are the typical entry criteria to be used for selecting candidates for admission. The University's approved equivalencies for the requirements listed below will also be acceptable.

Postgraduate programmes

Qualification	Grade/GPA	Subjects requirements	Specific requirements
Bachelors Degree	A first degree at first or	Education or another	

	upper second level from a UK University or an equivalent standard in other qualifications approved by the University.	Social Science subject UG degrees in other disciplines may be permissible if the applicant has experience as a practitioner in Education	
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Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#)

English Language Proficiency

The table below sets out the English proficiency requirements for this programme in terms of the IELTS test. We accept a range of other English proficiency tests including TOEFL and Cambridge Advanced/Proficiency. For full details of the recognised tests and the equivalent requirements in those tests please see www.southampton.ac.uk/admissions-language.

Overall	Reading	Writing	Speaking	Listening
6.5	6.0	6.0	6.0	6.0

Career Opportunities

The MSc Education provides excellent professional development opportunities for anyone working in an education related field, either supporting learning directly, or in management and administration roles. The various pathway majors allow students to differentiate their specialism through the programme and so demonstrate their capacity and understanding of leadership, innovative practice in education, specific learning difficulties and mathematics/science learning and teaching. As well as providing excellent continuing professional development, graduates from our programme have informed us that their work for the Master's degree has helped them to improve their practice and even help in securing promotion.

Our Master's degrees can provide students who are not practitioners with a deep and critical insight into education as a field of study and as a profession and so help inform potential career aspirations. Finally, a Master's degree provides the necessary foundation for progress to postgraduate research study such as our PhD) or Integrated PhD programme which may lead to opportunities to engage in post-doctoral research and a career in Higher Education.

Successful students will be well qualified to progress to study on research degrees in Education or other Social Science disciplines and to utilise research in their practice in teaching or administrative roles across all phases of Education. They may also pursue careers in Education as teachers and institutional leadership or management positions, or within local or national government, as policy advisors or Education consultants.

It is important to note that successful completion of a Master's degree does not provide the necessary qualification to teach in state schools in the UK. That requires study on a programme that includes a component known as qualified teacher status (QTS) such as our Postgraduate Certificate in Education (PGCE) programme.

External Examiner(s) for the programme

Name: Joan Woodhouse - University of Leicester

Name: Phil Wood - University of Leicester

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
Materials	If appropriate for data collection as part of your research, (e.g. Photography, and Recording Equipment).
Software Licenses	Some software is made available to you while a student
Clothing	If appropriate for your research
Conference expenses	If appropriate for your research. (Some support funding is available for conference attendance).
Parking costs (including on placements at hospitals)	If appropriate for your research and/or study
Hardware	If appropriate for your research
Computer discs or USB drives	For back-up and file transfer purposes
Stationery	You will be expected to provide your own day-to-day stationery items, e.g. pens, pencils, notebooks, etc). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks	<p>Where a module specifies core texts these should generally be available 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.</p> <p>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.</p>
Occupational Health, DBS checks or vaccinations	if appropriate for your research.
Approved Calculators	Candidates may use calculators in the examination room only as specified by the University and as permitted by the rubric of individual examination papers. The University approved model is Casio FX-570 This may be purchased from any source and no longer needs to carry the University logo.
Fieldwork: logistical costs	Accommodation, Insurance and Travel costs - if appropriate for your research.
Printing and Photocopying Costs	In the majority of cases, coursework such as essays; projects; dissertations is likely to be submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy. A list of the University printing costs can be found here: http://www.southampton.ac.uk/isolutions/students/printing-for-students.page .

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.