# Programme specification

## 1. Overview/ factual information

| | |
|---|---|
| **Programme/award title(s)** | Masters in Education |
| **Teaching Institution** | Leeds City College |
| **Awarding Institution** | The Open University (OU) |
| **Date of latest OU validation** | |
| **Next revalidation** | |
| **Credit points for the award** | 180 credits |
| **UCAS Code** | N/A |
| **Programme start date** | 1st September 2018 |
| **Underpinning QAA subject benchmark(s)** | Education Studies (2015) |
| **Other external and internal reference points used to inform programme outcomes** | • Quality Assurance Agency. (2014) <u>UK Quality Code for Higher Education. Part A: Setting and Maintaining Academic Standards. The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies</u>. London: QAA.<br>• Quality Assurance Agency. (2015)<u>Characteristics Statement: Master's Degree</u>. London: QAA.<br>• Quality Assurance Agency for Higher Education. (2015) <u>Revised QAA Subject Benchmark Statements for 'Education Studies'</u>. London: QAA<br>• Quality Assurance Agency for Higher Education. <u>UK Quality Code for Higher Education (Quality Code)</u>. London: QAA. |
| **Professional/statutory recognition** | N/A |
| **Duration of the programme for each mode of study (P/T, FT,DL)** | P/T |
| **Dual accreditation (if applicable)** | N/A |
| **Date of production/revision of this specification** | March 2018 |

## 2.1 Educational aims and objectives

The Masters in Education programme will give students (e.g. teachers, lecturers, trainers, educational leaders, or managers and administrators) an opportunity to study education at master's level. It aims to:

- Develop a comprehensive and detailed knowledge of modern educational practice drawing upon a variety of conceptual frameworks and critical approaches.
- Stimulate critical reflection on the impact of social, political and economic factors on education and training at a national and supranational level.
- Support practitioners to develop innovative approaches to learning and workplace training.
- Enable graduates to manage, lead and institute positive change across a range of current contexts for education studies.
- Facilitate collaborative working with external stakeholders and communities, other academics, as well as employers and special interest groups.
- Develop socio-political awareness, dispositions and practices, knowledge and skills relevant to working with diverse student populations.
- Encourage graduates to formulate research priorities for the immediate future.
- Empower graduates to face new occupational challenges across the changing contexts of education and training through the acquisition of transferable knowledge and skills and complex problem-solving strategies.
- Prepare practitioners to negotiate the challenges associated with changing national policy directives and institution-wide priorities.
- Cultivate intellectual curiosity and intellectual independence through project-based, activity-orientated and self-regulated learning.

## 2.2 Relationship to other programmes and awards

N/A

## 3. Programme outcomes

Intended learning outcomes are listed below.

| 3A. Knowledge and understanding | |
|---|---|
| **Learning outcomes:** | **Learning and teaching strategy/assessment methods** |
| **A1**    Engage critically with a range of research methods used in the field of education studies. | <ul><li>Critical Friendship Groups (CFGs)</li><li>Suggestion Circles</li><li>Critical Dialogue Space</li><li>Problem Solving Protocols</li><li>Case Study Analysis</li><li>Self-Regulated Learning and Research</li><li>Discussion seminars</li><li>Individual presentations</li><li>Research discussions</li><li>Collaborative Learning Groups (CLGs)</li><li>Situated workplace learning</li><li>Lectures</li><li>E-learning</li></ul>**Assessment methods**<ul><li>Annotated Bibliography</li><li>Living Poster</li><li>Paper</li><li>Evaluative report</li><li>Research report</li><li>Online Multimedia Exhibit</li><li>Design Project</li><li>Research Proposal</li><li>Dissertation</li></ul> |
| **A2**    Critically examine a range of theoretical and research-based evidence to extend knowledge and understanding of education studies and accommodate new principles and understandings. | |
| **A3**    Critically appraise a range of literature relevant to current themes and issues in education studies including philosophical perspectives and alternate approaches. | |
| **A4**    Critically evaluate the degree to which ethical constraints determine the nature and conditions of contemporary professional practice and manage these constraints in practice. | |

| 3B. Cognitive skills | |
|---|---|
| **Learning outcomes:** | **Learning and teaching strategy/ assessment methods** |
| **B1** Integrate and synthesise evidence from a range of professional discourses on education as a basis for research-informed practice and problem resolution. | <ul><li>Critical Friendship Groups (CFGs)</li><li>Suggestion Circles</li><li>Critical Dialogue Space</li><li>Problem Solving Protocols</li><li>Case Study Analysis</li><li>Self-Regulated Learning and Research</li><li>Discussion seminars</li><li>Individual presentations</li><li>Research discussions</li><li>Collaborative Learning Groups (CLGs)</li><li>Situated workplace learning</li><li>Lectures</li><li>E-learning</li></ul> **Assessment methods** <ul><li>Annotated Bibliography</li><li>Living Poster</li><li>Paper</li><li>Evaluative report</li><li>Research report</li><li>Online Multimedia Exhibit</li><li>Design Project</li><li>Research Proposal</li><li>Dissertation</li></ul> |
| **B2** Make sound and ethical empirical judgements on the outcomes of educational processes in the context of a changing educational environment. | |
| **B3** Challenge existing assumptions and paradigms in educational theory and practice to propose or formulate novel solutions to practice problems. | |

| 3C. Practical and professional skills | |
|---|---|
| **Learning outcomes:** | **Learning and teaching strategy/ assessment methods** |
| **C1**   Adopt a critically responsive stance to practice with due regard to ethical constraints and their impact on educational processes.<br><br>**C2**   Demonstrate intellectual and professional autonomy drawing upon tacit knowledge and generating own answers to practice problems. | • Critical Friendship Groups (CFGs)<br>• Suggestion Circles<br>• Critical Dialogue Space<br>• Problem Solving Protocols<br>• Case Study Analysis<br>• Self-Regulated Learning and Research<br>• Discussion seminars<br>• Individual presentations<br>• Research discussions<br>• Collaborative Learning Groups (CLGs)<br>• Situated workplace learning<br>• Lectures<br>• E-learning<br><br>**Assessment methods**<br><br>• Annotated Bibliography<br>• Living Poster<br>• Paper<br>• Evaluative report<br>• Research report<br>• Online Multimedia Exhibit<br>• Design Project<br>• Research Proposal<br>• Dissertation |

| 3D. Key/transferable skills | |
|---|---|
| **Learning outcomes:** | **Learning and teaching strategy/ assessment methods** |
| **D1** Adopt an evaluative stance to own professional trajectory relating the acquisition of new knowledge and skills to current skills, knowledge, and perspectives. | • Critical Friendship Groups (CFGs)<br>• Suggestion Circles<br>• Critical Dialogue Space<br>• Problem Solving Protocols<br>• Case Study Analysis<br>• Self-Regulated Learning and Research<br>• Discussion seminars |
| **D2** Engage effectively in academic discussion and negotiate a range of diverse perspectives across a variety of media. | • Individual presentations<br>• Research discussions<br>• Collaborative Learning Groups (CLGs)<br>• Situated workplace learning<br>• Lectures<br>• E-learning |
| **D3** Select appropriate numerical and statistical methods for complex and open-ended evidence-based analysis making valid references from data to own context. | **Assessment methods** |
| **D4** Select and use a range of relevant software applications for different tasks within the teaching and learning context. | • Annotated Bibliography<br>• Living Poster<br>• Paper<br>• Evaluative report<br>• Research report<br>• Online Multimedia Exhibit<br>• Design Project<br>• Research Proposal<br>• Dissertation |

## 4. Programme Structure

The MA in Education Studies (180 credits) will run over three years in accordance with the following structure:

| Programme Structure - LEVEL 1 | | | |
|---|---|---|---|
| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** |
| Education Studies | 30 | | |
| Contemporary Education Policy | 30 | | |

| Programme Structure - LEVEL 2 | | | |
|---|---|---|---|
| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** |
| Educational Inquiry | 30 | Change Management in Education | **30** |
| | | Applied Critical Pedagogy | **30** |
| | | Changing Contexts for Learning | **30** |
| | | Specific Educational Needs | **30** |
| | | Literacy and Language Learning | **30** |
| | | Education for Sustainable Development | **30** |

| Programme Structure - LEVEL 3 | | | |
|---|---|---|---|
| **Compulsory modules** | **Credit points** | **Optional modules** | **Credit points** |
| Dissertation | 60 | | |

Candidates who are unable to fulfil all of the requirements of study for the MA in Education Studies (180 credits) can gain the following awards at each exit point: **Year 1** - Postgraduate Certificate in Education Studies (60 credits); and **Year 2** - Postgraduate Diploma in Education Studies (120 credits).

**Year 1: Structure**

As the diagram below shows, the modules titled Education Studies and Contemporary Education Policy will run over Semesters 1 and 2 respectively. Students will attend four 6-hour dayschools per semester at the University Centre throughout the course of the academic year. These will take place on a Saturday. Students are expected to undertake independent learning between sessions:

**Education Studies**

**Semester 1 (Weeks 1-15)**

**4 dayschools**

**Contemporary Education Policy**

**Semester 2 (Weeks 16-30)**

**4 dayschools**

**Year 2: Structure**

As the diagram below shows, the generic module titled Educational Inquiry will be delivered in Semester 1 and students will undertake their chosen specialist module in Semester 2. Students will attend four 6-hour dayschools per semester at the University Centre throughout the course of the academic year. These will take place on a Saturday. Students are expected to undertake independent learning between sessions:

| **Educational Inquiry**<br><br>**Semester 1 (Weeks 1-15)**<br>**4 dayschools** | **Specialist Module**<br><br>**Semester 2 (Weeks 16-30)**<br>**4 dayschools** |
|---|---|

**Year 3: Structure**

In the third year of the programme, students will be working towards the dissertation module. This will be undertaken across both semesters, with tutorial support built into the schedule. Key milestones will be built into the third year to determine student progress. Students will attend two 6-hour dayschools per semester at the University Centre throughout the course of the academic year. Tutorials will take place in addition to the dayschools and it is expected that students will engage in self-regulated learning between sessions with their tutor(s):

| **Dissertation**<br><br>**(Weeks 1-30)** |
|---|

## 5. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules**
- **where in the programme structure students must make a choice of pathway/route**

- The course promotes choice and flexibility and candidates can choose from one of six specialist modules depending on the field of education that interests them.
- The programme includes relatively unique content areas when compared with regional providers (e.g. sustainability principles and critical pedagogy).
- The programme will support promotion into Educational Leadership and Management positions and includes a module titled Change Management in Education. This is a unique content area.
- All seminars will be held on Saturdays. Students will have access to online support and teaching materials (e.g. podcasts and webinars) between sessions. All students will be given a chromebook at the start of their studies to facilitate access to these resources.
- The programme includes a series of workshops that focus on academic literacy skills in the induction phase. Students will be able to acquire notional credits upon completion of these workshops.
- Assessment strategies are distinctive (e.g. the use of an Online Multimedia Exhibit and the Living Poster method) and promote collaboration in an innovative way.

## 6. Support for students and their learning

- The course will begin with a thorough Induction Programme that introduces the educational aims of the programme. To assist our students with academic criticality we will offer a series of workshops that focus on academic literacy skills in the induction phase. Students will be able to acquire notional credits upon completion of these workshops.
- The first workshop will be titled "Forming an Academic Identity". A key aim of the workshop is to help to remove the barriers that may exist for students when transitioning onto a Masters programme. The workshop will aim to improve students' confidence in accessing academic literature and examine the ways in which we use voice to articulate the complexities of our practice, expertise and knowledge and to persuade others. The workshop will highlight the importance of critical autobiography as a gateway into practitioner research. This intervention does link to one of the defining principles of an Education Studies degree outlined in the revised Subject Benchmark Statements for 'Education

Studies' (2015), which is to "promote a range of qualities in students including intellectual independence and critical engagement with evidence".

- The second workshop will be titled "Becoming an Independent Learner" and will aim to develop students' understanding of the key elements of self-regulated learning. Workshop Nos. 1 and 2 are designed to enhance the transition experience of students into academic life and Level 7 study.
- The third workshop will be titled "Academic Formats" and will develop students' understanding of the modes of learning in HE at postgraduate level.
- The induction phase will also highlight the importance of belonging to an e-professional community will take place. It will consider the key concepts that underpin the course and identify the attributes and aptitudes that learners already have and those that they would like to develop. Learners will also be introduced to the concepts of Critical Friendship Groups (CFGs) and Collaborative Learning groups (CLGs) (two teaching and learning strategies that are used throughout the programme) at the induction stage and will form a supportive CFG with group members.
- Course and Module Handbooks relating to the support services (Student Services, Library, Careers etc) available at Leeds City College will be distributed.
- The team will give timely and extensive formative and summative feedback of assessed work.
- One-to-one academic guidance from personal tutors will be given and areas for improvement and future learning needs and actions are identified. Online support and tutorials will be available between sessions.
- A discursive approach to learning and problem-solving through action learning sets, CFGs and online collaborative discussion through an online platform has been built into the design of the programme.
- Extensive learning resources will be available. Students will receive initial guidance on how to identify, locate and use learning materials in the Leeds City College Learning Centre and elsewhere.
- Access to student support services such as Careers Guidance, Financial Services, Counselling and Health and Wellbeing services in the college will be given.
- Students will be invited to sit on course committees, which will be held bi-annually.
- Learner involvement initiatives will be incorporated into curriculum planning, delivery and review, including tools for consulting learners.
- All cohorts will have a learner representative and regular forums will be held.
- Students will be encouraged to share their own agendas for change on course committees.

**7. Criteria for admission**

- A good undergraduate degree (first or 2:1 Honours degree, or equivalent) in a relevant or closely related subject from a recognised university, or
- A 2:2 Honours degree, or equivalent, plus substantial work experience in a relevant field or sector.
- A professional or vocational qualification in education equivalent to Level 6 study.
- Candidates will need to be working in a teaching or teaching-related, support or leadership position in the relevant sector. Candidates who already have 60 credits at Level 7 in a relevant subject area might be able to count the credits acquired towards Stage 1 of the qualification by applying for credit transfer through the Leeds City College APL/APEL policy and process. Applicants are required to complete, submit and have a proposal for APL/APEL approved prior to enrolment. For candidates who have 30 credits at Level 7, 30 credits will be mapped to the Stage 1 modules to determine which modules they are exempt from.

**8. Language of study**

English.

**9. Information about assessment regulations**

All modules are non-compensatable.

**10. Methods for evaluating and improving the quality and standards of teaching and learning.**

In addition to the Annual Programme Monitoring process the following mechanisms are in operation:

- Peer Review
- Annual Planning
- Peer Observation
- Student module reviews
- Tutor module reviews
- Enrolment and induction reviews
- Course Committee meetings
- Pathway Committee meeting
- Student Pathway meetings

## Annexe 1 - Curriculum map

| Level | Study module/unit | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Education Studies | | ✓ | ✓ | | | | | | | ✓ | | | | | | | ✓ | | | | | | | | ✓ | ✓ | | ✓ | | | |
| | Contemporary Education Policy | ✓ | | | ✓ | | | | | ✓ | | ✓ | | | | | | | ✓ | | | | | | | | | ✓ | | | | |

| Level | Study module/unit | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | Educational Inquiry (Compulsory) | | ✓ | | ✓ | | | | | ✓ | | ✓ | | | | | | ✓ | | | | | | | | | | ✓ | ✓ | | | |
| | **Change Management in Education (Optional)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Change Management in Education | ✓ | | ✓ | | | | | | | ✓ | ✓ | | | | | | | ✓ | | | | | | | | | | ✓ | | | |
| | **Critical Pedagogy (Optional)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Applied Critical Pedagogy | | | ✓ | ✓ | | | | | ✓ | | ✓ | | | | | | | ✓ | | | | | | | ✓ | | | | | | |
| | **Changing Contexts for Learning (Optional)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Changing Contexts for Learning | ✓ | ✓ | | | | | | | ✓ | ✓ | | | | | | | ✓ | | | | | | | | | | | ✓ | | | |
| | **Education for Sustainable Development (Optional)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Education for Sustainable Development | | ✓ | ✓ | | | | | | | ✓ | ✓ | | | | | | ✓ | | | | | | | | ✓ | | | | | | |
| | **Literacy and Language (Optional)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Literacy and Language Learning | | ✓ | | ✓ | | | | | ✓ | ✓ | | | | | | | | ✓ | | | | | | | ✓ | | | | | | |
| | **Specific Educational Needs (Optional)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Specific Educational Needs | | ✓ | | ✓ | | | | | ✓ | ✓ | | | | | | | ✓ | | | | | | | | ✓ | | | | | | |

| Level | Study module/unit | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | **Dissertation** | ✓ | | ✓ | | | | | | | ✓ | ✓ | | | | | | ✓ | | | | | | | | ✓ | | ✓ | ✓ | | | |

## Annexe 2 – Assessment Chart

### Year 1

| Module Name | Formative Assessment Type and Week of Completion | Summative Assessment Type and Week of Submission |
|---|---|---|
| **Level 7** | | |
| **Education Studies (Semester 1: Weeks 1-15)** | Peer discussion within Critical Friendship Group either face-to-face or via the e-learning environment; observations of presentations; triggers for Learning Conversations (e.g. reflective and analytical questioning). | **Task 1: Living Poster** 50% - 3000 words **Submission:** Week 8<br><br>**Task 2: Annotated Bibliography** 50% - 3000 words. **Submission:** Week 15 |
| **Contemporary Education Policy (Semester 1: Weeks 16-30)** | Individual and whole-class feedback through discussion seminars; observation of one-minute paper to the group presented to peers via Web 2.0 technology; observation of contributions and responses to Real Life Case Analysis; observation of contributions to and performance in Critical Dialogue Space. | **Task: Evaluative report** 100% - 6000 words **Submission:** Week 30 |

### Year 2

| Module Name | Formative Assessment Type and Week of Completion | Summative Assessment Type and Week of Submission |
|---|---|---|
| **Level 7** | | |
| **Compulsory** | | |
| **Educational Inquiry (Semester 1: Weeks 1-15)** | Blogging in study syndicates (e.g. Critical Friendship Groups); literal to higher-order questioning; formative writing tasks; self-review as students gradually learn to take significant responsibility for setting their own learning goals and for evaluating their own progress; observation of classroom debate. | **Task: Research Proposal** 100% - 6000 words **Submission:** Week 15 |
| **Critical Pedagogy (Optional Module)** | | |
| **Applied Critical Pedagogy (Semester 2: Weeks 16-30)** | Individual and whole-class feedback through discussion seminars; observation of one-minute paper to the group presented to peers via Web 2.0 technology; observation of contributions and responses to Real Life Case Analysis; observation of contributions to and performance in Critical Dialogue Space. | **Task 1: Evaluative report** 100% - 6000 words **Submission:** Week 30 |

| Change Management in Education (Optional Module) | | |
|---|---|---|
| **Change Management in Education (Semester 2: Weeks 16-30)** | Individual and whole-class feedback through discussion seminars; observation of one-minute paper to the group presented to peers via Web 2.0 technology; observation of contributions and responses to Real Life Case Analysis; observation of contributions to and performance in Critical Dialogue Space. | **Task 1: Poster presentation** 50% - 3000 words (equivalent) **Submission:** Week 25<br><br>**Task 2: Research report** 50% - 3000 words **Submission:** Week 30 |
| Education for Sustainable Development (Optional Module) | | |
| **Education for Sustainable Development (Semester 2: Weeks 16-30)** | Individual and whole-class feedback through discussion seminars; peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; tutorials, including brief review checks through planned or spontaneous questioning; blogging in study syndicates (e.g. Critical Friendship Groups); discussion and reflection about the module (including criteria and standards) using Web 2.0 technology; observation of contributions to and performance in Critical Dialogue Space; triggers for Learning Conversations (e.g. reflective and analytical questioning). | **Task: Individual Investigation presented as Online Multimedia Exhibit** 100% - 6000 words **Submission:** Week 30 |
| Changing Contexts for Learning (Optional Module) | | |
| **Changing Contexts for Learning (Semester 2: Weeks 16-30)** | Individual and whole-class feedback through discussion seminars; peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; tutorials, including brief review checks through planned or spontaneous questioning; blogging in study syndicates (e.g. Critical Friendship Groups); discussion and reflection about the module (including criteria and standards) using Web 2.0 technology; observation of contributions to and performance in Critical Dialogue Space; triggers for Learning Conversations (e.g. reflective and analytical questioning). | **Task 1: Poster presentation** 50% - 3000 words (equivalent) **Submission:** Week 25<br><br>**Task 2: Evaluative report** 50% - 3000 words **Submission:** Week 30 |
| Literacy and Language Learning (Optional Module) | | |
| **Literacy and Language Learning (Semester 2: Weeks 16-30)** | Individual and whole-class feedback through discussion seminars; observation of one-minute paper to the group presented to peers via Web 2.0 technology; observation of contributions and responses to Real Life Case Analysis; observation of contributions to and performance in Critical Dialogue Space. | **Task: Design Project** 100% - 6000 words **Submission:** Week 30 |

| Specific Educational Needs (Optional Module) | | |
|---|---|---|
| **Specific Educational Needs (Semester 2: Weeks 16-30)** | Individual and whole-class feedback through discussion seminars; observation of one-minute paper to the group presented to peers via Web 2.0 technology; observation of contributions and responses to Real Life Case Analysis; observation of contributions to and performance in Critical Dialogue Space. | **Task: Design Project** 100% - 6000 words. **Submission:** Week 30 |

## Year 3

| Module Name | Formative Assessment Type and Week of Completion | Summative Assessment Type and Week of Submission |
|---|---|---|
| **Level 7** | | |
| **Dissertation (Semester 1: Weeks 1-30)** | Individual and whole-class feedback through discussion seminars; peer discussion within study syndicates (e.g. Critical Friendship Groups) either face-to-face or via the e-learning environment; tutorials, including brief review checks through planned or spontaneous questioning. | **Task: Dissertation** 100% - 12000 words **Submission:** Week 30 |

## Annexe 3 – Assessment Grid

### Year 1

| Module Title | Annotated Bibliography | Living Poster | Evaluative Report |
|---|---|---|---|
| Education Studies | 50% 3000 | 50% 3000 | |
| Contemporary Education Policy | | | 100% 6000 |

### Year 2

| Module Title | Evaluative Report | Poster | Research Report | Individual Investigation presented as an Online Mutimedia Exhibit | Design Project | Research Proposal |
|---|---|---|---|---|---|---|
| Educational Inquiry | | | | | | 100% 6000 |
| Change Management in Education | | 50% 3000 | 50% 3000 | | | |
| Applied Critical Pedagogy | 100% 6000 | | | | | |
| Changing Contexts for Learning | | 50% 3000 | 50% 3000 | | | |
| Education for Sustainable Development | | | | 100% 6000 | | |
| Literacy and Language Learning | | | | | 100% 6000 | |
| Specific Educational Needs | | | | | 100% 6000 | |

**Year 3**

| Module Title | Dissertation |
|---|---|
| **Dissertation** | 100% 12000 |

# Annexe 4 – Teaching and Learning Grid

| | Critical Friendship Groups (CFGs) | Suggestion Circles | Critical Dialogue Space | Problem Solving Protocols | Case Study Analysis | Self-Regulated Learning and Research | Discussion Seminars | Individual Presentations | Research Discussions | Collaborative Learning Groups (CLGs) | Situated Workplace Learning | Lectures | E-learning | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year 1** | | | | | | | | | | | | | | |
| Education Studies | X |  | X |  |  | X | X | X |  |  | X | X |  | |
| Contemporary Education Policy |  |  | X |  | X | X | X | X |  | X |  | X | X | |
| **Year 2** | | | | | | | | | | | | | | |
| Educational Inquiry |  | X |  | X | X | X | X |  | X | X |  |  | X | |
| Change Management in Education | X |  |  | X |  | X | X |  | X |  | X |  | X | |
| Applied Critical Pedagogy | X |  | X |  | X | X | X |  | X |  |  | X | X | |
| Changing Contexts for Learning |  | X |  | X | X | X | X | X |  | X | X |  |  | |
| Education for Sustainable Development |  |  | X |  | X | X | X | X | X |  |  | X | X | |
| Literacy and Language Learning | X | X |  | X | X | X | X |  |  | X | X |  |  | |
| Specific Educational Needs | X | X | X | X | X | X | X |  |  | X | X |  |  | |
| **Year 3** | | | | | | | | | | | | | | |
| Dissertation | X | X |  | X |  | X | X |  | X |  | X |  | X | |