MASTER OF EDUCATION (TECHNICAL AND VOCATIONAL EDUCATION)

1. Qualification **MA**	2. Programme Title **Master of Education (Technical and Vocational Education)**	3. UCAS Code **N/A**	4. Programme Type **Modular** **Full-time** **Part-time**

5. Main Purposes and Distinctive Features of the Programme

The main purpose is to be able to recognise and evaluate intrinsic aspects of vocational education. There is an in-depth analysis of the role of vocational education with a recognition that over recent years there has been a growing belief that one of the key requirements for a country's growth and development is an effective vocational training system. Such a system should be capable of equipping trainees with the transferable skills and knowledge necessary in today's fast changing world. Competency-based training is now widely regarded as providing the most effective means of achieving these goals. In the UK, competency-based training has led to the development of a framework of National Vocational Qualifications (NVQs) and General National Vocational Qualifications (GNVQs).

6. What a graduate should know and be able to do on completion of the programme
The specific objectives are that by the end of their chosen programme of study within the scheme, students will have:

1. **explored educational research, as practitioners and readers;**
2. **acquired a secure understanding of subject knowledge in their selected areas of study;**
3. **acquired skills and abilities necessary for them to pursue the demands of their chosen programme successfully;**
4. **applied subject knowledge, skills and abilities so gained to their own professional context in order to address areas of concern and development needs in an informed, justifiable manner;**
5. **made informed comment on the applicability, relevance and usefulness of theories, concepts, models, methodologies and techniques applied to practice;**
6. **evaluated, reviewed and reflected upon their assignment / project work, and provided a reasoned identification of aspects requiring further development.**

Knowledge and understanding in the context of the subject(s)

1. **Identified the key features of competency-based training systems (EDU4030)**
2. **Analysed and evaluated existing vocational training systems and curricula and develop these in terms of performance outcomes. (EDU4030)**
3. **Identified and selected learning and teaching strategies appropriate for use within a competency-based training system (EDU4011)**
4. **Identified both the advantages and limitations of competency-based training approaches based on established models. (EDU4011)**
5. **Described, analysed and discussed concepts of lifelong learning and widening participation within the context of international development (EDU4030)**
6. **Traced the historical and socio-background to the lifelong learning and widening participation movements and analysed their impact on education and training (EDU4030)**
7. **Identified the millennium development goals (MDG) and discussed significant events which led up to their creation.(EDU4011)**

Cognitive skills in the context of the subject(s)

1. **Distinguish between qualitative and quantitative approaches in educational research. (EDU3100)**
2. **Develop an awareness of the practical aspects of the management of organisations. (EDU4002)**
3. **Develop a comprehensive and realistic perspective on a range of management**

Subject-specific practical/professional skills

1. **Demonstrate an understanding of ethical issues in their analysis of the work of others and in their own work (EDU3100)**
2. **Be able to relate relevant theoretical concepts covered in the module to educational practices. (EDU4035)**
3. **Carry out research and development work. (EDU5000)**
4. **Have applied theory to their own area of practice. (EDU4035)**
5. **Research and finally produce a written assignment on a topic negotiated with their tutor. (EDU4002)**
6. **Apply theoretical approaches to their working environment. (EDU4003)**
7. **Understand and where necessary participate in management activities. (EDU4002)**
8. **Develop skills and techniques appropriate to an organisational manager. (EDU4002)**

Other skills (e.g. key/transferable) developed in subject or other contexts

1. **Identify their own needs and weaknesses in respect of analytical writing, and plan and undertake appropriate action. (EDU3100)**
2. **Use appropriate techniques and software applications to produce components of Masters level documents. (EDU3100)**
3. **Use ICT appropriate to their programme of study; e.g. to interact with tutors and peers over the internet, to access course documentation and learning resources from the scheme's web site. (EDU3100)**

issues. (EDU4002)
4. Understand the conceptual frameworks developed in the module and be able to interpret them appropriately in relation to your professional practice.
5. Evaluate the appropriateness of different research paradigms as applied to specific research examples. (EDU3100)
6. **Have read widely and critically and demonstrated an understanding of the key theoretical concepts. (EDU4035)**
7. Undertake critical analysis and evaluation of relevant theoretical views and empirical work within the chosen area of study. (EDU5000)
8. Have critically discussed policy and approaches to curriculum delivery. (EDU4020)
9. Discuss and analyse management case studies and reports in the light of management theory and their own working practice. (EDU4002)
10. Critically review the literature on management topics. (EDU4002)
11. Analyse and critically discuss management case studies, investigations, reports and research papers. (EDU4002)
12. **Have read and critiqued research conducted and reported by others. (EDU4035)**

4. Use appropriate techniques to undertake literature searches by traditional and electronic means. (EDU3100)
5. Present seminar papers. (EDU4002)
6. Document study and findings in the form of a dissertation(EDU5000)
7. Plan and undertake appropriate study, research, and development work, as necessary in pursuit of the objectives. (EDU5000)
8. Produce a self-profile of current skills, knowledge, and expertise. (EDU4002)
9. Produce a profile of own developmental needs. (EDU4002)
10. Plan, prepare and give presentations. (EDU4002)
11. Communicate effectively orally and in writing. (All modules)
12. Work effectively in groups. (All modules)

7. Qualities, Skills & Capabilities Profile

A Cognitive	B Practical	C Personal & Social	D Other
Analytical skills	**Conduct literature searches**	**Analyse strengths and limitations of own work**	**Use information technology**
Evaluative skills	**Plan, design, conduct research**	**Work effectively in groups**	**Give presentations**
Skills in synthesising	**Analyse and report research findings**	**Work independently**	**Reflect on own experience and practice**
Critical analysis	**Write assignments and dissertations**	**Plan effectively**	**Ethics**
Research skills	**Follow appropriate ethical practice**	**Communicate effectively both orally and in writing**	**Review literature**
Enquiring skills	**Relate theory to practice**	**Manage time effectively**	**Scholarship**
	Analyse case studies, reports and research findings	**Participate in discussions**	
	Critique articles and research conducted by self and others		

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units
Masters Degree: average 3 years (maximum 5 years) part-time, 1 year full-time, 180 credits
Postgraduate Diploma: Min. 3 semesters (max 4 years) part-time, 2 semesters full-time, 120 credits
Postgraduate Certificate: Min. 2 semesters (max 2 years) part-time, 1 semesters full-time, 60 credits

Part II II *Students take 3 core modules + 3 option modules* (must include the 2 specialist options) *+ a dissertation*

Students must complete 3 module assignments in the specialist field of technical and vocational education. Two will be for the two specialist modules and the third can be from any of the other modules taken by the student.

	Core Modules	**Options** (normally 20 credits each)	**Project (60 credits)**
HE6 Modules	**EDU3100 Research Awareness and Support Skills** **Or, where more appropriate** **EDU4000 Research Methods - Field Studies**		
HE7 Modules	**EDUEDU4002 Organisational Management** **And** **EDU4001 Curriculum Studies**	**Three from:** **EDU4030 International Developments in 21st Century** **EDU4011 Competency-based Training in Vocational Education** **EDU4012 Staff Development and Appraisal in Vocational Education** **EDU4019 Mentoring and the Support of Personal Development in Education**	**DISS/EDU5000. Dissertation**

9. Learning, Teaching and Assessment Strategy	10. Other Information *(including compliance with relevant University policies)*
Learning and Teaching Methods **Tutor and student led seminars** **Lectures** **Student presentations** **Student research** **Case studies** **Discussion** **Group and Individual work** **Tutorials** **Practical work** **Student activities** **Assessment Methods** **Oral presentations** **Written assignments e.g. essays and reports** **Dissertation** **Case studies** **Assessment Classification System** **Successful** **Unsuccessful** **Honours Classification Bands**	**Date programme first offered** **September 1998** **Admissions Criteria** *Standard Requirements* **Applicants for the existing Masters will normally have:** **(i) a Certificate in Education, or a PGCE, or an equivalent teaching qualification** **and** **(ii) recent teaching / training experience** **and** **(iii) one of the following qualifications:** **an Honours Degree;** **a Postgraduate Diploma;** **a Professional Qualification recognised by Bolton Institute as equivalent to an Honours Degree** **and**

N/A	**(iv) applicants from overseas whose first language is not English will normally be required to have a current IELTS score of 6.5 from an accredited centre.** ***Non Standard Entry*** **University of Bolton may admit applicants who are unable to meet these conditions but hold alternative qualifications and/or experience demonstrating appropriate knowledge and skills at Honours Degree level, as exceptional entrants to the Postgraduate Diploma in the first instance. Progression onto the Masters award will be conditional upon satisfactory completion of the requirements for the Postgraduate Diploma.** **<u>Indicators of Quality and Standards</u>** **High scores by students on the Student Satisfaction Questionnaires** **High scores by students on the Module Evaluation Questionnaires** **Tutor evaluation reports** **Feedback from staff and students at Scheme Committee** **Feedback from the External Examiner** **External Examiner Reports** **Students' assignment work**

CURRICULUM SKILLS MAP

Modules Level H6	Learning to Learn	Communication	Group-work/Working with others	Problem-solving and Planning	Self Management	Use of ICT	Numeracy
EDU3100 Research Awareness and Support Skills	√	√	√	√	√	√	√

Modules Level H7	Learning to Learn	Communication	Group-work/Working with others	Problem-solving and Planning	Self Management	Use of ICT	Numeracy
EDUEDU4002 Organisational Management	√	√	√	√	√	√	
EDU4001 Curriculum Studies	√	√	√	√	√	√	
EDU4030 International Developments in 21st Century	√		√	√	√	√	√
EDU4011 Competency-based Training in Vocational Education	√	√	√	√	√	√	√
EDU4012 Staff Development and Appraisal in Vocational Education	√	√	√	√	√	√	
EDU4035 Effective practice in the delivery of HE in FE	✓	✓	✓	✓	✓	✓	
EDU 4003 Work-Based Module - Developments	√	√		√	√	√	
EDU5000 Dissertation	√			√	√	√	√

ASSESSMENT SUMMARY TABLE

	Essay	Presentation (tutor-assessed)	Dissertation
EDU3100 Research Awareness and Support Skills	**Two 1500 word reports**		
EDU4002 Organisational Management	**5000 words**		
EDU4001 Curriculum Studies	**5000 words**		
EDU4030 International Developments in 21st Century	**5000 words**		
EDU4012 Staff Development and Appraisal in Vocational Education	**5000 words**		
EDU4011 Competency-based Training in Vocational Education	**5000 words**		
EDU4003 Work-Based Module - Developments	**Report of 3000 words Evidence File.**		
EDU4035Effective practice in the delivery of HE in FE	**5000 words**		
EDU5000 Dissertation			**20,000 word**