Programme Specification
Definitive Document
1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	MA
1.5 FHEQ Level:	7
1.6 Programme Title:	Oracy in Education
1.7 Mode and Duration of Study:	Full Time – 1 Part Time – 2
1.8 School:	MTEP
1.9 HECoS Code:	100459
1.10 Collaborative Provision Arrangement:	NA
1.11 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.5 or equivalent.
1.12 Accrediting Professional Body/PSRB	NA
1.13 QAA Subject Benchmarking Group(s):	Education Studies (2019)
1.14 Other External Points of Reference:	NPQ framework FHEQ Master's degree Characteristics HEA education for sustainable development
1.15 Language of Study (for learning, teaching and assessment):	English
1.16 Work-Based Learning Arrangements:	Work based learning is emersed through all modules
1.17 Arrangements for Distance Learning:	Blended learning approaches will be central to the delivery of this programme
1.18 Original Date of Production:	January 2022
1.19 Date of Commencement:	September 2022
1.20 Review Date:	By August 2028

2. Programme Outline

Our MA in Oracy in Education provides opportunities for practitioners across a wide range of contexts to research and apply theory to practice in order to drive improvements in their current or future professional settings. The course offers flexibility for busy professionals to engage in postgraduate study. It can be studied either part-time or full-time through blended learning approaches and includes a conference to support networking, sharing of ideas and exploration of Oracy education from different perspectives. The course ethos is informed, first and foremost, by a renowned student-centred approach focusing on developing and enhancing

professional practice and specific subject expertise, which allows you to identify your own research focus.

This course builds on strong foundations that make the case for oracy in educational settings and in professional practice in education and beyond. It explores the theory of dialogic teaching enabling debates with tensions and controversies before looking at implications for practice, policy, and curriculum design. The course offers specific pathways for students to explore their interests: Oracy in early years primary schools or Oracy in secondary and further education. Through the dissertation, students will be able to personalise their learning and apply their ideas through context-specific research.

2.1 Integrating Sustainability into the Curriculum

The programme has been designed to ensure students are provided with learning opportunities that will enable them to develop the skills and knowledge to live and work sustainably in the future. These include a range of transferable and skills particularly developed through the key aspects of the curriculum and include global citizenship and environmental stewardship. The programme equips students with the knowledge, attributes and skills that reinforce sustainable development focusing on social justice, ethics and well-being, and future thinking. It addresses explicitly UN sustainable development goals of quality education, gender equality, good health, and wellbeing, reduces inequalities and partnerships.

Students will be encouraged to engage with a diverse range of ethical, moral, and social issues as part of the programme and to develop their own philosophical, moral and ethical standpoints. Students are challenged in their thinking, beliefs and attitudes and there is a key focus throughout the programme on the development of reflection as a core element of an effective educator.

Within the university, the programme will aim to reduce its impact on the environment by the effective use of e-learning, e- submission of assignments, e-resources, and more involvement with Marjon's e-Learning Team. Students will also develop and share resources electronically through Google docs, for example.

3. Distinctive Features

- This course will equip and empower teachers and educational settings to provide sustained and comprehensive high-quality oracy education.
- This is designed to enable Oracy development for curriculum design across all age ranges from early years to post 16 education and to consider Oracy outside of the classroom.
- It is an applied degree that links theory to practice and explores policy as a driver for development.
- This is a flexible and practice-centred programme developed to support the needs of busy professionals who have an interest in oracy education in a range of contexts.
- You will benefit from outstanding tutorial support from expert lecturers in Oracy education and educational research.
- As you progress through the course you will develop communities of practice with your fellow students in order to share experiences, expertise and learning which focuses on Oracy education.
- This course explicitly uses modelling approaches to teaching and learning, so the critical discursive acts within these functions and pedagogies, and the role technology can be maximised.

- Modelling pedagogies enable students to explore, create, test, evaluate, and revise models in singular or iterative cycles in sense making processes within classrooms.

4. Programme Aims

- Develop an in-depth and advanced knowledge and understanding of oracy education, informed by current practice, scholarship and research.
- Provide the ability to apply research and critical perspectives of oracy education to professional situations, both practical and theoretical, and to use a range of techniques and research methods applicable to the impact of Oracy education on learners.
- Develop a critical awareness of current issues and developments in the oracy education and the impact of this on educators' practice.
- Teach how to conduct research and undertake training in research methods, often linked to educational contexts.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. In-depth and systematic understanding of relevant theories, relating to Oracy and dialogic approaches to teaching and learning which inform specific education settings;
2. A comprehensive and critical understanding of research and theory-based methodologies and methods;
3. The ability to execute planned responses and policy adaptation to respond to both unsustainable and sustainable practices take place in an evolving educational context;
4. Comprehensive application and critique of reflective and evaluative practice to their work.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

5. The ability to synthesise and apply complex knowledge and information innovatively within the forefront of oracy education and dialogic teaching discourse;
6. The ability to critically evaluate information relating to oracy education and dialogic teaching and learning, identifying controversies within the subject area using a range of relevant and appropriate literature;
7. The importance of empowering individuals and organisations to work together to create new knowledge;
8. High levels of autonomy in undertaking study, research and decision-making;
9. The ability to interrogate the assumptions underpinning theory and research relating to educational policy, practice and pedagogy.

Practical skills:

By the end of this programme students should be able to demonstrate:

10. High-level personal initiative and new insights into values-informed practice;
11. The ability to critically evaluate educational policy in an informed and systematic way;
12. The ability to analyse complex situations concerning learning and development in particular contexts, including their own learning.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

13. The capacity for independent, evidence-based integrated thinking as the foundation for developing their personal ethical code;
14. The ability to identify, synthesise, evaluate, and analyse problems and solutions;
15. The ability to improve their own learning and performance, through the development of study and research skills, and a capacity to plan, manage and reflect on their own learning;.
16. The ability to exercise self-critical, reflective and independent learning, identifying and managing requirements for professional and personal development.

6. Learning and Teaching Methods

The taught programme enables flexible and student-centred learning where students gain more independence and take more ownership of their learning over the course of the programme. The programme seeks a balance between teaching and learning methods that include, working in small seminar groups, lecture inputs, workshops, independent study, and individual supervision; there is a strong emphasis on blended learning via the University Virtual Learning Environment (Canvas). In line with the University Learning and Teaching Strategy the teaching team is committed to engaging with and developing further new approaches to teaching and learning, including the full and active use of the Virtual Learning Environment and other e-learning resources, the use of open learning resources and audio capture of lectures where appropriate

Method	Description
Blended Learning	An approach which facilitates off-campus learning through digital scholarship, normally supported by a Virtual Learning Environment and other electronic resources, utilising software such as Panopto.
Case Studies	Students are expected to critique and evaluate case studies in order to illustrate key learning points from different contexts.
Digital Learning or Scholarship	Students identify and use digital learning resources, apps and services (e.g. Canvas, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
Group Work	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the module or wider trainee community. It can include exercises, activities, debates, and discussion.
Independent Study/Self-Directed Study	Students are expected to work autonomously at times and carry out their own research and scholarly activity based on their own study foci.
Lectures (connected)	Subject introduced and delivered by the teacher in a specific time which transmits information using VLE both synchronous and asynchronous.
Peer Collaboration	students communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).

Peer Review and Learning	Students observe peers' academic work in order to provide critical and constructive feedback to develop new learning.
Problem Based Learning	opportunities for student-led, collaborative work which can be focused on a real-world problem or issue.
Seminars (connected)	A session or class in which a topic is discussed by a tutor and a small group of students.
Supported Independent Study/Reading	Activities where a student conducts research or another identified learning activity either on their own and/or with tutor support (connected or face-to-face).
Tutorials	One-to-one or group session with the module tutor(s). They can either be a chance for a student or group to ask specific questions, or for a more general discussion.
Workshops	Students are directed to the focus of study for the workshop and supported in developing critical engagement through teacher delivered, guest delivered, and peer delivered input.

6.1 Learning Enhancement

We place a strong emphasis on teaching quality ensuring that teaching and learning methods provide an appropriate level of contact, stimulation and challenge, and which encourage student engagement and effort. To that end, a range of learning and teaching approaches are utilized on this programme to enable flexible, student-centred learning. Considerable emphasis is placed on critical enquiry and dialogue in relation to learning and development through practice and for advanced scholarship. The programme seeks a balance between teaching and learning methods that include: working in small seminar groups, lecture inputs, independent study, and individual supervision. The majority of teaching and learning is through digital learning approaches but with more emphasis on face-to-face teaching for full-time students in particular. Whilst learners are expected to demonstrate independence and initiative as participants on the programme through the digital earning content, it is still important that they are provided with appropriate resources to do so. To this end, digital materials are used extensively which, together with critical reflection (as individuals and with peers) and innovative and participative approaches to learning and teaching during workshops, ensure that learning is enhanced in ways that are appropriate for the programme level and content.

6.2 e-Learning

E-learning and digital literacy development will be a central component of the programme. In line with the University Learning and Teaching Strategy the teaching team are committed to engaging with and developing further new approaches to teaching and learning, including the full and active use of the VLE, the use of open learning resources and audio capture of lectures where appropriate. E-learning and digital literacy development will be a central component of the programme. Digital materials and resources are used extensively during the programme via Canvas. This includes extensive reading lists, shared tutor and participants' presentations, PowerPoint presentations, questionnaires, videos, collaborative digital tools and other digital resources.

7. Modes of Assessment

The purpose of assessment is to demonstrate to staff and trainees, and track, the achievement of individuals in specific areas of work. Assessment is viewed as an aid to learning and as a means of professional and academic self-evaluation. Moderation by an External Examiner enables a wider reference point of the standards attained. Assessment follows normal University regulations and

policies and is undertaken through students submitting work for marking, moderation and external examination, typically utilising a range of assessment modes.

Method	Description
Critical Evaluation	A written, evaluative report based on critical and analytic reflections on any given research topic or situations in work or work related setting/s or professional interests.
Dissertation	A substantive, independent, research-focused dissertation which makes an identifiable and innovative contribution to knowledge and practice.
Essay	An independently studied, academic piece of writing on an approved topic of the student's choice, the writing and structure of which is supported with tutorial guidance.
Group Presentation	Group planned talk illustrated or supported by a variety of audio-visual or digital aids, which demonstrates knowledge and understanding of a selected topic and communication skills.
Original Classroom Resource	Document for educators including guidance, classroom resources and activities that promotes oracy and/or dialogic teaching and learning.
Research Plan	An overarching proposal of a defined project, with objectives, timelines and outcomes from start to finish.
Research Report	A written submission, adopting an agreed template, that is carefully planned to achieve a particular aim and includes identification of terms of reference and recommendations.
Research Debate	Students critically debate published research and it's influence on policy and practice .

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

N/A

10. Programme Structure

Full Time

Level 7

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
OREM01	Foundations of Oracy	30	100% Coursework	A	Compulsory	Condonable
OREM02	Dialogic Teaching and Learning	30	100% Coursework	B	Compulsory	Condonable
OREM03	Oracy and	30	100% Coursework	B	Compulsory	Condonable

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
	Dialogue in Practice					
OREM04	Research in Education	30	100% coursework	A	Compulsory	Condonable
EDCM57	Dissertation	60	100% coursework	C	Compulsory	Non-Condonable

Part Time

Level 7-Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
OREM01	Foundations of Oracy	30	100% Coursework	A	Compulsory	Condonable
OREM02	Dialogic Teaching and Learning	30	100% Coursework	B	Compulsory	Condonable
OREM04	Research in education	30	100% coursework	A	Compulsory	Condonable

Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
OREM03	Oracy and Dialogue in Practice	30	100% Coursework	A	Compulsory	Condonable
EDCM57	Dissertation	60	100% coursework	C	Non condonable	Non-Condonable

Delivery Pattern

Full-time (12 months)

Duration	Taught Input	Module
September - January	September October, December, January February, March, April, May,	OREM01 OREM04
February -May	February, March, April, May,	OREM02 OREM03
May - August	May, June, July, August	EDCM57

Part-time (24 months)

Year 1

Duration	Taught Input	Module

Duration	Taught Input	Module
September - January	September October, December, January	OREM01
February -May	February, March, April, May, June July	OREM02
September - January	September October, December, January, February, March, April, May	OREM04

Year 2

Duration	Taught Input	Module
September - January	September October, December, January	OREM03
February -May	February, March, April, May,	EDCM57
May - August	May, June, July, August	EDCM57

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Level 7

Module Code	Module Title	Thread
OREM01	Foundations of Oracy	1, 4, 6
OREM02	Dialogic Teaching and Learning	2, 5, 6
OREM03	Oracy and Dialogue in Practice	3, 4, 5, 6
OREM04	Research Design	1, 2
EDCM57	Dissertation	1, 2, 3, 5

1: Critical theory, research perspectives, skills for learning, professionalism, leadership and employability
2: Interrogation of learning and educational processes
3: Educational theory, policy and practice
4: Oracy education
5: Dialogic teaching
6: Language for communication, including effective workplace communication

Structure and Points of Progression (Full Time)

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
OREM01	Foundations of Oracy	30	1	MAB – Feb PAB – Feb	
OREM04	Research in education	30	1	MAB – Feb PAB – Feb	Exit award available: Postgraduate Certificate

OREM02	Dialogic Teaching and Learning	30	2	MAB – June PAB – July	
OREM03	Oracy and Dialogue in Practice	30	2	MAB – June PAB – July	Exit award available: Postgraduate Diploma
EDCM57	Dissertation	60	3	MAB – September PAB - September	Exit award MA

Structure and Points of Progression (part Time)

Year 1

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
OREM01	Foundations of Oracy	30	1	MAB – Feb PAB – Feb	
OREM04	Research in education	30	3	MAB – Feb PAB – Feb	Exit award available: Postgraduate Certificate
OREM02	Dialogic Teaching and Learning	30	2	MAB – September PAB - September	

Year 2

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
OREM03	Oracy and Dialogue in Practice	30	4	MAB – Feb PAB – Feb	Exit award available: Postgraduate Diploma
EDCM57	Dissertation	60	5	MAB – September PAB - September	Exit award MA

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

The Marjon Teacher Education Partnership Strategy Group is made up of headteachers and Initial Teacher Education co-ordinators/ mentors/ teachers from a range of partnership schools along with representatives from alliances, trusts, Local Authorities and other groups with whom the University works. These groups meet termly and inform the direction of the Partnership as well as carrying out a QA role. Bulletins are sent to all partnership schools with key information from this group.

13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme and/or other higher study to advance research and practice within their specialist field at Plymouth Marjon University, or other institutions.

14. Employability and Career Progression Opportunities

Employability is embedded within the programme through an overarching focus of developing and enhancing students' knowledge and understanding, intellectual, practical and transferable skills and is a specific thread running through the programme. Achieving the MA Oracy in Education supports a range of career progression routes within education, training and professional development settings. MA Oracy in Education graduates possess highly transferrable and advanced, adaptable skills. Most graduates are already employed and include Heads, Deputy Heads, Principals, Vice-Principals, Middle Leaders, subject experts/ trainers, HE lecturers and educational consultants and work in a variety of educational and other settings. The MA Oracy in education may provide opportunities for wider professional practice and enable graduates to change careers.

The MA Oracy in Education support students to develop and/or enhance the following employability skills:

- Analytical thinking and innovation – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified e.g. OREM04
- Active learning and reflective practice – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance e.g OREM03,
- Creativity, originality and initiative – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently e.g EDCM57
- Complex problem-solving – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings. E.g EDCM57
- Emotional intelligence – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups. e,g OREM01
- Reasoning, problem-solving and ideation – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions e.g OREM01
- Systems analysis and evaluation – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way. e.g OREM02

In addition, a wide range of digital skills are promoted through the programme and students develop range of approaches for finding digital information and data management e.g library catalogues, Mendeley and analytical tools, engaging with collaboration using digital tools, e.g google classroom, Teams, and social media groups, engaging in digital teaching and learning through canvas and other medium and using digital tools for problems solving and knowledge creation.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Student Voice Panel. In addition, students will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

17. Other Stakeholder Feedback

Feedback from wider stakeholders is captured through the All-Party Parliamentary Group for Oracy meetings and publications, and informal discussion with Oracy leads from teacher training partnerships. The team has also conducted a review of other education postgraduate courses and oracy training courses. While individual schools and groups of schools can buy in to Oracy training programmes that are non-accredited, this course will offer the first and only MA in Oracy Education in the UK. As the profile of Oracy rises in UK schools and other contexts, this will provide progression for those who have completed non-accredited training or developed an interest in Oracy practice. In an international context, feedback has been gathered from Oracy networks of teachers, for example in the Middle East, who do not have access to Oracy training. This course therefore will appeal to, and meet the needs of, international cohorts.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.