



## Programme Specification Definitive Document

### 1. Basic Information

<b>1.1 Awarding Institution:</b>	Plymouth Marjon University
<b>1.2 Teaching Institution:</b>	Plymouth Marjon University
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4 Final Award Title:</b>	MA
<b>1.5 FHEQ Level:</b>	7
<b>1.6 Programme Title:</b>	Professional Education Practice
<b>1.7 Mode and Duration of Study:</b>	Full Time – 1 year Part Time – 2 years
<b>1.8 School:</b>	Institute of Education
<b>1.9 HECoS Code:</b>	100459
<b>1.10 Collaborative Provision Arrangement:</b>	N/A
<b>1.11 Admission Criteria:</b>	Normal University entrance criteria apply (please refer to the website for further details). If a student has a PGCE they can APCL 30 credits and start on PEPM02. If they also have at least two years' experience within a tertiary education setting, they can APEL an additional 30 credits. This will be considered on a case-by-case basis. International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent and preferably 6.5 in writing. Students are required to be working in or have access to an educational context
<b>1.12 Accrediting Professional Body/PSRB</b>	N/A
<b>1.13 QAA Subject Benchmarking Group(s):</b>	
<b>1.14 Other External Points of Reference:</b>	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework; Master's Degree Characteristics Statement (Sept 2015)
<b>1.15 Language of Study (for learning, teaching and assessment):</b>	English

<b>1.16 Work-Based Learning Arrangements:</b>	Students will normally be employed on a full-time or part-time basis, although this is not an entry requirement. The programme can be completed if a student is not working in an educational context, but for certain assessments, access to an appropriate educational context is essential.
<b>1.17 Arrangements for Distance Learning:</b>	Full programme delivered via distance learning.
<b>1.18 Original Date of Production:</b>	February 2019
<b>1.19 Date of Commencement:</b>	January 2021
<b>1.20 Review Date:</b>	By January 2025

## 2. Programme Outline

The MA in Professional Education Practice aims to develop and enrich the professional teaching practice of tertiary-level educators. It is entirely delivered via distance learning using the Virtual Learning Environment (VLE) at Plymouth Marjon University.

Initially, the programme will be of interest to those who are seeking to deepen their understanding of teaching and learning and enhance their practice as educators within the tertiary delivery of professional education.

The programme offers flexible pathways through the programme and is designed to build confidence in the theory and practice of teaching at the different stages.

A core feature of the Master's programme is the concept of the reflective practitioner. Early modules introduce participants to the underpinning principles of teaching and encourage critical reflection on the cultures and communities of education in which the participant works. The third and fourth modules enable participants to deepen their capacity for reflection on their own practice, and of their local communities, cultures, and curriculum, and develop coaching and mentoring skills in educational contexts. Although in general students will register for the whole MA programme, exit awards, PGCert and PGDip, are available for students who only complete two modules (PEPM01 and one other) and four modules (PEPM01-04) respectively. Students wishing to complete the full programme, study a 'research core' of 60 credits comprising a Professional Practice Enquiry module (60 credits).

Students on the programme will have access to high quality resources, including those to be found online through the University's library, and through the programme pages on the VLE. Students will receive specialist support from programme tutors, who will be in regular contact through discussion forums, tutorials, and webinars.

## 3. Distinctive Features

There are three distinctive features of the course:

- High-quality curriculum in a structured taught component with tutor support and peer learning. Blending theory and reflective practice, and informed by research,

the programme affords students' flexible participation at different levels, appropriate to their learning needs and professional requirements.

- Fully distance learning programme, using tried-and-tested technology and innovative learning platforms. The programme enables students to enrol and participate fully from around the globe, offering potential for shared learning experiences.
- Development of a relevant, professional-focused curriculum and delivery, tailored to the needs of students in their professional educational context.

## 4. Programme Aims

**The MA programme is intended to:**

- Foster specialist knowledge, understanding, and application of teaching and learning principles in students' professional context, informed by current practice, scholarship, and research
- Promote critically reflective practice, through analysis of their own professional experience and synthesis with educational literature and research
- Develop effective research skills enabling students to conduct a research project on a specialised topic of interest and benefit to their professional practice
- Enable students to become innovators and facilitators/leaders of change in their specific professional setting, implementing outcomes that transform knowledge and practice, underpinned by ethical and inclusive professional values
- Enhance students' ability to critically reflect on their academic, professional and personal development and plan for their future through their own individual Personal Development Record (PDR).

## 5. Programme Learning Outcomes

**Knowledge & understanding:**

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

1. Deep and systematic understanding and evaluation of relevant theories, subject-focused knowledge, and values-based perspectives which inform their specific practice setting
2. A detailed understanding and critical application of research and theory-based methodologies, techniques, and methods
3. Comprehensive application and critique of reflective and evaluative practices of their professional context
4. Ability to integrate theoretical and research-based knowledge at the forefront of the field of education into their practice

**Intellectual skills:**

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

5. Ability to synthesise and apply complex knowledge and information within their professional practice
6. Critical analysis and evaluation of research, scholarship, and other relevant evidence to advance their own practice
7. Capacity to exercise autonomy in undertaking study, task completion, decision-making, and research
8. Initiative and originality in problem-solving

**Practical skills:**

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

9. Advanced ability to work and exercise initiative in highly complex, unpredictable, and specialist organisations and professional contexts
10. Ability to work reflectively, effectively, and responsibly with their students and peers
11. Ability to adapt to and manage/lead change where required

12. Enhanced technical skills (relating to teaching and learning) appropriate to their professional context

**Transferable / key skills:**

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

13. Advanced ability to work and communicate effectively and responsibly within the professional and learning community
14. Ability to identify and utilise an extensive range of human, learning, technical, and other resources to facilitate adaptation and change as appropriate
15. Enhanced reflective and reflexive practice, with respect to self and others
16. Self-critical and independent learning, and identification and management of their professional and personal development requirements
17. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably complex contexts (level 7).

## **6. Learning and Teaching Methods**

The taught component of this programme is carefully structured to facilitate students' ability to learn flexibly and independently. Each module comprises a range of learning approaches, focusing on core elements: knowledge acquisition, investigation, collaboration, discussion, practice, and the production of learning objects. By modelling this range of teaching and learning approaches, students learn to appreciate the variety of techniques available to them, and how best to apply them in their own context. Students are invited to work in small learning sets within a shared work context, wherever possible, and through this context they review and reflect on their own and each other's practice. Students are also expected to demonstrate independence and initiative throughout by identifying and sharing additional, relevant reading pertinent to their practice.

A comprehensive outline of learning and teaching methods is presented in the table below:

<b>Method</b>	<b>Description</b>
Critical reflection	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and development. Some reflection is expected through online discussion forums.
Group work	Students work in small online groups (or in local clusters where feasible) to achieve a goal or carry out a task. Sharing results and peer/tutor feedback on the discussion forum is an important element of the process.
Lectures and webinars	The tutor uploads or presents core knowledge to the VLE through video, podcast, or webinar. This might be delivered at a specific time (a synchronous webinar, for example) or available to download at the start of a module (asynchronous videos or podcasts). A full transcript accompanies video/podcast resources.
Contextual work-based tasks	Students work on practice-based tasks in their own working environment, enabling them to develop practical skills of teaching techniques. Reflection on these tasks is required.
Peer observation and/or learning	Students observe peers' and colleagues' teaching in order to provide critical, constructive feedback that promotes development of their own and others' practice.

Tutorials	One-to-one or group session via Skype or web-conferencing (or telephone) with the Academic Tutor or Academic Advisor. Tutorials can be a chance for students to ask specific questions, or for a more general discussion around a topic.
Digital learning and digital literacy	Students are expected to engage with the full extent of online resources, tasks, and opportunities for interaction/collaboration.
Supported, independent study	Tasks are set that require students to conduct research or carry out a learning activity on their own. A learning object (digital commentary, video, blog, etc.) might be produced.
Practice-based, informal learning communities	Learning 'conversations' initiated by and with other students either through their local professional community or through informal social media, such as Twitter and Facebook.
Supervision	Students undertaking the dissertation module will be allocated a supervisor, who will oversee the progress of the student through a mutually agreed schedule of independent research and writing.
Professional development planning	Students take part in activities to identify their professional development needs, contributing towards the creation of an action plan to achieve stated personal and career related objectives.

### **6.1 Learning Enhancement**

Whilst learners are expected to demonstrate independence and initiative as participants on the programme, it is still important that they are provided with sufficient structure and

appropriate resources to do so. As a programme solely delivered through distance learning, digital materials and pedagogies are used extensively which, together with critical reflection (individually and with peers), ensure that learning is enhanced in ways that are appropriate for the programme level and content.

## **6.2 e-Learning**

This programme is entirely delivered via distance learning. As mentioned above, digital materials and resources are used extensively during the programme via the Virtual Learning Environment (VLE). This includes extensive reading lists, shared tutor and students' presentations, slides, quizzes, videos, and other digital resources. Students are also encouraged to provide mutual support and to engage in peer support through online platforms such as LinkedIn, Twitter and Facebook.

## **7. Modes of Assessment**

Assessment follows normal University regulations and policies. Students submit work through Turnitin for marking, moderation, and external examination, using a range of assessment methods. Assessment is designed to offer students the opportunity for formative assessment before submission of summative assessment. Reflective practice is a core element of all modular assessment tasks. Written assignments are marked in accordance with institutional requirements and comprehensive written and verbal formative/summative feedback is provided to students throughout the programme.

<b>Method</b>	<b>Description</b>
Essay	Students write an essay about a particular topic, drawing on theory and research to justify their argument.
Critical reflection	This might comprise several methods: writing, video, and podcast summaries and presentations. Students will be required to reflect throughout the module in a learning journal and submit selected extracts for their summative assessment. Reflections may be on, for example, completion of set tasks, work practice, peer observation, session planning, contribution to discussion forum, personal development planning, or focused reading. At times, this will be guided by structured questions.
Annotated bibliography	Students compile a list of citations to books, articles, and documents applicable to their topic of interest (their research proposal). Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the 'annotation', the purpose of which is to inform the reader of the relevance, accuracy, and quality of the sources cited. This is intended to inform their literature review for the dissertation module.
Project report	Summative report on a topic of professional application, informed by theory and practice.
Design Project	The design of a learning object (for example, scheme of work, series of teaching sessions, online resource, teaching materials) for use within the professional context.
Design Presentation	A short presentation, either synchronous or asynchronous, to cover key points relating to the accompanying design project. A question-and-answer session may follow.
Research proposal	Students write a proposal for the research dissertation. The proposal includes aims and objectives, literature background, ethical considerations, research methodology, and a dissemination/impact plan.
Research Dissertation	Students will conduct and write up a substantive, independent, research-focused dissertation that makes an identifiable and innovative contribution to knowledge and practice.

## **8. Exemptions to University Regulations**

Due to the delivery mode of the programme, and intensive tutor support, no module will be anonymously marked.

## **9. Work-Based Learning/Placement Learning**

The MA programme is designed to encourage and support students' critical reflective practice *within their own professional educational context*. Tasks and assessment activities utilise personal work contexts for reflection and innovation in practice. Students develop confidence in their knowledge and skills in teaching and learning, and compile evidence of



reflective practice.

The admission criteria stipulate that prospective students should be working in, or have access to, an appropriate educational context. If a student is not currently employed in an educational setting, or loses their job during the programme, this does not preclude their participation or continuation in the Master's programme. However, due to the nature of the assessment, students should be aware that they would need to seek out opportunities to design and deliver teaching sessions and support learners. This could take place in a voluntary context. Students will liaise with the Programme Leader or their tutor to discuss options in the first instance.

## 10. Programme Structure

### Level 7

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">PEPM01</a>	Insights into Learning and Teaching	30	100% Coursework	Semester X	Compulsory	Condonable
<a href="#">PEPM02</a>	Learning and Teaching Online	30	100% Coursework	Semester X	Compulsory	Condonable
<a href="#">PEPM03</a>	Culture, Community, and Curriculum	30	100% Coursework	Semester X	Compulsory	Condonable
<a href="#">PEPM04</a>	Coaching and Mentoring in Educational Contexts	30	100% Coursework	Semester X	Compulsory	Condonable
<a href="#">PEPM05</a>	Professional Practice Enquiry	60	100% Coursework	Semester X	Compulsory	Non- Condonable

Key: Semester X = A & B

### PG Cert – Level 7

Module Code	Module Title	Credits	Assessment	Compulsory/ Optional	Condonable/ Non- Condonable
PEPM01	Insights into Learning and Teaching	30	100% Coursework	Compulsory	Condonable
PEPM02	Learning and Teaching Online	30	100% Coursework	Compulsory	Condonable

### PG Dip – Level 7

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Assessment</b>	<b>Compulsory/ Optional</b>	<b>Condonable/ Non-Condonable</b>
PEPM01	Insights into Learning and Teaching	30	100% Coursework	Compulsory	Condonable
PEPM02	Learning and Teaching Online	30	100% Coursework	Compulsory	Condonable
PEPM03	Culture, Community, and Curriculum	30	100% Coursework	Compulsory	Condonable
PEPM04	Coaching and Mentoring in Educational Contexts	30	100% Coursework	Compulsory	Condonable

- A definitive module descriptor is required for each module

## **Delivery Pattern**

### **Structure and Points of Progression**

Students will generally apply for the full MA programme. However, if they leave the programme earlier, they can attain exit awards: PGCert if they have accrued 60 credits by completing any two modules, and PGDip if they have accrued 120 credits.

An exception to regulations is required to enable the possibility of instant referrals. In the event of students failing to successfully pass a module at the first attempt, it will not be necessary for that student to be considered at any MAB or PAB; rather, that student may be offered an instant second attempt at the same module. Further, any student who does not successfully pass a 30-credit module will not be prevented from progressing onto the next module by first needing to be considered at MAB/PAB.

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
PEPM01	Insights into Learning and Teaching	30	1	MAB – Feb PAB – Feb	Exit award available after completion of PEPM01 plus any other module (PGCert)
PEPM02	Learning and Teaching Online	30	2	MAB – Feb PAB – Feb	
PEPM03	Culture, Community, and Curriculum	30	3	MAB – June PAB – July	
PEPM04	Coaching and Mentoring in Educational Contexts	30	4	MAB – June PAB – July	Exit award available on completion of four modules (not PEPM05) (PGDip)
PEPM05	Professional Practice Enquiry	60	5	MAB – September PAB - September	Exit award available (MA)

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

N/A

## 12. Professional Advisory Group

N/A

## 13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions.

## 14. Employability and Career Progression Opportunities

Employability and staff-development are central to this programme. Typically, graduates from the programme are expected to be candidates for rapid progression within their institution. Through a combined focus on developing reflective capacity, knowledge and skill acquisition, and personal development planning, students are in an excellent position to become innovators or leaders for change in their work contexts. Promotions from Lecturer to Senior Lecturer and beyond are anticipated as the blend of practical experience and

education is realised.

## **15. Support for Students and for Student Learning**

All registered students of the Plymouth Marjon University are entitled to draw upon a range of the University's student support and guidance services. The following are accessible remotely:

- Academic tutorial staff, including programme leaders, module leaders, and external University tutors
- Extensive library and other learning resources, including the electronic library catalogue, e-journals, virtual learning environment
- Library and study skills guidance, and access to Studiosity
- Student Support Services: support with learning, counselling services
- Programme handbooks and module guidance.

## **16. Student Feedback Mechanisms**

It is essential that students feel able to contribute to the smooth and effective running of the programme and to provide feedback and ideas whenever they wish, without prejudice. There are structured opportunities to provide feedback on a regular basis via online mid-module and programme evaluation forms (see Section 15), and on the feedback forums on the VLE pages. In addition, students are invited to provide informal and regular feedback via Skype or email. They are also invited to participate in the Postgraduate Taught Experience Survey (PTES) on completion of their studies.

## **17. Other Stakeholder Feedback**

Market signals indicate a clear national and international demand from maritime colleges, technical institutes and training organisations for a programme of professional education to support staff development, and to drive an improvement in standards. Initial stakeholder feedback and support has been received from the Jordan Academy of Maritime Studies (JAMS) and Fleetwood Nautical campus, part of Blackpool and the Fylde College in the UK. JAMS has provided written support for the programme, specifically citing the importance of improving standards across the maritime training sector, and intends to enrol faculty on the programme as soon as it becomes available.

Two high-profile organisations in particular, the International Maritime Lecturers Association and GlobalMET (an international association of maritime training providers) have been highly supportive of the initiative and have indicated a large international market demand, particularly from Southern and West Africa, the Middle East, and the Far East.

## **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.