MA Education
Why study at Winchester?

The University of Winchester offers you a postgraduate learning experience that targets your career ambitions, deepens your knowledge and enhances your skills.

Location
The University of Winchester is located just one hour away from London set in a pleasant wooded setting overlooking the South Downs in Hampshire. The campus is within walking distance of Winchester city centre and the railway station.

Winchester is one of the most beautiful cathedral cities in the UK. It is a small but lively historic city, renowned for its ancient history, its cathedral and high quality of life.

Postgraduate study options
Winchester offers a range of postgraduate study designed to enhance your career prospects and develop depth of knowledge in your chosen area. Programmes range from PGCEs (Primary and Secondary) to a wide selection of MA and MSc degrees in arts, business (including an MBA), education, humanities and social sciences.

Research and knowledge exchange are at the heart of activities at Winchester, and we have academic staff at the forefront of their disciplines. A diverse range of Research degree opportunities (PhD, MPhil, ProfD and EdD) are available and dedicated support is on hand from the University's Research and Knowledge Exchange Centre.

Research excellence
In the most recent RAE (Research Assessment Exercise) 75 per cent of the University's research submitted was considered internationally recognised, with some research achieving the highest grade possible (4*) and a rating of 'quality that is world-leading in terms of originality, significance and rigour'.

Visit us
Open Days and Campus Tours are a great opportunity to explore the campus and see whether Winchester is the place for you to embark on postgraduate study. Visit www.winchester.ac.uk/opendays for more information and to book a place.

Course Enquiries and Applications
Telephone: +44 (0) 1962 827234
Email: course.enquiries@winchester.ac.uk
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The MA in Education is aimed at a wide range of educators in different practice settings. Most of the students on the programme are teachers working in primary and secondary schools including NQTs, department heads and head teachers. We also have a significant pathway for educators from medicine, dentistry or health related professionals. Some of our students also come from other settings such as adult education, including police trainers and the programme is suited to all other educators, such as military trainers or HE lecturers and researchers, as well as those working in the lifelong learning sector, too.

A key principle of the programme is that your professional practice develops when you examine it closely and understand it more clearly, including what underpins it.

Why do an MA in Education?
In addition to its intrinsic value of enhanced professionalism, a Masters qualification is increasingly seen as an essential qualification for enhancing reflective practice and for senior educational positions in a variety of professional settings. For example, medical education is now regarded as a sub-speciality in its own right, requiring an additional professional qualification. In schools, the advent of the Masters in Teaching and Learning also indicates this movement towards the establishment of higher level qualifications.

What qualifications are required to start the programme?
Students need to have a first degree from a recognised institution or a professional qualification such as qualified teacher status. You can transfer into this programme with M-level credits you have obtained from similar programmes at other institutions, if you have them. Increasingly some teachers with PGCE qualifications may have M-level credits, for example.

Why do this programme at Winchester?
This part-time programme enables education professionals from a wide variety of settings to study education at an advanced level, to engage them in an area of study appropriate to them and to gain an accepted academic qualification. Four key features of our programme at Winchester are:

• You can study at your own pace, taking modules when you choose to study them
• You can choose to focus your studies on issues related to your own professional practice and this could include key priorities for your organisation (eg school improvement issues); a key feature is your ability to use projects undertaken on your own professional practice as the basis for accreditation; this focus on research based teaching is central to the philosophy of the programme
• We offer some innovative modules (eg in global education and wellbeing) which reflect recent developments in educational practice
• The programme gives opportunities to take part in MA conferences, where the work of students is shared with peers.
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What is the structure of the programme?
Students study modules for 20, 30 or 40 credits and these contribute towards three exit awards:

1. Postgraduate Certificate in Advanced Educational Studies (on achieving 60 credits)
2. Postgraduate Diploma in Advanced Educational Studies (on achieving 120 credits)
3. MA Education (on achieving 180 credits)

Programme Pathways
There are four pathways on the programme and each pathway has a specific range of modules to study. The pathways are:

1. Early Years, School, College and Workplace Educators
2. HE Researchers
3. Learning and Teaching in Higher Education
4. Medical Educators

For more specific information on a particular pathway, please contact the CPD office (see end of brochure).

One Example Pathway: Early years, School, College and Workplace Educators

Students take "generic modules" which enable them to focus their work on an aspect of their professional practice. This means they design, investigate and review an area of their professional work with a tutor's support. The generic modules are:

- Examining Professional Practice (20, 30 or 40 credits)
- Improving Practice Through A project (20, 30 or 40 credits)
- Individual Practitioner Based Enquiry (20, 30 or 40 credits)
- Developing Pedagogy and Learning (20, 30 or 40 credits)

For some students they may take a conventional taught course and use the generic modules as the means of achieving credits on the programme.

Examples of such taught courses include (as at 2010):

- What is learning?
- Museum education
- Improving writing through film
- Wellbeing and education
- Geography is magic
- The outdoor classroom
- Education using trips and visits
- Comparative education (with visit to Gambia)
- NPQH accreditation
- NQT accreditation
- SEN including:
  - National SENCO accreditation
  - Additional communication needs
  - The vulnerable child
  - Positive behaviour support

Details of which taught courses are available in a particular year can be obtained from the CPD Office. Some students use their NPQH qualification as the basis for M-level assignment work and Advanced Skills Teachers can also follow this route.
Teacher Nina Myszkowski is the Foundation Stage Leader at Freemantle Infant School in Southampton. She is also in the final year of a part time MA Education at Winchester.

“Everything I’ve done so far has led me this way,” said Nina who completed her original teacher training at the University in 2003. “A few years ago, I took a practitioner course with master’s points in Developing the Reflective Early Years Practitioner.

“The course reignited my thirst for learning and I decided to carry on with my studies and take the masters. I’m so glad I did – the experience has been massively valuable, challenging me academically as well as personally, not to mention significantly improving my research skills.”
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Final Modules
After completing the initial modules, all students have to study two further modules to complete the MA:

Practitioner Research (20, 30 or 40 credits): this is a module aimed at giving students a thorough understanding of the nature of educational research and the issues raised in the conduct of it. Students will be able to undertake their own research and be able to critically assess the methods used in educational studies. This module is also a preparation for the dissertation module.

Dissertation (60 credits): this module involves an in depth study of an appropriate topic chosen by the student. It will involve working out a proposal for the study, undertaking a substantial examination of the literature relevant to the focus chosen and undertaking a primary research project in their own practice context. Students are allocated a dissertation supervisor who will provide support and guidance through the process and workshops are provided giving students opportunities to talk through issues with other students and with a tutor. The requirement is to produce an 18-20,000 word dissertation.

How are you assessed?
The type of assessment reflects the learning objectives of particular modules. So, this might take the form of a portfolio with a commentary, a case study, a workplace based assignment, among others. All assessment is undertaken by coursework (there are no formal examinations) and the relationship between credits and assessment is as follows:

For 20 credits: a 4000 word assignment or equivalent
For 30 credits: a 6000 word assignment or equivalent
For 40 credits: an 8000 word assignment or equivalent.

What are our approaches to teaching and learning?
The teaching and learning methods and styles are founded on the principle that learning is an active, collaborative process involving both participant and tutor and that the subject of that learning is the professional activity of the student.

Diagram showing an example of progression through this pathway

<table>
<thead>
<tr>
<th>Modules</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examining Professional Practice (20 credits)</td>
<td>Postgraduate Certificate in Advanced</td>
</tr>
<tr>
<td>Improving Practice Through A project (40</td>
<td>Educational Studies (on achieving 60 credits)</td>
</tr>
<tr>
<td>credits)</td>
<td></td>
</tr>
<tr>
<td>Individual Practitioner Based Enquiry (20</td>
<td>Postgraduate Diploma in Advanced Educational</td>
</tr>
<tr>
<td>credits)</td>
<td>Studies (on achieving 120 credits)</td>
</tr>
<tr>
<td>Practitioner Research (40 credits)</td>
<td></td>
</tr>
<tr>
<td>Dissertation (60 credits)</td>
<td>MA Education (on achieving 180 credits)</td>
</tr>
</tbody>
</table>
The predominant teaching method is focused discussion to enable experiences to be shared and critically examined, professional issues to be identified, questions to be raised and conceptual ideas to be formulated. This, amongst other things, promotes critical examination and evaluation of alternative models of professional practice. The approach is augmented by individual and group tutorials to provide opportunities for specific individual or professional needs to be discussed and particular strategies or action plans to be formulated.

Presentations by students are also used to consolidate communication skills, share the results of practitioner based enquiries and report on readings or research undertaken. Participation by students in all these sessions is the fundamental principle of these modules. The role of the module tutor is facilitate the creation of conditions for students to learn to talk and to learn from talk as well as provide key inputs to stimulate learning processes.

**How long will the programme take?**
To some extent that depends on you, your needs and your commitments. The programme can be completed in two years but this is exceptional. More usually, it would take three years part-time study. You could if you wish move in and out of the programme to suit your needs. The maximum time for completing the MA is five years.

**When can I begin the programme?**
You can commence the programme at any time. In practice, however, this tends to be at the beginning of a "term" (January, April, September). You should feel free to discuss this with the CPD admin staff.

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**Student Profile**

**Sucheta Lyengar**
"I am an educational research fellow in Obstetrics and Gynaecology at the Princess Anne in Southampton.

"This course has improved my awareness of the complex nature of professional practice. It has encouraged me to be a reflective practitioner and motivated me to constantly improve myself and my practice. Doing the course has strengthened my existing liking for education while giving it a strong foundation of formal theory, which I can now build on.

"The flexibility of the course has helped me achieve my goals as well as fit in with my clinical practice."
In early 2008 the University will be seeking the validation of the degree of BSc in Social Work, and its approval by the General Social Care Council. This new programme provides training for people who wish to follow a career in Social Work.

On successful completion of the BSc in Social Work, graduates will be eligible to register with the General Social Care Council (GSCC) as social workers. Registration means that students will be eligible for employment as social workers in a range of statutory, private and voluntary social service agencies.

Social work training at the University of Winchester aims to ensure that its graduates are competent to work with individuals, families, groups and communities in different sectors of society, for example health, education, social welfare and industry, with service users, carers and other professionals, in order to address a range of human needs and social challenges. These needs and challenges include homelessness, substance abuse, family distress, mental illness, disability, and conflict with the law.
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What about funding?
Current costs can be obtained from the CPD office.

This programme has been recognised as suitable to receive funding/study leave in the past and some previous students have qualified for full or part-funding from a variety of sources, though we can give no guarantees about funding in the future. Some students have been funded by their schools and some students fund themselves. It may be worth noting that some Masters modules may be free to our partnership schools. You should also allow for the cost of buying some texts (though there is a well stocked library at the University and a growing provision of e-books accessible from your home or place of work).

When and where do classes meet?
Most classes for the school and workplace educators pathway meet after school hours usually around 5pm at the university but you should check the current times for the particular course you are interested in with the CPD office.

Some schools work in partnership with the university as “hubs” where a university tutor will come to the school to run sessions with a group of teachers, usually after school. Hilary Francis organises these arrangements with senior staff at local schools.

The medical educators currently meet on Friday mornings at the university and this pattern is expected to continue.

Is it a successful programme?
This can be measured in many ways but two principal ones are the student success rate at the dissertation and the comments of our External Examiners. In the last three years, all students who have submitted have passed the dissertation. In his report for 2009-2010, our External Examiner for this programme said “overall, the quality of the students’ submissions was impressive.”

Teaching team
The members of academic staff involved in this programme are drawn from the Faculty of Education, Health and Social Care. The key staff in the school, college and workplace educators pathway are:

Tony Rea: Tony is the Head of CPD in the Faculty and has a particular interest in Outdoor Learning and in Comparative Education.

Student Profile

Jenny McLachlan
"As an anaesthetic registrar, approaching the end of my training, I am increasingly called upon to take part in formal and informal education for junior anaesthetists and medical students. This course is providing me with the backup theory in medical education that can support my teaching activities. Being a student again has been an exciting and refreshing challenge and the course is already having a positive impact on my professional practice in medicine."
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**Alan Hutchison**: Alan is a Senior Lecturer who works exclusively on the MA programme and has a particular interest in Wellbeing and in Comparative Education.

**Hilary Francis**: Hilary is the co-ordinator for the outreach work we do across the region and she supports the development of local “hubs” of teachers working on the programme in their own schools.

**Bridget Egan**: Bridget is a Senior Lecturer with a particular responsibility for the Dissertation module of the programme.

**Dr Jane Bell** is the Programme Lead for the MA Education Medical Educators. The programme is taught by a team including Professor Colin Coles, Dr Roger Elmer, Dr Jonathan Lake and Dr Sam Scallan.

**Contact us:**
To find out more about the programme, contact the CPD Office in the first instance.

**CPD Office**
Drew Jones is the Administrator for the teachers and workplace educators pathway and can be contacted on:  Andrew.Jones@winchester.ac.uk
Telephone: 01962 826383

Catherine Christensen is an Administrator for the programme and can be contacted on:  C.Christensen@winchester.ac.uk

Sue McLachlin is the Administrator for the medical educators pathway and can be contacted on:  Sue.Mclachlan@winchester.ac.uk
Telephone: 01962 827167

Tony Simmons is the Senior Administrator for the whole MA programme and can be contacted on:  Tony.Simmons@winchester.ac.uk
Telephone: 01962 827327

**Academic tutors**
Alan Hutchison and Tony Rea are the main academic tutors on the early years, school, college and workplace educators pathway and can be contacted on:  Alan.Hutchison@winchester.ac.uk
Telephone: 01962 827326

Tony.Rea@winchester.ac.uk
Telephone: 01962 826437

Jane Bell is the academic leader for the medics pathway and can be contacted on:  Jane.bell@winchester.ac.uk
There is a wealth of academic and social facilities offered on or close to the campus providing excellent opportunities for study, research, enterprise, learning, teaching, socialising, sports and recreation.

**Research and Knowledge Exchange Centre**
The key facility for postgraduate students is the Research and Knowledge Exchange Centre, which is dedicated to research, enterprise and consultancy. It provides excellent resources, particularly for research students, as it is the centre of research administration and support services.

**The Martial Rose Library**
The central library is a modern three-storey building offering excellent facilities for study and research. It houses a collection of 250,000 books, videos and sound recordings and receives some 1,000 journals with electronic access to thousands more. There are study spaces for more than 450 readers, of which over 100 are equipped with computers.

**IT resources**
There are over 600 networked PCs for students located within the library, the IT Centre, faculty buildings and the 24-hour access Learning Café. There is also wireless internet access available across the campus.

**University Centre**
The University Centre offers a number of social facilities including the Student Union, an internet café, mini-mart, dining hall and a bookshop. The Student Union caters for a wide selection of tastes offering comedy nights and film showings in its cinema.

**Accommodation**
Campus accommodation and university managed housing is available. The Student Housing Services team ensures you have quality housing throughout your study and can advise on private housing in the city.

**Sports**
We offer excellent sports facilities located on and close to the campus. The Winchester Sports Stadium offers a 400m eight-lane running track with supporting athletic facilities for field events, an all-weather hockey and general sports pitch, floodlighting and a pavilion. We also have a gym, sports hall and outdoor tennis courts.
Finding out more...

Course Enquiries and Applications
Telephone: +44 (0)1962 827234
Email: course.enquiries@winchester.ac.uk

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a large print version of this booklet is available on request