



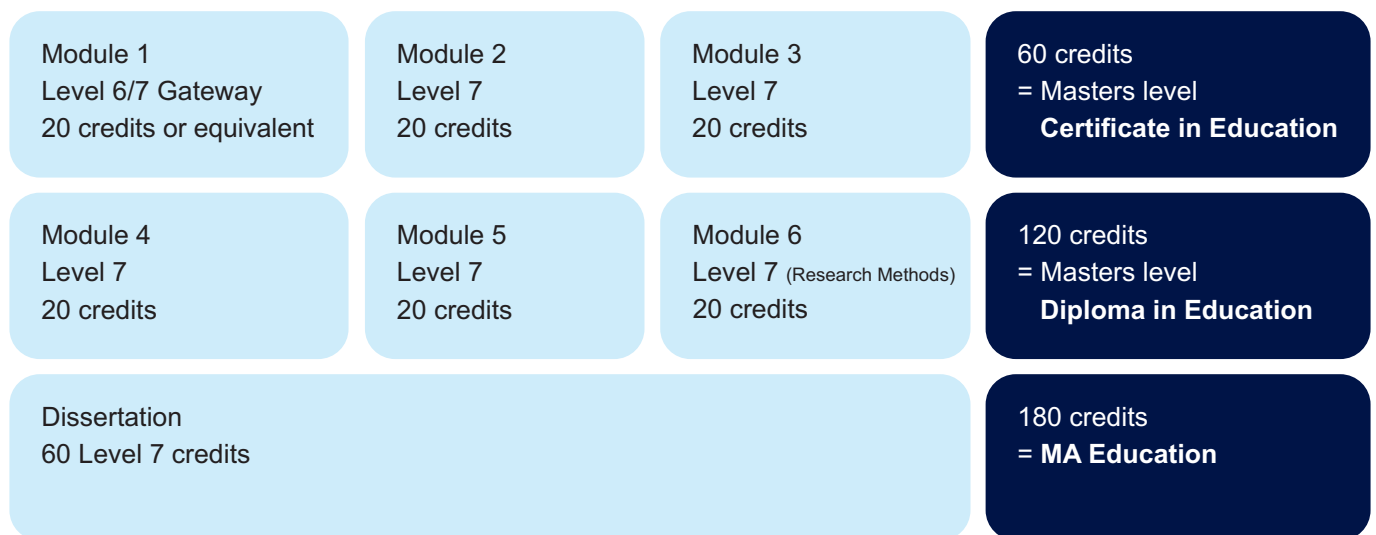
Schools and Settings Practice-based Masters Programme

“Continuing professional development (CPD) consists of reflective activity designed to improve an individual’s attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice.”
TDA 2009



Structure of the Masters in Education

The MA in Education at Edge Hill University is currently divided into manageable chunks.



Masters credits sit with the university/HEI you achieved them with but they can be transferred from one institution to another.

Remember, you can exit your Masters and 'bank' a Masters level Certificate or a Masters level Diploma if you so wish; these can be separate stand-alone qualifications and you do not need to complete the full Masters as both are valuable, nationally recognised qualifications in their own right.



How do I accumulate MA credits?

1. Do you have any previous Masters credits?

If the answer to this is yes, then you will need to fill in the Accreditation of Prior (Experiential) Learning (AP(E)L form). The number of credits you can have recognised will be determined by the AP(E)L Board. A Masters is 180 credits in total and a maximum of 100 credits can be recognised as AP(E)L. Students undertaking their dissertation (60 credits) with Edge Hill need to complete a 20 credit module on Research Methods, which includes their dissertation proposal.

2. Have you completed any nationally recognised courses?

(NPQH, Leading from the Middle, Leadership Pathways, National Programme for Specialist Leaders, National PSHE Programme etc)

Edge Hill University has drawn up a list of the credit values of each of these courses. You can apply to have these accredited by completing an AP(E)L form and providing evidence of completion, such as a certificate. If you have a portfolio of evidence then your tutor may advise you to apply for more credits than the current tariff suggests. This will be looked at on a case by case basis and your tutor will support you.

3. If you have neither of these

You should complete a Level 6 or Level 7 Gateway module...

The Gateway

Level 6

This is designed for those embarking on Masters Degree level study for the first time. You are only allowed ONE Level 6 module. You can choose from:

CPD3726

Current Issues in Education: Developing Professional Practice

CPD3361

The Role of the Mentor

CPD3371

Beginning a Career in Teaching (for current or recently qualified NQTs)

Level 7

If you choose a Level 7 Gateway then for your first module you can choose from:

CPD4726

Exploring Professional Practice: Investigating Practice through Professional Development

CPD4688

The Role of the Mentor

CPD4627

Beginning a Career in Teaching (for current or recently qualified NQTs)

Each module is worth 20 credits at Level 7. Additional modules are detailed on the website.

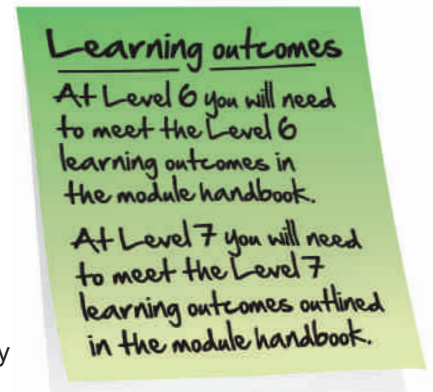
Producing a portfolio

All of the modules outlined can be assessed by the compilation of a portfolio of evidence which allows you to gain credit for work you have done or are currently doing in your school or educational setting.

The structure of these portfolios

The basic structure of a portfolio has five main elements:

- 1) A **title** which is a question: what were you hoping to achieve/identify by undertaking this project?
- 2) An **introduction**/rationale which gives the context for your project
- 3) A **commentary** on what you actually did
- 4) An **evaluation** of the activity which is a reflective analysis of the overall success and/or impact of the project with recommendations for future activity
- 5) The naturally occurring **evidence** you have collected which gives the reader an idea of the nature and scope of your work and backs up your claims of impact.



A title for my portfolio – here are some examples

- How has completing my NQT year/threshold application made me a better teacher?
- What makes a good subject mentor/coach/line manager/tutor?
- What is the impact on pupil progress when I embed AfL more firmly in my planning and practice?
- What does outstanding teaching and learning look like?
- How has a 'skills-based approach' increased pupil motivation?
- How does awareness of SEAL change the nature of learning in my lessons?
- How has changing to BTEC from GCSE ensured higher rates of achievement?
- How has the use of aspirational target grades made my students more aware of their potential?
- How does the use of ICT in learning increase levels of engagement?
- How should teaching methods be changed to accommodate boys?

Evidence I can gather for my portfolio

- Lesson plans
- Schemes of work
- Action plans
- Handouts from training days
- Minutes/notes from meetings
- Lesson observations
- Planning notes
- Work undertaken linked to courses or meetings attended
- Whole setting policy considerations
- Programmes of work, session plans
- Notes/handouts from staff INSET/meetings
- A presentation to staff or governors (Powerpoint or briefing paper)
- The development of new curriculum material
- Email and/or other communication on related projects
- Ofsted reports
- School website pages
- Results of questionnaires/research.

Portfolio building – some further guidance

1) Decide on a title, make it a question

Explain what you were hoping to find out, understand or achieve by doing this activity.

2) The context/introduction

Think about the motivation for the activity, answering the question 'why do it'? Give the school context and your own professional context. Is there a Local Authority drive and, possibly more importantly, what is the national background?

At this point give evidence and provide references to the 'wider professional context', for example, what is it that makes it a 'current educational issue'? You can make reference to electronic resources including ebooks, ejournals and digitised material in addition to resources available in the library. Essentially you should aim to produce an introduction which answers the question:

Why is this an important topic/activity in my school and in the current educational climate?

3) Gather all your evidence together

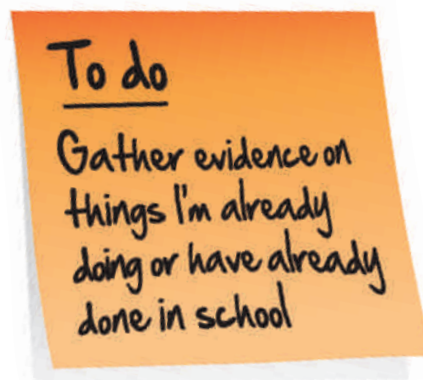
Put it into some sort of order, with a commentary on what the evidence is and why it is important. Include some reflection about the decision making process you engaged in whilst completing the project, if for example, an Ofsted report is included, say what this had to do with the activity. Make it clear what the evidence shows about involvement and engagement in the activity. Don't include a policy unless you wrote it, or disagree with it, or are using it as a guide and make sure this is made clear. Hand written notes on the policy are useful as long as the marker can understand why they are there.

4) Construct a critical evaluation

What difference has this activity made to you, to students, to teams, to the school? How do you know? What evidence is there? Did it do what was expected? What problems arose? How does it compare to what was meant to happen. It might be similar or different to other schools you know or have read about. What were the barriers/challenges to its success, what would have helped it along, how would you change things (things you can change, things the school or the government should change) for it to be a success? Are there any more references you want to include here? How far does it agree with your original question/hypothesis?

After this you should check

- Does your portfolio give a clear account of your setting-based project?
- Is your portfolio clearly informed by current thinking?



References

To show your awareness of the 'wider educational context' of your activity/project, you need to include references in your introduction and reflections.

- Search for related articles on websites such as TES, Education Guardian or other teachers' CPD publication websites
- Search government websites such as DfE, TDA, QCA, SSAT, NCSL, National Strategies
- Search for journal articles and other relevant literature
- Think about what other schools are doing locally and nationally. Is there interest in a comparison? Could you reference these?

For example, if you were looking into the use of student voice in improving teaching and learning in schools you might put 'use of student voice' into a search engine and find the following in an article written by Adam Fletcher in 2007:

'Student Voice is about learning. Engaging student voice may be the most powerful lever available to improve student learning in schools...'

Fletcher, A (2007) ARTICLE – what does the research say about involving students in school improvement? Sound Out – promoting Student Voice in School <http://www.soundout.org/article.107.html>

Remember:

- Don't lose your references – make a detailed note of where they came from. You will get advice from your tutor about how to list these
- As you move through your modules your tutor will give you examples of useful theories and articles to use
- There is an online library with Edge Hill which you have free access to – contact your tutor to arrange an induction
- Microsoft Word 2007 has a useful function for Harvard referencing – see module booklet.



Next steps

Once you have passed your Gateway module you are advised to choose generic modules for modules 2 and 3, which allow you to reflect on any recent educational activity:

CPD4655	Improving Professional Practice through Professional Development	20 credits
CPD4680	Embedding Improved Practice through Professional Development	20 credits

Or you can choose your remaining modules from the following. Your tutor will be able to offer you additional guidance:

CPD4726	Exploring Professional Practice: Investigating Practice through Professional Development	20 credits
CPD4688	The Role of the Mentor	20 credits
CPD4627	Beginning A Career in Teaching (for NQTs within the last 2 years)	20 credits
CPD4445	Assessment for Learning	20 credits
CPD4446	Teaching for Learning	20 credits
CPD4511	Behaviour for Learning	20 credits
CPD4413	Managing Development and Change in Education	20 credits
CPD4414	Strategic Leadership and Creative Management	20 credits
CPD4415	Selecting and Managing Staff	20 credits
CPD4489	Developing Work-based Practice	20 credits

Or one longer project for 40 credits:

CPD4490	Developing Work-based Practice	40 credits
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This now leaves 'Research Methods' (module number 6 on the structure) and your subsequent dissertation, both of which are fully supported online.

Details of your nearest tutor can be found on the back of this pack.

What now?

- 1 Decide on the focus of your first portfolio
- 2 Fill in your portfolio proposal form
- 3 AP(E)L any previous credits or apply for accreditation for nationally recognised courses
- 4 Using the 'portfolio building' section, make a start on the introduction of your first portfolio and, with the support of your tutor, take it from there!

To do

Remember to access Blackboard for further information and examples.



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