



The
University
Of
Sheffield.

Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from The University of Sheffield

Programme Details

1. Programme title	Applied Professional Studies in Education
2. Programme code	EDCT010
3. QAA FHEQ level	7
4. Faculty	Social Sciences
5. Department	Education
6. Other departments providing credit bearing modules for the programme	None
7. Accrediting Professional or Statutory Body	Not applicable
8. Date of production/revision	June 2003, March 2017, July 2024, March 2026

Awards	Type of award	Duration
9. Final award	MA	2 years
10. Intermediate awards	PGDip	1 year

Programme Codes

11. JACS code(s) <i>Select between one and three codes from the HESA website.</i>	X300	X200	X300
12. HECoS code(s) <i>Select between one and three codes from the HECoS vocabulary.</i>	<u>100459</u> education studies	<u>101088</u> research and study skills in education	<u>101246</u> professional practice in education

Programme Delivery

13. Mode of study	Part-time
14. Mode of delivery	Distance Learning

15. Background to the programme and subject area

The School of Education is internationally renowned for the excellence of its teaching and the high quality of its research and offers a range of courses for educational professionals which provide continuing professional development. The field of education is in a state of continuous change and there have been numerous initiatives in recent years which have had direct impact on teachers' professional concerns. This course supports educators at all career stages who already hold a PGCE, PGCert, iPGCE or equivalent to respond flexibly to these developments, providing a masters' programme of applied professional studies which can be tailored to personal developmental priorities, individual's professional contexts and contemporary policy changes.

16. Programme aims

MA APSE aims to:

A1	Pursue a course of study in education which will enable them to relate relevant research and advanced scholarship to current developments in their own professional contexts.
A2	Develop students' understanding of the relationship between research and practice and develop their own abilities to conduct rigorous educational research.
A3	Have a critical focus on those educational issues which are pertinent to their professional needs and interests.

17. Programme learning outcomes

Knowledge and understanding		
On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:		
		Links to Aim(s)
K1	Educational issues relevant to their chosen area of study within the subject field.	A1, A3
K2	Critical understanding of the nature of educational research and its application to their own practice in the field of education.	A1, A2, A3
K3	A critical understanding of current problems and/or new insights relevant to their chosen area of study within the subject field.	A1, A3
K4	The principles of decolonisation in educational research and professional practice.	A1, A2
K5	A critical understanding of research methodologies, methods and techniques relevant to their field of study.	A1, A2, A3
Skills and other attributes		
On successful completion of the programme, students will be able to:		
S1	Critically evaluate research and advanced scholarship relevant to their chosen area of study within the subject field.	A1, A3

S2	Construct and present sustained, critical arguments, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.	A1, A3
S3	Demonstrate originality in their application of knowledge to their field and professional contexts of interest.	A2, A3
S4	Utilise a range of research skills in the completion of an independent, sustained study (including research design, use of appropriate methodology and data analysis applied to the context of their own practice in the field of education).	A1, A2, A3
S5	Reflect critically on learning and development as an educational practitioner, demonstrating the independent learning ability required for continuing professional Development.	A1, A3

18. Learning and teaching methods

Development of the programme learning outcomes is promoted through the following teaching and learning methods:

The teaching and learning methods used will include distance learning study materials and weekend study schools which may be engaged with in-person, or synchronously (live-streamed) and asynchronously online. The following provides a full account of the possible teaching and learning modes students on this programme could encounter:

Lectures: Used to develop students' engagement with key information, develop subject-specific knowledge and understanding, cognitive and analytical skills and stimulate critical reflection. Elements of the lecture programme raise awareness of the need for decolonisation of research and practice in education, providing students the opportunity to address such matters directly in their consideration of researcher positionality and the crafting of their dissertation study.

Distance Learning Study Materials: The core distance learning resource builds on recorded study school content to enhance students' professional and academic development. This includes curated reading lists, supporting links to training and resources related to ethical research and broader academic development.

Student presentations: Used to develop a range of key transferable skills e.g. presentation skills. To develop other students' engagement with key information and subject-specific knowledge and understanding.

Supervisory tutorials: Used to respond to students' enquiries and provide feedback on coursework. To promote further reflection and analysis through discussion and questioning. To develop students' ability to reason effectively and communicate arguments and points of view clearly. Students have one-to-one supervision throughout the course through the use of face-to-face (online or in-person) tutorials and email correspondence.

The following table demonstrates how these methods relate to the learning outcomes:

	Distance-learning study materials	Lectures	Student presentations	Tutorials
K1	✓	✓	✓	✓
K2	✓	✓	✓	✓
K3	✓	✓	✓	✓
K4	✓	✓	✓	✓
K5	✓	✓	✓	✓
S1	✓	✓	✓	✓
S2				✓
S3			✓	✓
S4			✓	✓
S5			✓	✓

Opportunities to demonstrate achievement of the programme learning outcomes are provided through the following assessment methods related to the learning outcomes:

	Portfolio	Essays	Reports	Dissertation
K1	✓		✓	✓
K2	✓		✓	✓
K3	✓		✓	✓
K4	✓		✓	✓
K5	✓		✓	✓
S1	✓		✓	✓
S2	✓		✓	✓
S3	✓		✓	✓
S4	✓		✓	✓
S5	✓		✓	✓

19. Assessment and feedback methods

Summative assessment and feedback

Across the three modules of the programme, students will be assessed through the submission of a mixed-format portfolio (analysis of collated materials, reflective commentary and written elements), a presentation task and a written research dissertation.

Formative assessment and feedback.

Each assessed task includes a formative stage where students will have the opportunity to have draft work or early stages of planning reviewed by supervising tutors for feedback. Study school activities are also designed to provide opportunities for support and feedback from tutors and peers.

20. Programme structure and student development

All students applying for the Masters' programme EDUT201 are required to bring 60 Masters-level credits from a previously completed PGCert in a related field such as a Postgraduate Certificate in Education (PGCE), the Sheffield iPGCE or other PGCert qualifications related to education (e.g. specialised education provision, further education, higher education).

As part of the MA APSE, they will undertake critical reflection on their professional learning, preparatory studies to develop their research skills, followed by a research dissertation, enabling them to research an area of interest of relevance to their personal and professional development.

Students will be allocated a personal tutor who will provide them with guidance on the focus of their study in order to ensure that professional development is relevant to their own context. Students exit with Masters' on completion of 180 credits (including the 60 credits brought to the programme).

By engaging with the programme of study, student presentations, a range of educational research activities and by working both one-on-one with their supervisors and independently, the students are supported in the development of skills, knowledge and understanding which promote independent learning. In addition to the development of discipline-based knowledge and understanding, the course is also designed to nurture a range of intellectual and transferable skills including critical reading and writing skills, how to reflect critically, how to conduct a literature search and how to design and carry out original research studies.

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available online at <http://www.sheffield.ac.uk/calendar/>.

21. Criteria for admission to the programme

Candidates should normally hold an Honours degree (or equivalent) and one of the following:

- a PGCE teaching qualification, completed within 5 years of starting the course
- the University of Sheffield iPGCE, completed within 5 years of starting the course
- PG Certificate (60 credits) in an education-related discipline, completed within 5 years of starting the course

Applicants with a PGDE Postgraduate Diploma in Education (120 credits) can apply directly to the second year of the course - to complete the dissertation only - for up to 5 years from the date they achieved their PGDE.

While the course is designed to accommodate the needs of applicants who are in an active, full time professional role, there is no requirement for students to be in employment, nor to hold qualified teacher status or equivalent.

Applicants are expected to have some experience of education-related roles or settings, including but not limited to classroom teaching, paraprofessional roles such as assistant teacher or learning support, coaching, tutoring or mentoring.

For students whose first language is not English, the School of Education requires an IELTS score of 6.5 with a minimum of 6.0 in each component, or equivalent.

22. Reference points

The learning outcomes have been developed to reflect the following points of reference:

Subject Benchmark Statements

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

(Education Studies): https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5)

Framework for Higher Education Qualifications (2024)

<https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks>

University Vision

<https://www.sheffield.ac.uk/vision>

Strategic Plan for Education (2020-27)

<https://staff.sheffield.ac.uk/vision/education>

23. Additional information

None

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at <http://www.shf.ac.uk/ssid>.