

COURSE SPECIFICATION

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| Course Aim and Title | MA Education MA Education (Teaching and Learning) MA Education (Culture and Diversity) |
| Intermediate Awards Available | PG Dip in Education PG Cert in Education |
| Teaching Institution(s) | UEL |
| Alternative Teaching Institutions (for local arrangements see final section of this specification) | This course is also offered off-campus (Route Code CF1079) in partnership with schools where the teaching is delivered. |
| UEL Academic School | School of Education and Communities |
| UCAS Code | N/A |
| Professional Body Accreditation | N/A |
| Relevant QAA Benchmark Statements | <i>QAA Master's Degrees Characteristics Statement September 2015</i> |
| Additional Versions of this Course | MA Education (via Distance Learning) MA Education (with School Placement) MA Education (Teaching and Learning) (with School Placement) MA Education (Culture and Diversity) (with School Placement) |
| Date Specification Last Updated | February 2024 |

Course Aims and Learning Outcomes

The MA Education and its pathways aims to:

1. Provide students with the opportunity to develop their academic and professional knowledge and skills from a local, national and/or global context in order to meet their academic and professional needs in their chosen field within Education.
2. Engage participants in key educational processes underpinning development and action, such as critical analysis and reflection, critical enquiry and research, action planning and evaluation and collaborative learning that enable education professionals and students to gain greater recognition in their chosen field within Education.

3. Enable students to engage in critical academic and practitioner-based (when appropriate) research that is reflective, systematic, and rigorous in their chosen field within Education.

Based on:

QAA Master's Degrees Characteristics Statement September 2015

What you will learn:

Knowledge

1. Demonstrate in-depth, systematic, and advanced knowledge and understanding of educational issues within local, national and global contexts (within their chosen pathway)
2. Develop appropriate knowledge of research methods in the field of Education

Thinking skills

3. Demonstrate a high-level of criticality of educational research and other related issues which concerns professional values and professional priorities, and to demonstrate an understanding of these issues in broader social, cultural, political and economic contexts.
4. Demonstrate originality in the interpretation, synthesising and application of knowledge and research for their professional practice and learning

Subject-Based Practical Skills and Skills for Life

5. Demonstrate capacity to deal with complex academic and/or professional knowledge issues in a systematic and creative manner to develop, apply and sustain them in your professional development
6. Demonstrate ability to communicate academically to a wide range of audiences and for different purposes

Learning and Teaching

Teaching and learning methods/strategies used to enable the achievement of learning outcomes:

- Lectures – providing the opportunity for the presentation of an extended and coherent line of argument
- Practical workshops - enabling experimentation and the analysis and discussion of issues, documents and materials
- Work based activities – to allow participants to undertake enquiry and/or development work

- Seminars - to generate group and individual creativity, discussion and reflection
- Guided reading and independent study - to enable participants to engage with relevant and appropriate debate
- Supported self-study using relevant materials - to promote individual enquiry and development
- Supported collaborative tasks – to promote learning from each other and critical [professional challenge
- Individual tutorials - to enable a more extended, in-depth analysis and support of self-study
- E-learning opportunities – involving the use of interactive packages and virtual learning environments

Assessment

Knowledge is assessed by

- Coursework
- Reports
- Examinations

Thinking skills are assessed by

- Coursework
- Examinations
- Project work

Practical skills are assessed by

- Reports
- Case studies
- Portfolio completion

Skills for life and work (general skills) are assessed by

- Project work
- Group work
- Case studies
- Reports

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

Work or Study Placements

If you opt to study the MA Education with a School Placement, you will complete an unpaid placement at a Partner School within the "School-based Learning" module. This placement module is graded as either Pass or Fail, assessed by both a mentor from the School and a University tutor.

The Department in collaboration with placement officers, will support students in securing one school placement.

The placement lasts for one academic term, which is typically about 12 weeks. To be eligible, you need to have completed and passed 120 credits and have an enhanced DBS check. Overseas students need to additionally provide a criminal disclosure certificate. It is your responsibility to provide updated documents before the commencement of the School Placement. The placement module will take place upon completion of 120 credits and before the Dissertation.

For the MA in Education with School Placement, you must spend 300 hours in one of the educational institutions linked to the University of East London (UEL) network.

Additionally, you must attend five taught sessions and write a 3,000-word reflective portfolio on your school-based learning.

Course Structure

All courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this course:

| Level | Module Code | Module Title | Credits | Associated Pathways | Core/Option | Available by Distance Learning |
|-------|-------------|--|---------|---|----------------------------|--------------------------------|
| 7 | ET7703 | Pedagogy | 30 | MA T&L | Option | N |
| 7 | ET7704 | Mentoring and Coaching in Education: the mentor as an agent for change | 30 | MA T&L MA C&D MA Ed (Distance Learning) | Option | Y |
| 7 | ET7705 | Leading Learning | 30 | MA T&L | Option) | N |
| 7 | ET7707 | Culture and Diversity | 30 | MA C&D MA Ed (Distance Learning) | Option) | Y |
| 7 | ET7708 | Practice Based Enquiry | 30 | MA T&L MA C&D | Option (school-based only) | N |
| 7 | ET7709 | Independently Negotiated Module with Schools (School-based only) | 30 | MA | Option (school-based only) | N |
| 7 | ET7754 | Mental Wealth: Applied Project in Education | 60 | MA MA Ed (Distance Learning) | Core | Y |
| 7 | ET7753 | Mental Wealth: Applied Project in Education (Teaching and Learning) | 60 | MA T&L | Core | Y |
| 7 | ET7752 | Mental Wealth: Applied Project in Education (Culture and Diversity) | 60 | MA C&D | Core | Y |

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|---|--------|---|-----|---|---|---|
| 7 | ET7720 | Assessment for Learning | 30 | MA T&L | Option | N |
| 7 | ET7726 | Creativity, Imagination and Learning | 30 | MA T&L MA Ed (Distance Learning) | Option | Y |
| 7 | ET7727 | Critical Approaches to Inclusive Education (This is shared with the MA Special Education Needs) | 30 | MA T&L MA C&D | Option | N |
| 7 | ET7730 | Understanding Reading Comprehension | 30 | MA T&L | Option | N |
| 7 | ET7751 | Teaching and Learning in Multicultural Contexts | 30 | MA T&L MA C&D | Option | N |
| 7 | ET7750 | Education Policy in Practice | 30 | MA C&D MA Ed (Distance Learning) | Option | Y |
| P | ET77XX | School-based Learning | 60P | MA Ed, MA C&D, MA T&L (with School Placement) | Core for the MA (with School-Placement) pathways only | N |

Please note: Optional modules might not run every year. The modules running depend on the total number of enrolled students. In addition, the course team will decide on an annual basis which options may be running, based on student demand and academic factors, in order to create the best learning experience.

Additional detail about the course module structure:

The course has been designed to be as flexible as possible in order that the individual needs and interests of participants, schools and Local Authorities (LAs) may be met through tailored courses and so that the course can accommodate new initiatives and requirements from the Department for Education (DfE) as they may occur.

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a course is a module selected from a range of modules available on the course.

The overall credit rating of this course is 180 credits. For MA Education (School Placement) pathways only, the overall credit rating is 240 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Course Specific Regulations

- The postgraduate certificate consists of two modules at level 7. (If you are a practicing teacher with a PGCE, you already have this),
- The postgraduate diploma consists of four level modules.
- The submission of a dissertation is required for the award of Master and this can be completed in two terms.

If you transfer your 60 level 7 credits from your PGCE qualification to the MA Course, you will be upgrading your PGCE qualification once you complete the full MA Course, as credits cannot be double-counted (same credits for two different academic awards).

If you complete 180 credits (with a 60 Credit Dissertation), you will exit the course with a Masters of Arts (MA) in Education. If you complete 120 credits, you will exit the course with a Post-Graduate Diploma in Education (PGDE).

*** The Pathway Awards of MA Education (Teaching and Learning) and MA Education (Culture and Diversity) are ONLY available for students that complete a minimum of 90 credits within the pathway chosen. This means one taught-module and one applied research project in education module in the chosen route.

**** This implies a maximum of 90 credits can be APL'd in this course (a maximum of 30 can be done so via AEL).

MA Education via Distance Learning (DL)

This route comprises ET7704, ET7707, ET7726, ET7750 and ET7754 only. Modules are self-contained and are delivered through our Virtual Learning Environment, which is a repository of resources and the course management system.

The DL route does not require synchronous attendance to sessions but different forms of weekly engagement with study materials are encouraged through different tasks.

You will have a dedicated Moodle site for each module, divided into weeks with activities for students to engage with resources. These will include a summary of lectures with a guide for the students to complete, links to the library, and a forum space where students will be encouraged to interact.

At the end of each week, you will be presented with a reflective task so they can monitor their progress in relation to the learning outcomes for each week. Additionally, you will have the opportunity to contact Module Leaders and fellow students through Teams for individual tutorials or group work.

MA Education with School Placement pathways

For MA Education (School Placement) pathways only, the overall credit rating is 240 credits. This route encompasses any of the three available pathways, including the "School-based Learning" module, which is a 60 credit Placement module. This module entails 300 hours of School Placement within the UEL network and participation in five taught sessions over one academic term. To qualify for this route:

- you must have passed 120 credits.
- Possess an up-to-date enhanced DBS check (and overseas students need to additionally provide a criminal disclosure certificate), before the commencement of the module.
- Provide a CV and personal statement.

You will provide the above documentation to the Course Leader by the 31st of July (September starters) and 20th November (January starters).

Your performance in this module will be jointly assessed by a school-based mentor and a University tutor following a set of professional practice standards and a 3,000-word reflective report on your school-based learning. This assessment will result in either a Pass or Fail grade. It is important to note that we will only support you in securing one School Placement. The Placement will be terminated immediately if your conduct falls below professional expectations, which means you will fail the module. If this is the case, you will receive a default award without "a school placement".

Typical Duration

- **Standard MA in Education (with pathways) - without school-placement**

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

The duration of this course is of one academic year for full-time students and two academic years part-time, with entry points in September and January. The time limit for completion of a course is four years after first enrolment on the course.

- **MA Education via Distance Learning**

This route is part-time only, which means you take one module each Term, with ET7754 spreading over two Terms. Therefore, the duration of the course is two academic years. There are two entry points for this route: September and January.

A break/deferral is allowed. Please check university guidelines.

- **MA Education (with School Placement) pathways**

The duration of this course is one academic year plus one 12-week term (four terms long) for full time on-campus and international students. For part time on-campus students, the duration of this course is two academic years plus one 12-week term. The additional Term of typically 12 weeks entails 300 hours of school placement within the UEL network and participation in five taught sessions over one academic term.

The course duration as a full-time student is four terms/semesters, with entry points in September and January. For September starters, the course will finish the following December. For January starters, the course will finish the following April. The placement will take place as following: for September starters, placement will take place in Term 3 (March/April) and for January starters, placement will take place in their Term 3 (September), with the Applied Research Project in Education module happening immediately after. There are no breaks between terms. The placement module will take place upon completion of 120 credits and before the Dissertation.

The School placement pathway is only available to on-campus students. This pathway is not available for Distance learning students.

The School placement pathway is available for full and part-time students. If you are an international student, the pathway is only available full-time.

Further Information

More information about this course is available from:

- The UEL web site (www.uel.ac.uk)
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages <https://uel.ac.uk/postgraduate/courses/ma-education>

All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

There is an additional cost for obtaining an enhanced DBS check and travel costs to Placements for the MA Education (with School Placement) pathways.

Alternative Locations of Delivery

This course can be delivered in schools, depending on numbers of teachers/staff involved. We work with individual schools or groups of schools/MATs/federations and alliances.