

COURSE SPECIFICATION

Course Aim and Title	MA Education MA Education (Teaching and Learning) MA Education (Culture and Diversity)
Intermediate Awards Available	PG Dip PG Cert
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	Cass 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	N/A
Date Specification Last Updated	April 2019

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

When students are required to gain access to work-based environments for their assignments and/or final applied research, this will be arranged by the MA

Education course leader and the Cass School of Education and Communities support team, along with the initiative of the student in procure a suitable location for their assignment, when required.

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 (SEMC)	N
7	ET7704	Mentoring and Coaching in Education: the mentor as an agent for change	30	MA T&L MA C&D	Option (SEMA)	N
7	ET7705	Leading Learning	30	MA T&L	Option (SEMA)	N
7	ET7707	Culture and Diversity	30	MA C&D	Option (SEMC)	N

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	Core (SEMFA, SEMFB, SEMFC1)	Y
7	ET7753	Mental Wealth: Applied Project in Education (Teaching and Learning)	60	MA T&L	Core (SEMFA, SEMFB, SEMFC1)	Y
7	ET7752	Mental Wealth: Applied Project in Education (Culture and Diversity)	60	MA C&D	Core (SEMFA, SEMFB, SEMFC1)	Y
7	ET7720	Assessment for Learning	30	MA T&L	Option (SEMB)	N
7	ET7726	Creativity, Imagination and Learning	30	MA T&L	Option (SEMA)	N
7	ET7727	Critical Approaches to Inclusive Education (This is shared with the MA Special Education Needs)	30	MA T&L MA C&D	Option (SEMA)	N
7	ET7730	Understanding Reading Comprehension	30	MA T&L	Option	N
7	ET7751	Effective EAL Pedagogy	30	MA T&L MA C&D	Option (SEMB)	N
7	ET7750	Education Policy in Practice	30	MA C&D	Option (SEMB)	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 LAs may be met through tailored courses and so that the course can accommodate new initiatives and requirements from the 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. 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 masters 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)

Typical Duration

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 two calendar years part-time, with entry points in September, January and April. The time limit for completion of a course is four years after first enrolment on the course.

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

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

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:

N/A

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.