

Programme Specification

MA Education

MA Education (Title to be decided from) Pathways

- *Leadership and management*
- *Teaching and Learning*
- *Developing Professional Practice*
- *Higher Education*
- *Subject Specialist*

1. Programme title	<p>MA Education MA Education (Title to be determined) from</p> <ul style="list-style-type: none"> • <i>Leadership and management</i> • <i>Teaching & Learning</i> • <i>Developing Professional Practice</i> • <i>Subject Specialism</i> <p>PG Diploma in Education PG Certificate in Education</p>
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Programme accredited by	
5. Final qualification	<p>MA Education MA Education (Title to be determined) from</p> <ul style="list-style-type: none"> • <i>Leadership and management</i> • <i>Teaching and Learning</i> • <i>Developing Professional Practice</i> • <i>Higher Education</i> • <i>Subject Specialist</i> <p>PG Diploma in Education PG Certificate in Education</p>
6. Year of validation Year of amendment	
7. Language of study	English
8. Mode of study	Full time/Part time/ Distance Education

9. Criteria for admission to the programme

The MA Education programme is for those professionals

- employed in educational organisations contributing to the educational process, and normally,
- have a graduate qualification, or
- extensive practical experience

The majority of applicants in the UK are teachers with Qualified Teacher Status (QTS), but applicants may include non-QTS, teachers, school support staff, and those working in other educational setting such as learning resource centres, higher education museums etc.

The Programme Leader may admit applicants without these admission criteria on the basis of need and appropriateness of the programme. (in line with school and University policies for widening access). Potential applicants should discuss this with the Programme Leader.

Candidates will need a high level of competence in the use of English, equivalent to at least 6.5 in the IELTS test or TOEFL 575 (paper based), 237 (computer based). See section B of University Regulations for Admission

(The MA Education) is **not** a route into teaching and **does not award** qualified teacher status (QTS) in the UK.

10. Aims of the programme

The programme aims to:

Develop evidence based educational practitioners, so that they are can improve their own practice and to make a significant contribution to improving educational practice and raising achievement in their specialist area.

It therefore sets out to:

- introduce students to a body of theoretical and professional knowledge in an area or areas relevant to the profession and role of the individual student.
- tdevelop skills of using professional and theoretical knowledge and findings from published research to inform and develop practice
- and to develop the skills and outlook of the practitioner- researcher.

11. Programme outcomes

At Postgraduate Certificate and Diploma Stage

A. Knowledge and understanding

On completion of this programme the successful student will have to masters level, knowledge and understanding of:

Comprehensive and current theoretical, policy and practice perspectives on a chosen area of scholarship.
Systematic understanding of relevant government guidance and policy, and best practice literature in a chosen area.

3. Professional Standards for own role.

Comprehensive knowledge of Professional Standards and expectations for own role within a chosen area.

Teaching/learning methods

Students gain knowledge and understanding through:

Tutor led sessions and workshops Student negotiated independent learning through reading, learning conversations (including online), and observation. Individualised enquiry based assignments. Formative assessment and feedback.

Assessment Method

Students' knowledge and understanding is assessed by coursework and project assignments, which are detailed in module guides.

This may be collected together in portfolios and may include: needs analysis, student led plans, formative assessment tasks, reviews of literature, reflective writing, project reports, action research studies and final dissertation report.

The coursework work will demonstrate the QAA masters level descriptors:

<p>Using research and scholarship to inform practice.</p> <p>At Masters Stage</p> <p>Comprehensive and systematic research and scholarship methodologies in educational.</p> <p>A1-A4 in a third area of study in education.</p>	<p>A systematic understanding of knowledge, a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.</p> <p>A comprehensive understanding of techniques applicable to their own research or advanced scholarship; Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; Conceptual understanding that enables the students to: Evaluate critically current research and advanced scholarship in the discipline; and Evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses</p>
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to at masters level:</p> <ol style="list-style-type: none"> 1. Apply theoretical learning to reflections on experience in a chosen area of study 2. Identify and critique positions and arguments in assigned reading, and other discourse in a chosen area of study 3. Critically evaluate received views in a chosen area of study 4. Critically evaluate own practice in a chosen area of study. 	<p>Teaching/learning methods Students learn cognitive skills through:</p> <ul style="list-style-type: none"> • Tutor led sessions and workshops • Student negotiated independent learning through reading, learning conversations (including online), and observation. • Individualised enquiry based assignments coursework. • Formative assessment and feedback. <p>Assessment Method Students' cognitive skills are assessed by coursework including: personal learning needs analysis, formative assessment tasks, reflective portfolio, project reports, action research studies and final dissertation report.</p> <p>Students work will demonstrate the ability to continue to advance their knowledge and understanding, and to develop new skills to a high level.</p>
<p>C. Practical skills At the Postgraduate Certificate and Diploma</p> <p>On completion of the programme the</p>	<p>Teaching/learning methods Students learn practical skills through assigned tasks, school based projects, coaching and formative assessment and feedback.</p>

<p>successful student will be able to:</p> <ul style="list-style-type: none"> . Identify, review and evaluate own learning needs in order to set and monitor personal learning objectives in a chosen area of study . Apply theoretical learning to improve practice in the workplace through new insights into the area of study in a chosen area of study. 3. Critically evaluate impact of own learning on individual and, where relevant, organisational performance in a chosen area of study, and, . Develop practical skills C1-C4 Further in a second study in Education <p>At Masters Stage</p> <ul style="list-style-type: none"> . Identify research objectives and systematically plan a research enquiry using and critiquing appropriate research tools. . Carry out an extended research project to include a comprehensive and critical review of literature leading to originality in the application of that knowledge into practice 	<p>Assessment Method</p> <p>Students' practical skills are assessed by coursework and project assignments, which are detailed in module guides.</p> <p>This may be collected together in portfolios and may include: needs analysis, student led plans, formative assessment tasks, reviews of literature, reflective writing, project reports, action research studies and final dissertation report.</p> <p>These assignments will demonstrate the student's ability to show:</p> <p>A comprehensive understanding of techniques applicable to their own research or advanced scholarship; Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences; Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; And will have the qualities and transferable skills necessary for employment requiring:</p> <ul style="list-style-type: none"> • The exercise of initiative and personal responsibility; • Decision-making in complex and unpredictable situations; and • The independent learning ability required for CPD.
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12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

The MA Education Programme is studied over three years part-time. Study is undertaken at level 7 throughout. Modules are yearlong (September-September or January-January)

The Programme is divided into 3 x 60 credit modules, one per year of the course, and the last being a compulsory "Dissertation". The programme contains named award pathways:

- *Leadership and management*
- *Teaching and Learning*
- *Higher Education*
- *Developing Professional Practice*
- *Subject Specialist*

12.2 Levels and modules

First Stage - Postgraduate Certificate in Education

The first stage of the MA Education award is to successfully complete one (60 credit) module from the choice of modules.

The second module and next stage of the MA award

At the end of the module candidates must choose their second module from the choice of modules to move on to the second stage of the MA award, the Postgraduate Diploma. Normally, candidates moving to the second stage will not be awarded the Postgraduate Certificate, as the higher award will supersede this later.

Interrupting Studies Temporarily

At the end of the module it is possible to interrupt studies for the MA award temporarily (for example when personal circumstances make continuous study inappropriate, where changes in employment occur or it is decided to wait for an alternative module start date.) However, the completion of the full MA award should normally be over no more than 6 academic years. Candidates must inform the Programme Leader that this is their intention.

Opting Out of the MA award at the end of the stage.

Candidates who wish to opt out of the MA Education programme after successfully completing the first module may be awarded the Postgraduate Certificate in Education. They must inform the Programme Leader that this is their intention.

Second Stage - The Post Graduate Diploma in Education

Candidates who have successfully completed their first module can then enrol on a second module of their choice (as stated above).

Successful completion of the second module (and therefore having 120 credits at M level) qualifies the candidate for the award of Postgraduate Diploma in Education.

The third module and next stage of the MA award

At the end of the second module candidates must choose the dissertation module and move on to the third stage of the MA award, They should inform the Programme Administrator that this is their intention. Normally candidates moving to the third stage will not be awarded the Postgraduate Diploma, as the higher award will supersede this later.

Interrupting Studies Temporarily

Alternatively candidates may need to interrupt their studies because of personal circumstances or need and enrol on a further module at a later date. (Please note the completion of the award should normally be over no more than 6 academic years)

Opting Out of the MA award at the end of the stage.

Candidates who wish to opt out of the MA Education programme after successfully completing the second module may be awarded the Postgraduate Diploma in Education. They must inform the Programme Leader that this is their intention.

Third Stage – The MA Education Award

As stated above, students who have successfully completed 120 credits can progress the Dissertation Module (PDT 4044).

On successful completion of this module candidates may achieve the award of MA Education or MA Education (Title to be determined)

Determination of the “Named” Award

As an alternative it is possible to have a “named award” MA Education (Title to be decided) from:

- Leadership and Management ·
- Teaching and Learning ·
- Developing Professional Practice ·
- Higher Education
- Subject Specialism
 - English
 - Mathematics
 - Drama
 - Science
 - Art
 - Music
 - Geography
 - History
 - Physical Education
 - Business Education
 - Modern Foreign Languages
 - Information and Communication Technology
 - Global Dimension of the Curriculum.
 - Primary

For a named award candidates need to apply to the Programme Leader four weeks before submission of their dissertation.

To receive the named award candidates would be expected to have undertaken a dissertation project from within the specified area, and normally an associated module.

12.3 Non-compensatable modules

Module level	Module code
7	PDT 4022, 4061, 4090, 4044, 4170

13. A curriculum map relating learning outcomes to modules

See Curriculum Map attached.

14. Information about assessment regulations

Standard Middlesex University regulations apply to this programme.

These can be found at: www.mdx.ac.uk/regulations/.

15. Placement opportunities, requirements and support (if applicable)

Candidates will need to have access to schools or other educational organisations in order to complete the practical and action enquiry aspects of the programme.

16. Future careers (if applicable)

Successful students have gained promotion to positions of responsibility within their chosen field in the establishments they work in. A Postgraduate award is moving to become a requirement in UK education and higher education..

Graduates of the programme may move to doctoral studies in education.

17. Particular support for learning (if applicable)	
<ul style="list-style-type: none"> • CPD advice and consultancy support from academic staff • Learner Development Unit one-to-ones and workshops • University Dyslexia support • University Disability support • Library services support • School Achievement Officers support • e-learning materials (module guides) • On – line support. • Email teaching. 	
18. JACS code (or other relevant coding system)	X300 or X300/N224
19. Relevant QAA subject benchmark group(s)	FHEQ Benchmarks QAA Subject Benchmarks for Education at Undergraduate Level.
20. Reference points	
<ul style="list-style-type: none"> • QAA benchmarks • Relevant professional standards and benchmark statements • Middlesex University regulations 	
21. Other information	
<p>Accreditation of Prior Learning</p> <p>Candidates with recent, relevant credit at masters level from other Universities or programmes can apply to have this transferred into the MA Education award. The maximum amount permissible is 2/3rds of the total credit value of the award. Application should be made at the start of the programme.</p> <p>Normally, only 60 credits from UK PGCE (QTS) - Initial Teacher Training programmes is deemed to be relevant to a Masters in Education award.</p>	

Curriculum map for MA Education

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

At Postgraduate Certificate and Diploma Stage	
Knowledge and understanding	
A1	Comprehensive and current theoretical, policy and practice perspectives on a chosen area of scholarship.
A2	Systematic understanding of relevant government guidance and policy, and best practice literature in chosen areas.
A3	Professional Standards for own role.
A4	Comprehensive knowledge of Professional Standards and expectations for own role within a chosen area.
A5	Using research and scholarship to inform practice.
Practical skills	
C1	Identify, review and evaluate own learning needs in order to set and monitor personal learning objectives.
C2	Apply theoretical learning to improve practice in the workplace through new insights into the area of study.
C3	Critically evaluate impact of own learning on individual and, where relevant, organisational performance in a chosen area of study, and,
C4	Develop practical skills C1-C4 Further in a second study in Education

At Masters Stage	
Knowledge and understanding	
A6	Comprehensive and systematic research and scholarship methodologies in education.
A7	A1-A4 in a third area of study in education.
Cognitive skills	
B1	Apply theoretical learning to reflections on experience in a chosen area of study
B2	Identify and critique positions and arguments in assigned reading, and other discourse in a chosen area of study.
B3	Critically evaluate received views in a chosen area of study.
B4	Critically evaluate own practice in a chosen area of study.
Practical skills	
C5	Identify research objectives and systematically plan a research enquiry using and critiquing appropriate research tools.
C6	Carry out an extended research project to include a comprehensive and critical review of literature leading to originality in the application of that knowledge into practice

