MA Childhood and Education in Diverse Societies

Programme Specification

1. Programme title	Education and Childhood in Diverse Societies
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	N/A
5. Final qualification	MA
6. Year of validation Year of amendment	March 2018
7. Language of study	English
8. Mode of study	FT & PT

9. Criteria for admission to the programme

Applicants should have a 2:2 or above from a Bachelor honours degree programme in a relevant area.

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

RPL and APEL claims may be considered if previous experience and learning are relevant to modules. Applicants should contact the course leader to discuss such claims and identify which, if any, modules may be omitted from their programme.

10. Aims of the programme

The programme aims to:

This programme is designed to deepen students' understanding of education and childhood in diverse societies by developing critical theoretical insights and critically reflecting on experience. The combination of practice and theory will enable students to build their capacity for employment in the education and children's workforce. Specifically the programme will:

- Develop students' deep and systematic understanding of diversity in relation to childhood and education.
- Enable students to synthesise knowledge of theoretical perspectives and policy to generate creative solutions to problems relating to childhood and education.
- Develop students' skills of inquiry and reflection to deepen their understanding of practice and plan for improvement.
- Enable students to plan and undertake a substantial empirical investigation relating to childhood and / or education.
- Develop students' communication skills to address different audiences through presentations, written reports and the production of other relevant artefacts.

11. Programme outcomes*

A. Knowledge and understanding	Teaching/learning methods
On completion of this programme the successful student will have developed their knowledge and understanding in the following areas: 1. Deep and systematic knowledge and understanding of a range of theoretical perspectives for understanding diversity in relation to childhood and education, including national and global perspectives across a range of societies and contexts. 2. Critical awareness of contemporary local, national and global policies affecting childhood and education, across a range of contexts 3. Deep knowledge of advanced research approaches to, and methods for working with children and young people and the study of childhood and youth.	Students gain knowledge and understanding through: • Systematic study of policy and case studies of policy implementation and through learning about and using a range of theoretical approaches. Students will critique specific examples of policy and apply theoretical perspectives to specific contexts. • Students will be taught a range of research methods and will use appropriate methods to conduct their own research, and to collect systematic data to inform their own reflections of practice. **Assessment methods** Students' knowledge and understanding is assessed by: • Written assignments. • Other artefacts which have been developed to demonstrate the creative use of theory e.g. classroom resources, workplace policy documents, training resources. • Research projects and reflective accounts of experience.

B. Skills	Teaching/learning methods
On completion of this programme the successful student will be able to:	Students learn cognitive skills through:
Cognitive (thinking) skills	• Seminars which explicitly address the connections between theory, policy and practice through case studies, to exemplify how abstract ideas are used to generate insights and understanding.
1. Synthesise ideas from theory and research to critique policy and practice in diverse societies.	• Opportunities to present their own case studies and critiques as they develop them, and to receive peer and tutor feedback.
2. Devise creative solutions for improving equality, diversity and inclusion in provision and practice in diverse societies.	Students learn practical skills through: • A research methods module and a research project.
3. Justify and reflect upon proposals / practices in relation to a critical engagement with theory, research and reflection on practice.	• Optional modules which focus on the student's ability to plan their own learning.
Practical skills 4. Demonstrate mastery of independent study of childhood and / or education, using appropriate methodologies and adhering to ethical standards.	Students learn postgraduate skills through: • Guidance will be provided on academic journal writing style. • Practical workshops will help students develop their presentation skills for their conference paper.
5. Demonstrate expertise in the systematic management and analysis data.	**Assessment methods** Students' cognitive skills are assessed by: • Presentations of case studies and artefacts.
6. Engage in sustained and critical reflection on experience to develop insights into one's own learning.	• Justification of analysis and solutions in assignments.
Postgraduate skills 7. Demonstrate advanced communication skills, applying the conventions of different methods of reporting to professional and academic audiences. 8. Demonstrate capacity to develop a critical ethical dimension to their practice.	Students' practical and postgraduate skills are assessed by: • A research article. • A conference paper. • A reflective evaluation of methods used. • Reflective accounts of experience.

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

	Face to face		On-line & 1:1 supervision

Full time

Semester 1	Semester 2	Summer
EDU6001 Interrogating Policy and Practice for Social Justice →→→→→		
EDU6002 Dangerous Ideas: Thinking with theory to problematise childhood and education →→→→→		
One of the following: EDU6003 Communities of Change EDU6004 Enacting policy EDU6005 Individual Learning Module →→→→→		
EDU6006 Researching children's and young people's lives →→→	EDU6007 Professional Practice Research Project →→→→→→→→→→→→	

Part time year 1

Semester 1	Semester 2	Summer
EDU6001 Interrogating Policy and Practice for Social Justice →→→→→		
EDU6002 Dangerous Ideas: Thinking with theory to problematise childhood and education →→→→→		
One of the following: EDU6003 Communities of Change EDU6004 Enacting policy EDU6005 Individual Learning Module →→→→→		

Part time year 2

EDU6006 Researching children's and young people's lives →→→	EDU6007 Professional Practice Research Project →→→→→→→→→→→→	

Variations in starting points[1]:

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[1] Students who have completed a PGCE route into schools may have already gained 30-60 credits at level 7 as part of their ITT course. We would accept M level credits (from a relevant programme) up to 30 credits in total, and allow such students to opt not to study one of EDU6001 or EDU6002 (the decision about which will reflect students' prior study). All students are required to attend one of these two modules to ensure they have regular taught sessions at the university to build a cohort identity. In addition, if a student

- Option 1: Students studying for 180 credits
    - Compulsory modules: EDU6001, EDU6002, EDU6006 & EDU6007
    - Optional modules: one of modules EDU6003, EDU6004 & EDU6005.
- Option 2: Students starting with 60 credits and studying for a further 120
    - Compulsory modules: EDU6006 & EDU6007
    - Optional modules: one from EDU6001 or EDU6002
- Option 3: Students starting with 30 credits and studying for a further 150
    - Compulsory modules EDU6006 & EDU6007
    - Optional modules: two modules from EDU6001-5 (at least one of which must be EDU6001 or EDU6002).

12.2 Levels and modules		
Level 7		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

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wanted to bring in 60 credits they would also be exempted from the optional module (chosen between EDU6003/4/5). As these are the modules related to experience in the field, we would expect such students to have gained substantial experience of the field already (for example through PGCE or through work experience). These additional 30 credits would not be automatically accepted but would have to be discussed as part of the application process. In addition to negotiating prior credits, some students may wish to apply for APEL for experience they have gained working with children, in education, or in relation to diversity and equality work. We would require any such applicants to map their APEL application against the learning outcomes of the module from which they would like exemption. The appropriate modules will be discussed with individuals as they apply for the programme, and will reflect the nature of prior study they have completed. In addition, as all students have an initial tutorial to discuss their programme, this will be discussed again to ensure the modules in every student's programme are appropriate for them

Students must take all of the following: Module 1: Interrogating Policy and Practice for Social Justice Module 2: Dangerous Ideas: Thinking with theory to problematise childhood and education Module 6: Researching children's and young people's lives Module 7 Professional Practice Research Project	Students must also choose one from the following: Module 3: Communities of Change: Making a difference through service learning Module 4: Enacting policy: promoting equality, diversity and inclusion in practice Module 5: Individual Learning Module	

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	**Module code**

13. Curriculum map
See attached.

14. Information about assessment regulations

15. Placement opportunities, requirements and support
The university will coordinate DBS clearance for all students who are not currently working for an employer who has already provided a recent DBS check. Students collecting data or spending time in schools / with young people will be subject to the same DBS processes and judgements as are applied within the university's initial

teacher education programmes. Students who do not satisfactorily meet these criteria will be unable to be placed in groups working with young people (EDU6003) and will also be unable to collect data from such sites (EDU6006 and EDU6007). Alternatives will be negotiated to ensure modules can be completed without such access.

EDU6003 Communities of Change: Making a difference through service learning
In this optional module students undertake a voluntary placement with an organisation that has some role in relation to children, families and / or education. Students may negotiate their own placement in an organisation with which they are familiar, or whose work is of particular interest to them. The module leader will also coordinate a list of possible placements for students who cannot negotiate their own placement. The purpose of the module is to enable students to gain additional practical experience in a context where they can develop the skills for employability, and build their CV for the career they want. The duration and timing of the placement can be negotiated to fit in with the students' availability and preferences, for example it could run for a day a week over a term, or take place in a concentrated week or two.

EDU6004 Enacting policy: promoting equality, diversity and inclusion in practice
This optional module is designed to fit around those students who are already working in a relevant context. There will be no further requirement on the university to find placements.

16. Future careers (if applicable)

The course will aim to support students in applying for:
- Unqualified posts in a children's centre or school – employers have discretion to employ well-qualified applicants who do not have the professional award e.g. QTS.
- School-based Initial Teacher Training routes.
- Promotion within school / children's centre.
- Staff development roles in a local authority, college, school or SCITT.
- Teaching support roles / associate lectureships in HE.
- Project management roles in charities and community organisations.

17. Particular support for learning (if applicable)

18. JACS code (or other relevant coding system)	X3
19. Relevant QAA subject benchmark group(s)	

20. Reference points

Internal documentation:
- Middlesex University (2017-18) Guide and Regulations. London. MU.
- Middlesex University (2013) Equality and diversity Policy. London. MU
- Middlesex University (2017) Curriculum Design.
- Middlesex University (2017) Strategic plan
- Middlesex University Enhancing Learning and Teaching Strategy
- Middlesex University Progression and Achievement Policy
- Consultation with current UG students

External Documentation:
- QAA Subject Benchmark for Education Studies (Feb 2015) only considers UG standards, but the course does address the subject strands recommended there: knowledge and understanding; application; reflection; transferable skills.
- QAA Master's degree Characteristics (Mar 2010) was used to frame programme outcomes at an appropriate level.
- SEEC's Credit Level Descriptors for Higher Education (2016) were also consulted for guidance on framing appropriate level 7 programme outcomes.
- QAA (Mar 2014) UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies.
- Review of MA courses in 9 competitor programmes.

21. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Curriculum map for MA Education and Childhood in Diverse Societies

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

	Knowledge and understanding
A1	Deep and systematic knowledge and understanding of a range of theoretical perspectives for understanding diversity in relation to childhood and education, including national and global perspectives across a range of societies and contexts.
A2	Critical awareness of contemporary local, national and global policies affecting childhood and education, across a range of contexts.
A3	Deep knowledge of advanced research approaches to, and methods for working with children and young people and the study of childhood and youth.
	Skills
B1	Synthesise ideas from theory and research to critique policy and practice in diverse societies.
B2	Devise creative solutions for improving equality, diversity and inclusion in provision and practice in diverse societies.
B3	Justify and reflect upon proposals / practices in relation to a critical engagement with theory, research and reflection on practice.
B4	Demonstrate mastery of independent study of childhood and / or education, using appropriate methodologies and adhering to ethical standards.
B5	Demonstrate expertise in the systematic management and analysis data.
B6	Engage in sustained and critical reflection on experience to develop insights into one's own learning.
B7	Demonstrate advanced communication skills, applying the conventions of different methods of reporting to professional and academic audiences.
B8	Demonstrate capacity to develop a critical ethical dimension to their practice.

A1	A2	A3	B1	B2	B3	B4	B5	B6	B7	B8			
Highest level achieved by all graduates													
7	7	7	7	7	7	7	7	7	7	7			

Module Title	Module Code by Level	A1	A2	A3	B1	B2	B3	B4	B5	B6	B7	B8
EDU6001 Interrogating Policy and Practice for Social Justice		●	●		●	●	●				●	
EDU6002 Dangerous Ideas: Thinking with theory to problematise childhood and education		●	●			●	●				●	
EDU6003 Communities of Change: Making a difference through service learning			●	●	●	●	●			●	●	●
EDU6004 Enacting Policy: promoting equality, diversity and inclusion in practice			●	●	●	●	●			●	●	●
EDU6005 Individual Learning Module		●	●							●	●	
EDU6006 Researching children's and young people's lives				●				●	●		●	
EDU6007 Professional Practice Research Project					●	●		●	●	●	●	●