

## Programme Specification 2025-26

<b>1.</b>	<b>Programme title</b>	MA Education
<b>2.</b>	<b>Awarding institution</b>	Middlesex University
<b>3a</b>	<b>Teaching institution</b>	1 Middlesex University London, 2 Middlesex University Dubai
<b>3b</b>	<b>Language of study</b>	English

<b>4a</b>	<b>Valid intake dates and mode of study</b>
-----------	---

<b>Mode of Study</b>	<b>Cohort</b>	<b>Delivery Location</b>	<b>Duration</b>
Full-time (FT)	Semester 1	Hendon	1 Years
Part-time (PT)	Semester 1	Hendon	2 Years
Full-time (FT)	Semester 1	Dubai	1 Years
Full-time (FT)	Semester 2	Dubai	1 Years
Part-time (PT)	Semester 1	Dubai	2 Years
Part-time (PT)	Semester 2	Dubai	2 Years

<b>4b</b>	<b>Delivery method</b>	On Campus/Blended Learning
-----------	------------------------	----------------------------

<b>5. Professional/Statutory/Regulatory body (if applicable)</b>
N/A

<b>6.</b>	<b>Apprenticeship Standard (if applicable)</b>	N/A
-----------	--	-----

<b>7. Final qualification(s) available</b>
<b>Target Award Title(s)</b>
MA Education
MA Education (Higher Education)
MA Education (Leadership and Management)
MA Education (Learning and Teaching)
MA Education (Learning and teaching)
MA Education (Social Justice)
MA Education (Special Educational Needs and Disabilities)
<b>Exit Award Title(s)</b>

PGCert Applied Education Studies
PGDip Applied Education Studies

<b>8. Academic year effective from</b>	2025-26
--	---------

<b>9. Criteria for admission to the programme</b>
<p>Applicants should have at least one of the following:</p> <ul style="list-style-type: none"> <li>a 2:2 or above from an honours degree programme in a relevant area</li> <li>a postgraduate qualification in a relevant area</li> <li>relevant experience.</li> </ul> <p>Candidates will need GCSE English and Maths Grade 4 or equivalent.</p> <p>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), or similar. See <a href="https://www.mdx.ac.uk/international/entry-requirements-for-international-students/english-language-requirements-for-international-students/">https://www.mdx.ac.uk/international/entry-requirements-for-international-students/english-language-requirements-for-international-students/</a></p> <p>Recognition of Prior Learning (RPL) may be considered for those with specific qualifications, such as NPQs in Education fields and PGCEs. This may enable students to have credits transferred into the MA Education award. Applicants should contact the course leader to discuss such claims and identify which, if any, modules may be omitted from their programme.</p> <p>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. Students may be asked to interview prior to an offer. See the Principle of Fair Admission below:</p> <p>Principle of fair admission</p> <p>The University aims to ensure that its admissions processes are fair, open and transparent and aims to admit students who, regardless of their background, demonstrate potential to successfully complete their chosen programme of study where a suitable place exists and where entry criteria are met. The University values diversity and is committed to equality in education and students are selected on the basis of their individual merits, abilities and aptitudes. The University ensures that the operation of admissions processes and application of entry criteria are undertaken in compliance with the Equality Act.</p> <p>We take a personalised but fair approach to how we make offers. We feel it's important that our applicants continue to aspire to achieving great results and make offers which take into account pieces of information provided to us on the application form.</p> <p>This includes recognition of previous learning and experience. If you have been working, or</p>

you have other learning experience that is relevant to your course, then we can count this towards your entry requirements and even certain modules once you start studying.

## 10. Aims of the programme

The programme aims to:

The programme is designed to deepen student's understanding of education by developing critical theoretical insights and critically reflecting on educational experiences. It will offer opportunities for students to study education through a range of modules which reflect the changing landscape and enhance scholarship, practice and research. Students leaving the programme will be critically reflective educationists, able to synthesise and apply a range of ideas, concepts and critically to educational practice, research and policy.

Whilst there are various pathways, a concern with both society and pedagogy underpins the whole programme: How society and education interact, how one influences the other, and how education can be marshalled in a range of ways to uphold or challenge social norms. The programme bears in mind that education has a role to play in shaping the future of both people and the world.

The MA Education will:

- \* Enable students to undertake critical analysis through deep explorations of theory, policy and practice in a range of educational contexts.
- \* Develop students' skills of inquiry and reflection to deepen their understanding of practice and plan for improvement.
- \* Evidence an interest and capacity in education which may enhance career prospects within the sector.
- \* Enable students to plan and undertake a substantial independent investigation relating to education.

## 11. Programme learning outcomes

### Programme - Knowledge and Understanding

On completion of this programme the successful student will have a knowledge and understanding of:

1. Deep and systematic knowledge of current theoretical, policy and practice perspectives within educational contexts.
2. A capacity to critique policy, practice, research and literature within educational contexts
3. An awareness of the reciprocity between policy, practice, research and literature in a range of educational contexts.
4. Engaged in sustained and critical reflection on experience to develop insights into their own learning, study and/or practice

### Programme - Skills

On completion of this programme the successful student will be able to:

5. Identify research objectives and systematically plan a research enquiry using and critiquing appropriate research tools.

6. Research relevant research material and review practice relevant to educational contexts.
7. Demonstrate expertise in systematic management and analysis of data.
8. Synthesise and communicate their understanding of debates and practices within educational contexts in a range of forms.

## 12. Teaching/learning methods

Underpinning the whole programme is a philosophy of integrating a rigorous approach to literature and an engagement with critical thinking. Furthermore, this rigour is linked with an awareness of how ideas are put into practice across a range of educational contexts.

Therefore the programme aims to introduce students to a wide range of research and contextual material, including critical writings, sociological writings, practitioners' accounts, policy documents and philosophical writings.

Students will be invited to take part in a range of exploratory approaches to educational practice and will be encouraged to draw on and critically engage with their own experiences of education.

The programme is primarily delivered via in person interactive seminars, supplemented by synchronous online sessions. In addition, students are required to undertake independent study that includes online activities, independent exercises, reflection, and guided materials available on the Middlesex University virtual learning environment (VLE) system.

Students engage with assigned tasks, projects, coaching and formative assessment and feedback within:

- research and practice informed learning and teaching approaches as well as activities which draw upon a range of disciplines and international perspectives.

- learning and teaching approaches that advocate sustainable development, through embedding Sustainable Development Goals (hereafter SDGs) within a range of modules to develop sustainable and ethical ways of working with learners, families and stakeholders.

- learning and teaching methods that are inclusive, supporting students in developing their academic voice, and communicating ideas with integrity that celebrate their background or characteristics, with a commitment to decolonising curricula.

- experiential, hands on learning, through a range of engaging activities, which support creative and critical thinking, reflection and professional development.

- learning and teaching approaches which enable a flexible, responsive and adaptable curriculum experience and offer a wide range of personalised opportunities.

- interactions enabling students to consider and engage with employer perspectives (e.g. in own and peers' organisations, and through guest speakers).

-individual and group guided independent study, including key concept videos provided in advance, and directed reading to support learning.

-group and individual tutorials, embedded academic skills support and access to academic tutoring and workshops which support learning and assessment preparation.

London, Dubai and Peter Symonds campuses have a centralised support system for supporting students in their learning - in London this is the Learning Enhancement Team (LET), in Dubai, the Centre for Academic Success (CAS), and at Peter Symonds, Study Support. These teams support students and colleagues across the University to develop advanced Maths Statistics and Numeracy skills and Academic Writing and Language skills which are fundamental to success in assignments and to future life, work, and studies. Support for these skills are integrated into the curriculum of core programmes, and additional opportunities can be accessed on a one-to-one or group basis here: Learning Enhancement | UniHub ([mdx.ac.uk](http://mdx.ac.uk)) Students with disabilities will receive support from central university services and reasonable adjustments will be made to facilitate their learning.

-embedded development of employability skills in conjunction with access to employability learning and career opportunities via the University Careers and Employability Service in London, and the Careers and Employability Services in Dubai and the Careers Department at Peter Symonds College.

Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours

FT 8

PT 4

Approx. number of hours of independent study per week (at each level of study, as appropriate)

FT 42

PT 21

### **13. Employability**

#### **13a Development of graduate competencies**

#### **13b Employability development**

The University lists 8 Graduate Competencies on its intranet MDX Graduate Competencies

Leadership and Influence: The course will enable students to consider how to take initiative in educational contexts, and how to develop their own informed response to policy, philosophy and practice contexts. Students are invited to consider how the world of Education can be improved through interventions. Students have the opportunity to articulate their own response to briefs, using the wide range of course material in a range of ways. This is most evident in the final

project module but occurs throughout the assignments offered.

**Entrepreneurship:** As part of the programme students are invited to develop their sense of autonomy to offer creative, innovative solutions in the world of Education. They will understand that entrepreneurship can not only suggest developing innovative solutions to develop prosperity, it can also suggest finding ways to engineer a more equitable and inclusive society. Students will understand how structures such as schools and other institutions currently work and will be invited to posit more productive and relevant alternatives.

**Communication, Empathy and Inclusion:** These concepts arguably underpin any effective work in any field, but they are particularly central to the world of Education. Inclusive practice will be an explicit topic in most modules. Methods of pedagogy that communicate with empathy and which support inclusive practice will be considered. Methods of developing effective teams will also be an explicit topic on the course. Presentations will support students in developing their ability to communicate effectively.

**Curiosity and Learning:** The MA Education is underpinned by a desire to encourage students to think outside the box – to understand that Education is a multifaceted and ever-changing discipline which has changed and will continue to change. Students are encouraged to bring in their own lives and experiences and to apply ideas, theories and concepts to their own practices and their own lives. However they will also be introduced to a range of less familiar approaches as they work to find their own paths and their own ways of responding. Students will work across disciplines, as the course traverses areas such as Management, Coaching, Social Pedagogy, Research Strategies, Creativity, Social Justice, and many more.

**Collaborative Innovation:** Group work and peer feedback will be a frequent part of seminars, enabling students to develop communication and teamwork skills. Students will be invited to reflect on their own networks and to build networks amongst their peers as they navigate a range of perspectives and develop collective responses to the wide range of material explored in sessions.

**Resilience and Adaptability:** Students will be encouraged to think beyond their current awareness to a wider understanding of educational contexts in the world beyond. Students will be invited to speculate and to consider 'what if' as they develop an understanding of unfamiliar perspectives on educational contexts and beyond, and through reflection consider how they might develop themselves and their own practices further. The course will offer a space to explore, and through the support offered by the programme students can suggest new ideas that challenge themselves.

**Technological Agility:** The course will discuss contemporary technological developments in educational contexts. Students will be invited to consider how technology might offer solutions to equity, diversity and inclusion issues in education, as well as to consider how it might impede progress. Students will be required to use technology in their assignments, and will be given appropriate support to do so. Students will attend an induction programme which provides support to access learning materials via the University VLE. Students will be supported with a range of specialist digital resources, including those developed by the programme team (such as short video briefings focusing on module introductions, key concepts or individual assessments), online quizzes and discussion boards. Students will also be supported to navigate the contemporary digital landscape and the complexities around AI and learning. Through interactive and engaging activities students explore the possibilities and limitations of using AI to support learning and assessment, and they are briefed on some of the potential consequences relating to

plagiarism. Assessment guidelines prompt students to engage with specific recommended reading (which AI has been known to struggle with).

**Problem Solving and Delivery:** The course's focus on social pedagogy means that it has an awareness of contemporary issues in educational contexts and is keen to find solutions to problems. Students will be introduced to a range of approaches to topics, encouraging them to find their own solutions that they can draw on as they move forward in their practice and their lives.

**Employability development**

**Activities:** Students' assignments will require key employability skills. They incorporate presentations, group work, and require students to develop creative responses to briefs. Students will engage in reflective practice during the programme, allowing them insights to previous practice and to formulate a strategy for future growth.

**Relevance:** Students will encounter contemporary issues in education that impact on everyone in the world. Students will engage with real world examples whilst also being introduced to ideas and theories that can illuminate these examples in new ways. Existing contacts of staff will be used to offer students a rich and diverse programme which supports and extends course content.

**Skill Development:** Students will learn to work with others and to engage with the different priorities of different stakeholders in educational contexts.

**Applying Knowledge:** Students will take ideas outlined in sessions and will be invited to consider how these might be applied in different educational contexts. The relationship between pedagogy and society, between practice and theory, is at the heart of the programme.

**Technological Awareness:** Key issues such as AI within education and the opportunities offered by online learning will be explicitly addressed during the course. Students will work with a range of software within their assignments. The course will discuss contemporary technological developments in educational contexts. Students will be invited to consider how technology might offer solutions to contemporary issues in education, as well as to consider how it might impede progress.

**Sustainability:** The need for a sustainable future will be a key consideration in a range of modules and will underpin questions around the role of education in society. Students will consider how schools and other institutions, as well as individual practice, can create and develop models which develop sustainable practice.

UN Sustainable Development Goals mapped to MA Education modules

Goal 1 No poverty - EDU4002, EDU4003, EDU4004, EDU4005, EDU4006, EDU4009, EDU4010, EDU4012

Goal 2 Zero hunger - EDU4012

Goal 3 Good health and well-being - EDU4002, EDU4003, EDU4004, EDU4005, EDU4006, EDU4009, EDU4010, EDU4012

Goal 4 Quality education - EDU4001, EDU4002, EDU4003, EDU4004, EDU4005, EDU4006, EDU4007, EDU4008, EDU4009, EDU4010, EDU4011, EDU4012, EDU4013, EDU4014,

EDU4015, EDU4016
Goal 5 Gender equality - EDU4001, EDU4002, EDU4004, EDU4005, EDU4009, EDU4010, EDU4012
Goal 6 Clean water and sanitation - EDU4012
Goal 7 Affordable and clean energy - EDU4012
Goal 8 Decent work and economic growth - EDU4002, EDU4003, EDU4005, EDU4007, EDU4008, EDU4009, EDU4010, EDU4011, EDU4012, EDU4013, EDU4014
Goal 9 Industry, innovation and infrastructure - EDU4012, EDU4013
Goal 10 Reduced inequalities - EDU4001, EDU4002, EDU4003, EDU4004, EDU4005, EDU4006, EDU4007, EDU4008, EDU4009, EDU4010, EDU4011, EDU4012, EDU4013
Goal 11 Sustainable cities and communities - EDU4001, EDU4002; EDU4003, EDU4004, EDU4005, EDU4006, EDU4009, EDU4010, EDU4011, EDU4012, EDU4013
Goal 12 Responsible consumption and production - EDU4012, EDU4013
Goal 13 Climate action - EDU4012
Goal 14 Life below water - EDU4012
Goal 15 Life on land - EDU4012
Goal 16 Peace, justice and strong institutions - EDU4001, EDU4002, EDU4003, EDU4004, EDU4005, EDU4006, EDU4009, EDU4010, EDU4011, EDU4012, EDU4014, EDU4015, EDU4016
Goal 17 Partnership for the Goals - EDU4001, EDU4002, EDU4003, EDU4004, EDU4005, EDU4006, EDU4009, EDU4010, EDU4011, EDU4012, EDU4013, EDU4014
Monitoring Employability: Students will have an opportunity each semester to reflect on how what they have learned might be utilised in their current and/or future career paths. The University Careers and Employability Service in London, the Careers and Employability Services in Dubai, and the Careers Department at Peter Symonds College in conjunction with other agencies will be used to offer interview and application advice.
<b>13c Placement and work experience opportunities (if applicable)</b>
N/A
<b>13d Future careers / progression</b>
this programme will enhance the knowledge and decision making and leadership skills of students. It will encourage them to consider how they might progress in their careers into teaching, policy development, leadership, management or further studies to support their career ambitions.



The MA Education will also further develop employability skills so that students have the opportunity to develop a specific knowledge base, self-management, development of critical thinking skills, communication, problem solving and the application of literacy, numeracy and information technology. Successful students may continue to:

- further study
- senior roles within schools and other educational contexts
- leadership and management roles within schools and other - educational contexts
- social work practice
- policy development
- youth work and continuing education
- higher education
- work with children and adults with SEND
- promoting equity, diversity and inclusion

A first-rate education system has been a fundamental pillar for the development of the UAE, and the sector has been experiencing a steady growth as a result. As well as applying for teaching positions in schools with a broad range of international curricular, Dubai students also have the opportunity to work for a diverse range of companies in the UAE's private education industry.

#### **14. Assessment methods**

Students' knowledge and understanding is assessed by:

- a wide variety of formative and summative authentic assessment methods that may include needs analysis, student led plans, formative assessment tasks, creative responses to pedagogical briefs, discussions and critical analyses of practice and policy, reviews of literature, reflective writing, project reports, action research studies and a final dissertation report. Choice is built into assessments, allowing a wide range of personalised opportunities for study and flexible learning. Students receive briefing on coursework and project assignments which are also detailed in module guides and on the VLE.
- continual formative feedback through the semester in a range of formats (e.g. coaching, peer review), which monitor learning, focus teaching, and feed directly into summative assessments. These enable students to gain knowledge, produce reasoned arguments, hold justifiable points of view, make effective decisions and solve problems in relation to the learning objectives and outcomes of each module.
- a limited number of end-point summative assessments, each that builds upon a number of formative assessments which provide continuous feedback.

The coursework will demonstrate the QAA masters level descriptors.

#### **15. Programme Structure (level of study, modules, credits and progression requirements)**

Structured so that assignments can be applied to real world situations, the course will allow you to consider a wide range of elements of education including leadership and management, social justice, creative learning and teaching, Special Educational Needs, and many more areas. You will be encouraged to evaluate existing practices, develop new

approaches and become immersed in contemporary education research.

Middlesex's extensive history of delivering leading education courses ensures that you will benefit from the guidance of outstanding tutors who bring a wealth of professional experience to their teaching. As research-leaders, our academics are widely published across disciplines such as citizenship, Equity, Diversity and Inclusion, and creative pedagogies.

Structure is indicative for Part-time routes.

Students must take all of the compulsory modules and choose following programme requirements from the optional modules.

Non-compensatable modules are noted below.

### Available Pathways

MA Education

MA Education (Higher Education)

MA Education (Leadership and Management)

MA Education (Learning and Teaching)

MA Education (Social Justice)

MA Education (Special Educational Needs and Disabilities)

MA Education			
<b><u>Year 1</u></b>			
<b>Year 1 Full Time and Part Time - Year 1</b>			
Code	Type	Module Title	Credits at FHEQ Level
EDU4001	Compulsory	Researching Education 2025-26	30 at Level 7
EDU4002	Compulsory	Social Pedagogy 2025-26	30 at Level 7
EDU4016	Compulsory	Research Project 2025-26	60 at Level 7
<b>Year 1 Full Time and Part Time - Year 1 Full Time and Part Time - Year 1 Optional Modules</b>			
Code	Type	Module Title	Credits at FHEQ

			<b>Level</b>
EDU4003	Optional	Interrogating Policy and Practice for Social Justice 2025-26	30 at Level 7
EDU4004	Optional	Dangerous Ideas: Thinking with theory to problematise childhood and education 2025-26	30 at Level 7
EDU4005	Optional	Learning and Teaching for Engagement and Success 2025-26	30 at Level 7
EDU4006	Optional	Creative and Experimental Pedagogies 2025-26	30 at Level 7
EDU4007	Optional	Approaches to Leadership Management in Education 2025-26	30 at Level 7
EDU4008	Optional	Coaching and Mentoring in Educational Contexts 2025-26	30 at Level 6
EDU4009	Optional	Special Educational Needs and Disabilities in Educational Contexts 2025-26	30 at Level 7
EDU4010	Optional	Approaches to Inclusion 2025-26	30 at Level 7
EDU4011	Optional	Theory and Practice in Higher Education 2025-26	30 at Level 7
EDU4012	Optional	Globalisation and Contemporary Issues in Higher Education 2025-26	30 at Level 7
EDU4013	Optional	Technology Integration in Educational Contexts 2025-26	30 at Level 7
EDU4015	Optional	Individual learning Module 2025-26	30 at Level 7
EDU4014	Optional	Action Research to	30 at

		Improve Practice 2025-26	Level 7
<b><u>Year 2</u></b>			
<b>Year 2 Part Time Year 2</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4001	Compulsory	Researching Education 2026-27	30 at Level 7
EDU4016	Compulsory	Research Project 2026-27	60 at Level 7
<b>Year 2 Part Time Year 2 Part Time Year 2 Optional Modules</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4003	Optional	Interrogating Policy and Practice for Social Justice 2026-27	30 at Level 7
EDU4004	Optional	Dangerous Ideas: Thinking with theory to problematise childhood and education 2026-27	30 at Level 7
EDU4005	Optional	Learning and Teaching for Engagement and Success 2026-27	30 at Level 7
EDU4006	Optional	Creative and Experimental Pedagogies 2026-27	30 at Level 7
EDU4013	Optional	Technology Integration in Educational Contexts 2026-27	30 at Level 7
EDU4007	Optional	Approaches to Leadership Management in	30 at Level 7

		Education 2026-27	
EDU4008	Optional	Coaching and Mentoring in Educational Contexts 2026-27	30 at Level 6
EDU4009	Optional	Special Educational Needs and Disabilities in Educational Contexts 2026-27	30 at Level 7
EDU4010	Optional	Approaches to Inclusion 2026-27	30 at Level 7
EDU4011	Optional	Theory and Practice in Higher Education 2026-27	30 at Level 7
EDU4012	Optional	Globalisation and Contemporary Issues in Higher Education 2026-27	30 at Level 7
EDU4014	Optional	Action Research to Improve Practice 2026-27	30 at Level 7
EDU4015	Optional	Individual learning Module 2026-27	30 at Level 7

<b>MA Education (Higher Education)</b>			
<b><u>Year 1</u></b>			
<b>Year 1 Full Time and Part Time - Year 1</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4001	Compulsory	Researching Education 2025-26	30 at Level 7
EDU4002	Compulsory	Social Pedagogy 2025-26	30 at Level 7
EDU4016	Compulsory	Research Project 2025-26	60 at Level 7
<b>Year 1 Full Time and Part Time - Year 1 Full Time and Part Time -</b>			

<b>Year 1 Optional Modules</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4011	Optional	Theory and Practice in Higher Education 2025-26	30 at Level 7
EDU4012	Optional	Globalisation and Contemporary Issues in Higher Education 2025-26	30 at Level 7
<b><u>Year 2</u></b>			
<b>Year 2 Part Time Year 2</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4001	Compulsory	Researching Education 2026-27	30 at Level 7
EDU4016	Compulsory	Research Project 2026-27	60 at Level 7
<b>Year 2 Part Time Year 2 Part Time Year 2 Optional Modules</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4011	Optional	Theory and Practice in Higher Education 2026-27	30 at Level 7
EDU4012	Optional	Globalisation and Contemporary Issues in Higher Education 2026-27	30 at Level 7
<b>MA Education (Leadership and Management)</b>			

<b><u>Year 1</u></b>			
<b>Year 1 Full Time and Part Time - Year 1</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4001	Compulsory	Researching Education 2025-26	30 at Level 7
EDU4002	Compulsory	Social Pedagogy 2025-26	30 at Level 7
EDU4016	Compulsory	Research Project 2025-26	60 at Level 7
<b>Year 1 Full Time and Part Time - Year 1 Full Time and Part Time - Year 1 Optional Modules</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4007	Optional	Approaches to Leadership Management in Education 2025-26	30 at Level 7
EDU4008	Optional	Coaching and Mentoring in Educational Contexts 2025-26	30 at Level 6
<b><u>Year 2</u></b>			
<b>Year 2 Part Time Year 2</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4001	Compulsory	Researching Education 2026-27	30 at Level 7
EDU4016	Compulsory	Research Project 2026-27	60 at Level 7

<b>Year 2 Part Time Year 2 Part Time Year 2 Optional Modules</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4007	Optional	Approaches to Leadership Management in Education 2026-27	30 at Level 7
EDU4008	Optional	Coaching and Mentoring in Educational Contexts 2026-27	30 at Level 6
<b>MA Education (Learning and Teaching)</b>			
<b><u>Year 1</u></b>			
<b>Year 1 Full Time and Part Time - Year 1</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4001	Compulsory	Researching Education 2025-26	30 at Level 7
EDU4002	Compulsory	Social Pedagogy 2025-26	30 at Level 7
EDU4016	Compulsory	Research Project 2025-26	60 at Level 7
<b>Year 1 Full Time and Part Time - Year 1 Full Time and Part Time - Year 1 Optional Modules</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4005	Optional	Learning and Teaching for Engagement and	30 at Level 7



		Success 2025-26	
EDU4006	Optional	Creative and Experimental Pedagogies 2025-26	30 at Level 7
EDU4013	Optional	Technology Integration in Educational Contexts 2025-26	30 at Level 7

<b><u>Year 2</u></b>			
<b>Year 2 Part Time Year 2</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4001	Compulsory	Researching Education 2026-27	30 at Level 7
EDU4016	Compulsory	Research Project 2026-27	60 at Level 7
<b>Year 2 Part Time Year 2 Part Time Year 2 Optional Modules</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4005	Optional	Learning and Teaching for Engagement and Success 2026-27	30 at Level 7
EDU4006	Optional	Creative and Experimental Pedagogies 2026-27	30 at Level 7
EDU4013	Optional	Technology Integration in Educational Contexts 2026-27	30 at Level 7

<b>MA Education (Social Justice)</b>
<b><u>Year 1</u></b>

<b>Year 1 Full Time and Part Time - Year 1</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4001	Compulsory	Researching Education 2025-26	30 at Level 7
EDU4002	Compulsory	Social Pedagogy 2025-26	30 at Level 7
EDU4016	Compulsory	Research Project 2025-26	60 at Level 7
<b>Year 1 Full Time and Part Time - Year 1 Full Time and Part Time - Year 1 Optional Modules</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4003	Optional	Interrogating Policy and Practice for Social Justice 2025-26	30 at Level 7
EDU4004	Optional	Dangerous Ideas: Thinking with theory to problematise childhood and education 2025-26	30 at Level 7
<b><u>Year 2</u></b>			
<b>Year 2 Part Time Year 2</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4001	Compulsory	Researching Education 2026-27	30 at Level 7
EDU4016	Compulsory	Research Project 2026-27	60 at Level 7
<b>Year 2 Part Time Year 2 Part Time</b>			

<b>Year 2 Optional Modules</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4003	Optional	Interrogating Policy and Practice for Social Justice 2026-27	30 at Level 7
EDU4004	Optional	Dangerous Ideas: Thinking with theory to problematise childhood and education 2026-27	30 at Level 7
<b>MA Education (Special Educational Needs and Disabilities)</b>			
<b><u>Year 1</u></b>			
<b>Year 1 Full Time and Part Time - Year 1</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4001	Compulsory	Researching Education 2025-26	30 at Level 7
EDU4002	Compulsory	Social Pedagogy 2025-26	30 at Level 7
EDU4016	Compulsory	Research Project 2025-26	60 at Level 7
<b>Year 1 Full Time and Part Time - Year 1 Full Time and Part Time - Year 1 Optional Modules</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4009	Optional	Special Educational Needs and Disabilities in Educational Contexts 2025-26	30 at Level 7

EDU4010	Optional	Approaches to Inclusion 2025-26	30 at Level 7
<b><u>Year 2</u></b>			
<b>Year 2 Part Time Year 2</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4001	Compulsory	Researching Education 2026-27	30 at Level 7
EDU4016	Compulsory	Research Project 2026-27	60 at Level 7
<b>Year 2 Part Time Year 2 Part Time Year 2 Optional Modules</b>			
<b>Code</b>	<b>Type</b>	<b>Module Title</b>	<b>Credits at FHEQ Level</b>
EDU4009	Optional	Special Educational Needs and Disabilities in Educational Contexts 2026-27	30 at Level 7
EDU4010	Optional	Approaches to Inclusion 2026-27	30 at Level 7

\*Please refer to your programme page on the website re availability of option modules

<b>16. Programme-specific support for learning</b>
<p>Key concept videos including examples of educational practice relevant to the area of study</p> <p>Assessment guidance on My Learning</p> <p>Reading and links on My Learning, including direction to examples of educational practice relevant to the area of study</p> <p>Advice and consultancy support from academic staff on UK educational context and potential career paths</p> <p>Learning Enhancement one-to-ones on writing, workshops, and potential educational practices that could be explored</p>

University Disability services in relation to educational contexts
Library services support in relation to educational context
e-learning materials, including module guides and exemplar material of educational practice & research
Online support

<b>17. HECos code(s)</b>	100459: Education Studies
--------------------------	---------------------------

<b>18. Relevant QAA subject benchmark(s)</b>	
--	--

<b>19. University Regulations</b>
<p>This programme will run in line with general University Regulations: <a href="#">Policies   Middlesex University</a></p> <p>This programme will run in line with general University Regulations:</p> <p>Standard Middlesex University regulations apply to this programme. These can be found at: <a href="http://www.mdx.ac.uk/regulations/">www.mdx.ac.uk/regulations/</a>.</p> <p>Peter Symonds has Partner Regulations Approved</p> <p>Date of approval: Memorandum of Cooperation August 2023</p>

<b>20. Reference points</b>
<p>QAA benchmarks</p> <p>Middlesex University regulations</p> <p>Middlesex Learning Framework 2031</p>

<b>21. Other information (if applicable)</b>

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 they take 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.