

University of Plymouth

Faculty of Arts, Humanities and Business

School of Society and Culture
(Plymouth Institute of Education)

Programme Specification

MA Education

Plymouth students

September intake: 5776 (FT) / 7495 (PT)

January intake: 7025 (FT) / 7496 (PT)

Highlands College, Jersey students (distance learning)

September intake: 7743 (PT)

Date of Approval: December 2015

Review Date	Amended following review Yes/No	Sections amended
Dec-2020, Apr-2021, Jul-2021	Yes	
Feb-2023	Yes	4 Distinctive Features 6 Programme Structure 9 Admissions Criteria Appendix mapping
Dec-2023	Yes – Minor Changes	6 Programme Structure Appendix Mapping

Approved Final Version for
September 2024

1. MA Education

Final award title

MA Education

Level 7 Exit award title(s)

PGDip Education

PGCert Education

UCAS code: N/A

HECoS code: 100459 / education studies

2. **Awarding Institution:** University of Plymouth
Teaching institution(s): University of Plymouth

3. **Accrediting body(ies)** n/a

4. The Programme and Student Experience

The MA Education in the Professional Masters in Education framework is a modular level 7 programme offering a structured pathway for professional development and scholarship within the field of education. The distinctiveness of the programme is its focus on the theorising and transformation of educational practice through research and/or practice-related inquiry. Education, here, denotes all aspects of what we do to support the learning, development and participation of children, young people, and adults in their social/cultural worlds. Critical consideration of the nature and meaning of 'education' and its practices is central to the MA Education, and the programme introduces social, cultural, and educational theory to identify contested issues in education. Theory, combined with knowledge generated through inquiry methods such as practice-based research, case study or action research, can foster novel approaches to problems in educational practice. Professional practitioners or those interested in educational practice are introduced to subject-specific methods of inquiry and theorising to develop their capacity to investigate educational practice within their fields of professional and personal interest. Optional modules also offer structured study.

MA Education lecturers have nationally significant research profiles. The research of many is rated as internationally excellent and used to inform module content. Our

practice relevant research forms the basis of our curriculum and MA Education lecturers are committed to creating a rich and rewarding learning environment for students from diverse backgrounds. They are experienced educators, having taught in education settings, from early childhood through to further education colleges, and are familiar with the challenges and possibilities of educational practice. There is extensive experience in distance education within the MA Education team, and we confidently provide stimulating distance learning opportunities.

- The programme is based around its core of practice related inquiry, including core 30 credit modules on research methods and contemporary education, and a 60 credit dissertation.
- Students can choose two additional 30 credit modules, following their interests.
- The programme design allows students to bring in credit from other level 7 education provision when it can be shown to meet our learning outcomes.
- The programme can be studied in either part-time or full-time mode; if the programme is taken on a part-time basis students complete the course of study at a pace appropriate to their needs normally within two to three years; the full-time programme runs for a year.
- Teaching is predominantly face-to-face taught sessions but blended/adapted according to context, supported by extensive online materials to encourage engagement, discussion, and debate.
- Work is assessed through a carefully constructed range of assignments that prepare students for the different elements of research and their future practice.

5. Relevant QAA Subject Benchmark Group(s)

At the time of writing there were no QAA benchmark statements for Masters programmes in Education.

The MA Education is designed based on the principles of the 2023 QAA Quality Code, (see <https://www.qaa.ac.uk/the-quality-code>) and sets its expectations in line with the South East Education Consortium (SEEC) level descriptors.

The credit structure of 30 credits per module aligns with the University Council for the Education of Teachers (UCET) national agreement across UK HE institutions.

6. Programme Structure

The MA Education is an award made up of 4 x 30 credit modules (two core and two optional) and a 60 credit dissertation.

The core modules are designed to provide students with a depth of knowledge in educational praxis and researching educational practice in context providing a strong foundation to build on for your dissertation. You are then able to choose two further optional modules that follow your interests whether they be sustainability, SEND and inclusion, or perhaps coaching and mentoring.

6.1 Mode of study

Plymouth students: Full-time over one year, or part-time over two or three years, with either a January or September start each year.

Jersey distance learning students: Part-time, over three years, with a September start.

6.2 Module Level

This is a level 7 Masters programme.

6.3 Curriculum Structure – pathways for Full-time and Part-time students

MA Education

Full-time One Year – the following schedule is the expected programme for full-time students (subject to module availability):

Semester 1 (Autumn term)	Semester 2 (Spring term)	Semester 3 (Summer term)
Core modules		
MAED702 / Masters of Arts in Education Dissertation 60c		
MAED701 / Researching Education Practice in Context 30c	MAED720 / Thinking About Contemporary Education 30c	
Optional modules 30c each		
Select one: MAED719 / Coaching and Mentoring in the professional context MAED721 / Inclusive Education: Critical Issues MASU754 / Alternatives in Education and Society – <i>suspended in 24/25</i>	Select one: MAED718 / Practice Related Inquiry MASU753 / The Experience of Outdoor Learning MASU755 / Learning for Sustainability and Global Citizenship	

Students can complete the part-time programme in up to five years and take modules in any order, but the following are **indicative schedules** for completing the part-time programme in two or three years.

Part-time Two Years

Year One

Semester 1 – MAED701 / Researching Education Practice in Context

Semester 2 – MAED720 / Thinking About Contemporary Education

Plus, one optional module in either semester

Year Two

Semester 1 – optional module

All Year – MAED702 / Masters of Arts in Education Dissertation

Part-time Three Years

Year One

Semester 1 – MAED701 / Researching Education Practice in Context *or an optional module*

Semester 2 – MAED720 / Thinking About Contemporary Education *or an optional module*

Year Two

Semester 1 – MAED701 / Researching Education Practice in Context *or an optional module*

Semester 2 – MAED720 / Thinking About Contemporary Education *or an optional module*

Year Three

All Year – MAED702 / Masters of Arts in Education Dissertation

7. Programme Aims:

The **MA Education** aims to provide a structured Masters programme of study in which professional practitioners and education scholars can:

- 1) extend and deepen understanding of their own and others' educational practice through practice-related inquiry, research, and scholarship.

- 2) develop critical understanding of historic and contemporary theoretical and methodological tools and use these imaginatively in relation to educational practice.
- 3) learn to negotiate the limits to and creative possibilities for transforming educational practice.

8. Programme Intended Learning Outcomes

8.1 Knowledge and understanding On successful completion graduates should have developed:
1. a deep and systematic understanding of chosen aspects of educational practice
2. knowledge of interrelationships between educational practice and other forms of social practice, including social policy, psychology, professional and non- professional practices, familial and cultural practices
3. higher order understanding of theoretical and methodological tools that can be used to systematically interpret educational practice, including the limitations of such tools
8.2 Cognitive and intellectual skills On successful completion graduates should have developed:
1. an ability to confidently express and apply critical understanding of educational practice and related knowledge at a high level of abstraction
2. a capacity to design, undertake and evaluate in- depth investigations of both educational practice and the theoretical and methodological tools of interpretation and analysis
3. an ability to creatively and critically relate complex and abstracted knowledge to the transformation of educational practice, including the ability to propose novel approaches while aware of the obstacles to educational change
8.3 Key and transferable skills On successful completion graduates should have developed the ability to:
1. the ability to clearly communicate knowledge and understanding of educational practice to others through appropriate complex and simple means
2. the ability to engage in critical reflection on their own situation and activity.
8.4 Employment related skills On successful completion graduates should have developed:
1. improved proficiency in critically analysing and evaluating educational practice in the workplace
2. a more critical and analytical approach to transforming educational practice

in the workplace
8.5 Practical skills
On successful completion graduates should have developed:
1. greater confidence in generating and making use of data
2. the ability to undertake systematic inquiries in educational practice
3. the capacity to consider the ethical dimension of educational practice, and respond to ethical issues through critical analysis and decision-making.

9. Admissions Criteria, including APCL, APEL and DAS arrangements

9.1 Entry Requirements

Admission is via application and subject to available places. Applicants will need an undergraduate degree (e.g., BA, BSc, BEd) or an appropriate qualification equivalent to level 6 on the QAA's Framework for Higher Education Qualifications. International students require a suitable academic profile as well as an English language score of IELTS 6.5 or equivalent. Applicants may be invited to an interview in support of their application.

9.2 Accreditation of Prior Learning

9.2.1 APCL

Students who have gained level 7 credits at University of Plymouth or other institutions that can be mapped onto the MA Education learning outcomes can gain exemptions for up to 120 credits under **Accreditation of Prior Certificated Learning (APCL)**. It is possible for students to be exempt from completing the core module MAED701/ Researching Education Practice in Context or MAED720/ Thinking about Contemporary Education if they have achieved the learning outcomes elsewhere. Students cannot receive exemption from MAED702/ Masters of Arts in Education Dissertation through APCL. The final decision about the award of APCL credits lies with the Programme Leader.

9.2.2 APEL

Students who have undertaken work that was not formally credited elsewhere but can demonstrate clearly that it has significantly enhanced knowledge of educational practice and resulted in personal learning at the equivalent of level 7, can make a claim for exemption from up to 60 level 7 credits on the MA Education through **Accreditation of Prior Experiential Learning (APEL)**. An APEL claim is accompanied by a portfolio of evidence of that learning. The Programme Leader will arrange for an APEL

applicant to have the assistance of a tutor in preparing the portfolio of supporting evidence. A fee will be payable. The final decision about the award of APEL credits lies with the Programme Leader.

All claims for credit are dealt with in accordance with Institute and University policies and procedures. Applications for APCL or APEL credit should normally be made as part of the admissions process prior to registration on a programme (see MA Education Operational Specification Section 8 on processes for applying).

9.2.3 Disability Assist (DA)

Disability Assist is part of Learning Support and Wellbeing and helps with study support requirements for students who have a disability. Applicants to the programme are prompted to declare any disabilities at the point of admissions. Applicants are informed that this may be used for DA purposes, including referral. If students on the programme declare a disability to programme tutors, tutors will seek guidance from DA if appropriate to help students to access appropriate assessment and support.

All assessed work on the MA Education is coursework and students have a choice of formats in which they can present their work. This enables students to plan their time accordingly and opt for their preferred format.

10. Progression criteria for Final and Intermediate Awards

The requirements for achieving awards are set out below:

Award	Elements	Credits
PGCert Education	2 Modules	60 Credits
PGDip Education	4 Modules	120 Credits
MA Education	Research portfolio including proposal, ethical protocol and materials, and dissertation of 12,000-15,000 words or equivalent.	180 Credits

Some participants may complete one or more module of the MA Education and take their credits onto another programme/institution. On successful completion of a module participants will receive a transcript outlining the number of credits gained at level 7.

11. Non Standard Regulations

N/A

12. Transitional arrangements for existing students seeking to progress onto the programme

PGCE applicants can progress onto the MA Education by submitting an APCL application at point of admission.

Appendix 1: PGT Mapping table that reflects which core modules contribute to the Programme Intended Learning Outcomes (PILOs)

Tick those Programme Intended Learning Outcomes the module contributes to through its assessed learning outcomes.

Module code	Credits	C – core E - elective	Programme Intended Learning Outcomes contributed to (for more information see Section 8)													Compensatable?	Assessment element(s) and weightings O1 – remotely delivered assessment E1 – exam E2 – clinical exam T1 – test C1 – coursework A1 – generic assessment P1 – practical
			8.1 Knowledge & understanding			8.2 Cognitive & intellectual skills			8.3 Key & transferable skills		8.4 Employment related skills		8.5 Practical skills				
			8.1.1	8.1.2	8.1.3	8.2.1	8.2.2	8.2.3	8.3.1	8.3.2	8.4.1	8.4.2	8.5.1	8.5.2	8.5.3		
MAED701	30	C	✓		✓			✓	✓			✓	✓	✓	✓	no	C1
MAED702	60	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	no	C1
MAED720	30	C	✓	✓		✓		✓	✓							no	C1
MAED718	30	E	✓			✓		✓	✓							yes	C1
MAED719	30	E	✓			✓		✓	✓	✓	✓			✓	✓	yes	C1
MAED721	30	E	✓	✓	✓	✓	✓	✓			✓	✓				yes	C1
MASU753	30	E	✓			✓	✓	✓	✓	✓	✓					yes	C1
MASU754	30	E	✓	✓		✓	✓	✓	✓	✓	✓					yes	C1
MASU755	30	E	✓	✓		✓	✓	✓	✓	✓	✓					yes	C1

MAED701: Researching Education Practice in Context

MAED702: Masters of Arts in Education Dissertation

MAED720: Thinking about Contemporary Education

MAED718: Practice Related Inquiry 2

MAED719: Coaching and Mentoring in the Professional Context

MAED721: Inclusive Education: Critical Issues

MASU753: The Experience of Outdoor Learning

MASU754: Alternatives in Education and Society

MASU755: Learning for Sustainability and Global Citizenship