

## MA Education

### Programme Specification

<b>1. Programme title</b>	<i>MA Education</i>
<b>2. Awarding institution</b>	Middlesex University
<b>3a. Teaching institution</b>	Middlesex University, Hendon Campus, Dubai Campus and Mauritius Campus
<b>3b. Language of study</b>	English
<b>4a. Valid intake dates</b>	Sept and Jan for each campus
<b>4b. Mode of study</b>	i.e. FT/PT/TKSW for each intake
<b>4c. Delivery method</b>	<input checked="" type="checkbox"/> On-campus/Blended <input checked="" type="checkbox"/> Distance Education
<b>5. Professional/Statutory/Regulatory body</b>	N/A
<b>6. Apprenticeship Standard</b>	N/A
<b>7. Final qualification(s) available</b>	MA Education MA Education (Title to be determined) MA Education (Special Educational Needs and Disabilities) MA Education (Teaching and Learning) MA Education (Leadership and Management) MA Education (Coaching and Mentoring) MA Education (Technology Integration and Practice) <i>PG Certificate in Education</i> (Need to leave with 60 credits) <i>PG Diploma in Education</i>
<b>8. Year effective from</b>	<b>2022</b>

### **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 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.

### **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 outcomes 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.
- to develop skills of using professional and theoretical knowledge and findings from published material including research to inform and develop practice
- to develop the skills and outlook of the practitioner.

### **11. Programme outcomes\***

#### **A. Knowledge and understanding**

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

1. Comprehensive and current theoretical, policy and practice perspectives on a chosen area of scholarship.
2. Relevant government guidance and policy, and best practice literature in a chosen area.
3. A knowledge of Professional Standards and expectations for own role within a chosen area. Using research and scholarship to inform their practice.
4. Research and scholarship methodologies in education.

They will also be able to:

5. Apply theoretical learning to reflections on experience in a chosen area of study
6. Identify and critique positions and arguments in a chosen area of study
7. Critically evaluate own practice in a chosen area of study.

### **Teaching/learning methods**

Students gain knowledge and understanding through

#### Taught Mode

The module is delivered via interactive seminars. 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.

#### Distance Learning Mode

Participants undertaking the module as distance learners will engage in a number of hours of guided study units delivered through the Middlesex University virtual learning environment (VLE) and online interaction with tutors. Each unit will consist of online materials and exercises that mirror the exercises undertaken in the taught mode of the module but are tailored to allow participants to engage with both the content and the discussions around the key topics of the module at their own pace. Participants will undertake further hours of independent study guided by forum discussions, independent exercises, reflections and directed scholarly materials.

### **Assessment methods**

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

This will 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 will demonstrate the QAA masters level descriptors.

### **B. Skills**

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

1. Identify, review and evaluate own learning needs in order to set and monitor personal learning objectives in a chosen area of study
2. Critically evaluate impact of own learning on individual and, where relevant, organisational performance in a chosen area of study, and,
3. Identify research objectives and systematically plan a research enquiry using and critiquing appropriate research tools
4. 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

5. Be able to carry out searches of relevant published material and research material relevant to their area of learning

**Teaching/learning methods**

Students learn skills through assigned tasks, school based projects, coaching and formative assessment and feedback.

**Assessment methods**

Students' skills are assessed by coursework and project assignments, which are detailed in module guides along with coaching and formative assessment of work through the programme.

<b>12. Programme structure (levels, modules, credits and progression requirements)</b>
<b>12. 1 Overall structure of the programme</b>
<p><b>MA Education/MA Education (Agreed Title) HEN, MUR, DBI</b></p> <p><b>Any Optional PDT Module (60 credits)</b>  <b>OR</b></p> <ul style="list-style-type: none"> <li>- Any 2x 30-credit Optional PDT Modules (60 credits)</li> </ul> <p><b>Exit Award: Post Graduate Certificate in Education (60 credits)</b></p> <p><b>PGCE or RPL (60 credits) +</b></p> <ul style="list-style-type: none"> <li>- Any Optional PDT Module (60 credits)  OR</li> <li>- Any Optional PDT 30-credit Module + 30 credits RPL  OR</li> <li>- Any Optional PDT 30-credit Module + Research Methodology in Education PDTXXXX (30 credits)  OR</li> <li>- Research Methodology in Education PDTXXXX (30 credits) + 30 credits RPL</li> </ul> <p><b>Exit Award: Post Graduate Diploma in Education (120 credits)</b></p> <p><b>PGDip Education or RPL (120 credits) +</b></p> <ul style="list-style-type: none"> <li>- Research Methodology in Education PDTXXXX (30 credits) + Dissertation PDTXXXX (compulsory module – 30 credits) (incl. 120 PDT or RPL or PGDip Credits)  OR</li> <li>- Research Dissertation PDT4044 (compulsory module – 60 credits) (incl. 120 PDT or RPL or PGDip Credits)</li> </ul> <p><b>Exit Award: MA Education (Agreed Title) (180 credits) or MA Education (Agreed Title) (180 credits)</b></p> <p><b>MA Education (Leadership and Management) DBI, MUR</b></p> <p><b>Developing Effective Teaching &amp; Learning Module PDT4061 (60 credits)</b>  <b>OR</b></p> <ul style="list-style-type: none"> <li>- Teaching &amp; Learning (30 credits) PDTXXXX + Any 30-credit Optional PDT Module (60 credits)</li> </ul> <p><b>Exit Award: Post Graduate Certificate in Education (60 credits)</b></p>

**Note for Mauritius (MUR):**

In Mauritius, this Exit Award is conferred to all participants achieving 60 credits even if they are progressing to the MA stage. This named award is essential for receiving a pay increment in schools.

**PGCE or RPL (60 credits) +**

- Developing Effective Leadership & Management in Education Module PDT4022 (60 credits)  
OR
- Leadership & Management in Education (30 credits) PDTXXXX + Any 30-credit Optional PDT Module (60 credits)

**Exit Award:** Post Graduate Diploma in Education (120 credits)

**Note for Mauritius (MUR):**

In Mauritius, this Exit Award is conferred to all participants achieving 120 credits even if they are progressing to the MA stage. This named award is essential for upward promotion in schools.

**PGDip Education or RPL (120 credits) +**

- o Research Methodology in Education PDTXXXX (compulsory module – 30 credits) + Dissertation PDTXXXX (compulsory module – 30 credits) (incl. 120 PDT or RPL or PGDip Credits)  
OR
- o Research Dissertation PDT4044 (compulsory module – 60 credits) (incl. 120 PDT or RPL or PGDip Credits)

**Exit Award:** MA Education (Leadership & Management) (180 credits)

**MA Education (Teaching and Learning)****Developing Effective Teaching & Learning Module PDT4061 (60 credits)**

OR

- Teaching & Learning (30 credits) PDTXXXX + Any 30-credit Optional PDT Module (60 credits)

**Exit Award:** Post Graduate Certificate in Education (60 credits)

**PGCE or RPL (60 credits) +**

- Any 60 Optional PDT Credits  
**Note:** At least 30 credits in Teaching & Learning must be fulfilled to earn this pathway specification.

**Exit Award:** Post Graduate Diploma in Education (120 credits)

**PGDip Education or RPL (120 credits) +**

- Research Methodology in Education PDTXXXX (30 credits) + Dissertation PDTXXXX (compulsory module – 30 credits) (including 120 PDT or RPL

or PGDip Credits)  
OR

- Research Dissertation PDT4044 (compulsory module – 60 credits)  
(including 120 PDT or RPL or PGDip Credits)

**Exit Award:** MA Education (Teaching & Learning) (180 credits)

**MA Education (Special Educational Needs and Disability)**

**Developing Effective Teaching & Learning Module PDT4061 (60 credits)**

OR

- Teaching & Learning (30 credits) PDTXXXX + Any 30-credit Optional  
PDT Module (60 credits)

**Exit Award:** Post Graduate Certificate in Education (60 credits)

**PGCE or RPL (60 credits) +**

- Special Educational Needs and Disability: Inclusive Practice and  
Leadership Module PDT4500 (60 credits)  
OR
- SEND (30 credits) PDTXXXX + Any 30-credit Optional PDT Module (60  
credits)

**Exit Award:** Post Graduate Diploma in Education (120 credits)

**PGDip Education or RPL (120 credits) +**

- Research Methodology in Education PDTXXXX (30 credits) + Dissertation  
PDTXXXX (compulsory module – 30 credits)  
OR
- Research Dissertation PDT4044 (compulsory module – 60 credits)  
(including 120 PDT or RPL or PGDip Credits)

**Exit Award:** MA Education (Special Educational Needs & Disability) (180 credits)

**MA Education (Coaching and Mentoring)**

**Developing Effective Teaching & Learning Module PDT4061 (60 credits)**

OR

- Teaching & Learning (30 credits) PDTXXXX + 30 Optional Credits in PDT

**Exit Award:** Post Graduate Certificate in Education (60 credits)

**PGCE or RPL (60 credits) +**

- Developing Effective Coaching & Mentoring Module PDT4015 (60 credits)  
OR
- Coaching & Mentoring (30 credits) PDTXXXX + 90 PDT or APEL or  
PGCE Credits

**Exit Award:** Post Graduate Diploma in Education (120 credits)

**PGDip Education or RPL (120 credits) +**

- Research Methodology in Education PDTXXXX (30 credits) + Dissertation PDTXXXX (Article) (compulsory module – 30 credits) + 120 PDT or APEL or PGDip Credits  
OR
- Dissertation PDT4044 (compulsory module – 60 credits) + 120 PDT or APEL or PGDip Credits

**Exit Award:** MA Education (Coaching & Mentoring) (180 credits)

**MA Education (Technology Integration and Practice)**

**Developing Effective Teaching & Learning Module PDT4061 (60 credits)**

OR

- Teaching & Learning (30 credits) PDTXXXX + 30 Optional Credits in PDT

**Exit Award:** Post Graduate Certificate in Education (60 credits)

**PGCE or RPL (60 credits) +**

- Technology Integration: Leadership and Practice Module PDTXXXX (60 credits) + 60 PDT or APEL or PGCE Credits  
OR
- Technology Integration and Practice in Education (30 credits) PDTXXXX + 90 PDT or APEL or PGCE Credits

**Exit Award:** Post Graduate Diploma in Education (120 credits)

**PGDip Education or RPL (120 credits) +**

- Research Methodology in Education PDTXXXX (30 credits) + Dissertation (Article) PDTXXXX (compulsory module – 30 credits) + 120 PDT or RPL or PGDip Credits  
OR
- Research Dissertation PDT4044 (compulsory module – 60 credits) + 120 PDT or RPL or PGDip Credits

**Exit Award:** MA Education (Technology Integration and Practice) (180 credits)

**12.2 Levels and modules**

Level 7

First Stage – Post Graduate Certificate in Education (60 points)



The first stage of the MA Education award is to successfully complete 60 credits made up from the choice modules. This does not include, Research Methodology in Education 30 point module, plus the Research Dissertation 30 point module or the PDT 4044 Dissertation 60 point module as these are compulsory modules for the final stage.

At the end of the modules candidates must choose their next module/s (60 points total) from the rest of 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, however in Mauritius, candidates who successfully achieve 60 credits will be awarded the Postgraduate Certificate in Education, despite moving to the second stage.

Candidates who wish to opt out of the MA Education programme after successfully completing the first module/s may be awarded the Postgraduate Certificate in Education, Postgraduate Certificate in Education [Named Pathway: SEND, Leadership & Management, Teaching & Learning, Coaching & Mentoring, Technology Integration]. They must inform the Programme Leader that this is their intention.

In Mauritius, candidates may choose to register for both the Postgraduate Certificate in Education stage and the Post Graduate Diploma in Education stage at the same time to fast track completion of the MA Education programme in two years instead of three years.

Some students may by-pass this stage through the RPL process (60 points). If they are awarded 30 points through RPL they will have to choose a further 30 point module.

#### Second Stage – Post Graduate Diploma in Education

Candidates who have completed their first module/s (60 points) or gained RPL for 60 points can then enrol on a further 60 points as second module/s of their choice (except as stated above). Because of the overlap of modules if the first module has not been completed successfully then progression onto the second module will be allowed on the understanding that progression further on the programme will not be allowed until all necessary modules have been passed. For a named pathway, the second module must be relevant to the named pathway.

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.

Some students may apply for 120 Credits RPL at level 7. This will allow them access to the final stage – MA Education. If they apply for 90 points RPL they will need to complete a further 30 point module to take their total to 120.

#### Final Stage –MA Education and MA Education (Named award)

As stated above, students who have successfully completed 120 credits can progress to the final 60 points needed for the award. This can consist of the Research Methodology

in Education 30 point module, plus the Research Dissertation 30 point module or the PDT 4044 Dissertation 60 point module.

**Determination of the “Named” Award**

For a named award candidates need to apply to the Programme Leader 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

In Mauritius, candidates typically enrol on the named entry award MA Education (Leadership & Management). They would be expected to undertake their dissertation study or research project in Educational Leadership & Management.

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

<b>12.3 Non-compensatable modules</b>	
<b>Module level</b>	<b>Module code</b>
7	No modules are compensatable

<b>13. Information about assessment regulations</b>
This programme will run in line with general University Regulations:  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> ).

<b>14. Placement opportunities, requirements and support (if applicable)</b>
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. This forms part of the entry requirements.

<b>15. Future careers / progression</b>
Candidates will be mainly from a teaching or education background and are already employed in schools or other education establishments. This programme will enhance the knowledge and decision making and leadership skills of education staff enabling them to progress in their careers into leadership, management or further studies to support their career ambitions. The MA Education will also further develop employability skills so that Candidates will have the opportunity to develop a key set of employability skills including specific knowledge base, self-management, development of critical thinking skills, communication, problem solving and the application of literacy, numeracy and information technology.

<b>16. Particular support for learning (if applicable)</b>	
	<ul style="list-style-type: none"> <li>• CPD advice and consultancy support from academic staff</li> <li>• Learner Development Unit one-to-ones and workshops</li> <li>• University Dyslexia support</li> <li>• University Disability support</li> <li>• Library services support</li> <li>• School Achievement Officers support</li> <li>• e-learning materials (module guides)</li> <li>• On – line support</li> </ul>

<b>17. HECos code(s)</b>	
<b>18. Relevant QAA subject benchmark(s)</b>	<p>There are no specific QAA benchmarks at present for this subject at Masters level.  QAA Subject Benchmarks for Education at Undergraduate Level.  QAA Characteristics statement Masters Degree  FHEQ Benchmarks</p>

<b>19. Reference points</b>	
	<ul style="list-style-type: none"> <li>• QAA benchmarks</li> <li>• Middlesex University regulations</li> <li>• National Professional Qualifications</li> </ul>

<b>20. Other information</b>	
<p>Accreditation of Prior Learning  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.  The following qualifications will be seen as worth 60 point credits at level 7 towards the award:</p> <ul style="list-style-type: none"> <li>• UK PGCE (QTS) - Initial Teacher Training programmes</li> <li>• National Professional Qualification for Headship (NPQH)</li> <li>• National Professional Qualification for Senior Leadership (NPQSL)</li> <li>• The National Award for SEN co-ordination</li> </ul> <p>The following qualifications will be seen as worth 30 point credits at level 7 towards the award:</p> <ul style="list-style-type: none"> <li>• National Professional Qualification for Middle Leadership (NPQML)</li> </ul>	

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.

## 21. 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

Knowledge and understanding	
A1	Comprehensive and current theoretical, policy and practice perspectives on a chosen area of scholarship.
A2	Relevant government guidance and policy, and best practice literature in a chosen area.
A3	A knowledge of Professional Standards and expectations for own role within a chosen area. Using research and scholarship to inform their practice
A4	Research and scholarship methodologies in education.
A5	Apply theoretical learning to reflections on experience in a chosen area of study
A6	Critique positions and arguments in relevant reading, and other discourse in a chosen area of study
A7	Critically evaluate own practice in a chosen area of study.
Skills	
B1	Identify, review and evaluate own learning needs in order to set and monitor personal learning objectives in a chosen area of study
B2	Apply theoretical learning to improve practice in the workplace through new insights into the area of study in a chosen area of study.
B3	Critically evaluate impact of own learning on individual and, where relevant, organisational performance in a chosen area of study
B4	Identify research objectives and systematically plan a research enquiry using and critiquing appropriate research tools
B5	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

Programme outcomes														
A1	A2	A3	A4	A5	A6	A7	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	7	7	7	7

Module Title	Module Code by Level	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8
Developing Effective Teaching and Learning	PDT4061	x		x	x	X	X	X	x	X	X	X	X			
Teaching and Learning	PDT4802		x	X		X	X	X	x	X	X					
Developing Professional Practice	PDT4170	x		X	x	X	X	X	x	X	X	X	X			
Professional Practice in Education	PDT4804		x	X		X	X	X	x	X	X					
Dissertation	PDT4044	x		X	x	X	X	X		X	X	X	X			
Research Dissertation	PDT4805		x	X	x	X	X	X		X		X	X			
Developing Effective Leadership and Management	PDT4022	x		X	x	X	X	X	x	X	X	X				
Leadership and Management	PDT4801		x	X		X	X	X	x	X	X					
Action Enquiry for improvement	PDT4090	x		X	x	X	X	X	x	X	X	X				
Action Enquiry in Education	PDT4803		x	x	x	X	X	X		X	X	x				
Research methodology in Education	PDT4807		x	X	x	X	X	X		X		X				
Special Educational Needs and Disability: Inclusive Practice and Leadership	PDT4500	x		X	x	X	X	X	x	X	x	X				
Special Educational Needs and Disability	PDT4808		x	x		X	X	X	x	X	x					
Contemporary issues	PDT4806		x		x	x	x	x			x					
Developing Effective Coaching and Mentoring	PDT4015	X		X		X	X	X	X	X	X					
Coaching and Mentoring	PDT4800		X	X		X	X	X		X	X					
Technology Integration: Leadership and Practice	PDT4809	X	X	X		X			X	X	X	X	X			