Course Specification

Course Summary Information		
1	**Course Title**	MA in Education
2	**Course Code**	PT1200/PT1201
3	**Awarding Institution**	Birmingham City University
4	**Teaching Institution(s)** (if different from point 3)	N/A
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable)	N/A

6	**Course Description**
	Are you a teacher, lecturer or trainer? Are you keen to boost your professional qualifications and knowledge? If so, our MA Education course is for you. It's also ideal if you are simply interested in the field of education. **What's covered in the course?** Highly flexible, this course is offered full-time on-campus or part-time online, giving you the opportunity to balance your studies around your job if needed. If you are a UK student, you can take full advantage of the optional modules on offer (subject to numbers) to align your studies with your goals and interests. Our specialist modules cover Leadership and Management, Special Educational Needs and Critical Digital Pedagogies, but we have designed the course so that you can choose the modules most relevant to your situation. Key issues of equity, diversity and inclusion (EDI) in education are also embedded throughout the course. Whether your interest is in education generally or SEND, leadership and management, curriculum, assessment, policy, EDI or the impact of the digital culture we now live in, this course is rooted in theoretical knowledge that supports your educational practice. It is designed to allow you to use your experience of working in education to inform your research so that what you learn while studying is applicable to your working life. If you are an international student looking to study this course in the UK full-time, you will benefit from a specific curriculum so that your focus is on International Education This will ensure the content is meaningful in terms of your cultural context while also providing a global perspective on educational topics and issues.

7	**Course Awards**		
7a	**Name of Final Award**	**Level**	**Credits Awarded**
	Master of Arts in Education Master of Arts in Education (Leadership and Management) Master of Arts in Education (International) Master of Arts in Education (SEND)	Level 7	180

7b	Exit Awards and Credits Awarded		
	Post Graduate Certificate in Education	Level 7	60
	Post Graduate Diploma in Education	Level 7	120

8	Variations from the University Academic Regulations
	None

9	Delivery Patterns			
Mode(s) of Study	**Location(s) of Study**	**Duration of Study**	**Code(s)**
Full-Time	BCU Campus – Benjamin Zephaniah Building, Millenium Point.	1 Year	PT1200
Part-Time	Blended	2 years	PT1201

10	Entry Requirements
	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk/.

11	Course Aims
	The Taught Masters Course is designed to help students to become a more effective educational professional who can make a positive impact on learning and organisational development in their settings. The module content and assessment methods have been specifically chosen in order to enable students to develop those skills needed for Master's level study. All modules have specific learning outcomes aligned with the module content, teaching,learning methods and assessment methods so that students can more easily work towards successfully meeting the learning outcomes. There is also an expectation that students will undertake pre-session reading and research; these will be provided to you in advance via Moodle or at the end of previous sessions.

12	Course Learning Outcomes	
	1	Demonstrate an understanding of a range of key thinkers and theorists in the field of education and their application in a range of educational settings
	2	Be a confident, critical academic reader and writer at level 7
	3	Be able to theorise contemporary educational issues in order to think and apply alternatives in your future practice in different settings
	4	Be a reflexive, critical, evaluative and innovative thinker in the field of education who is capable of independent enquiry and who takes responsibility for learning and professional practice
	5	Be confident in your knowledge of a range of educational research methodologies and methods
	6	Conceive, develop and investigate research questions within education using appropriate methods and adhering to ethical standards
	7	Be able to make significant contribution in discussions about contemporary educational debate, collaborate in presentations and workshops and communicate clearly and effectively about educational issues in a variety of modes
	8	Recognise the role of educators and education as a tool for social justice and change in local and global society
	9	Make a positive contribution to learning, teaching, education and organisational development within your role in education
	10	Have developed specialist knowledge within a key area of education (Special educational needs, Leadership and Management, International education)
	11	Be able to critically analyse international approaches to practice and contemporary educational issues (International Education)

13	Level Learning Outcomes
	1. Students demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice 2. Students demonstrate comprehensive understanding of techniques applicable to their own research or advanced scholarship 3. Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline 4. Students develop a conceptual understanding to be able to evaluate critically current research and advanced scholarship in the discipline 5. Students develop a conceptual understanding to be able to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. 6. Students will be able to deal with complex issues - both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences 7. Students will be able to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level 8. Students will be able to continue to advance their knowledge and understanding, and to develop new skills to a high level. 9. Students will have the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations

	10. Students will have the qualities and transferable skills necessary for employment requiring the independent learning ability required for continuing professional development
	Upon completion of 120 credits at Level 7 / the PG Dip, students will have:
	met the success criteria attaining 50% for Introduction to Master Level Study, Researching Education (Proposal) and have passed three additional optional modules from the following list excluding The Dissertation Module. Students who have transferred 60 Credits prior to undertaking the course will have passed Researching Education (Proposal) and passed two additional optional modules.
	Upon completion of 180 credits at Level 7 / the Dissertations, students will have:
	met the success criteria attaining 50% for Introduction to Master Level Study, Researching Education (Proposal) and have passed three additional optional modules from the following list excluding The Dissertation Module. Students who have transferred 60 Credits prior to undertaking the course will have passed Researching Education (Proposal) and passed one additional optional module. In completing the dissertation, students will be able to apply relevant research methodologies and ethical considerations to the design of an extended piece of independent education research. They will be able to critically analyse evidence gathered using suitable and well-justified data collection methods and critically analyse evidence gathered using suitable and well-justified data collection methods.
	Upon completion of 60 credits at Level 7 / the PGCERT students will have: met the success criteria attaining 50% for Introduction to Master Level Study and Researching Education (Proposal)

14	**Course Learning, Teaching and Assessment Strategy**
	The Taught Masters Course seeks to integrate learning, teaching and research experiences by providing the following: • Professional learning opportunities, case studies and knowledge-based assignments designed to support critical reflection on professional practices to create a shared knowledge for a better and more inclusive society. • Gathering evidence from a variety of sources in order to analyse and evaluateprofessional practices. • Exploring alternative ways of theorising critical educational issues, prompting thinking towards alternatives for future practice in different settings. • Participation in group seminars /discussion groups, to mediate and support learning. • Engagement in guided and independent reading, supported self-study, independentstudy and inclusive close to practice research. • Opportunities to participate in wider School and BCU events such as the educationalseminar series, symposia and conferences. • Collaborative approaches to support and encourage students in their professional development. • Individual tutorials to support the development of knowledge, understanding and skills,and enable the review and monitoring of progress.

	• Opportunities to develop advanced digital information and communication skills through e-learning, including word processing, databases, internet communication,information retrieval and on-line searches. • Flipped learning and social media activities, such as WeChat and Twitter, etc., will alsoform part of the teaching and learning strategies employed and, in which participants will be expected to engage. Use of a virtual learning environment (VLE) to facilitate the exchange of ideas and information and provide access to specific resources and activities. • Opportunity to publish in the BCU Journal. • Pipeline to studying a PHD/EdD in a related area within the field of Education.

15	**Course Requirements**
15a	**Level 7:** ***In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):***

Module Code	Module Name	Credit Value
EDU7392	Introduction To Masters Level Study	20
EDU7446	Researching Education (Proposal)	40
EDU7369	Dissertation	60

In order to complete this course a student must successfully complete at least 60 credits from the following list of OPTIONAL modules:

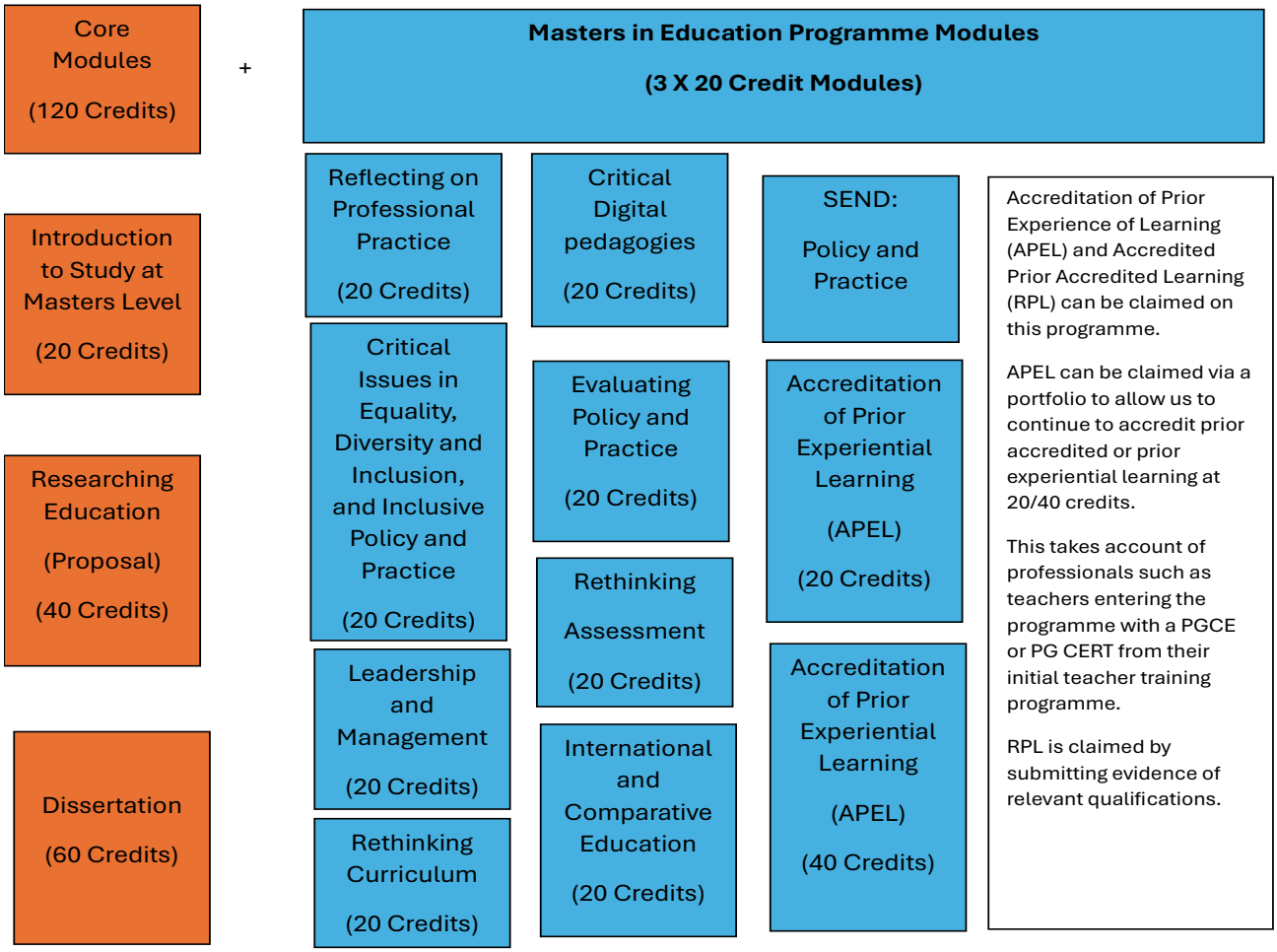
Module Code	Module Name	Credit Value
EDU7443	Critical Issues in Equality, Diversity and Inclusion and Inclusive Policy and Practice	20
EDU7431	Critical Digital Pedagogies	20
EDU7448	Rethinking Curriculum	20
EDU7444	Evaluating Policy and Practice	20
EDU7447	Rethinking Assessment	20
EDU7382	Leadership and Management	20
EDU7445	Reflecting on Professional Practice	20
EDU7441	APEL	20
EDU7442	APEL	40
EDU7449	SEND: Policy & Practice	20
EDU7373	International & Comparative Education	20

15b	Structure Diagram

Please note list of optional modules is indicative only. Students' choice will not be guaranteed for optional modules but a fair and transparent process will be adopted and shared with students.

Include a structure diagram for each mode of study. Level 4 is completed as an example including modules which extend the whole year.

Level 7



Level 7

Core – PT1200 Introduction To Masters level Study (20 credits) Researching Education (Proposal) (40 credits) Dissertation (60 Credits)	**Core – PT1201** Introduction To Masters level Study (20 credits) Researching Education (Proposal) (40 credits) Dissertation (60 Credits), (Year 2)
Optional Modules Semester 1 (FT) Critical Issues in Diversity, Equalities and Inclusion and Inclusive Policy and Practice (20 credits) Leadership and Management (20 credits) **Optional Modules Semester 2 (FT) (January to April)** Rethinking Assessment Rethinking Curriculum Evaluating Policy and Practice Critical Digital Pedagogies SEND: Policy and Practice **Core Module Semester 2 (FT)** (May to September) – Dissertation	**Optional Modules Semester 1 (PT)** Critical issues in Equality, Diversity and Inclusion and Inclusive Policy and Practice (20 Credits) Leadership and Management (20 Credits) **Optional 20 Credit Modules- Semester 2 (PT) (January to April)** Rethinking Assessment Rethinking Curriculum Evaluating Policy and Practice Critical Digital Pedagogies SEND: Policy and Practice APEL (20 credits) APEL (40 credits) **Core Module (PT) AYR** (September to September) - Dissertation

16 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 7

Workload

15% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	270
Directed Learning	180
Private Study	1350
Total Hours	1800

Balance of Assessment

Assessment Mode	Percentage
Coursework	100%
Exam	
In-Person	