

Course Specification

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

6	Course Description
	<p>Are you a teacher, lecturer or trainer? Are you keen to boost your professional qualifications and knowledge? Or are you simply interested in the field of education? If so, this MA Education course is for you.</p> <p>What's covered in the course?</p> <p>Highly flexible, this course is an attractive option if you want the opportunity to study on either a full or part basis which may enable you to study without having to give up your job. Our Education Master's framework allows you to choose your own path by selecting the core modules, area of specialisation and optional modules, that way you can tailor your study to suit your needs and areas of interest.</p> <p>The award you receive upon graduating depends on - the combination of modules that you choose to study. You'll do this by studying some core modules and others which you negotiate with your tutor and the course leader for your pathway. In this way you might graduate with a MA Education within a specialist area. Or you may graduate with a broad MA Education award.</p> <p>The modules available explore current issues in education, leadership and management, change and improvement, as well as a flexible portfolio, reflection and research opportunities, leading to a final dissertation. -</p> <p>The qualifications available are:</p> <ul style="list-style-type: none"> • Education • Education (Childhood Studies) • Education (Early Years Leadership) • Education (International Education) • Education (Special Needs Education) (in collaboration with the National Institute for Conductive Education) <p>However, we may be able to facilitate awards in other specialist areas of study including:</p> <ul style="list-style-type: none"> • Conductive Education (in collaboration with the National Institute for Conductive Education) • Leadership and Management • Mentoring and Coaching

7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
	MA in Education MA in Education (SEND) MA in Education (Leadership)	Level 7	180 Credits
7b	Exit Awards and Credits Awarded		
	Post Graduate Certificate in Education Post Graduate Diploma in Education	Level 7	60 and 120 Credits

8	Variation from the University Regulations
	N/A

9	Delivery Patterns			
	Mode(s) of Study	Location(s) of Study	Duration of Study	Code(s)
	Full-Time	BCU Campus – City South/City Centre	1 Year	PT1200
	Part-Time	On Campus and Online (Blended learning), City South/City Centre	2 years	PT1201

10	Entry Requirements	
	Home:	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk/ or may be found by searching for the course entry profile located on the UCAS website.
	EU:	English language requirements (in IELTS scores).
	International:	English language requirements (in IELTS scores).
	Access:	

11	Course Aims	
	<p>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 your setting. The module content and assessment methods have been specifically chosen in order to enable students to develop those skills needed for Masters 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.</p>	

12	Course Learning Outcomes	
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	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, International education, early childhood)
	11	Be able to critically analyse international approaches to practice and contemporary educational issues (International Education)

13	Level Learning Outcomes
	<i>Upon completion of 120 credits at Level 7 / the PG Dip, students will have:</i>
	met the success criteria attaining 50% for EDU7392: Introduction to Master Level Study, EDU7393: Research Methods and have passed four additional optional modules from the following list excluding EDU7369: The Dissertation Module. Students who have transferred 60 Credits prior to undertaking the course will have passed EDU7393: Research Methods and passed two additional optional modules.
	<i>Upon completion of 180 credits at Level 7 / the Dissertations, students will be able to:</i>
	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.
	<i>Upon completion of 60 credits at Level 7 / the PGCERT students will have:</i>
	met the success criteria attaining 50% for EDU7392: Introduction to Master Level Study, EDU7393: Research Methods and have passed one additional optional module from the following list.

14	Course Learning, Teaching and Assessment Strategy
	<p>The Taught Masters Course seeks to integrate learning, teaching and research experiences by providing the following:</p> <ul style="list-style-type: none"> • Professional learning opportunities, case studies and work-based assignments designed to support critical reflection on professional practices. • Gathering evidence from a variety of sources in order to analyse and evaluate professional 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, independent study and research.
- Opportunities to participate in wider School and BCU events such as the educational seminar 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 also form 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.

15	Course Requirements																																								
15a	<p>Level 7:</p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totalling 100 credits):</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Module Code</th> <th style="background-color: #ffff00;">Module Name</th> <th style="background-color: #ffff00;">Credit Value</th> </tr> </thead> <tbody> <tr> <td>EDU7392</td> <td>Introduction To Masters Level Study</td> <td>20</td> </tr> <tr> <td>EDU7393</td> <td>Masters Level Research</td> <td>20</td> </tr> <tr> <td>EDU7369</td> <td>Dissertation</td> <td>60</td> </tr> </tbody> </table> <p><i>In order to complete this course a student must successfully complete at least 80 credits from the following list of OPTIONAL modules:</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Module Code</th> <th style="background-color: #ffff00;">Module Name</th> <th style="background-color: #ffff00;">Credit Value</th> </tr> </thead> <tbody> <tr> <td>EDU7407</td> <td>Coaching and Mentoring</td> <td>20</td> </tr> <tr> <td>EDU7364</td> <td>Critical Issues in Equality Diversity and Inclusion</td> <td>20</td> </tr> <tr> <td>EDU7365</td> <td>Critical Pedagogies</td> <td>20</td> </tr> <tr> <td>EDU7366</td> <td>Curriculum Matters</td> <td>20</td> </tr> <tr> <td>EDU7368</td> <td>Dimensions of Childhood and Youth</td> <td>20</td> </tr> <tr> <td>EDU7372</td> <td>Institutional Effectiveness and Change Management</td> <td>20</td> </tr> <tr> <td>EDU7373</td> <td>International and Comparative Education</td> <td>20</td> </tr> <tr> <td>EDU7391</td> <td>Policy, Politics and Practice</td> <td>20</td> </tr> </tbody> </table>		Module Code	Module Name	Credit Value	EDU7392	Introduction To Masters Level Study	20	EDU7393	Masters Level Research	20	EDU7369	Dissertation	60	Module Code	Module Name	Credit Value	EDU7407	Coaching and Mentoring	20	EDU7364	Critical Issues in Equality Diversity and Inclusion	20	EDU7365	Critical Pedagogies	20	EDU7366	Curriculum Matters	20	EDU7368	Dimensions of Childhood and Youth	20	EDU7372	Institutional Effectiveness and Change Management	20	EDU7373	International and Comparative Education	20	EDU7391	Policy, Politics and Practice	20
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EDU7361	Assessment	20
EDU7357	The Transformative Special Needs Teacher	20
EDU7382	Leadership and Management	20
EDU7356	Special Educational Needs and Disabilities (SEND) Policy and Practice	20
EDU7363	Conductive Education with Adults (Conductive Ed)	20
EDU7354	Reflecting on the Workplace	20
EDU7359	APEL	20
EDU7360	APEL	40
EDU7431	Critical Digital Pedagogies	20

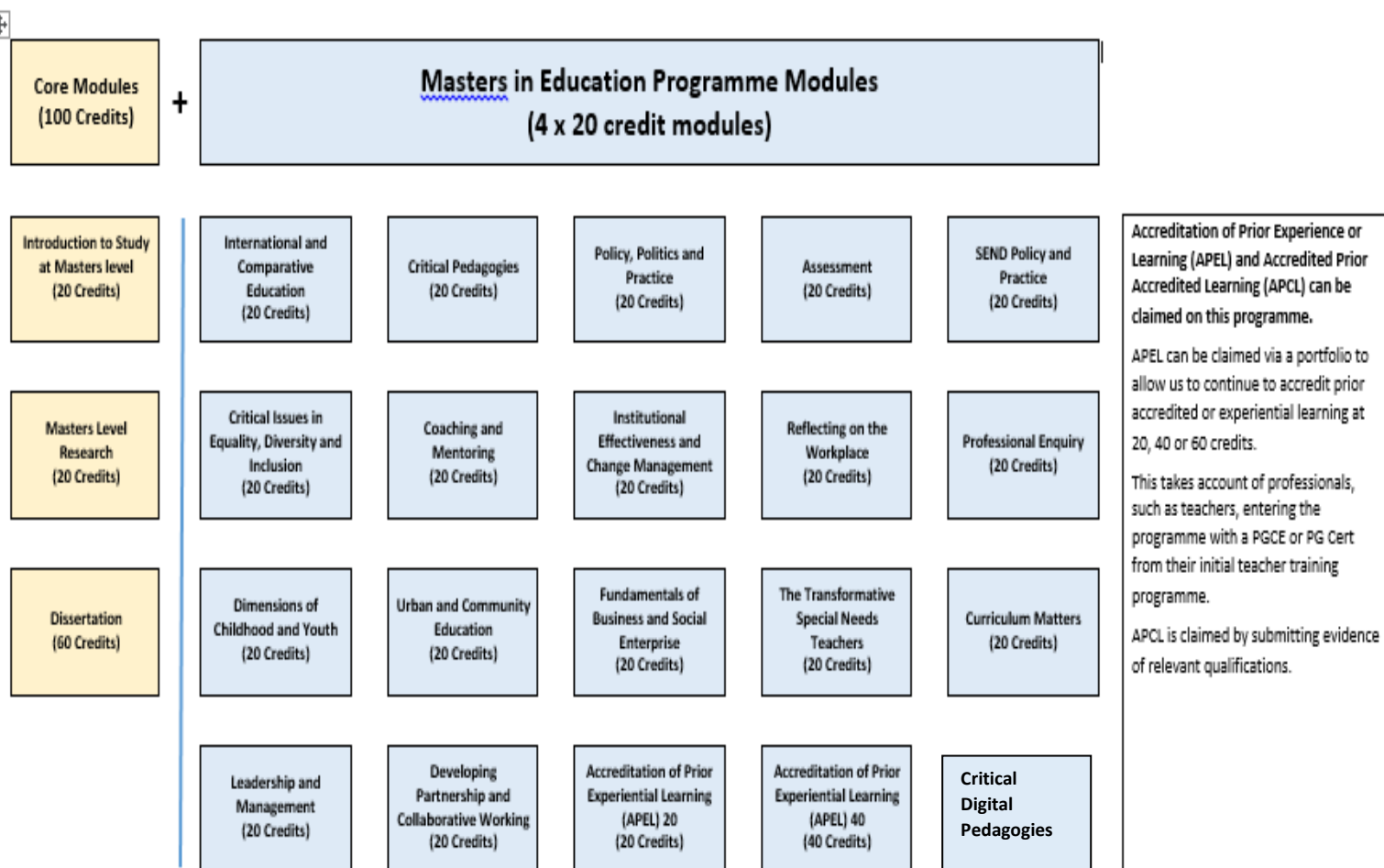
15b Structure Diagram

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.

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Overview of MA in Education Programme (School of Education and Social Work)



<p>Core</p> <p>EDU7392: Introduction To Masters level Study (20 credits)</p> <p>EDU7393: Masters level research (20 credits)</p>	<p>Core</p> <p>EDU7393: Master level research (20 credits)</p>
<p>Optional</p> <p>EDU7364: Critical Issues in Diversity, Equalities and Inclusion (20 credits)</p> <p>EDU7365: Critical Pedagogies (20 credits)</p> <p>EDU 7372: Institutional Effectiveness (20 credits)</p> <p>EDU7382: Leadership and Management (20 credits)</p> <p>EDU7356: SEND policy and practices (20 credits)</p> <p>EDU7361: Assessment (20 credits)</p> <p>EDU7357: the transformative special educational needs teacher</p> <p>EDU7359 APEL (20 credits)</p> <p>EDU7360 APEL (40 credits)</p> <p>EDU7431: Critical Digital Pedagogies</p>	<p>Optional</p> <p>EDU7366: Curriculum Matters (20 credits)</p> <p>EDU7368: Dimensions of Childhood and Youth (20 credits)</p> <p>EDU7373: International and Comparative Education (20 credits)</p> <p>EDU7362: Coaching and Mentoring (20 credits)</p> <p>EDU7391: Policy, politics and practice (20 credits)</p> <p>EDU7431: Critical Digital Pedagogies</p>
<p>Semester 2 April Onwards</p>	
<p>Core</p> <p>EDU7369: Dissertation (60 credits)</p>	
<p>Optional</p> <p>EDU7354: Reflecting on the workplace: (20 credits)</p> <p>EDU7370: Dynamic model of supervision (20 credits)</p> <p>EDU7363: Conductive Education with Adults (Cond</p>	

16	Overall Student Workload and Balance of Assessment
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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	190
Directed Learning	710
Private Study	900
Total Hours	1800

Balance of Assessment

Assessment Mode	Percentage
Coursework	86%
Exam	
In-Person	14%