

Course Information Form

This Course Information Form provides the definitive record of the designated course

Section A: General Course Information

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| Course Title | MA Education (Practice) / PG Cert Education Practice |
| Final Award | MA |
| Route Code | MAEDPABP/PCEDPABP |
| Intermediate Qualification(s) | |
| FHEQ Level | 7 |
| Location of Delivery | Bedford Campus |
| Mode(s) and length of study | Part-Time Delivery over 3 years Postgraduate Certificate: part-time over 1 year. |
| Standard intake points (months) | October, February |
| External Reference Points as applicable including Subject Benchmark | QAA Frameh4n7F6 0.999 Tf 0 0 0 rg 497.989 TL 159.891 1949h4n7F6 0.nts |

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| HECoS code(s) | 101087 |
| UCAS Course Code | |

The course will enable you to develop your critical engagement in areas which relate to your experience and/or an area you wish to develop further. The focus is on exploring your practice and developing this further through considering the impact of changes you might make in your work place setting. This might apply to a classroom, department or organisation and could equally apply to those working in children s centres, nurseries or other similar settings. As you progress through the course you will be able to apply your own particular focus of interest within the broad area of education.

Educational Aims

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Course Aims

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| Course Learning Outcomes | Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below | | |
| | | Outcome | Award |
| | 1 | Critically review and analyse contemporary research and discourses within the field of Education using ideas at a high level of abstraction, to show new personal insight; | MA Education (Practice) & PG Cert Education Practice |
| | 2 | Demonstrate a deep and systematic understanding of specific theoretical perspectives, within a range of fields within education, and how these relate to current policy and practice; | MA Education (Practice) & PG Cert Education Practice |
| | 3 | Demonstrate a critical awareness of how different disciplines contribute to integrated approaches which lead to successful outcomes in Education; | MA Education (Practice) & PG Cert Education Practice |
| | 4 | Flexibly and creatively apply knowledge within the field of education in familiar and unfamiliar contexts, synthesise ideas or information in innovative ways, and generate transformative solutions; | MA Education (Practice) & PG Cert Education Practice |
| | 5 | Demonstrate adaptive skills, drawing upon and applying intercultural professional ideas and practices and those derived from national and international research to support change. | MA Education (Practice) |
| | 6 | Be able to undertake a substantial investigation in education, to address significant areas of theory and/or practice; | MA Education (Practice) |
| | 7 | Select appropriate methodological approaches and critically evaluate their effectiveness in a substantial investigation in education | MA Education (Practice) |
| 8 | Undertake analysis of complex data and judge the appropriateness of the data and application to own practice | MA Education (Practice) | |
| <p>Learning and Teaching</p> <p>The MA award of 180 credits represents 1800 hours of study. For the Postgraduate Certificate you are expected to complete 600 hours of study. Each unit of study will be delivered through a combination of taught sessions around key topics, with each session supported by guided reading. Course delivery is planned to provide a balance of tutor input and student centred learning appropriate to this level of study. Central to all specialist units is the teaching of conceptual ideas followed by the opportunity for you to choose to specialise in one of three areas of study, to negotiate your learning route and to apply this to the assessment tasks. The taught sessions will use a variety of learning approaches, including seminar sessions, small group work, practical and theoretical exercises, student presentations and formal lectures. Key tutor led strategies include lectures, seminars, tutorials,</p> | | | |

Teaching, learning and assessment strategies

workshops and research supervision. Strategies to encourage autonomous learning include preparation and research for seminars, oral presentations (group and individual), and written assessments. Face-to-face sessions make full use of your own peer group and promote reciprocal learning as much as possible. Course participants are encouraged to draw on their own experiences and contexts and where relevant to present for discussion material they have prepared.

All units utilise BREO, as appropriate. This means that you will need to become familiar with the use of the university VLE, BREO, to develop your e-learning knowledge and skills. Guided and self-directed learning is a key component of this course. You are encouraged to take the initiative and responsibility in managing your learning, identifying problems and resolving them. Up to date materials related to current legislation and guidance documents related to policy, current affairs, new initiatives and organisations involved in international development are continually added to the unit web pages to ensure currency and relevance of resources to support your studies

Autonomous learning is a key component of this course. The course requires you to draw upon complex material and engage with texts appropriate to the challenge of Masters Level work (for example Journal articles and government documents) and meet the QAA descriptors of the attributes of a graduate at Master s Level.

Assessment

Each unit in this course has its own assessment. Wherever possible, the specific focus of assignments is negotiated individually between the unit co-ordinator and the student, within the parameters of the unit, in order to ensure that the assignment meets your personal and professional needs. The course provides students with a carefully planned and coherent sequence of learning opportunities that facilitate their development through formative and summative assessments.

At this level the expectations, in terms of the quality of work produced, are high and students will need to take active control of their learning. At Master s level the expectation is that students are autonomous and confident learners will undertake assessments that are challenging and require mature argument and sustained research, and fluent and cogent presentation. You are encouraged in your assessments to draw upon an extensive range of sources to demonstrate a deep theoretical understanding and the ability to apply that to current issues and contexts.

The assessments test the ability to construct a reasoned, sustained and coherent argument, and to articulate it fluently. Students are required to demonstrate an appropriate level of research, of independent argument, and to reference in an appropriate way. Through the assessments designed for individual units, students practise and reinforce skills in researching, evaluating and synthesising materials with a critical eye; quantitative and qualitative data collection and handling, together with skills associated with conventional academic tasks. Unit assessment is based on specified learning outcomes and threshold standards.

The unit information forms state clearly the aims, objectives and learning outcomes of the unit, and delineate the criteria of assessment for each outcome. The unit assessment feedback offers detailed comment to the student on the assessment piece.

The taught stage of the MA course (stage 1) requires you to pass 120 credits before progressing to stage 2, the 60 credit 60 credits) e.g. PGCE or SENCO Certificate when you would be able to complete your qualification with a further 2 x 30 credit units and the Applied Research Methods and Project for stage 2 of your study.

Learning support

The University's comprehensive student support service includes: Student Information Desk, a one-stop shop for any initial enquiries; Student Support team advising and supporting those with physical or learning needs or more general student well-being; Study Hub team providing academic skills guidance; Personal Academic Tutoring system; a student managed Peer-Assisted Learning scheme; support from your lecturers

<https://www.beds.ac.uk/entryrequirements>

Admissions Criteria**Approved Variations and Additions to Standard Admission**

N/A

<https://www.beds.ac.uk/about-us/our-university/academic-information>

Assessment

Section C: Assessment Plan

The course is assessed as follows :

MAEDPABP-

| Unit Code | Level | Period | Core/Option | Ass 1 Type code | Ass 1 Submit wk | Ass 2 Type code |
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Glossary of Terms for Assessment Type Codes

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| CW-CS | Coursework - Case Study |
| CW-ESS | Coursework - Essay |
| CW-LR | Coursework - Literature Review |
| CW-OT | Coursework Other |
| CW-PO | Coursework - Portfolio |
| CW-RW | Coursework - Reflective Writing |
| PJ-DIS | Coursework - Dissertation Report |
| PJ-PRO | Coursework - Project Report |
| WR-I | Coursework - Individual Report |