

Programme Specification

GENERAL INFORMATION	
Programme title	MA Education
Awarding Institution//Body	University of Bath
Teaching Institution	University of Bath
Programme accredited by (including date of accreditation)	
Subject Benchmark Statement*Subject Benchmark Statement:	n/a
Date of Specification preparation/revision	
Applicable to cohorts	
Programme Approved by	

Synopsis and academic coherence of programme

The part-time courses provide coherent programmes of study, which are securely at Masters level and which are designed to meet the students' development needs. They provide opportunities for students to choose their own programme of study within the field of education. Students can choose to focus their studies by pursuing specialist pathways within the part-time courses where they are required to undertake particular units and their dissertation in a particular aspect of education (see below). These specialist pathways lead to named MA Education degrees.

All aspects of the MA Education programme are firmly grounded in high quality research and scholarship in the field of education for which the Department has a well-deserved national and international reputation. The teaching on the programme draws upon the research expertise in the Department, and aims to be of the highest quality.

Structure and Content:

The full programme comprises two stages: Stage 1 comprises the taught units and Stage 2 the Dissertation stage. Details of unit contents can be found from the Unit Catalogue from <http://www.bath.ac.uk/catalogues/other.html>

PG Certificate and PG Diploma qualifications exist as components of the full masters programme. Students may gain a Postgraduate Certificate in Educational Studies (PGCES) for which 30 credits from the taught part of the programme are required. Students may also gain a Postgraduate Diploma in Education (PGDE) for which 60 credits from the taught part of the programme are required including the required unit, 'Research Methods in Education'.

Students can complete the programme through attendance at the University (Summer School) or attendance at designated study centres, or on line using distance learning materials. Students have up to five years to complete their studies.

For the 90 credits required for the MA Education, students acquire 60 credits through taught units and 30 credits by satisfactorily completing a dissertation. Typically, students complete five 12 credit taught units. One of the taught units must be the Research Methods in Education which is worth 12 credits and students will also need to complete one of either Understanding Learners and Learning or Education and Society

Students register as part-time students and enrol for one or two units at a time. When they have acquired 30 credits they may apply for exit award of the PGCES. When they have acquired 60 credits, including Research Methods in Education, they may apply for exit award of the PGDE or enrol on the dissertation.

There are six awards within the MA Education Programme. There is the MA Education (and the two related exit awards) and three MA Education pathways each of which leads to a named MA Education award. The awards within the MA Education programme are as follows.

1. Postgraduate Certificate in Educational Studies
2. Postgraduate Diploma in Education
3. MA Education
4. MA Education (Educational Leadership and Management)
5. MA Education (International Education)
6. MA Education (Learning and Teaching)

The taught component of the named pathways comprises the following named units

- Research Methods in Education
- Either, Understanding Learners and Learning or Education in Society
- One or two further specified core units
- The remaining from one or two other 12 credit units and/ or six credit units.

All students are asked to indicate a provisional choice of pathway at the time of application.

Educational aims of the programme

The MA Education programme is designed for teachers, lecturers, trainers, educational leaders, managers and administrators and those aspiring to a career in education.

The aims of the programme are to give participants the opportunity to:

- improve their critical thinking and analysis skills
- enhance their professional practice through greater theoretical understanding of current educational issues

Each of the named degrees shares these common aims, but has a focus on a particular area of the field of education.

Intended Learning Outcomes:

Students gaining credit on the taught units MA Education programme will have demonstrated their ability to:

- identify and engage critically with appropriate and representative literature in the field of education
- understand current educational theories and apply them to their own professional practice
- demonstrate clarity of thought and quality of argument in educational issues.

The above intended learning outcomes are thus those for the Post Graduate Certificate in Educational Studies and the Postgraduate Diploma in Education.

In addition to the above outcomes, students successfully completing the dissertation for the award of MA Education will have demonstrated their ability to:

design and systematically undertake an educational research study

- select and justify the focus, scope and methodology of an educational research study
- review, employ and engage critically with an appropriate literature through the design, conduct and evaluation of an educational research study.

Named MA Education degrees share these generic outcomes but provide a focus on a particular area of the field of Education.

Teaching methods include lectures, student-led seminars, workshops, tutorials, electronic communications, and distance learning materials.

The assessment method is the completion of an assignment of 5000 words for a 12 credit unit, and 3000 words for a 6 credit unit. [There is also a 3 credit unit available to those students who started their studies on an earlier version of the MA Education and who need to make up a small number of credits. 3 credit units require an assignment of 1,750 words.]

<ul style="list-style-type: none">• Knowledge & Understanding:	<p>Taught units and the dissertation of the MA Education programme enables students to demonstrate:</p> <ul style="list-style-type: none">• a systematic and conceptual understanding of educational issues which enables them to evaluate methodologies relating to education, and to develop critiques of these and when appropriate to develop new hypotheses• a comprehensive understanding of techniques applicable to their own research or advanced scholarship <p>Named degrees share these generic outcomes, but provide a focus on a particular area of the field of education.</p>
<ul style="list-style-type: none">• Intellectual Skills:	<p>The taught units and the dissertation of the MA Education enables students to:</p> <ul style="list-style-type: none">• evaluate research and a variety of types of information and evidence critically and to make informed judgements in the absence of complete data• critically analyse, evaluate and interpret the evidence underpinning practice and change in practice appropriately. <p>Named degrees share these generic outcomes, but provide a focus on a particular area of the field of education.</p>
<ul style="list-style-type: none">• Professional Practical Skills:	<p>The taught units and the dissertation of the MA Education enable students to:</p> <ul style="list-style-type: none">• enhance their professional practice in education• better contribute to professional debate in the field of education• act autonomously in planning and implementing tasks at a professional level. <p>Named degrees share these generic outcomes, but provide a focus on a particular area of the field of education.</p>
<ul style="list-style-type: none">• Transferable/Key Skills:	<p>At all levels the programme enables students better to:</p> <ul style="list-style-type: none">• communicate their conclusions clearly to specialist and non-specialist audiences• evaluate their own academic and professional performance• utilise problem-solving skills in a variety of theoretical and practical situations• manage change effectively and respond to changing demands• continue to advance their knowledge and understanding

- manage time, prioritise workloads and recognise and manage
- personal emotions and stress
- understand career opportunities and challenges
- develop new or higher level skills, for example in IT.

The Key Skills that are taught, facilitated or assessed in the MA Education programme are as follows.

1. Make critical use of the literature of the field of Education
2. Make critical use of professional experience in the field of Education
3. Undertake an educational study in an appropriately critical, original and balanced fashion
4. Analyse, interpret and critique findings and arguments.
5. Collect, Analyse and interpret data appropriately.
6. Draw appropriate conclusions from an education research study, taking account of its strengths and limitations.
7. Select and justify the focus, scope and methodology of an educational research study.
8. Review, employ, and engage critically with an appropriate literature through the design, conduct and evaluation of an educational research study.
9. Demonstrate self-direction and originality in tackling and solving problems.
10. Evaluate research and variety of types of information and evidence critically, also making informed judgements in the absence of complete data
11. Initiate change in practice appropriately.
12. Contribute to professional debate in the field of education.
13. Act autonomously in planning and implementing tasks at a professional level.
14. Communicate their conclusions clearly to specialist and non-specialist audiences
15. Evaluate their own academic and professional performance.
16. Manage change effectively and respond to changing demands.
17. Manage time, prioritise workloads and recognise and manage personal emotions and stress.
18. Develop new or higher level skill, for example in information technology.

Named degrees share these generic outcomes, but provide a focus on a particular area of the field of education.

Summary of assessment and progression regulations

NFA - fully compliant

Progression Regulations and Awards

MA Education

MA Education (Educational Leadership and Management)

MA Education (International Education)

MA Education (Learning and Teaching)

PG Cert in Educational Studies

PG Dip in Education

The MA Education assessment and progression regulations are covered by the university's "New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes (NFAAR-PGT)" which can be found at <http://www.bath.ac.uk/registry/nfa/index.htm>. Specific regulations for the masters are summarised in Appendix 11 at <http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf>.

Schedule for Board of Examiners and Timings of Re-assessment

Once assessed work has been marked/moderated and viewed by external examiners, all marks are considered by a Board of Examiners for Units (BEU) – these typically meet June, and November. Once the marks have been officially agreed by a BEU, they are then collated and subsequently considered by a Board of Examiners for Programmes (BEP).

Decisions on condoning and/or supplementary assessment requirements will be made at each June BEP *during* the taught stage (as well as at the *end* of the stage) to avoid the student having to wait until they have completed all their taught units. Any decisions regarding condoning and/or supplementary assessment requirements will be based on the Persistent Generic PGT Rules *for the whole taught stage* (<http://www.bath.ac.uk/registry/nfa/nfaar-pgtappendix-11.pdf>). It should be noted however that, very occasionally, those decisions made *during* the stage may have to be reconsidered at a subsequent BEP, depending on the students' performance during the remainder of the stage, taking into account the timeframe in which supplementary assessment has to be completed. Given the extended durations for dissertations, final award decisions may be delayed beyond the normal November BEP to the following June BEP. It should also be noted that decisions on condoning and/or supplementary assessment may need to be made at the November BEP so that students do not continue with their studies unnecessarily (i.e. if they are likely to be withdrawn at the next June BEP).

The NFAAR-PGT is generic in discussing the timing of the opportunities for the retrieval of failed units, other than they must be retrieved within 2 years of the original failure.

Details of Work Placements Requirements / Work Based Learning / Industrial Training Requirements

Students may opt to complete up to one 12 or two 6 credit units in the form of Educational Enquiries. An Educational Enquiry is normally a workplace-based enquiry into students' own professional practice. It is intended to improve their professional knowledge, understanding and skills, and their effectiveness in teaching, leadership and/or management. The focus of study of each Educational Enquiry must be different, and is negotiated between the student and a designated tutor. It is acceptable for students to undertake a linked sequence of two Educational Enquiries within a particular theme or ongoing programme of school development.

Details of Study Abroad Requirements

Details of Professional Accreditation

Admissions Criteria including APL/APEL arrangements

Academic requirements

- a good undergraduate degree (first or 2:1 Honours degree, or equivalent) in an appropriate subject, from a recognised university, or
- a degree that is not a first or 2:1 Honours degree or equivalent, plus at least two years of relevant experience in a relevant field or sector, or
- a teaching qualification (gained after at least the equivalent of two satisfactory years of higher education) plus at least two years of experience in a relevant field or sector, or
- an advanced diploma in education and at least two years of relevant experience.

English Language requirements

Certificates **must be dated to within two years** of the start of the programme of study.

- IELTS 6.5 (with no less than 6.0 in each of the four components)
- PTE Academic of 62 with no less than 59 in any component
- Cambridge Proficiency English (CPE) grade B
- Cambridge Advanced English (CAE) grade A

References

One academic or professional reference is required.

Accreditation of Prior Learning (APL)

Students who have studied, but not completed or received an award, for postgraduate Masters level units in education from another institution, may be eligible to transfer credit for this prior learning.

- Depending on the programme of study, students may transfer up to 40% of the total credits required for the MA/Postgraduate Certificate/Postgraduate Diploma in Education.
- Credit must have been obtained recently (less than 8 years ago at the time of the award of the qualification to which it contributes).
- Claims for APL will be considered on a case-by-case basis.
- Core units and other study requirements including pathway options must be considered alongside any APL decisions and will take precedence over APL exemptions.

Details of Support Available to Students

There is a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: <http://www.bath.ac.uk/students/support/>.

Whilst on campus there are also Medical and Dental Centres, and a Chaplaincy that are very experienced in meeting the needs of a student population.

Department and Programme Specific Support Information

All students are mature learners. They come from a very wide range of personal and professional contexts, having reached different points in their professional careers in different institutions and systems, and having different personal circumstances. This calls for a flexible, adaptive and, frequently, personal approach to pastoral and welfare support by staff. Students have different primary points of contact at different times during their studies. Each Unit Tutor becomes the student's initial contact point during the time they are studying that unit. Once a student embarks upon the dissertation, the dissertation supervisor becomes that student's tutor for the remainder of the programme. There is, therefore, no division between primary academic and pastoral support for the student. However, once again, this does not affect the student's right to approach the Director of Studies, or other tutors, or the University's providers of central services, with enquiries.

Students, whether studying a unit through the taught mode or using Distance Learning materials, are encouraged to use the Unit Tutor as their first point of contact for academic guidance and support, since this is someone who will be familiar with their professional and academic context. The Unit Tutor is responsible for monitoring and supporting the academic progress and general welfare of their students.

At the start of their programmes all students have access to induction via Moodle and access to this is ongoing as induction is seen as a continual process throughout the period of study. This is designed with part-time distance learning students in mind who cannot attend face to face induction but is equally helpful for any students. For new students attending summer school there is an initial induction session. For new students attending study centres the unit tutor will be available to provide induction support.

All students have clearly defined paths of access to Unit tutors and the Director of Studies. These are outlined in the handbooks, and are reinforced through other means, such as personal or e-mail contact. All students are given tutors' full University contact details, including e-mail addresses.

The programme website at <http://www.bath.ac.uk/study/pg/programmes/ma-in-educ/>