

School of Education

Title of Programme: MA Education Framework

Programme Code: EDEDMA

Programme Specification

This programme specification is relevant to students entering:
02 September 2019

Associate Dean of School (Academic Quality Assurance):
Alison McLauchlin

Signature



A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme:

Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification MA Education Framework

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	De Havilland campus
Programme accredited by	Not applicable
Final Award (Qualification)	MA
All Final Award titles (Qualification and Subject)	Education, Educational Leadership, Early Childhood Education, SEND and Inclusion and International Education
FHEQ level of award	7
Language of Delivery	English

A. Programme Rationale

The MA Education Framework is designed for practising or aspiring professionals in education working within an ever changing, multifaceted and challenging environment. The programme offers a flexible route towards a choice of awards that align with current priorities for practitioners within the field and integrate relevant national agenda, and social and global awareness with professional and academic study.

There are five awards available in this programme. The **MA Education** is aimed at students from a wide range of education contexts who are interested in developing an understanding of theoretical approaches, philosophical, sociological perspectives and professional practices to gain new insights appropriate to the study of education. The **MA Educational Leadership** is aimed at students who are in practice in a range of education contexts who are interested in the nature of leadership in relation to their own context and enhancing their own and others' leadership practice. The **MA Early Childhood Education** is aimed at students who have links to an Early Childhood setting and are interested in developing effective Early Childhood educational practice. The **MA SEND and Inclusion** is aimed at students who are currently in SEND settings or have an interest in developing expertise in their own and others' SEND and Inclusive practice. The **MA International Education** is aimed at students who are interested in exploring the ideologies, aims and contextual factors that inform international education policy and practice in an increasingly inter-connected world.

The programme enables students to scrutinise and interrogate educational practice by contextualizing it within a broader educational landscape. It is designed to encourage inter-disciplinary and multi-professional learning; an increasingly important factor of contemporary practice. Students will have opportunities to interrogate a field of research and commentary about aspects of education with which they need to become familiar. They will be encouraged to consider the implications of their studies in terms their personal and professional development.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- Promote professional integrity and confidence and provide opportunities to develop the skills of communication, independence and team working, problem solving, creativity and self-management.

- Encourage students to understand how to attend to their own wellbeing, and consider how their actions can enhance the wellbeing of others and equip them to make a valuable contribution to society.
- Provide students with the knowledge and understanding to enable them to move on to doctoral study.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

Knowledge and Understanding:	Teaching/learning methods & strategies	Assessment
<p>A1 National, global and local professional practices appropriate to the study of education and training</p> <p>A2 The impact of critical enquiry on advanced professional practice</p> <p>A3 Consolidated learning of theoretical approaches to education and training</p> <p>A4 The interrelationship of methods of enquiry into professional practice</p> <p>MA Education</p> <p>A5 Systematic knowledge and understanding of critically evaluated evidence base of effective educational practice</p> <p>MA Educational Leadership</p> <p>A6 Systematic knowledge and understanding of critically evaluated evidence base of effective educational leadership practice</p> <p>MA Early Childhood Education</p> <p>A7 Systematic knowledge and understanding of critically evaluated evidence base of effective Early Childhood educational practice</p> <p>MA SEND and Inclusion</p> <p>A8 Systematic knowledge and understanding of critically evaluated evidence base of effective SEND and Inclusion practice</p>	<p>Acquisition of knowledge and understanding is supported through a range of teaching and learning strategies including seminars, small group tutorials, on-line tasks and discussions and practice based enquiry/research. (A1-A8)</p> <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>Additional support is provided by means of individual support through telephone and email contact and the managed learning environment.</p>	<p>Knowledge and understanding are assessed through (although not limited to) presentations, written assignments, portfolios and reflective journals. (A1-A8)</p>

<p>MA International Education A9 Systematic knowledge and understanding of critically evaluated evidence base of effective international educational practice</p>		
<p>Intellectual skills:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p>B1-Reflect on and critically evaluate the effectiveness of relevant aspects of practice. B2-. Undertake an analysis of complexities and ever changing nature of education and training B3- Initiate, plan, implement and disseminate a piece of independent research B4-Show a systemic understanding of the integration of theory and practice. MA Education B5-Synthesise ideas and/or information relating to education into new forms for the development of practice. MA Educational leadership B6-Synthesise ideas and/or information relating to educational leadership into new forms for the development of practice. MA Early Childhood Education B7-Synthesise ideas and/or information relating to early childhood education into new forms for the development of practice. MA SEND and Inclusion B8-Synthesise ideas and/or information relating to SENF and inclusion into new forms for the development of practice. MA International Education B9 Synthesis ideas and/or information relating to international education into new forms for the development of practice</p>	<p>Intellectual skills are developed through methods and strategies outlined in A above. Additionally research skills are developed throughout the programme. Throughout, the learner is encouraged to develop intellectual skills further by independent study.</p>	<p>Intellectual skills are assessed through methods and strategies outlined in A above B1-8.</p>

Practical skills:	Teaching/learning methods & strategies	Assessment
<p>C1 Identify aspects of individual practice to inform systematic enquiry and work to address professional development needs related to individual practice</p> <p>C2 Apply new knowledge and understanding to improve practice in flexible and creative ways</p> <p>C3 Critically evaluate the impact of changes to practice</p> <p>C4 Effectively manage ethical issues within research.</p> <p>MA Education</p> <p>C5 Independently carry out enquiry relating to Education</p> <p>MA Educational Leadership</p> <p>C6 Independently carry out enquiry relating to Educational Leadership</p> <p>MA Early Childhood Education</p> <p>C7 Independently carry out enquiry relating to Early Childhood Education</p> <p>MA SEND and Inclusion</p> <p>C8 Independently carry out enquiry relating to SEND and Inclusion</p> <p>MA International Education</p> <p>C9 Independently carry out enquiry relating to international education</p>	<p>Practical skills are developed through methods and strategies outlined in A above C1-C9.</p>	<p>Practical skills are assessed through methods and strategies outlined in A above C1-C9.</p>
Transferable skills:	Teaching/learning methods & strategies	Assessment
<p>D1 Communicate effectively, both orally and in writing.</p> <p>D2. Creatively and flexibly identify, define and analyse complex situations and apply appropriate knowledge to solve problems.</p> <p>D3 Confidently Present and support an extended argument.</p> <p>D4. Use a range of evidence to inform decision making</p> <p>D5 Demonstrate effective independent learning ability.</p> <p>MA Education</p>	<p>Transferable skills are developed through preparing and writing assignments and participation in class and on-line discussion tasks.</p> <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>Transferable skills are assessed through methods and strategies outlined in A above and particularly within the final module Practice Based Research Project D1-D6.</p>

D6 Contribute to the advancement of Education through dissemination of knowledge and practice

MA Educational leadership

D7 Contribute to the advancement of Educational leadership through dissemination of knowledge and practice

MA Early Childhood Education

D8 Contribute to the advancement of Early Childhood Education through dissemination of knowledge and practice

MA SEND and Inclusion

D9 Contribute to the advancement of SEND and Inclusion through dissemination of knowledge and practice

MA International Education

D10 Contribute to the advancement of international education through dissemination of knowledge and practice

D. Programme Structures, Features, Levels, Modules, and Credits

The programme is offered in part time (2 years or 3 years) and full time (one year) patterns of study, and leads to the award of MA Education, MA Educational Leadership, MA Early Childhood Education or MA SEND and Inclusion

Entry is normally open to applicants with UK Honours degrees or equivalent qualifications and/or experience. Intake is normally semester A (September) with an additional Semester B (January) intake on the three year part time route.

For the award of **MA Education** students can choose from any combination of modules plus the core modules, Exploring Research Approaches and the Education Dissertation

For the award of **MA Educational Leadership** students can choose from any combination of modules, although the module Leadership and Management will be appropriate for most students, plus the core modules; Exploring Research Approaches and the Educational Leadership Dissertation.

For the award of **MA Early Childhood Education** students can choose from any combination of modules, although the module Child Development; Foundations for Life will be appropriate for most students, plus the core modules; Exploring Research Approaches and the Educational Leadership Dissertation.

For the award of **MA SEND and Inclusion** students can choose from any combination of modules, although the module Inclusive Perspectives on SEND will be appropriate for most students, plus the core modules; Exploring Research Approaches and the Educational Leadership Dissertation.

For the award of **MA International Education** students can choose from any combination of modules, although the module Contemporary Issues in International Education will be appropriate for most students, plus the core modules; Exploring Research Approaches and the International Education Dissertation.

For the award of PG Certificate or PG Diploma, any combination of optional modules can be chosen

Professional and Statutory Regulatory Bodies

N/A

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

There will be a menu of modules offered. Not all modules will be offered every semester and some modules may not be offered every year. Students will negotiate their route through the programme with the Programme Leader or delegated representative. If a student 'rests' during his/her studies, s/he can select only those modules available when s/he returns.

For the award title **MA Education** students may focus on any areas of interest within the field of education.

For the award title **MA Educational Leadership** students must demonstrate that 50% of study has an educational leadership focus including the dissertation module.

For the award title **MA Early Childhood Education** students must demonstrate that 50% of study has an early childhood education focus including the dissertation module.

For the award title **MA SEND and Inclusion** students must demonstrate that 50% of study has a SEND and inclusion focus including the dissertation module.

For the award title **MA International Education** students must demonstrate that 50% of study has an international education focus including the dissertation module.

Table 1a Outline Programme Structure

MA Education

Mode of study Full time (One year)

Entry point Semester A

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Module Title							
Education Dissertation	7EDU1090	60	English	0	100	0	AB, BC
Exploring Research Approaches	7EDU1091	30	English	0	100	0	A, B, C

Optional Modules

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Developing Subject and Professional Knowledge	7EDU1083	30	English	0	100	0	A, B,
Leadership and Management	7EDU1087	30	English	0	100	0	B
Equality, Diversity and Inclusion	7EDU1086	30	English	0	100	0	A
Creativity, you and your practice	7EDU1084	30	English	0	100	0	B
Early Childhood: Foundations for Life	7EDU1085	30	English	0	100	0	A
Inclusive Perspectives on SEND Education, Social Justice and Social Change	7EDU1100 7EDU1099	30 30	English	0	100	0	B C
Contemporary Issues in International Education	7EDU1108	30	English	0	100	0	A

MA Education

Mode of study Part time (2 or 3 years)

Entry point Semester A (or semester B for 3 year route)

Compulsory Modules

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Education Dissertation	7EDU109	60	English	0	100	0	AB, BC
Exploring Research Approaches	7EDU109 0 7EDU109 1	30	English	0	100	0	A, B, C

Optional Modules

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Developing Subject and Professional Knowledge	7EDU1083	30	English	0	100	0	A, B,
Leadership and Management	7EDU1087	30	English	0	100	0	B
Equality, Diversity and Inclusion	7EDU1086	30	English	0	100	0	A
Creativity, you and your practice	7EDU1084	30	English	0	100	0	B
Early Childhood: Foundations for Life	7EDU1085	30	English	0	100	0	A
Inclusive Perspectives on SEND Education, Social Justice and Social Change	7EDU1100 7EDU1099	30 30	English	0	100	0	B C
Contemporary Issues in International Education	7EDU1108	30	English	0	100	0	A

MA Educational Leadership

Mode of study Full time

Entry point Semester A

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Educational Leadership	7EDU1093	60	English	0	100	0	AB, BC
Dissertation	7EDU1091	30	English	0	100	0	A, B, C
Exploring Research Approaches							

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Optional Modules							
Developing Subject and Professional Knowledge	7EDU1083	30	English	0	100	0	A, B,
Leadership and Management	7EDU1087	30	English	0	100	0	B
Equality, Diversity and Inclusion	7EDU1086	30	English	0	100	0	A
Creativity, you and your practice	7EDU1084	30	English	0	100	0	B
Early Childhood: Foundations for Life	7EDU1085	30	English	0	100	0	A
Inclusive Perspectives on SEND	7EDU1100	30	English	0	100	0	B
Education, Social Justice and Social Change	7EDU1099	30	English	0	100	0	C
Contemporary Issues in International Education	7EDU1108	30	English	0	100	0	A

MA Educational Leadership

Mode of study Part time (2 or 3 years)

Entry point Semester A (or semester B for 3 year route)

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Educational Leadership	7EDU1093	60	English	0	100	0	AB, BC
Dissertation	7EDU1091	30	English	0	100	0	A, B, C
Exploring Research Approaches							

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Optional Modules							
Developing Subject and Professional Knowledge	7EDU1083	30	English	0	100	0	A, B,

Leadership and Management	7EDU1087	30	English	0	100	0	B
Equality, Diversity and Inclusion	7EDU1086	30	English	0	100	0	A
Creativity, you and your practice	7EDU1084	30	English	0	100	0	B
Early Childhood: Foundations for Life	7EDU1085	30	English	0	100	0	A
Inclusive Perspectives on SEND	7EDU1100	30	English	0	100	0	B
Education, Social Justice and Social Change	7EDU1099	30	English	0	100	0	C
Contemporary Issues in International Education	7EDU1108	30	English	0	100	0	A

MA Early Childhood Education

Mode of study Full time

Entry point Semester A

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Early Childhood Education	7EDU1092	60	English	0	100	0	AB, BC A, B, C
Dissertation		30	English	0	100	0	
Exploring Research Approaches	7EDU1091						

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Optional Modules							
Developing Subject and Professional Knowledge	7EDU1083	30	English	0	100	0	A, B,
Leadership and Management	7EDU1087	30	English	0	100	0	B
Equality, Diversity and Inclusion	7EDU1086	30	English	0	100	0	A
Creativity, you and your practice	7EDU1084	30	English	0	100	0	B
Early Childhood: Foundations for Life	7EDU1085	30	English	0	100	0	A
Inclusive Perspectives on SEND	7EDU1100	30	English	0	100	0	B
Education, Social Justice and Social Change	7EDU1099	30	English	0	100	0	C
Contemporary Issues in International Education	7EDU1108	30	English	0	100	0	A

MA Early Childhood Education

Mode of study Part time (2 or 3 years)

Entry point Semester A (or semester B for 3 year route)

Compulsory Modules

Module Title

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Early Childhood Education	7EDU1093	60	English	0	100	0	AB, BC
Dissertation							
Exploring Research Approaches	7EDU1091	30	English	0	100	0	A, B, C

Optional Modules

Module Title

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Developing Subject and Professional Knowledge	7EDU1083	30	English	0	100	0	A, B,
Leadership and Management	7EDU1087	30	English	0	100	0	B
Equality, Diversity and Inclusion	7EDU1086	30	English	0	100	0	A
Creativity, you and your practice	7EDU1084	30	English	0	100	0	B
Early Childhood: Foundations for Life	7EDU1085	30	English	0	100	0	A
Inclusive Perspectives on SEND	7EDU1100	30	English	0	100	0	B
Education, Social Justice and Social Change	7EDU1099	30	English	0	100	0	C
Contemporary Issues in International Education	7EDU1108	30	English	0	100	0	A

MA SEND and Inclusion

Mode of study Full time

Entry point Semester A

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
SEND and Inclusion Dissertation	7EDU1095	60	English	0	100	0	AB, BC
Exploring Research Approaches	7EDU1091	30	English	0	100	0	A, B, C

Optional Modules

Module Title

	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Developing Subject and Professional Knowledge	7EDU1083	30	English	0	100	0	A, B,
Leadership and Management	7EDU1087	30	English	0	100	0	B
Equality, Diversity and Inclusion	7EDU1086	30	English	0	100	0	A
Creativity, you and your practice	7EDU1084	30	English	0	100	0	B

Early Childhood: Foundations for Life	7EDU1085	30	English	0	100	0	A
Inclusive Perspectives on SEND Education, Social Justice and Social Change	7EDU1100	30	English	0	100	0	B
Contemporary Issues in International Education	7EDU1099	30	English	0	100	0	C
	7EDU1108	30	English	0	100	0	A

MA SEND and Inclusion

Mode of study Part time (2 or 3 years)

Entry point Semester A (or semester B for 3 year route)

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
SEND and Inclusion Dissertation	7EDU1090	60	English	0	100	0	AB, BC
Exploring Research Approaches	7EDU1091	30	English	0	100	0	A, B, C

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Optional Modules							
Developing Subject and Professional Knowledge	7EDU1083	30	English	0	100	0	A, B,
Leadership and Management	7EDU1087	30	English	0	100	0	B
Equality, Diversity and Inclusion	7EDU1086	30	English	0	100	0	A
Creativity, you and your practice	7EDU1084	30	English	0	100	0	B
Early Childhood: Foundations for Life	7EDU1085	30	English	0	100	0	A
Inclusive Perspectives on SEND Education, Social Justice and Social Change	7EDU1100	30	English	0	100	0	B
	7EDU1099	30	English	0	100	0	C
Contemporary Issues in International Education	7EDU1108	30	English	0	100	0	A

MA International Education

Mode of study Full time

Entry point Semester A

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							

International Education	7EDU1109	60	English	0	100	0	AB, BC
Dissertation	7EDU1091	30	English	0	100	0	A, B, C
Exploring Research Approaches							

Optional Modules

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Developing Subject and Professional Knowledge	7EDU1083	30	English	0	100	0	A, B,
Leadership and Management	7EDU1087	30	English	0	100	0	B
Equality, Diversity and Inclusion	7EDU1086	30	English	0	100	0	A
Creativity, you and your practice	7EDU1084	30	English	0	100	0	B
Early Childhood: Foundations for Life	7EDU1085	30	English	0	100	0	A
Inclusive Perspectives on SEND	7EDU1100	30	English	0	100	0	B
Education, Social Justice and Social Change	7EDU1099	30	English	0	100	0	C
Contemporary Issues in International Education	7EDU1108	30	English	0	100	0	A

MA International Education

Mode of study Part time (2 or 3 years)

Entry point Semester A (or semester B for 3 year route)

Compulsory Modules

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
International Education	7EDU1109	60	English	0	100	0	AB, BC
Dissertation	7EDU1091	30	English	0	100	0	A, B, C
Exploring Research Approaches							

Optional Modules

Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Developing Subject and Professional Knowledge	7EDU1083	30	English	0	100	0	A, B,
Leadership and Management	7EDU1087	30	English	0	100	0	B
Equality, Diversity and Inclusion	7EDU1086	30	English	0	100	0	A
Creativity, you and your practice	7EDU1084	30	English	0	100	0	B
Early Childhood: Foundations for Life	7EDU1085	30	English	0	100	0	A
Inclusive Perspectives on SEND	7EDU1100	30	English	0	100	0	B

Education, Social Justice and Social Change Contemporary Issues in International Education	7EDU1099	30	English	0	100	0	C A
	7EDU1108	30	English	0	100	0	

The award of an MA Education, MA Educational Leadership, MA Early Childhood Education, MA SEND and Inclusion or MA International Education require 180 credit points passed at level 7 including the Dissertation module.

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of (normally):	Programme Learning Outcomes developed (see above)
Masters	Education,	180 credit points including at least 150 at level 7	3 Semesters	A1,A2,A3,A4,A5 B1,B2,B3,B4,B5 C1,C2,C3,C4,C5 D1,D2,D3,D4,D5,D6
Masters	Educational Leadership	180 credit points including at least 150 at level 7	3 Semesters	A1,A2,A3,A4,A6 B1,B2,B3,B4,B6 C1,C2,C3,C4,C6 D1,D2,D3,D4,D5,D7
Masters	Early Childhood Education	180 credit points including at least 150 at level 7	3 Semesters	A1,A2,A3,A4,A7 B1,B2,B3,B4,B7 C1,C2,C3,C4,C7 D1,D2,D3,D4,D5,D8
Masters	SEND and Inclusion	180 credit points including at least 150 at level 7	3 Semesters	A1,A2,A3,A4,A8 B1,B2,B3,B4,B8 C1,C2,C3,C4,C8 D1,D2,D3,D4,D5,D9
Masters	International Education	180 credit points including at least 150 at level 7	3 Semesters	A1,A2,A3,A4,A9 B1,B2,B3,B4,B9 C1,C2,C3,C4,C9 D1,D2,D3,D4,D5,D10

Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Postgraduate Diploma	Education	120 credit points, including at least 90 at level 7	2, 3 Semesters	A1,A2,A3, B1,B2,B4, C1,C2,C3,C4 D1,D2,D3,D4,D5,D6
Postgraduate Certificate	Education	60 credit points, including at least 45 at level 7	1-2 Semesters	A1,A2,A3, B1,B2,B4 C1,C2, D1,D2,D3,D5

Masters and Diploma awards can be made "with Distinction" or "with Commendation" where criteria as described in [UPR AS14](#), Section D and the students' handbook are met.

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) (*delete as applicable*) and [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University:

E. Management of Programme & Support for student learning

Management

The programme is managed and administered through:

- Dean of School.
- Associate Dean of School (AQA) who has delegated responsibility for Programmes in the School of Education.
- A programme Leader who is responsible for the day to day running of the programme.
- An award leader who support students through their chosen award pathway
- An admissions tutor with specific responsibility for promoting the programme and selection.
- A designated Administrator to deal with day to day administration associated with the programme.
- Module leaders who are responsible for individual modules.
- A programme committee, the membership of which includes the Programme Leader, module leaders of the modules offered in the programme, student representatives and, ex-officio, the Dean of School.

Support

Students are supported by;

- A Programme Leader
- Module Leaders to provide academic and pastoral support
- An award leader
- Student representatives on programme committees
- A designated Student Administrator
- An induction at the beginning of the academic session
- StudyNet, a versatile on-line inter-active intranet and learning environment
- Attractive modern study environments in 2 Learning Resources Centres
- Access to extensive digital and print collections of information resources
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc
- Office of Dean of Students, incorporating Chaplaincy, Counselling and nursery
- A Careers Service for all current students and graduates
- Disabled Student Co-ordinator
- An Equal Opportunities Officer
- The Students' Union
- Guided student-centred learning through the use of StudyNet
- A Careers Service for all current students and graduates
- Edu HUB drop ins
- Peer mentoring

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
- A Definitive Module Document (DMD) for each constituent module;
- A Module Guide for each constituent module.

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at: <https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>. Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently outstanding teaching, learning and outcomes for its students. It is of the highest quality found in the UK. Consequently, the University received a Gold award in the 2018 Teaching Excellence and Student Outcomes (TEF) exercise. This award was made in June 2018 and is valid for up to 3 years. The TEF panel's report and conclusions can be accessed at: <https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10007147>

G. Entry requirements

For current entry tariff requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact: aqo@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

MA Education Framework

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

Module Title	Module Code	Knowledge & Understanding									Intellectual skills									Practical skills																		
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	B 1	B 2	B 3	B 4	B 5	B 6	B 7	B 8	B 9	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10
Developing Subject and Professional Knowledge	7EDU1083	X	X	X		X	X	X	X		X	X	X	X	X	X	X		X	X			X	X	X	X		X	X			X	X	X	X	X		
Early Childhood: Foundations for Life	7EDU1085	X		X		X					X	X	X	X	X				X	X			X	X				X	X			X	X	X	X	X		
Leadership and Management	7EDU1087	X	X	X				X			X	X	X	X		X			X	X			X	X				X	X			X	X	X	X	X		
Equality, Diversity and Inclusion	7EDU1086		X	X	X			X			X	X	X	X		X			X	X			X					X	X			X	X	X	X	X		
Exploring Approaches to Research	7EDU1091	X			X							X	X	X	X				X			X	X	X	X	X		X	X			X	X	X	X	X		
Creativity, you and your practice	7EDU1084	X	X	X	X	X										X			X	X	X		X	X	X	X		X	X			X	X	X	X	X		
Education, Social Justice and Social Change	7EDU1099			X		X											X						X					X	X			X	X	X	X	X		
Inclusive Perspectives on SEN	7EDU1100			X				X										X	X			X			X		X	X			X	X	X	X	X		X	
Contemporary issues in International Education	7EDU1108	X	X	X	X						X	X			X				X				X						X	X			X	X	X	X	X	
Education Dissertation	7EDU1090	X	X	X	X	X					X	X	X	X	X				X	X	X	X	X					X	X	X	X	X	X	X	X	X		
Educational Leadership Dissertation	7EDU1093	X	X	X	X		X				X	X	X	X		X			X	X	X	X		X				X	X	X	X	X	X	X	X		X	
Early Childhood Education Dissertation	7EDU1092	X	X	X	X			X			X	X	X	X		X			X	X	X	X		X				X	X	X	X	X	X	X		X		
SEND and Inclusion Dissertation	7EDU1095	X	X	X	X			X			X	X	X	X			X			X	X	X	X			X		X	X	X	X	X	X			X		
International Education Dissertation	7EDU1109	X	X	X	X					X	X	X	X	X					X	X	X	X					X	X	X	X	X	X	X					X

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

A1 National, global and local professional practices appropriate to the study of education and training

A2 The impact of critical enquiry on advanced professional practice

A3 Consolidate theoretical approaches to education and training

A4 The interrelationship of methods of enquiry into professional practice

MA Education

A5 Systematic knowledge and understanding of critically evaluated evidence base of effective educational practice

MA Educational Leadership

A6 Systematic knowledge and understanding of critically evaluated evidence base of effective educational leadership practice

MA Early Childhood Education

A7 Systematic knowledge and understanding of critically evaluated evidence base of effective Early Childhood Educational practice

MA SEND and Inclusion

A8 Systematic knowledge and understanding of critically evaluated evidence base of effective SEND and Inclusion practice

MA International Education

A9 Systematic knowledge and understanding of critically evaluated evidence base of effective international educational practice

Intellectual Skills

B1 Reflect and critically evaluate the effectiveness of practice.

B2 Undertake an analysis of complexities and ever changing nature of education and training

B3 Initiate, plan, implement and disseminate a piece of independent research

B4 Show a systemic understanding of the integration of theory and practice.

MA Education

B5 Synthesise ideas and/or information relating to education into new forms for the development of practice.

MA Educational Leadership

B6 Synthesise ideas and/or information relating to educational leadership into new forms for the development of practice.

MA Early Childhood Education

B7 Synthesise ideas and/or information relating to early childhood education into new forms for the development of practice.

MA SEND and Inclusion

B8 Synthesise ideas and/or information relating to SEND and inclusion into new forms for the development of practice.

MA International Education

B9 Synthesise ideas and/or information relating to international education into new forms for the development of practice.

Practical Skills

- C1** Identify aspects of individual practice to inform systematic enquiry and work to address professional development needs related to individual practice
- C2** Apply new knowledge and understanding to improve practice in flexible and creative ways
- C3** Critically evaluate the impact of changes to practice
- C4** Effectively manage ethical issues within research.

MA Education

- C6** Independently carry out enquiry relating to Education

MA Educational Leadership

- C7** Independently carry out enquiry relating to Educational Leadership

MA Early Childhood Education

- C8** Independently carry out enquiry relating to Early Childhood Education

MA SEND and Inclusion

- C9** Independently carry out enquiry relating to SEND and Inclusion

MA International Education

- C9** Independently carry out enquiry relating to international education

Transferable Skills

- D1** Communicate effectively, both orally and in writing.
- D2.** Creatively and flexibly identify, define and analyse complex situations and apply appropriate knowledge to solve problems.
- D3** Confidently Present and support an extended argument.
- D4.** Use a range of evidence to inform decision making
- D5** Demonstrate effective independent learning ability.

MA Education

- D6** Contribute to the advancement of Education through dissemination of knowledge and practice

MA Educational leadership

- D7** Contribute to the advancement of Educational leadership through dissemination of knowledge and practice

MA Early Childhood Education

- D8** Contribute to the advancement of Early Childhood Education through dissemination of knowledge and practice

MA SEND and Inclusion

- D9** Contribute to the advancement of SEND and Inclusion through dissemination of knowledge and practice

MA International Education

- D10** Contribute to the advancement of international education through dissemination of knowledge and practice

Section 2

Programme management

Relevant QAA subject benchmarking statements	None
Type of programme	Taught Postgraduate
Date of validation/last periodic review	October 16
Date of production/ last revision of PS	March 2019
Relevant to level/cohort	Level 7 entering September 2019
Administrative School	School of Education

Table 3 Course structure

Course details		
Course code EDEDM	Course description MA Education	JACS/HECOS X300/100459
Course details		
Course code EDELm	Course description MA Educational Leadership	JACS/HECOS X300/100459
Course details		
Course code EDECem	Course description MA Early Childhood Education	JACS X310/100463
Course details		
Course code EDSENDIM	Course description MA SEND and Inclusion	JACS/HECOS X360/100462
Course details		
Course code EDIEM	Course description MA International Education	JACS/HECOS X300/100459