

Title of Programme: MA Education Framework

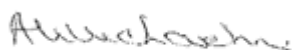
Programme Code: EDEDMA

Programme Specification

This programme specification is relevant to students entering:
01 September 2023

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

Date	Section	Amendment
19.10.23	Section D	Removal of Semester B entry of MA Education with Advanced Research
19.10.23	Section D	7EDU1090 Education Dissertation and 7EDU1092 Early Childhood Education Dissertation amended to reflect correct module codes
19.10.23	Section D	7EDU1090 Education Dissertation and 7EDU1092 Early Childhood Education Dissertation semester date amended to reflect modules are two semesters long
19.10.23	Section G	Entry requirements added

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	Education
(Qualification and Subject)	MA Early Childhood Education MA Education (Sandwich) MA Education with Advanced Research
FHEQ level of award	7

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 social and global awareness with professional and academic study. Within the MA Education Framework there is also an opportunity to study the two-year MA Education Programme which enables students who wish to gain a rich and valuable experience of the UK educational context either through work placement or through advanced research.

There are four awards available in this programme. The **MA Education** (one-year and part-time) 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 Early Childhood Education** (one-year and part-time) is aimed at students who have experience in Early Childhood education and are interested in developing effective educational practice with young children. The **MA Education (Sandwich)** is aimed at students from a wide range of education contexts who are interested in developing an understanding of theoretical approaches, philosophical and sociological perspectives and professional practices. The aim of this award is to gain new insights appropriate to the study of education; and to link theory to practice through work experience in a professional educational setting. The **MA Education with Advanced Research** is aimed at students similar to those highlighted above, but who seek to gain a deeper understanding of the field of education through advanced academic research.

The programme enables students to explore 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

Diversity and Inclusion

Our programmes are purposefully designed to enable all students to engage meaningfully with the curriculum by being accessible and representative. We will support students to shape their learning experience, removing

barriers and enabling them to succeed. The curriculum explicitly includes multiple and representative perspectives, valuing collective identities and individual diversity. Learning, teaching and assessment activities help students to understand how they can enhance outcomes both for themselves and for others. All students belong to a learning community, and during their studies we really want to hear their voices, encourage them to listen to others, and express themselves.

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:

- Develop students' expertise as teachers and/ or leaders of educational practice
- Promote professional integrity and confidence and provide opportunities to develop the skills of communication, independence and team working, problem solving, creativity and self-management.
- Further develop students' intellectual, transferable, practical and interpersonal skills, which will enhance their prospects of employment in a range of educational settings (MA Education (Extended) and MA Education with Advanced Research)
- Provide students with the knowledge and understanding to enable them to move on to doctoral study.

Graduate Attributes

Our graduates will be capable and professional, creative and enterprising, and will build their social and global awareness throughout. In addition to their subject expertise and proficiency, as a University of Hertfordshire graduate, they will be:

- Professionally focused
- Globally minded
- Sustainability driven
- Digitally capable and confident
- Inclusive and collaborative
- Evidence based and ethical

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 (2021) 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 / (Sandwich) / with Advanced Research</p> <p>A5 Systematic knowledge and understanding of critically evaluated</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 or educational 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>Knowledge and understanding are assessed through (although not limited to) presentations, written assignments, portfolios and reflective journals. (A1-A8)</p>

<p>evidence base of effective educational practice</p> <p>MA Early Childhood Education</p> <p>A6 Systematic knowledge and understanding of critically evaluated evidence base of effective Early Childhood educational practice</p> <p>MA Education (Sandwich)</p> <p>A7 Contextual knowledge of aspects of the professional education sector through a substantive work placement experience</p> <p>MA Education with Advanced Research</p> <p>A8 Systematic knowledge of research, analytical and critical skills applicable to advanced scholarship in the subject.</p>	<p>Additional support is provided by means of individual support through telephone, online and email contact and the managed learning environment.</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.</p> <p>B2-. Undertake an analysis of the complex and ever-changing nature of education and training</p> <p>B3- Initiate, plan, implement and disseminate a piece of independent research</p> <p>B4-Show a systemic understanding of the integration of theory and practice.</p> <p>MA Education/ (Sandwich) / with Advanced Research</p> <p>B5-Synthesise ideas and/or concepts relating to education for the development of practice.</p> <p>MA Early Childhood Education</p> <p>B6-Synthesise ideas and/or concepts relating to early childhood education for the development of practice.</p>	<p>Intellectual skills are developed through methods and strategies outlined in A above.</p> <p>Additionally, research and enquiry skills are developed throughout the programme.</p> <p>Throughout, the learner is encouraged to develop intellectual skills through independent study.</p>	<p>Intellectual skills are assessed through methods and strategies outlined in A above B1-6.</p>
<p>Practical skills:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p>C1 Carry out systematic enquiry to address professional development</p>	<p>Practical skills are developed through methods and strategies outlined in A above C1-C6.</p>	<p>Practical skills are assessed through methods and</p>

<p>needs related to individual practice</p> <p>C2 Develop/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 (Sandwich) / with Advanced Research</p> <p>C5 Independently carry out enquiry relating to Education</p> <p>MA Early Childhood Education</p> <p>C6 Independently carry out enquiry relating to Early Childhood Education</p>		<p>strategies outlined in A above C1-C6.</p>
<p>Transferable skills:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<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 (Sandwich) and with Advanced Research</p> <p>D6 Contribute to the advancement of Education through dissemination of knowledge and practice</p> <p>MA Early Childhood Education</p> <p>D7 Contribute to the advancement of Early Childhood Education through dissemination of knowledge and practice</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 modules: Dissertation / Undertaking Advanced Research D1-D7.</p>

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

The programme is offered in part-time (2 years or 3 years) and full-time (1 year) patterns of study for the awards MA Education and MA Early Childhood Education

The programme is also offered as full-time (2 years) for the awards of MA Education (Extended) and MA Education with Advanced Research.

Intake is normally semester A (September) with an additional Semester B (January) intake as detailed below:

MA Education (Sandwich)	2-year full-time	SEM A
MA Education with Advanced Research	2-year full-time	SEM A
MA Education	1-year full-time	SEM A and B
	Part-time	SEM A
MA Early Childhood Education	1-year full-time	SEM A and B
	Part-time	SEM A

For the award of **MA Education** students will study the following modules:

- Pedagogy and Practice (30 credits)
- Preparing for Success in your Studies (30 credits)
- Leadership in Education (30 credits)
- Educational Dissertation (60 credits)
- Introduction to Educational Research (30 credits)

Students who are able to demonstrate achievement of the learning outcomes of the module Introduction to Educational Research by APCL or AP(E)L may be exempt from studying the module. More information is available from the Admissions Tutor.

For the award of **MA Early Childhood Education** students will study the following modules:

- Early Childhood Pedagogy and Practice (30 credits)
- Preparing for Success in your Studies (30 credits)
- Leadership in Early Childhood Education (30 credits)
- Early Childhood Education Dissertation (60 credits)
- Introduction to Educational Research (30 credits)

Students who are able to demonstrate achievement of the learning outcomes of the core module Exploring Research Approaches by APCL or AP(E)L may be exempt from studying the module. More information is available from the Admissions Tutor.

For the award of **MA Education (Sandwich)** students will study the following modules:

- Pedagogy and Practice (30 credits)
- Preparing for Success in your Studies (30 credits)
- Leadership in Education (30 credits)
- Introduction to Educational Research (30 credits)
- Dissertation (60 credits)
- Work Placement (60 credits)

For the award of **MA Education with Advanced Research** will study the following modules:

- Pedagogy and Practice (30 credits)
- Preparing for Success in your Studies (30 credits)
- Leadership in Education (30 credits)
- Introduction to Educational Research (30 credits)
- Critical Review of the Literature & Advanced Research Methodology (60 credits)
- Undertaking Advanced Research (60 credits)

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

Professional and Statutory Regulatory Bodies

N/A

Work-Based Learning, including Sandwich Programmes

An award in the sandwich mode is made if at least 30 weeks of approved, supervised work experience is undertaken in addition to the period required for the full-time award.

Students must complete at least 30 weeks (including employers' and statutory holidays) of work-based learning at an organisation or company which has agreed to those terms and conditions regarded as essential by the University of Hertfordshire. Students will be supervised according to university regulations.

Students must normally pass all modules at the first attempt in their first two semesters in Year 1 of the Programme and thereby achieve 120 credits to proceed onto the Work Placement module / MA Education (Sandwich) award pathway.

Students on the MA Education (Sandwich) award who do not go on to a placement will transfer onto the with advanced research award route.

Students are not guaranteed a placement but will be encouraged to find their own and work with the School's Placement Officer and UH Careers and Employment Service.

The Preparing for Success in your Studies module will support students in their search for a work placement and making applications. The Work Placement module is assessed through reports while on placement (part of the 'Work Placement' module), and by a portfolio/presentation towards the end of the final semester.

DBS requirements

Students undertaking the Work Placement module will be subject to the standard Disclosure Barring Service (DBS) and Police Record checks as appropriate (see DBS policy).

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.

Table 1a Outline Programme Structure

MA Education

Mode of study Full Time. 1 year

Entry point Semester A (September)

Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Pedagogy and Practice	7SHE2012	30	0	0	100	0	A
Preparing for Success in Your Studies	7SHE2014	30	0	0	100	0	A
Introduction to Educational Research	7SHE2017	30	0	0	100	0	B
Leadership in Education	7SHE2015	30	0	0	100	0	B
Education Dissertation	7EDU1090	60	0	0	100	0	BC

Mode of Study: Full Time, 1 Year
Entry Point: Semester B (January)

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Preparing for Success in Your Studies	7SHE2014	30	0	0	100	0	B
Leadership in Education	7SHE2015	30	0	0	100	0	B
Pedagogy and Practice	7SHE2012	30	0	0	100	0	C
Introduction to Educational Research	7SHE2017	30	0	0	100	0	C
Education Dissertation	7EDU1090	60	0	0	100	0	CA

Mode of Study: Part Time, 2 Years

The Tables below indicate the typical part-time student journey over 2 years of study. Note that if approved by the Programme Leader, and depending on timetabling constraints, there may be flexibility in semester entries and to extend to 3 years of study.

Entry Point: Semester A (September)

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Year 1							
Preparing for Success in Your Studies	7SHE2014	30	0	0	100	0	A
Leadership in Education	7SHE2015	30	0	0	100	0	B
Pedagogy and Practice	7SHE2012	30	0	0	100	0	C
Year 2							
Introduction to Educational Research	7SHE2017	30	0	0	100	0	A
Education Dissertation	7EDU1090	60	0	0	100	0	BC

MA Early Childhood Education

Mode of study Full Time. 1 year
Entry point Semester A (September)

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Early Childhood Pedagogy and Practice	7SHE2013	30	0	0	100	0	A
Preparing for Success in Your Studies	7SHE2014	30	0	0	100	0	A
Leadership in Early Childhood Education	7SHE2016	30	0	0	100	0	B
Introduction to Educational Research	7SHE2017	30	0	0	100	0	B
Early Childhood Education Dissertation	7EDU1092	60	0	0	100	0	BC

Mode of Study: Full Time, 1 Year
Entry Point: Semester B (January)

Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Preparing for Success in Your Studies	7SHE2014	30	0	0	100	0	B
Leadership in Early Childhood Education	7SHE2016	30	0	0	100	0	B
Early Childhood Pedagogy and Practice	7SHE2013	30	0	0	100	0	C
Introduction to Educational Research	7SHE2017	30	0	0	100	0	C
Early Childhood Education Dissertation	7EDU1092	60	0	0	100	0	CA

Mode of Study: Part Time, 2 Years

The Tables below indicate the typical part-time student journey over 2 years of study. Note that if approved by the Programme Leader, and depending on timetabling constraints, there may be flexibility in semester entries and to extend to 3 years of study.

Entry Point: Semester A (January)

Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Year 1							
Preparing for Success in Your Studies	7SHE2014	30	0	0	100	0	A
Leadership in Early Childhood Education	7SHE2016	30	0	0	100	0	B
Early Childhood Pedagogy and Practice	7SHE2013	30	0	0	100	0	C
Year 2							
Introduction to Educational Research	7SHE2017	30	0	0	100	0	A
Early Childhood Education Dissertation	7EDU1092	60	0	0	100	0	BC

MA Education (Sandwich)

Mode of study Full time (2- year)
Entry point Semester A

Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Compulsory Modules							
Year 1							
Pedagogy and Practice	7SHE2012	30	0	0	100	0	A
Preparing for Success in Your Studies	7SHE2014	30	0	0	100	0	A

Leadership in Education	7SHE2015	30	0	0	100	0	B
Introduction to Educational Research	7SHE2017	30	0	0	100	0	B
Year 2							
Work Placement	7EDU2038	60	0	0	100	0	AB
Education Dissertation	7EDU1090	60	0	0	100	0	C

MA Education with Advanced Research

Mode of study Full time (Two year)

Entry point Semester A

Compulsory Modules Module Title	Module Code	Credit Points	% Test	% Examination	% Coursework	% Practical	Semesters
Year 1							
Pedagogy and Practice	7SHE2012	30	0	0	100	0	A
Preparing for Success in Your Studies	7SHE2014	30	0	0	100	0	A
Leadership in Education	7SHE2015	30	0	0	100	0	B
Introduction to Educational Research	7SHE2017	30	0	0	100	0	B
Year 2							
Critical Review of the Literature & Advanced Research Methodology	7EDU2035	60	0	0	100	0	A
Undertaking Advanced Research	7EDU2039	60	0	0	100	0	BC

Final and Interim Awards

The award of an MA Education and MA Early Childhood Education require 180 credit points passed at level 7 including either the Dissertation module or Undertaking Advanced Research module.

The award of an MA Education (Sandwich) requires 240 credit points passed at level 7 including the Dissertation and Work Placement modules.

The award of an MA Education with Advanced Research requires 240 credit points passed at level 7 including the Critical Review of Literature & Advanced Research Methodology and Undertaking Advanced Research modules.

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	FT 3 Semesters PT 6 Semesters	A1, A2, A3, A4, A5 B1, B2, B3, B4, B5 C1, C2, C3, C4, C5 D1, D2, D3, D4, D5, D6
Masters	Early Childhood Education	180 credit points including at least 150 at level 7	FT 3 Semesters, PT 6 Semesters	A1, A2, A3, A4, A6 B1, B2, B3, B4, B6 C1, C2, C3, C4, C7 D1, D2, D3, D4, D5, D7
Masters	Education (Sandwich)	240 credit points at level 7	6 Semesters	A1, A2, A3, A4, A5, A7 B1, B2, B3, B4, B5 C1, C2, C3, C4, C5

				D1, D2, D3, D4, D5, D6
Masters	Education with Advanced Research	240 credit points at level 7	6 Semesters	A1, A2, A3, A4, A5, A8 B1, B2, B3, B4, B5 C1, C2, C3, C4, C5 D1, D2, D3, D4, D5, D6

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
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 AS12/UPR AS13](#) and [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University:

None

E. Management of Programme & Support for student learning

Management

The programme is managed and administered through:

- The Programme Leader who is responsible for advising students on the programme as a whole and chairing the programme committee
- Student representatives on programme committees
- Module Leaders
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme.

Support

Students are supported by:

- An induction week at the beginning of each new academic session
- Personal tutors to provide academic and pastoral support.
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international students support
- Office of Dean of Students, Student Wellbeing (incorporating Counselling, Mental Health and Disability support), Chaplaincy, and Day Nursery
- A versatile on-line inter-active intranet and learning environment.
- Guided student-centred learning on Canvas modules.

- Access to extensive digital and print collection of information resources
- Attractive modern study environments in 3 Learning Resource Centres
- Student Success Hubs, which include a Mathematics Drop-in Centre
- Medical Centre
- University Disability Advisors
- Careers and Employment
- Hertfordshire Student's Union
- Dedicated programme site
- SSET 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 dedicated programme site
- A Definitive Module Document (DMD) 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/>.

G. Entry requirements

The normal entry requirements for the programme are:

- an honours degree (2:2 or higher) in a relevant subject such as Education, SEND, Childhood Studies, Social Sciences, Coaching, Mentoring or Counselling or other related fields. Other degree qualifications will be considered depending upon relevant professional experience in an educational context such as schools and colleges. Overseas awards need to be recognised as equivalent by NARIC
- English language GCSE Grade 4 (iGCSE Grade C) or above or equivalent
- A personal statement no more than 500 words explaining why you are interested in education and any relevant experience (professional or voluntary) that might support your application
- a work or academic reference.

Please note: Applicants from non-majority English speaking countries must provide evidence of English language proficiency, equivalent to overall IELTS score 6.5 with a minimum of 6.5 minimum in Writing and 5.5 in all other bands.

For country-specific qualifications please visit our the appropriate page on the university and programme website.

Please note: Should you not hold the required IELTS or equivalent for direct entry on to your degree programme, we will request that you undertake our pre-sessional English course (please see our international pages on the university website).

For those who have already gained M-Level or Level 7 credits such as a PGCE or PGCert in Higher Education Teaching and Learning or similar, these courses are welcome and are considered for accreditation through the APCL process and thereby exempt students from specific modules on our MA Programme.

Non-accredited masters level study in relevant subjects may be also accredited through the APEL process. This must be completed prior to beginning study on the programme.

For current entry tariff point 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:
dhaq@herts.ac.uk.

If you wish to receive a copy of the latest External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

MA Early Childhood Education

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.

		Programme Learning Outcomes (as identified in section 1 and the following page)																																								
		Knowledge & Understanding								Intellectual Skills						Practical Skills						Transferable Skills																				
Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	A8											B1	B2	B3	B4	B5	B6					C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
Early Childhood Pedagogy and Practice	7SHE2013	X	X	X			X													X	X		X		X					X	X	X			X	X		X		X		X
Preparing for Success in your Studies	7SHE2014		X	X	X																		X		X					X			X			X	X	X	X	X		
Leadership in Early Childhood Education	7SHE2016	X	X		X		X													X	X		X		X					X	X	X	X		X	X	X	X	X	X		X
Introduction to Educational Research	7SHE2017	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

MA Education (Sandwich)

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.

		Programme Learning Outcomes (as identified in section 1 and the following page)																																									
		Knowledge & Understanding								Intellectual Skills								Practical Skills						Transferable Skills																			
Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	A8											B1	B2	B3	B4	B5	B6					C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	
Pedagogy and Practice	7SHE2012	X	x	X																X	X		X	X						X	X	X		X		X		X		X	X		
Preparing for Success in your Studies	7SHE2014		X	X	X																		X		X					X			X			X	X	X	X	X			
Leadership in Education	7SHE2015	X	X																	X	X		X	X						X	X	X	X	X		X	X	X	X	X	X		
Introduction to Educational Research	7SHE2017	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		
Work Placement	7EDU2038		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. Consolidated theoretical approaches to education and training.
- A4 The interrelationship of methods of enquiry into professional practice
- A5. Systematic knowledge and understanding of critically evaluated evidence base of effective educational practice
- A6. Systematic knowledge and understanding of critically evaluated evidence base of effective Early Childhood Educational practice
- A7. Contextual knowledge of aspects of the professional education sector through a substantive work placement experience
- A8 Systematic knowledge of research, analytical and critical skills applicable to advanced scholarship in the subject.

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.
- B5. Synthesise ideas and/or information relating to education into new forms for the development of practice.
- B6. Synthesise ideas and/or information relating to early childhood 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
- C5. Independently, carry out enquiry relating to Education
- C6. Independently, carry out enquiry relating to Early Childhood 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
- D6. Contribute to the advancement of Education through dissemination of knowledge and practice.
- D7. Contribute to the advancement of Early Childhood Education through dissemination of knowledge and practice.

Table 3: Development of Graduate Attributes in the Constituent Modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

D = Delivered

Module Title	Module Code	Professionally Focused	Globally Minded	Sustainability Driven	Digitally capable & confident	Inclusive and collaborative	Evidenced based and Ethical
Pedagogy and Practice	7SHE2012	D	D	D	D	D	D
Early Childhood Pedagogy and Practice	7SHE2013	D	D	D	D	D	D
Preparing for Success in your Studies	7SHE2014	D		D	D	D	D
Leadership in Education	7SHE2015	D	D	D		D	D
Leadership in Early Childhood Education	7SHE2016	D	D	D		D	D
Introduction to Educational Research	7SHE2017	D			D		D
Education Dissertation	7EDU1092	D	D	D	D	D	D
Early Childhood Education Dissertation	7EDU1092	D	D	D	D	D	D
Critical Review of the Literature & Advanced Research Methodology	7EDU2035		D		D	D	D
Undertaking Advanced Research	7EDU2039	D	D		D	D	D
Work Placement	7EDU2038	D		D		D	D

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 2023
Administrative School	School of Social Sciences, Humanities, and Education
Language of Delivery	English

Table 4 Course structure

Course details			
Course Code	Course Description	HECOS	UCAS
SHEDM	MA Education	100459	N/A
SHEMDE	MA Education (Sandwich) MA Education with Advanced Research	100459	
SHECEM	MA Early Childhood Education	100463	