

Programme Specification for Postgraduate Programme



Leading to:

MA Education

MA Education (Special Educational Needs and Disability and Inclusion)

MA Education (Leadership and Management)

MA Education (Science, Technology, Engineering and Mathematics Education)

MA Education (Professional Practice and Pedagogy)

Applicable for all postgraduate students starting on or after 1st September 2020

Version No.	Date	Notes – QA USE ONLY	QA
1	October 2020	Programme specification for 2020/21 created HECoS code added January start added from Jan 21	BJR

Postgraduate Taught Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences (Department of Education)
4. Contributing college/department/division/associated institution	N/A
5. Programme accredited by	Brunel University London
6. Final award(s) and FHEQ Level of Award	MA Education MA Education (Special Educational Needs and Disability and Inclusion) MA Education (Leadership and Management) MA Education (Science, Technology, Engineering and Mathematics Education) MA Education (Professional Practice and Pedagogy) All FHEQ Level 7
7. Programme title	MA Education MA Education (with specialism) [FHEQ level 7]
8. Programme type (Single honours/joint)	N/A
9. Normal length of programme (in months) for each mode of study	September starters - 12 months full-time; 24 months part-time PT students periods of registration should be calculated from the 1 st October each year January starters – 15 months full-time
10. Maximum period of registration for each mode of study	Normal duration plus 2 years 36 months full-time; 48 months part-time PT students periods of registration should be calculated from the 1 st October each year
11. Variation(s) to September start	January start 2021 (full-time)
12. Modes of study	Full-time and Part-time (part-time September start only)
13. Modes of delivery	Standard
14. Intermediate awards and titles and FHEQ Level of Award	Postgraduate Diploma in Education (120 credits) [FHEQ level 7]
15. UCAS Code	N/A

16. HECoS Code	100459
17. Route Code	X370PEDUSTEM; X370PMAEDUC; X370PEDUPPP; X370PEDULEMG; X370PEDUSEDI
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design	<p>QAA UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards.</p> <p>Most Recent QAA Subject Benchmark Statement: there are currently no relevant subject benchmark statements.</p> <p>Brunel University London 2030 Brunel Placement Learning Policy, as published under the ‘Placements’ section of the ‘Managing Higher Education Provision with Others’ page.</p>
19. Admission Requirements	<p>Details of entry requirements are provided on the University’s and College website. http://www.brunel.ac.uk/courses/postgraduate/education-ma</p> <p>Levels of English for non-native speakers are outlined on Brunel International’s language requirements pages</p>
20. Other relevant information (e.g. study abroad, additional information on placements)	<p>Applicants who have previously been awarded a PGCE in Primary Education or Secondary Education by Brunel University OR have been awarded a PGCE through another Institution at FHEQ7 and who wish to APL onto the MA Education or MA Education (with Specialism) programme may apply for exemptions. Applications for exemptions will need to adhere to the Brunel University London Policy and Senate Regulations.</p> <p>These will be ‘ungraded exemptions’ (a maximum of 60 credits) and based on Learning Outcomes met from any two of the following Assessment Blocks:</p> <ul style="list-style-type: none"> • One 30 credit Assessment Block from the set below: ED5806 Disciplines in Education: Leadership and Management ED5807 Disciplines in Education: Professional Practice and Pedagogy ED5808 Disciplines in Education: Science Technology, Engineering and Mathematics Education ED5809 Disciplines in Education: Special Educational Needs and Disabilities (SEND) and Inclusion <p>PLUS/OR</p> <ul style="list-style-type: none"> • One 30 credit Assessment Block from the set below: ED5810 Issues and Perspectives in Education: Leadership and Management ED5811 Issues and Perspectives in Education: Professional Practice and Pedagogy ED5812 Issues and Perspectives in Education: Science Technology Engineering and Mathematics Education ED5813 Issues and Perspectives in Education: Special Educational Needs and Disability (SEND) and Inclusion <p>PLUS/OR</p> <ul style="list-style-type: none"> • One 30 credit Assessment Block from the set below: ED5814 Comparative and International Education: Leadership and Management ED5815 Comparative and International Education: Professional Practice and Pedagogy ED5816 Comparative and International Education: Science Technology Engineering and Mathematics Education ED5817 Comparative and International Education: Special Educational Needs and Disability (SEND) and Inclusion <p>Overall this means the student will complete at least two Assessment Blocks (including one compulsory Methodology of Educational Research ED5802/ED5803/ED5804/ED5805 assessment block) and a Dissertation on the programme.</p> <p>Choice and selection of Pathways</p> <p>Applicants will need to indicate their Pathway on application and confirm their selection upon enrolment.</p>

	<p>They may seek advice during the application stage and/or prior to their enrolment by speaking to the Programme Lead.</p> <p>Once they have made their selection at enrolment, there will still be opportunities to discuss the Pathways available on the MA programme during the Programme Inductions, this will take place at start of the academic year, and they may speak to Programme Lead and/or Personal Tutor for further advice.</p> <p>Students will be given a period of time to change their selected Pathway, this will normally be within 4 weeks from the start of the academic year.</p>
21. Programme regulations not specified in Senate Regulation 3. Any departure from regulations specified in Senate Regulation 3 must be stated here and approved by Senate.	Please note that, although not contradictory to Senate Regulation 3, this programme does not offer the opportunity for an intermediate PGCert award.
22. Further information about the programme is available from the College website.	Link to programme information on the College website: http://www.brunel.ac.uk/courses/postgraduate/education-ma

23. EDUCATIONAL AIMS OF THE PROGRAMME

The course provides participants with opportunities to develop and enhance their knowledge and understanding of education and training, with a specific focus on a chosen area of study, if desired. It offers opportunities to broaden experience and to reflect critically on current issues in an atmosphere that is intellectually challenging and professionally relevant. Specific aims are:

The proposed educational aims of the programme are:

1. To develop students' understanding of the different disciplinary and theoretical perspectives that inform the field of education
2. To engage students in critical discussion of contemporary educational questions and to encourage a comparative and global perspective on educational policy and practice
3. To develop knowledge and understanding of a range of methodological approaches and the independence necessary to undertake educational research
4. To enable students to relate aspects of their study to their personal and professional interests

Each of the above aims relate to the study of MA Education and MA Education (with Specialism) as appropriate: Leadership and Management; SEND and Inclusion, Science, Technology, Engineering and Mathematics Education and Professional Practice and Pedagogy.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level 7	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Masters Award Only	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
	K	Knowledge and understanding of key theories, concepts and methodologies in the study of education and in the given Pathway.		Leadership and Management Pathway ED5802 ED5806 Professional Practice and Pedagogy Pathway ED5805 ED5807 SEND and Inclusion Pathway ED5803 ED5809	ED5703 ED5704	ED5615

				Science, Technology and Mathematics Education Pathway ED5804 ED5808		
	K	Knowledge and understanding of current debates and questions about educational policy and practice in a range of contexts including the global context and in relation to the given Pathway.		Leadership and Management Pathway ED5810 ED5814 Professional Practice and Pedagogy Pathway ED5815 ED5811 SEND and Inclusion Pathway ED5813 ED5817 Science, Technology and Mathematics Education Pathway ED5812 ED5816	ED5705 ED5706	ED5615
	C	Development and application of appropriate methodological or theoretical stance in education and/or in relation to the given Pathway and justification of the selection from a range of alternatives.		Leadership and Management Pathway ED5802 Professional Practice and Pedagogy Pathway ED5805 SEND and Inclusion Pathway ED5803 Science, Technology and Mathematics Education Pathway ED5804	ED5703	ED5615
	C	A critical approach to interrogating and evaluating research in education and research within the field of the given Pathway. Furthermore to consider its relevance to own practice where appropriate.		Leadership and Management Pathway ED5802 Professional Practice and Pedagogy Pathway ED5805 SEND and Inclusion Pathway ED5803 Science, Technology and Mathematics Education Pathway ED5804	ED5703	ED5615
	C	Critical evaluation of policy, issues; educational research and debates in relation to the given Pathway both within national and global contexts.		Leadership and Management Pathway ED5810 ED5814 Professional Practice and Pedagogy Pathway ED5811 ED5815 SEND and Inclusion Pathway ED5813		

				ED5817 Science, Technology and Mathematics Education Pathway ED5812 ED5816		
	S	Independently design and conduct a substantial empirical, philosophical or historical project in educational research and/or related to the given Pathway.		Leadership and Management Pathway ED5802 Professional Practice and Pedagogy Pathway ED5805 SEND and Inclusion Pathway ED5803 Science, Technology and Mathematics Education Pathway ED5804	ED5703	ED5615
	S	Adopt an intellectual stance on an educational question and/or a question related to the given Pathway and explore and develop it through discussion in an appropriate forum or community		Leadership and Management Pathway ED_LM1 ED_LM2 ED_LM3 ED_LM4 Professional Practice and Pedagogy Pathway ED_PPP1 ED_PPP2 ED_PPP3 ED_PPP4 SEND and Inclusion Pathway ED5808 ED5803 ED5813 ED5817 Science, Technology and Mathematics Education Pathway ED5804 ED5808 ED5812 ED5816	ED5706 ED5704 ED5705 ED5703	ED5615

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

The relevant benchmarks for the award of M level credits inform our teaching and learning strategies. The course team aims to offer a structured curriculum that utilises and builds upon the knowledge and expertise the students bring from their previous study and/or employment. There are opportunities, throughout the programme, for students to demonstrate their knowledge and understanding, cognitive (thinking) skills and a range of other skills which they already possess or which they develop during their period of registration. The teaching team aims to promote personal initiative, enthusiasm and positive study habits, and to encourage personal learning and development through reflection on practice and scholarly activity.

Teaching and Learning Strategies/Methods

A range of teaching and learning strategies are employed on the MA, including whole group lectures, guided learning activities (individual and group), tutorials, writing and computer workshops. Lectures will tend to introduce conceptual material which students will then be directed to explore actively, either individually or in collaboration with peers.

The seminars and practical workshop sessions in taught components will provide smaller group contact and the opportunity to review, discuss and debate topics. They sometimes will require students to make non-assessed presentations to the peer group and the tutor, either individually or as part of a team making use, where appropriate of ICT. Individual and small group assignments and

presentations build awareness and give opportunities to explore and develop the practical implications of theory. Dissertation research will give students the opportunity to integrate the knowledge of important themes, as well as to familiarize them with the rigours of independent archival work.

Furthermore students are expected to demonstrate an increasing ability to understand, analyse compare, evaluate, synthesise and apply ideas in taught sessions, in research activity and in their written work. Group activities and presentations are designed to encourage critical interaction and debate between students and to promote problem solving skills. Such approaches build critical awareness as students explore the robustness of theory and its application in a range of contexts both generally and in pathway specific contexts.

The approach to student engagement is that the Study Block tutor will set preparatory reading that students are required to read in advance of teaching sessions. Teaching sessions will then be largely based on discussion of the preparatory texts. Prescribed texts will either be available online or there will be multiple copies in Brunel library. In addition to prescribed weekly reading in more general educational literature, students will be guided towards reading connected to their named specialism and will be expected to draw on and reference this specialist literature when completing summative assessment tasks.

Significant emphasis is placed on cognitive skills in written work, high-quality oral and written presentation, reflection and the analysis of practice.

Formative Assessments

Students are urged to engage fully with formative assessment tasks. Additionally, students should appreciate the range of formative feedback opportunities available to them. Carefully completing preparatory reading and making detailed notes enables students to come to face to face sessions ready to clarify their understanding of texts and theories and try out their critical arguments in conversation with peers and the module/study block tutor. Completing written tasks or posting in online forums prior to the session when requested allows for formative feedback on written material, which might be individual or directed to the whole group.

Formative feedback might focus on academic writing structure and style or might correct understanding or application of a complex theory or concept. It will often include guidance to further reading that will help to clarify or extend a student's understanding.

Additional Support

There are various forms of support on the MA programme: Group/Individual tutorials are scheduled within the taught Study Block contact time to help students engage with the Study Block content, provide support and address related queries. Group/individual tutorials related to the Assessment Blocks across each Pathway are also offered to support students in starting and completing their assessment. Personal tutoring as part of Tutoring@Brunel will assist students in their development as reflective practitioners, learners and support them through the period of their study. Guidance/support is also provided by Programme Lead, through a termly tutorial for the whole cohort.

Furthermore support/guidance is offered through Academic Skills Services, Disability and Dyslexia Services and the Brunel Language Centre. Students are directed to these services during Induction and periodically through the year by Programme Lead; Personal Tutors; Study Block and Assessment Block Leaders. Critical Writing Workshops are also scheduled during the course of the MA Programme to aid students with critical thinking and writing skills.

MA teaching is supported by Brunel University London's virtual learning environment, Blackboard Learn. This will be students' first point of contact for module resources, including an online module reading list linked with the university library. Some study blocks may make use of online discussion forums for formative tasks or ongoing asynchronous discussion. Others will use Blackboard Collaborate to support face to face teaching with additional synchronous discussion or tutorial opportunities.

Teaching sessions maybe recorded by Panopto.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated.

Summative assessment takes the form of various written assignments totalling 5,000 words for each Assessment Block (these relate to the taught Study Blocks). Assignments are examined and graded according to students' individual levels of knowledge and understanding, cognitive (thinking) skills and other skills and attributes.

Each assignment has clear descriptive assessment criteria – linked to module aims and content - which are made available to the students. Examiners use University SR4 criteria to ensure consistency of marking within and between modules and subjects, and to provide formative feedback on individual performance.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of

study. These will be listed in the left hand column;

- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade C- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at C- or better, but not necessarily all elements, then the block itself is core.
e.g. AB5500 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at C- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade C- or better, but must D- or better in order to be eligible for the final award.

FHEQ Level 7

Compulsory assessment block codes, titles and credit

All Assessment Blocks are 30 credits unless otherwise specified

MA Education

All students on the general MA Education Programme (without Specialism) must complete one of the following Assessment Blocks:

ED5802 Methodology of Educational Research: Leadership and Management (LM)

ED5803 Methodology of Educational Research: SEND and Inclusion (SENDI)

ED5804 Methodology of Educational Research: Science Technology Engineering and Mathematics Education (STEM)

ED5805 Methodology of Educational Research: Professional Practice and Pedagogy (PPP)

In addition students on the general MA Education Programme (i.e. without a Specialism) are required to complete a further three Assessment Blocks (a total of 90 credits) (unless they have acquired exemptions) from the following:

- One Assessment Block from the following:

ED5806 Disciplines in Education: Leadership and Management

ED5807 Disciplines in Education: Professional Practice and Pedagogy

ED5808 Disciplines in Education: Science Technology, Engineering and Mathematics Education

ED5809 Disciplines in Education: Special Educational Needs and Disabilities (SEND) and Inclusion

- One Assessment Block from the following:

ED5810 Issues and Perspectives in Education: Leadership and Management

ED5811 Issues and Perspectives in Education: Professional Practice and Pedagogy

ED5812 Issues and Perspectives in Education: Science Technology Engineering and Mathematics Education

ED5813 Issues and Perspectives in Education: Special Educational Needs and Disability (SEND) and Inclusion

- One Assessment Block from the following:

ED5814 Comparative and International Education: Leadership and Management

ED5815 Comparative and International Education: Professional Practice and Pedagogy

ED5816 Comparative and International Education: Science Technology Engineering and Mathematics Education

ED5817 Comparative and International Education: Special Educational Needs and Disability (SEND) and Inclusion

MA Education (with Specialism Pathway)

All students on the MA Education (with Specialism) Programme must complete the following Assessment Block related to their Pathway:

ED5802 Methodology of Educational Research: Leadership and Management (LM)

ED5803 Methodology of Educational Research: SEND and Inclusion (SENDI)

ED5804 Methodology of Educational Research: Science Technology Engineering and Mathematics Education (STEM)

ED5805 Methodology of Educational Research: Professional Practice and Pedagogy (PPP)

In addition all students on the MA Education (with Specialism) Programme should complete all three of the following Assessment Blocks related to their Pathway (unless they have acquired exemptions):

- Leadership and Management Pathway

Optional assessment block codes, titles and credits

All Assessment Blocks are 30 credits unless otherwise specified

<p>ED5806 Disciplines in Education: Leadership and Management ED5810 Issues and Perspectives in Education: Leadership and Management ED5814 Comparative and International Education: Leadership and Management</p> <ul style="list-style-type: none"> • Professional Practice and Pedagogy Pathway <p>ED5807 Disciplines in Education: Professional Practice and Pedagogy ED5811 Issues and Perspectives in Education: Professional Practice and Pedagogy ED5815 Comparative and International Education: Professional Practice and Pedagogy</p> <ul style="list-style-type: none"> • Science Technology, Engineering and Mathematics Education Pathway <p>ED5808 Disciplines in Education: Science Technology, Engineering and Mathematics Education ED5812 Issues and Perspectives in Education: Science Technology Engineering and Mathematics Education ED5816 Comparative and International Education: Science Technology Engineering and Mathematics Education</p> <ul style="list-style-type: none"> • Special Educational Needs and Disabilities (SEND) and Inclusion Pathway <p>ED5809 Disciplines in Education: Special Educational Needs and Disabilities (SEND) and Inclusion ED5813 Issues and Perspectives in Education: Special Educational Needs and Disability (SEND) and Inclusion ED5817 Comparative and International Education: Special Educational Needs and Disability (SEND) and Inclusion.</p>	
<p>Compulsory study block codes, titles and credit volume</p> <p>All Study Blocks are '30 Study Block credits' unless otherwise specified</p> <p>All students should attend the following Study Block. This will aid the student in completing the associated compulsory Assessment Blocks:</p> <p>Study Block ED5703 Theory and Methodology of Educational Research</p> <p>Students should attend the following Study Blocks. This will aid the student in completing the associated Assessment Blocks (unless exemptions have been granted):</p> <p>Study Block ED5705 Issues and Perspectives in Education Study Block ED5706 Comparative and International Education Study Block ED5704 Disciplines in Education</p>	<p>Optional Study block codes, titles and credit volume</p>

Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits
<p>MA Education Students must complete a dissertation related to the field of education in order to qualify for the general MA award.</p> <p>In the instance where a student has completed all Assessment Blocks related to a specific Pathway, and wishes to qualify for a general award, they will need to ensure the dissertation topic is broader and does not pertain specifically to the Pathway.</p> <p>ED5615 Dissertation (60 credits) Core: Block</p> <p>MA Education (with Specialism Pathway) Students must complete a dissertation related to education and in their named specialism Pathway to qualify for an award bearing a specialist title in that area:</p> <p>ED5615 Dissertation (60 credits) Core: Block</p>	
<p>FHEQ Level 7 Progression and Award Requirements</p> <p>As per Senate Regulation 3</p> <p>PGDip may be awarded by the substitution of the Dissertation ED5615 for failed taught Assessment Blocks ED5802, ED5805, ED5803, and ED5804, which are associated with the Study Block ED5703 Theory and Methodology of Educational Research where the Learning Outcomes could be met by the Dissertation.</p>	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a 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 learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.