

Programme Specification for MA in Education

This document applies to Academic Year 2023/24 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	NA
4.	Final award or awards	PG Cert, PG Dip, MA.
5.	Programme title	PG Cert Education, PG Dip Education, MA Education.
6.	Pathways available	<p>In addition to the generic awards of MA Education, PG Dip Education and PG Cert Education awards are also available as specialised pathways that lead to MA Education (pathway name), PG Dip Education (pathway name) and PG Cert Education (pathway name). These are available as indicated below:</p> <ul style="list-style-type: none"> • Early Childhood, • Leadership and Management, • Mentoring and Coaching, • Special and Inclusive Education (inc. PGCert Education (Special Educational Needs Coordination) NASC).
7.	Mode and/or site of delivery	University of Worcester site delivery except when provision is commissioned to be delivered off site at schools and other approved workplaces. Partnership institution sites are already approved for off-site delivery of the MA Education course.
8.	Mode of attendance and duration	Full Time (approx. 18 months) or Part Time (approx. 3 years).
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	<p><u>QAA subject benchmark statement.</u> December 2019</p> <p><u>QAA Masters Degree Characteristics.</u> February 2020</p>
11.	Date of Programme Specification preparation/ revision	<p>March 2020</p> <p>August 2020 – AQU amendments.</p> <p>September 2020 benchmark statements amended</p> <p>August 2021 – AQU amendments.</p> <p>July 2022 – Summer updates</p> <p>August 2022 – AQU amendments</p> <p>July 2023 – annual updates</p>

12. Educational aims of the programme

The MA Education and its award pathways are designed to deepen critical reflection in and on education in support of personal and professional development. Each pathway is designed to suit the particular needs and interests of participants drawn from a range of contexts – professional and non-professional - who wish to understand education, and where appropriate their engagement with it, in a systematic, critical and evidence-based way. It builds a range of

skills that enhance employment opportunities and progression and gives access to a wide range of educational settings.

The overall aims of the programme are to promote:

- a. The development of an enhanced critical understanding of education (in its broadest sense).
- b. The development of an enhanced critical and reflective disposition towards practice in education or, where applicable, the participant's professional practice itself.
- c. An understanding and articulation of the relationship between theories of, and policies and practices in, education and the adoption of a research-informed approach to critical reflection.
- d. At dissertation level, the opportunity to design and conduct a substantive personal project on a research question of relevance to their professional practice and/or interests, or a theme of relevance to their award pathway.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award State if PG Cert, PG Dip or MA, MSc, etc.
1.	Demonstrate a critical appreciation of the interface between theory and practice in their discipline, and the contested nature of aspects of education.	MAED4106, MAED4118, MAED4124, MAED4164, MAED4170, MAED4141, MAED4703, MAED4152.	PG Cert, PG Dip, MA.
2.	Demonstrate self-awareness and a critical understanding of their own and others' perspectives and values within education.	MAED4106, MAED4124, MAED4170.	PG Dip, MA.
3.	Critically evaluate current changes in the educational landscape and the implications of this for practice.	MAED4106, MAED4118, MAED4124, MAED4141, MAED4152.	PG Cert, PG Dip, MA.
4.	Engage in critically evaluative debates relevant to own or other area of practice, where applicable.	MAED4101, MAED4106, MAED4118, MAED4124, MAED4164, MAED4170, MAED4141, MAED4700, MAED4152.	PG Dip, MA.
5.	Develop coherent and sustained arguments leading to logical conclusions.	MAED4106, MAED4170, MAED4152.	PG Cert, PG Dip, MA.

6.	Independently design, manage, undertake and evaluate, an individual research project relating to education.	MAED4160	MA
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Cognitive and Intellectual skills

7.	Deal with complex issues systematically and creatively.	MAED4106, MAED4118, MAED4170, MAED4152.	PG Cert, PG Dip, MA.
8.	Apply and evaluate the concept of evidence-based practice to their understanding of education.	MAED4101, MAED4124, MAED4164, MAED4141, MAED4700.	PG Cert, PG Dip, MA.
9.	Apply critically reflective skills to their own understanding and to examples of educational practice.	MAED4106, MAED4118, MAED4124, MAED4164, MAED4141, MAED4147, MAED4152.	PG Dip, MA.
10.	Complete an individual research project relating to education that demonstrates rigorous standards of advanced scholarship, skills of critical analysis and argumentation and the ability to synthesise theories and evidence.	MAED4160	MA

Skills and capabilities related to employability

11.	Critically demonstrate enhanced skills in relation to examples of practice and be able to justify new approaches taken.	MAED4118, MAED4164, MAED4152.	PG Cert, PG Dip, MA.
12.	Systematically analyse and evaluate a range of complex issues that influence education and its delivery in particular contexts.	MAED4106, MAED4118, MAED4124, MAED4164, MAED4141, MAED4152.	PG Dip, MA.
13.	Critically analyse policies and practices in education.	MAED4106, MAED4118, MAED4124, MAED4164, MAED4170, MAED4141, MAED4152.	PG Cert, PG Dip, MA.

Transferable/key skills

14.	Organise their own time effectively to meet both personal and organisational and professional commitments.	MAED4101, MAED4152.	PG Cert, PG Dip, MA.
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15.	Critically reflect on their knowledge, skills and competences to inform personal development and practice.	MAED4106, MAED4124, MAED4164, MAED4141, MAED4152.	<i>PG Cert, PG Dip, MA.</i>
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Learning, teaching and assessment

The course emphasises a learning experience that is inclusive, meaningful, active, reflective, collaborative and creative. The course team are committed to inclusive learning, teaching and assessment and actively utilise the university [Inclusion Toolkit](#) to support this aim. The course offers opportunities for collaborative learning both in face-to-face groups and online. These are supported through the use of collaborative learning tools such as discussion boards, blogs as part of the VLE. All modules emphasise self-directed autonomous learning with students applying learning outcomes and content to their own particular specialism, discipline and, where relevant, practice.

To complete the course students are required to undertake a number of modules as specified in this document. Modules are offered in different formats to offer flexibility and can be characterised broadly as either classroom based, online or through negotiated study. The approaches to teaching and learning in these modules vary to suit the specific format and the requirements of students.

Modules use a variety of modes of teaching and learning including lead lectures and seminars, which are supported by the University's interactive virtual learning environment (VLE), Blackboard. In Blackboard a separate section supports each module occurrence. Some modules focus on the teaching of specific practical skills e.g. mentoring and coaching, whilst all the modules foster the critical dialogue between theories and practice by the means of critical reflection upon experience, discussion, scenario- and enquiry-based learning.

On completion of the MA programme students should have demonstrated competency in a range of skills relating to knowledge and understanding, cognitive and intellectual skills and key skills. A range of assessment methods are used to enable students to achieve and demonstrate the learning outcomes.

Teaching

Students are taught through a combination of lectures, seminars, tutorials and the university VLE. Seminars enable the discussion and development of understanding of topics covered in lectures. Tutorials offer additional support both during taught modules and significantly through offering supervision for the dissertation. The VLE is employed to support face-to-face sessions with additional resources and is also utilised to deliver online modules, on both a synchronous and asynchronous basis, where journals and discussion forums are also hosted. Four modules are delivered online to add to the flexibility and accessibility of MA provision; these are available to all students (MAED4118, MAED4119, MAED4101 & MAED4106). Online modules mirror the content of their face-to-face counterparts whilst adding additional activities, which offer online interaction including formative and summative feedback on assignments, blogs, and discussion fora. Reading Lists, including direct links to many of the required / recommended sources, are available online through Talis Aspire. Assessment grades and written feedback are likewise made available via module VLEs.

Students are assigned a Personal Academic Tutor (PAT); the PAT will work with them throughout their studies on the MA. If a PAT becomes unavailable for any reason, the Course Leader will step in and assume all regular PAT duties for the individual student. Meetings with PATs are formally scheduled on at least 2 occasions in the year.

Contact time

In a typical week full-time students will have around four to ten contact hours of teaching, and part-time students two to five contact hours of teaching. The precise contact hours will depend on the optional modules selected. During completion of the dissertation students are supported through supervision, which as a minimum includes six hours of one-to-one support.

Typically, class contact time will be structured around:

- FT 2-4 hours lectures, PT 1-2 hours lectures
- FT 2-6 hours seminars, PT 1-3 hours seminars

Independent self-study

In addition to the contact time, FT students are expected to undertake around 30 hours of personal self-study per week and PT students 15 hours of personal self-study per week. Typically, this will involve weekly tasks, reading, and VLE engagement.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. Teaching is informed by research and consultancy. The core team will be supplemented on occasion by Visiting Lecturers and guest speakers with specific expertise to enhance provision.

You can learn more about the staff by visiting our [staff profiles](#).

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment, which is graded and counts towards the overall module grade.

A range of assessment methods are used to provide students with the maximum opportunity to achieve success. These include: essays, critiques and analyses which encourage critical thinking; critical reviews; individual and group seminar presentations; poster presentations; reflective accounts and case studies and presentations of cases.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course for a FT student is:

Semester 1

- 1 Reflective Diary
- 2 Essays

Semester 2

- 1 Research proposal
- 1 Academic poster
- 1 Essay
- 1 Presentation

The precise assessment requirements for part time students will vary according to the modules selected.

14. Assessment strategy

In line with the University of Worcester’s Assessment and Feedback Policy, the assessment strategy on the MA has been designed to help ensure that our students meet the modular and course-level Learning Outcomes, thereby fulfilling the requirements of the appropriate award.

A full outline of assessment methods and weightings, mapped against Learning Outcomes, grade descriptors, and assessment dates is published in the MA course handbook with further, specific details included in module guides. The course team are committed to a policy of timely and consistent feedback.

In line with the University of Worcester Assessment Policy, assessments for individual modules are designed to enable students to demonstrate that they have successfully met the Learning Outcomes for the course. The particular Learning Outcomes being assessed are specified in each assignment brief. How these combine across the course is mapped via a grid in the course handbook. The MA teaching team have developed course-specific assessment criteria, which are published in the course handbook. These ensure that assessment is carried out consistently across the modules; however, criteria are customised for specific assignments as and when this is necessary. These criteria are also closely benchmarked to the University generic grade descriptors

Module assessment items are marked, and a sample moderated according to the *University’s Assessment Policy*, a range of assessments being forwarded to the external examiner for the particular award pathway. Dissertations are double marked, a range of marked pieces being sent on to external examiners prior to each exam board. There is an annual postgraduate moderation event to ensure levels of consistency of judgement across colleagues’ work and disparate module deliveries. Marked work is moderated by external examiners according to the University’s Assessment Policy.

15. Programme structures and requirements

The MA Education requires the successful completion of 180 credits at level 7. In addition to achieving the overall Masters degree, students can opt to study for a particular named award as detailed below. The course is modular in structure and students may elect to study on a full-time or part-time basis for a Postgraduate Certificate which requires the successful completion of 60 credits, Postgraduate Diploma, which requires the successful completion of 120 credits, or the Masters award which requires the successful completion of 180 credits. For full-time study students complete two 30 credit modules per semester, and for part-time study one 30 credit module per semester. Modules may also be taken as stand-alone study units if students desire.

Full-time study typically takes 18 months to complete and part-time study three years. Students are invited to discuss module choice subsequent to induction and such choices are further discussed during regular Personal Academic Tutorials.

Qualification	Modules Required
PG Cert (60 credits)	Module x 30 credits Module x 30 credits
PG Dip (120 credits)	Module x 30 credits Module x 30 credits Module x 30 credits MAED4106 x 30 credits
MA	Module x 30 credits

(180 credits)	Module x 30 credits MAED4101 x 30 credits MAED4106 x 30 credits MAED4160 x 60 credits
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The mandatory modules for the MA Education are two in number, plus the dissertation and two optional modules. For named awards at PG Certificate, PG Diploma and MA - please refer to the charts below, which indicate which modules must be undertaken to receive the particular named award.

Modules are valued at 30 or 60 credits at level 7 within the overall provision.

Award Map

MA Education*					
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)		
			PG Cert	PG Dip	MA
MAED4118	Developing Learning Communities	30	O	O	O
MAED4119	Understanding and Developing Pedagogy	30	O	O	O
MAED4123	Leadership in Context	30	O	O	O
MAED4124	Leadership, Theory, Research and Practice	30	O	O	O
MAED4164	An Introduction to Coaching and Mentoring	30	O	O	O
MAED4167	The Practice of Coaching and Mentoring	30	O	O	O
MAED4170	Current Issues in Religion, Worldviews and Values Education	30	O	O	O
MAED4141	Interpretations of SEND - Critical Concepts and Issues	30	O	O	O
MAED4147	Supporting Dimensions of Need in SEND	30	O	O	O
MAED4700	Negotiated Learning	30	O	O	O
MAED4701	Negotiated Learning: Employment-based Critical Reflection	30	O	O	O
MAED4702	Negotiated Learning: Subject Knowledge and Pedagogy	30	O	O	O
MAED4703	Enhancing Learning and Teaching	30	O	O	O
MAED4152	The SENDCO role: Meeting statutory and policy requirements and working collaboratively for learners with SEND.	30	O	O	O

MAED4153	Leading and Managing Inclusive Change Through Research Informed Approaches.	30	O	O	O
MAED4101	Research Methods in Education	30	O	O	M
MAED4106	Contemporary Issues in Education: Theory, Policy and Practice	30	O	M	M
MAED4160	Dissertation in Education	60			M
Total Credits		180			
<p>PG Certificate To be awarded the PG Cert Education students must successfully complete 60 credits at Level 7. The 60 credits cannot be the same combination as the below specialised pathway exit awards; if they are a student would be given that specialised pathway exit award and not the PG Cert Education.</p>					
<p>PG Diploma To be awarded the PG Dip Education students must successfully complete MAED4106 and any available optional modules to a total minimum of 120 credits at Level 7. The 120 credits cannot be the same combination as the below specialised pathway exit awards; if they are a student would be given that specialised pathway exit award and not the PG Dip Education.</p>					
<p>Masters (MA) To be awarded the MA Education, students must complete a total of 180 credits (Including MAED4101 and MAED 4106) at Level 7 including 60 credits from the dissertation (MAED4160). The 180 credits cannot be the same combination as the below specialised pathway exit awards; if they are a student would be given that specialised pathway exit award and not the MA Education.</p>					

MA Education (Early Childhood)					
		Status Mandatory (M) or Optional (O)			
Module Code	Module Title	Credits (Number)	PG Cert	PG Dip	MA
MAED4118	Developing Learning Communities	30	M	M	M
MAED4119	Understanding and Developing Pedagogy	30	M	M	M
MAED4101	Research Methods in Education	30			M
MAED****	Any additional module from the above 'MA Education' table*	30		M	
MAED4106	Contemporary Issues in Education: Theory, Policy and Practice	30		M	M
MAED4160	Dissertation in Education	60			M
Total Credits		180			

<p>PG Certificate To be awarded the PG Cert Education (Early Childhood) students must successfully complete 60 credits at Level 7 (<i>MAED4118 & MAED4119</i>).</p>
<p>PG Diploma To be awarded the PG Dip Education (Early Childhood) students must successfully complete MAED4118, MAED4119 and MAED4106 and any available module to a total minimum of 120 credits at Level 7.</p>
<p>Masters (MA) To be awarded the MA Education (Early Childhood), students must complete a total of 180 credits (Including MAED4118, MAED4119, MAED4101 and MAED 4106) at Level 7 including 60 credits from the dissertation (MAED4160).</p>

MA Education (Leadership and Management)

		Status Mandatory (M) or Optional (O)			
Module Code	Module Title	Credits (Number)	PG Cert	PG Dip	MA
MAED4123	Leadership in Context	30	M	M	M
MAED4124	Leadership, Theory, Research and Practice	30	M	M	M
MAED4101	Research Methods in Education	30			M
MAED****	Any additional module from the above 'MA Education' table*	30		M	
MAED4106	Contemporary Issues in Education: Theory, Policy and Practice	30		M	M
MAED4160	Dissertation in Education	60			M
Total Credits		180			

PG Certificate
To be awarded the PG Cert Education (Leadership and Management) students must successfully complete 60 credits at Level 7 (*MAED4123 & MAED4124*).

PG Diploma
To be awarded the PG Dip Education (Leadership and Management) students must successfully complete MAED4123, MAED4124 plus MAED4106 and any available module to a total minimum of 120 credits at Level 7.

Masters (MA)
To be awarded the MA Education (Leadership and Management), students must complete a total of 180 credits (Including MAED4123, MAED4124, MAED4101 and MAED 4106) at Level 7 including 60 credits from the dissertation (MAED4160).

MA Education (Mentoring and Coaching)

		Status Mandatory (M) or Optional (O)			
Module Code	Module Title	Credits (Number)	PG Cert	PG Dip	MA
MAED4164	An Introduction to Coaching and Mentoring	30	M	M	M
MAED4167	The Practice of Coaching and Mentoring	30	M	M	M

MAED4101	Research Methods in Education	30			M
MAED****	Any additional module from the above 'MA Education' table*	30		M	
MAED4106	Contemporary Issues in Education: Theory, Policy and Practice	30		M	M
MAED4160	Dissertation in Education	60			M
Total Credits		180			
PG Certificate					
To be awarded the PG Cert Education (Mentoring and Coaching) students must successfully complete 60 credits at Level 7 (<i>MAED4164 & MAED4167</i>).					
PG Diploma					
To be awarded the PG Dip Education (Mentoring and Coaching) students must successfully complete MAED4164, MAED4167 plus MAED4106 and any available module to a total minimum of 120 credits at Level 7.					
Masters (MA)					
To be awarded the MA Education (Mentoring and Coaching), students must complete a total of 180 credits (Including MAED4164, MAED4167, MAED4101 and MAED 4106) at Level 7 including 60 credits from the dissertation (MAED4160).					

MA Education (Special and Inclusive Education)					
Route A					
		Status Mandatory (M) or Optional (O)			
Module Code	Module Title	Credits (Number)	PG Cert	PG Dip	MA
MAED4141	Interpretations of SEND - Critical Concepts and Issues	30	M	M	M
MAED4147	Supporting Dimensions of Need in SEND	30	M	M	M
MAED4101	Research Methods in Education	30			M
MAED****	Any additional module from the above 'MA Education' table*	30		M	
MAED4106	Contemporary Issues in Education: Theory, Policy and Practice	30		M	M
MAED4160	Dissertation in Education	60			M
Total Credits		180			
PG Certificate					
To be awarded the PG Cert Education (Special and Inclusive Education) students must successfully complete 60 credits at Level 7 (<i>MAED4141 & MAED4147</i>).					
PG Diploma					
To be awarded the PG Dip Education (Special and Inclusive Education) students must successfully complete MAED4141, MAED4147 plus MAED4106 and any available module to a total minimum of 120 credits at Level 7.					
Masters (MA)					

To be awarded the MA Education (Special and Inclusive Education), students must complete a total of 180 credits (Including MAED4141, MAED4147, MAED4101 and MAED 4106) at Level 7 including 60 credits from the dissertation (MAED4160).

MA Education (Special and Inclusive Education)					
Route B					
		Status Mandatory (M) or Optional (O)			
Module Code	Module Title	Credits (Number)	PG Cert	PG Dip	MA
MAED4152	The SENDCO role: Meeting statutory and policy requirements and working collaboratively for learners with SEND.	30	M	M	M
MAED4153	Leading and Managing Inclusive Change Through Research Informed Approaches	30	M	M	M
MAED4101	Research Methods in Education	30			M
MAED****	Any additional module from the above 'MA Education' table*	30		M	
MAED4106	Contemporary Issues in Education: Theory, Policy and Practice	30		M	M
MAED4160	Dissertation in Education	60			M
Total Credits		180			
PG Certificate To be awarded the PG Cert Education (Special and Inclusive Education) students must successfully complete 60 credits at Level 7 (MAED4152 & MAED4153).					
PG Diploma To be awarded the PG Dip Education (Special and Inclusive Education) students must successfully complete MAED4152, MAED4153 plus MAED4106 and any available module to a total minimum of 120 credits at Level 7.					
Masters (MA) To be awarded the MA Education (Special and Inclusive Education), students must complete a total of 180 credits (Including MAED4152, MAED4153, MAED4101 and MAED 4106) at Level 7 including 60 credits from the dissertation (MAED4106).					

PGCert Education (Special Educational Needs Coordination)					
		Status Mandatory (M) or Optional (O)			
Module Code	Module Title	Credits (Number)	PG Cert		
MAED4152	The SENDCO role: Meeting statutory and policy requirements and working collaboratively for learners with SEND.	30	M	--	--
MAED4153	Leading and Managing Inclusive Change Through	30	M	--	--

	Research Informed Approaches.				
Total Credits		60			
PG Certificate To be awarded the PG Cert Education (Special Educational Needs Coordination) students must successfully complete 60 credits at Level 7 (<i>MAED4152 & MAED 4153</i>).					

16. QAA and professional academic standards and quality

This award is located at Level 7 of the [OfS sector recognised standards](#). The course has been developed with reference to the QAA FHEQ ([Framework for Higher Education Qualifications, October 2014](#)) ensuring that the qualification represents appropriately the level of achievement required for Masters courses. The course takes into account the [QAA Master's Degree Characteristics Statement 2020](#) and the [UK Quality Code for Higher Education 2018](#) documents that specify the key characteristics in relation to purpose, content, structure and delivery, teaching, learning and assessment methods and relationship to further study or employment for Master's Degree programmes.

17. Support for students

A full range of support for students is available within the University and further information can be found at: <https://www2.worc.ac.uk/student-services/>
<https://www2.worc.ac.uk/disabilityanddyslexia/>

Specific to the programme:

- Induction is offered to all students, either on the university campus or in an e-format. Students are strongly advised to take the opportunity of the induction process.
- Support is given as part of each module in writing at Master's level.
- All students receive individual tutorial guidance when engaging in independent study work and are supervised whilst researching and writing up of the dissertation.
- Electronic versions of the Course Handbook and the Dissertation Handbook are all updated annually and are provided to all students.
- Blackboard is the University's VLE and additional support for learning will be provided via this platform at course and module level.
- Compulsory and recommended reading will be provided in the module guide made available for each module, detailing aims, intended learning outcomes, assessment requirements and indicative content for each module. Each module is supported with a resource list available online to facilitate students learning.
- Taught face-to-face sessions use a variety of learning and teaching methods including, lectures, peer-interaction, tutor-facilitated discussions, role play, arts-based and other creative learning activities, case studies and group-led presentations.
- For all modules formative assessment and feedback supports work towards summative assessment.
- Regular evaluation provides students with the opportunity to feedback on their experience and the quality of learning and teaching, which the course team record and which feeds into the annual evaluation of modules and the course as a whole
- The dissertation phase of the course is structured to maximise support for each participant whilst fostering the independence appropriate at the pinnacle of masters-level work. A student-led, staff-facilitated dissertation support group operates on a regular basis as an additional level of support at this stage of the programme.

Personal Academic Tutors

Informed, intellectual discussion with academic staff lies at the heart of the learning experience. All students registered for the programme are allocated a Personal Academic Tutor (PAT) for the duration of the programme. In addition, the Programme and Module leads are another source of support for students. Meetings with PATs are formally scheduled on at least 2 occasions in the year.

The Personal Academic Tutor will also be responsible for writing the student's academic reference on completion of the course. Developing effective study skills is an essential element in achieving academic success.

The University of Worcester is committed to enabling students to fulfil their potential. A range of support is available to facilitate this in addition to tutorial support. Please see <https://www2.worc.ac.uk/student-services/> <https://www2.worc.ac.uk/disabilityanddyslexia/> where the full range of support offered to students is detailed.

18. Admissions

Admissions policy

The programme is open to part-time students engaged with education in a range of contexts and for varied purposes. The vocational and applied ethos of the programme does not preclude those who are not currently practicing (unless specifically required by the module). The programme has been designed to be of interest to educationists and potential educationists.

The programme is also open to full-time students who are interested in learning the general principles of education practice and theory, how they are applied in an international and UK context and their employment-based applicability elsewhere.

Not all modules or all awards will run every year, dependent upon staffing and demand. A timetable of modules will be published each summer indicating the modules available in the coming year.

The programme aims to foster an inclusive and global ethos and we welcome candidates from a wide range of backgrounds and encourage applications from international students.

Entry requirements

General admission requirements for entry to the programme are:

- A good honours degree (2.2 or above) and a significant interest in education and/or equivalent professional qualifications, experience and evidence of continuing professional development.
- International students must hold a qualification equivalent to a UK first or second class honours degree.
- All International student for whom English is not their first language are required to achieve IELTS 6.5 or equivalency – with no less than 5.5 in any element.

See [Admissions Policy](#) for other acceptable qualifications.

To undertake modules (MAED4152 & MAED4153) which are specific components of the PG Cert Education (Special Educational Needs Coordination) NASENCO the following additional entrance requirements are required:

- Applicants for the PG Cert SENCO should be in-post in an educational setting. As stipulated by the Department for Education, all applicants wishing to complete the NASENCO must have one of the following qualifications;

- Qualified teacher status (QTS)
- Qualified Teacher Learning and Skills (QTLS)
- Early Years Teacher Status (EYTS).
- In order to graduate with the National Award SENCO (NASENCO), applicants must be practising SENCOs in a position to evidence full engagement with the DfE Learning Outcomes.

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

All applications received are scrutinised to establish if admissions criteria have been met. Additionally applicants are required to obtain two satisfactory references and provide confirmation of their identity. If students are international language qualifications are also scrutinised.

Admissions/selection criteria

If entrance criteria are met the candidate receives an unconditional offer.

If entrance criteria have the potential to be met prior to the commencement of the course a conditional offer is made.

If entrance requirements have not been met:

- An informal phone/video or face-to-face interview with the Course Leader and/or Pathway Leader may be proposed where students have non-traditional entry criteria.
- Applicants with non-traditional entry criteria may be required to undertake an assessed piece of work to ascertain if the programme will be appropriate for them.

When a student accepts an offer they are invited to contact the Course Leader prior to enrolment to arrange a tutorial to discuss module options and pathways.

19. Regulation of assessment

The course operates under the University's **Taught Courses Regulatory Framework**

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7, as specified on the award map
PG Dip	Passed a minimum of 120 credits at level 7, as specified on the award map. Mandatory module: MAED4106
Masters (MA/MSc/MBA/MTL)	Passed a minimum of 180 credits at level 7, as specified on the award map: Mandatory modules: MAED4101, MAED4106 & MAED4160

PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

Classification of Masters

The classification will be determined by whichever of the following two methods results in the higher classification.

Method 1

- a) Candidates will be awarded a Distinction where they have attained an average of A- (PD) or higher from the credit achieved with the University for the award.
- b) Candidates will be awarded a Merit where they have attained an average of C+ (PM) or higher from the credit achieved with the University for the award.

Method 2

- a) Candidates will be awarded a Distinction, irrespective of their other module results, where they have attained 90 credits at grade A- (PD) or higher
- b) Candidates will be awarded a Merit, irrespective of their other module results, where they have attained 90 credits at grade C+ (PM) or higher

Candidates will be awarded a Pass where they have not fulfilled the rules for Method 1 or Method 2 but are eligible for the award of a Masters.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

20. Graduate destinations, employability and links with employers

Graduate destinations

The course has a tradition of improving the career profiles of participants, as many case-studies of former students demonstrate. This award is intended to prepare students to deepen their engagement with issues in the educational workspace, fostering transformative personal and organisational learning for those involved. The programme additionally offers preparation to continue study for some participants wishing to go on the professional doctorate (EdD) award or to an MPhil/PhD.

Student employability

The University maintains close links with education providers locally and regionally and meeting workforce need is the ethos of a number of modules and pathways in the MA Education. In addition, the course is also designed to enable those with an intention of working in an education context to deepen their understanding of education in a range of contexts and building the skills which will enhance their career opportunities. For example, the School of Education works with members of the Careers and Employability Service. Where appropriate, many modules have an applied focus intended to facilitate the development of learning, which will have direct impact on professional contexts from which participants are drawn.

The course team is comprised of academic staff with a breadth of backgrounds in education, research profiles in specialist areas and in most cases extensive experience of education in various contexts. Staff within the School, and the School itself, maintain strong relationships with schools, colleges and other education providers.

Links with employers

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Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.