Template C4

Programme Specification

Title of Course: *MA Education*

Date first produced	22/01/2025
Date last revised	19/02/2025
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Version number	2
Faculty	Faculty of Health, Science, Social Care & Education
Cross-disciplinary	
School	School of Education, Midwifery and Social Work
Department	Department of Education
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and 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 they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	MA Education
Exit Award(s) and Title(s):	PGDip in Researching Professional Practice PGCert in Researching Professional Practice
Course Code *For each pathway and mode of delivery*	PPEDU1EDU20
UCAS code *For each pathway*	N/A

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston Hill
Language of Delivery:	English
Delivery mode:	
Learning mode(s):	Part-time
Minimum period of registration:	Part-time - 2
Maximum period of registration:	Part-time - 4
Entry requirements	Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most postgraduate taught course requirements are based on having been awarded a relevant undergraduate degree and are normally coupled with minimum grades expectation of 2:2, specific courses in certain areas may have a stricter grade requirement. We may also use interview, portfolio and performance pieces to assess a person's suitability for some courses. We recognise that every person's journey to a postgraduate taught education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study. Additionally, all non-UK applicants must meet our English language requirements. Please see our course pages on the Kingston University website for the most up to date entry requirements.

Regulated by	The University and its courses are regulated by the Office for Students.
Programme Accredited by:	None
Approved Variants:	There are no variants to be sought from the UMS.
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

- To develop deep and systematic understanding of literature concerning relevant contemporary issues in education practice, policy and professionalism
- To develop in-depth, advanced knowledge and critical understanding of education-related subjects and their implications for professional practice, informed by scholarship and research
- To develop comprehensive understanding of ethical approaches, methods and critical skills which enable effective enquiries in professional practice
- To enable the demonstration of initiative and originality in problem solving in complex and unpredictable professional situations with minimum guidance
- To develop independent, reflective and self-critical learners who can manage their own requirements for professional development
- To develop advanced knowledge and critical understanding of values, competences and ability, and whilst appreciating complexities, pursue sustainable visions of the future and contribute to positive change in professional practice
- To autonomously design an enquiry, incorporating critical and ethical dimensions, and research-informed knowledge, to address an issue at the forefront of a student's professional practice
- To develop confidence and critical engagement in academic and professional communications to disseminate learning initiatives in practice environments.

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
A5	critically evaluate complex searches of databases and other information sources relevant to enquiry into professional practice.	B3	deconstruct the discourse of professionalism and create ideas or information in innovative ways to explain and enhance professional practice.	C4	demonstrate a sense of journeying through the complex and richly nuanced terrain of professional practice as an autonomous and reflective self.
A3	critically analyse complex, incomplete and contradictory sources relating to policy, legal and ethical frameworks which pertain to education practice.	B4	use theoretical constructs and practices at a high level of abstraction and apply them to an area of enquiry.	C3	effectively communicate and disseminate enquiry processes and outcomes in a specialised subject area in an educational context
A2	demonstrate systematic understanding of professional knowledge constructs relevant to contextualising situated practice.	B2	demonstrate through reflection and reflexivity, significant outcomes from literature, data sources and analysis which can inform future practice.	C2	flexibly and creatively synthesise ideas to show how professional learning might be incorporated into professional practice.
A1	demonstrate an advanced understanding of theoretical and methodological approaches relevant to enquiry, learning and practice in professional settings and their relationship to other relevant disciplines.	B1	design a small-scale enquiry in a professional practice context.	C1	incorporate critically aware ethical dimensions in the process of enquiry within professional practice and manage the implications of moral dilemmas.
A4	critically reflect upon strengths and weaknesses of current				

	provision to inform and improve professional practice in a range of complex and specialised contexts.				

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

D. Outline Programme Structure

The MA Education programme structure consists of five modules with a total of 180 credits at level 7 that are typically completed over a period of two years part-time. The curriculum design has been informed by consultation with employers and education experts from a range of training and education providers across the education continuum, i.e., early years, primary, secondary, Further Education and Higher Education, as well as alternative education provision. This has ensured that the curriculum content is conceptually and practically relevant but is also flexible enough to respond to contemporary issues, research and policy changes as they arise in the education field. The curriculum is inclusive as it has been designed with consideration of Kingston University's Inclusive Curriculum Framework principles:
- To create an accessible curriculum
- To enable students to see themselves reflected in the curriculum
- To equip students with the skills to positively contribute to and work in a global and diverse environment.

A key design feature of the curriculum enables students to develop enhanced knowledge in subject areas pertinent to their employment role, interests and/or future career aspirations. There are opportunities for students to select focus areas for study to personalise learning relevant to their practice and/or ambitions. Through careful curriculum design the coherence of the course is ensured regardless of focus areas students choose to study within modules.

A second design feature brings first and second year students together to study for two modules: *Contemporary Practice 1* in a student's first year and *Contemporary Practice 2* in a student's second year. These modules provide a responsive element to the changing, dynamic field of education. Students are provided with opportunities to develop advanced knowledge from education experts and specialists across the education field, and to critically examine the most recent research and theories relevant to professional practice. Studying together brings a richness of different knowledge and experience and enables the development of a professional and supportive community of learners, whilst extending the students' professional networks.

The table below outlines the programme structure and shows the order of modules for a typical student, reading from left to right for years 1 and 2. Please note that year 1 and year 2 students are taught together for the first modules in teaching blocks 1 of each year.

	TEACHING BLOCK 1	**TEACHING BLOCK 2**	**TEACHING BLOCK 3**
Year 1	Module 1 Contemporary Practice 1 (30 credits)	Module 2 Critical Reflection and Reflexivity (30 credits)	Module 3 Professionalism and Partnership (30 credits)
Year 2	Module 4 Contemporary Practice 2 (30 credits)	Module 5 Professional Practice Study (60 credits)	

Full details of each module will be provided in module descriptors and in the module canvas pages.

The table below lists the modules to be successfully completed in order to be awarded MA Education.

MA Education

Level 7							
MA Education							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Contemporary Practice 1	QC7730	30	7	TB1			1
Contemporary Practice 2	QC7740	30	7	TB1			2
Critical Reflection and Reflexivity	QC7750	30	7	TB2			1
Professional Practice Study	QC7770	60	7	TB2 and TB3			2
Professionalism and Partnership	QC7760	30	7	TB3			1

Exit Awards at Level 7

PLEASE DELETE IF THERE ARE NO LEVEL 7 MODULES IN THIS COURSE
Students exiting the programme with 60 level 7 credits are eligible for the award of Postgraduate Certificate.

Students exiting the programme with 120 level 7 credits are eligible for the award of Postgraduate Diploma.

(Where appropriate – specify if there are any core modules that students must achieve for either of the exit awards)

Please note pre-requisite requirements for master's courses should only be set where there are defined progression points in the course where assessment boards have ratified module outcomes.

E. Teaching, Learning and Assessment

This course uses a range of teaching and assessment methods which have been designed to support students' learning and achievement of the learning outcomes. The course has been developed with reference to the Kingston University Academic Framework which sets-out core principles relating to Course and Credit Structure (including Module delivery Structure and Pattern, and Learning Hours and Learning Formats); Curriculum Design (including Learning Design Principles and Inclusive Curriculum); and Future Skills.

Teaching and Learning on the course consist of Scheduled Learning and Teaching and Guided Independent Study (self-managed time). Scheduled Learning and Teaching includes the following, and the format for each module is set out in the module descriptor:

- Lectures
- Seminars
- Tutorials
- Workshops.

Guidance for students on the use of independent study time is communicated through the 'Succeed in your module' section on the Canvas Virtual Learning Environment and through other communications during the course.

In addition to the core Scheduled Learning and Teaching activities for the course, the University may offer students additional optional opportunities for learning. Examples of these include online webinars and study skills sessions.

The course will provide students with the opportunity to develop their knowledge and skills relating to at least two United Nations Sustainable Development Goals (UN SDGs). We are committed to empowering students with the knowledge, skills and opportunities to understand and address the UN SDGs: each course is thus also required to prepare students for at least two of the SDGs (not including Quality Education, which all courses must deliver).

F. Support for Students and their Learning

Students are supported through a range of services that provide academic and wider support. These include:

- A Module Leader for each module
- A Course Leader to help students understand the course structure
- Personal Tutors to provide academic and personal support
- Technical support to advise students on IT and the use of software
- Student Voice Committee – to ensure the views of students are heard
- Canvas – Kingston University's Virtual Learning Environment
- Student support facilities that can provide advice on issues such as finance, regulations, legal matters, accommodation, international student support
- Disabled student support
- The Kingston Students' Union
- Student Development and Graduate Success.

G. Ensuring and Enhancing the Quality of the Course

The University has policies and procedures for evaluating and improving the quality and standards of its provision. These include:
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP)
- Student evaluation including Module Evaluation Questionnaires (MEQs)
- Internal and external moderation of graded assignments.

H. External Reference Points

QAA Master's Degree Characteristics (February 2020 Category 3, Professional or Practice Master's Degree) Characteristics Statement: Master's Degree (qaa.ac.uk) 'Sector Recognised Standards in England' (OFS 2022)

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 7				
	QC7730	QC7750	QC7760	QC7740	QC7770

Knowledge & Understanding	A5	S			S	
	A3			S		
	A2			S		
	A1					S
	A4					
Intellectual Skills	B3			S		
	B4					
	B2		S			S
	B1					
Practical Skills	C4	S	S	S	S	
	C3					S
	C2				S	
	C1					

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

Additional Information