Programme Specification
Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University and Exeed College
1.3 Locus of Delivery:	Plymouth Marjon University Marjon University Cornwall Online
1.4 Final Award Title:	MA, PGCert
1.5 FHEQ Level:	7
1.6 Programme Title:	Master of Education The following pathways are available: Education Education (Coaching and Mentoring) Education (Disability) Education (Early Years) Education (Educational Leadership)
1.7 Mode and Duration of Study:	Full Time – 1 year; Part Time – 2 years
1.8 School:	Education
1.9 HECoS Code:	100459
1.10 Collaborative Provision Arrangement:	Franchise
1.11 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.5 or equivalent. Non-standard applications are also welcome and careful consideration will be given to those who can present a case based on their career history, experience and other learning.
1.12 Accrediting Professional Body/PSRB	N/A
1.13 QAA Subject Benchmarking Group(s):	N/A
1.14 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework; Masters degree characteristics.
1.15 Language of Study (for learning, teaching and assessment):	English
1.16 Work-Based Learning Arrangements:	N/A
1.17 Arrangements for Distance Learning:	Online Delivery for Partner Students
1.18 Original Date of Production:	June 2019

1.19 Date of Commencement:	September 2024
1.20 Review Date:	By August 2026

2. Programme Outline

The MA Education (MAEd) enables students to develop their critical, practice-iterated professional development in fields of study and research which reflect the University's key academic strengths and expertise in education and education-relevant fields.

The MA Education is aimed at two distinct student communities:

1. Graduates who wish to embark on a full-time programme of Master's level study;
2. Practitioners who require a Masters' programme which is flexible, part-time and practice-centred.

Offering opportunities to study for a generic award (MA Education) or a subject-specialist pathway, the MA Education remains responsive to the rapidly and continually changing needs of education and education-relevant professionals.

In each of the pathways except Coaching and Mentoring students study a 'research core' of 90 credits comprising EDCM53 Research Design (30 credits) and EDCM57 Dissertation (60 credits). In the Coaching and Mentoring pathway students will have previously covered research within the PGCert.

At the admissions stage, all applications will be for the MAEd but students will specify whether they want to study at the Plymouth Marjon campus or Marjon University Cornwall. Discussions between applicants and the Programme Leaders/tutors will take place to identify which pathway would be the most appropriate based on an applicant's qualifications, experience and interests e.g. an Early Careers Teacher (ECT) is likely to find the MAEd the best option whereas a middle leader or senior leader within an educational setting may find the MAEd (Educational Leadership) more appropriate.

3. Distinctive Features

The distinctive ethos of the MA Education builds on the University's reputation as a high-quality, values-informed provider in the Southwest, renowned for supporting excellence in professional practice. The programme has a strong emphasis on values-driven learning and development so that students can make a significant contribution to the intellectual, cultural, social, spiritual and economic life of the communities they serve. There is an importance on the promotion of research-informed approaches to teaching and learning. The programme teams particular strengths are research focused pedagogy including Auto-ethnography, Ethnography, Creative Methodologies and Child Centred research to name a few.

The programme offers a unique approach to supporting students' preferred specialism at Master's level. This is achieved through 180 credits made up of 4 x 30 credit modules and a 60-credit dissertation, but each of these is broadly conceptualised to allow the student to focus on their specialism. This specialism, if one is chosen, becomes the named MA Education outcome e.g. MA Education (Leadership), Coaching & Mentoring, Disability or Early Years.

The programme is innovative in that it can be delivered in three different modes (determined by the Programme Team in conjunction with Partners as necessary, before the start of each academic year, with this information shared with prospective students):

Face to face: The programme is timetabled to bring students together in the same space to learn alongside each other. Sessions will be recorded where appropriate but require physical attendance.

Online (synchronous/ asynchronous) will *only be available for partners*. The following will be monitored to ensure students' experience is equitable for online and in-person delivery. We will ensure that the technology is easily accessible for students' participation in online sessions, with clear-to-follow instructions provided beforehand and during sessions where required. Students' computer compatibility, internet connectivity, and digital literacy will be checked (where necessary, a pre-course check should be undertaken). We will ensure that students have access to the right online resources by customising outreach techniques and, if necessary, translating content to suit their needs. Where appropriate, a blended learning strategy will ensure students receive synchronous delivery and online in-person sessions that meet their needs. Online sessions incorporate various interactive activities, breakout spaces, surveys, and multimedia content to keep students' focus. Necessary material and pedagogical adaptations will be considered by using various media (textbooks, films, and talks) to cater to students' diverse interests and preferences.

Blended (connected/located) learning approach to delivery provides flexibility for busy, full time and/or part-time professionals to engage in Postgraduate (PG) study. The decision to offer a blended approach will be made according to resource and will be determined by the Programme Team and shared with prospective students ahead of programme commencement. A blended approach enables a balance of developing theoretical understanding alongside applied, reflective practice so that each informs the other, and students are supported to apply their learning to practice. The over-arching focus is on student-focused, practice-iterated professional development.

4. Programme Aims

The MA Education aims to:

- Enhance students' ability to reflect upon and critique intellectual and professional practice through a values-informed lens underpinned by respect, inclusivity and social justice.
- Enable students to identify and critically explore enhancements in professional practice through research and other scholarly activities.
- Encourage, facilitate, and advance students' high-level, subject-specialist knowledge to the forefront of their discipline, applying students' knowledge/learning to their professional/ practice-based settings (where appropriate).
- Enable students to become facilitators and/or leaders of change in their current and/or future professional setting/s, implementing outcomes which will transform knowledge and practice.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. In-depth and systematic understanding of relevant theories, subject-focused knowledge and values-based perspectives which inform specific practice settings.

2. A comprehensive and critical understanding of research and theory-based methodologies and methods.
3. Enhanced awareness of the ethical dilemmas associated with practice-based research.
4. Comprehensive application and critique of reflective and evaluative practice to their work.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

1. The ability to synthesise and apply complex knowledge and information innovatively within the forefront of discipline-specific discourse.
2. Critical evaluation of research, scholarship and the ability to contest knowledge and practice (own and others).
3. The ability to identify and argue alternative theoretical approaches;
4. Initiative and originality in problem-solving.
5. High levels of autonomy in undertaking study, research and decision-making.

Practical skills:

By the end of this programme students should be able to demonstrate:

1. Advanced ability to critically engage with highly complex and specialist organisations/settings.
2. High-level personal initiative and new insights into values-informed practice.
3. The ability to adapt to change and/or manage and lead change if required.
4. Advanced subject expertise in fields relevant to their current and/or future professional practice.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

1. Advanced ability to understand how to reflect on professional practice.
2. The ability to identify and utilise effectively an extensive range of learning resources to advance scholarship and research.
3. The ability to undertake and successfully complete tasks autonomously within set timelines and to prioritise.
4. The ability to exercise self-critical, reflective and independent learning, identifying and managing requirements for professional and personal development.
5. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably complex contexts (level 7).

6. Learning and Teaching Methods

A range of approaches to learning and teaching are utilised, as appropriate for the programme's level and content. Learners are expected to demonstrate independence and initiative throughout by undertaking ongoing research and identifying additional, relevant scholarly and wider reading pertinent to their own particular areas of interest.

In summary, learning and teaching methods utilised during the programme fall under the broad headings used in the table below:

Method	Description
Blended Learning	An approach which facilitates off-campus learning through digital scholarship, normally supported by a Virtual Learning environment.
Case Studies	Students are expected to critique and evaluate case studies in order to illustrate key learning points from different contexts.
Critical Reflection	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and development.
Digital Learning or Scholarship	Students are expected to critically engage with a wide range of resources available through the internet and other forms of electronic media.
Group Work/Action Learning Sets	Students may be set specific tasks to work on in groups and/or they may be asked to form action learning sets (virtual or face -to-face) from which they can offer support and coaching to each other.
Independent Study/Self-Directed Study	Students are expected to work autonomously at times and carry out their own research and scholarly activity based on their own study foci.
Lectures	Subject introduced and delivered by the teacher in a specific time which transmits information.
Online Learning	An approach which facilitates off-campus learning through digital scholarship, normally supported by a Virtual Learning Environment and other electronic resources, utilising software.
Peer Review and Learning/Peer Group Study	Students observe peers' academic work in order to provide critical and constructive feedback to develop new learning.
Personal & Professional Development Planning	Students are expected to consider their own personal and professional interests and needs when identifying a focus for their specific research projects.
Supported Independent Study	Activities where students conduct research, or another identified learning activity either on their own and/or with tutor support.
Tutorials	One-to-one or group session with the module tutor(s). They can either be a chance for a student or group to ask specific questions, or for a more general discussion.
Work-Based Tasks	Students may be asked to carry out specific learning activities which relate to their professional working environments.
Workshops	Students are directed to the focus of study for the workshop and supported in developing critical engagement through teacher delivered, guest delivered, and peer delivered input.
Virtual Learning Environment	A software system designed to support teaching and learning in an educational setting.

6.1 Learning Enhancement

Whilst learners are expected to demonstrate independence and initiative as participants on the programme, it is still important that they are provided with appropriate resources to do so. To this end, digital materials are used extensively which, together with innovative and participative approaches to learning and teaching during workshops, ensure that learning is enhanced in ways that are appropriate for the programme level and content. Workshops and lectures held throughout the year enhance students' learning through opportunities to engage with a wider, cross- professional community of Masters' students, facilitating peer learning and/or practice-

based, informal learning in order to complement, inform and enhance independent study and research.

6.2 e-Learning

Digital materials and resources are used extensively during the programme via the Virtual Learning Environment (VLE). This includes extensive reading lists, shared tutor and participants' presentations, PowerPoint presentations, questionnaires, videos and other digital resources. Many students elect to form their own informal learning and peer support communities through their work settings and private use of social media.

7. Modes of Assessment

Assessment follows normal University regulations and policies and is undertaken through students submitting work for marking, moderation and external examination, typically utilising a range of 'assessment for learning' modes. In all modules, the titles and focus of assessments are drawn from and informed by students' professional development needs and discussed and approved with University Tutors. Comprehensive formative and summative feedback is provided to students throughout the programme.

Method	Description
Case Study	An in-depth exploration of a specific phenomenon/a within a particular context.
Coursework	This could comprise a small-scale action research project or an essay.
Critical Review of Literature	A critical discussion of relevant literature and research in response to a particular theme set by the module tutor.
Critical Review of a Policy document	A critical evaluation of a particular policy document relevant to the module content being studied.
Dissertation	A substantive, independent, research-focused dissertation which makes an identifiable and innovative contribution to knowledge and practice.
Essay	An independently studied, academic piece of writing on an approved topic of the student's choice, the writing and structure of which is supported with tutorial guidance.
Independent Study	A small-scale study (literature based) on a particular topic related to the module content.
Portfolio	Students present a paper-based or electronic portfolio evidencing and appending achievement against module learning and assessment outcomes.
Reflective Journal	A compilation of reflective notes, comments, illustrations etc that are recorded by the student on a particular topic(s) outlined by their module tutor.
Reflective Writing	A piece of narrative and/or several shorter narratives/extracts where the student reflects on particular aspects of their own practice and/or the practice of others in relation to the module content.
Research Poster	Students produce a research poster which presents assessment information against the module learning and assessment outcomes.
Research Project	A small-scale research project based on an aspect of coaching and/or mentoring practice within the student's professional setting.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

N/A

10. Programme Structure

Programme structure for both full-time and part-time students is dependent upon students' prior accredited learning, professional and subject interests and any requirements relating to specific pathway/s and/or modules, in accordance with the pathways outlined in section 2 and option modules where appropriate. The University accepts accreditation of accredited, prior, certificated or experiential learning to a maximum of 90 credits.

Typically, students following the MA Education full-time will complete 180 credits within 1 year. Students following the MA Education part-time will complete 180 credits over two years (depending on whether they are eligible for and making use of the PG student loan).
It is possible for students to exit with respective awards at specific points e.g. on the successful completion of 60 credits, students can choose to exit with a PG Certificate (Education); with 120 credits students can opt to exit with a PG Diploma (Education) and the full MA Education (with appropriate pathway title) is awarded on successful completion of 180 credits.

Online delivery of the programme will follow a sequential pattern to enable a more flexible approach. The module assessment dates will be agreed with outside partners to ensure that students/modules are represented at the appropriate Board as required.

Level 7

MA Education (generic pathway) Full Time:

Module Code	Module Title	Credits	Assessment	Semester	Sequence	Compulsory/ Optional	Condonable/ Non-Condonable
EDCM53	Research Design	30	100% Coursework	A	1	Compulsory	Non-Condonable
EDCM55	Becoming a Reflective Practitioner	30	100% Coursework	A	2	Compulsory	Non-Condonable
EDCM56	Small Independent Supported Study	30	100% Coursework	B	3	Compulsory	Non-Condonable
EDCM54	Values-Based Education	30	100% Coursework	B/C	4	Compulsory	Non-Condonable
EDCM57	Dissertation	60	100% Coursework	B/C	5	Compulsory	Non-Condonable

MA Education (generic pathway) Part Time:

Level 7-Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
EDCM53	Research Design	30	100% Coursework	A	Compulsory	Non-Condonable
EDCM56	Small Independent Supported Study	30	100% Coursework	B	Compulsory	Non-Condonable
EDCM54	Values-Based Education	30	100% Coursework	B/C	Compulsory	Non-Condonable

Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
EDCM55	Becoming a Reflective Practitioner	30	100% Coursework	A	Compulsory	Non-Condonable
EDCM57	Dissertation	60	100% Coursework	B/C	Compulsory	Non-Condonable

MA Education (Coaching, Mentoring & Leadership pathway) Part Time ONLY. Only delivered at Marjon University Cornwall:

Level 7-Year 1 – PGCert Coaching and Mentoring

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PCMM51	Advanced Coaching & Mentoring	30	100% Coursework	X	Compulsory	Non-Condonable
PCMM52	Coaching & Mentoring in Practice	30	100% Coursework	X	Compulsory	Non-Condonable

Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
EDCM58	Leadership in Context	30	100% Coursework	A	Compulsory	Non-Condonable
EDCM56	Small Independent	30	100% Coursework	B	Compulsory	Non-Condonable

	Supported Study					

Level 7-Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
EDCM57	Dissertation	60	100% Coursework	B/C	Compulsory	Non-Condonable

MA Education (Disability pathway) Full Time:

Module Code	Module Title	Credits	Assessment	Semester	Sequence	Compulsory/ Optional	Condonable/ Non-Condonable
EDCM53	Research Design	30	100% Coursework	A	1	Compulsory	Non-Condonable
EDCM60	Disability & Society: Theorising disability in local contexts	30	100% Coursework	A	2	Compulsory	Non-Condonable
EDCM56	Small Independent Supported Study	30	100% Coursework	B	3	Compulsory	Non-Condonable
EDCM59	Disability & Society: An integrative approach to disability and impairment	30	100% Coursework	B/C	4	Compulsory	Non-Condonable
EDCM57	Dissertation	60	100% Coursework	B/C	5	Compulsory	Non-Condonable

MA Education (Disability pathway) Part Time:

Level 7-Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
EDCM53	Research Design	30	100% Coursework	A	Compulsory	Non-Condonable

EDCM56	Small Independent Supported Study	30	100% Coursework	B	Compulsory	Non-Condonable
EDCM59	Disability & Society: An integrative approach to disability and impairment	30	100% Coursework	B/C	Compulsory	Non-Condonable

Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
EDCM60	Disability & Society: Theorising disability in local contexts	30	100% Coursework	A	Compulsory	Non-Condonable
EDCM57	Dissertation	60	100% Coursework	B/C	Compulsory	Non-Condonable

MA Education (Early Years pathway) Full Time:

Module Code	Module Title	Credits	Assessment	Semester	Sequence	Compulsory/ Optional	Condonable/ Non-Condonable
EDCM53	Research Design	30	100% Coursework	A	1	Compulsory	Non-Condonable
EDCM63	Notions of Quality in Early Years Practice	30	100% Coursework	A	2	Compulsory	Non-Condonable
EDCM56	Small Independent Supported Study	30	100% Coursework	B	3	Compulsory	Non-Condonable
EDCM64	Transforming Early Years Practitioners: facilitating Reflective Learning	30	100% Coursework	B/C	4	Compulsory	Non-Condonable
EDCM57	Dissertation	60	100% Coursework	B/C	5	Compulsory	Non-Condonable

MA Education (Early Years pathway) Part Time:

Level 7-Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
EDCM53	Research Design	30	100% Coursework	A	Compulsory	Non-Condonable
EDCM56	Small Independent Supported Study	30	100% Coursework	B	Compulsory	Non-Condonable
EDCM64	Transforming Early Years Practitioners: facilitating Reflective Learning	30	100% Coursework	B/C	Compulsory	Non-Condonable

Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
EDCM63	Notions of Quality in Early Years Practice	30	100% Coursework	A	Compulsory	Non-Condonable
EDCM57	Dissertation	60	100% Coursework	B/C	Compulsory	Non-Condonable

MA Education (Educational Leadership pathway) Full Time:

Module Code	Module Title	Credits	Assessment	Semester	Sequence	Compulsory/ Optional	Condonable/ Non-Condonable
EDCM53	Research Design	30	100% Coursework	A	1	Compulsory	Non-Condonable
EDCM61	Strategic Leadership & Governance in Education	30	100% Coursework	A	2	Compulsory	Non-Condonable
EDCM56	Small Independent Supported Study	30	100% Coursework	B	3	Compulsory	Non-Condonable
EDCM62	Leadership in	30	100% Coursework	B/C	4	Compulsory	Non-Condonable

	Educational Contexts						
EDCM57	Dissertation	60	100% Coursework	B/C	5	Compulsory	Non-Condonable

MA Education (Educational Leadership pathway) Part Time:

Level 7-Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
EDCM53	Research Design	30	100% Coursework	A	Compulsory	Non-Condonable
EDCM56	Small Independent Supported Study	30	100% Coursework	B	Compulsory	Non-Condonable
EDCM62	Leadership in Educational Contexts	30	100% Coursework	B/C	Compulsory	Non-Condonable

Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
EDCM61	Strategic Leadership & Governance in Education	30	100% Coursework	A	Compulsory	Non-Condonable
EDCM57	Dissertation	60	100% Coursework	B/C	Compulsory	Non-Condonable

Delivery Pattern

Full-time (12 months) Plymouth Marjon Campus – MA Education (Generic, Early Years, Disability & Educational Leadership)

Pathway	Taught Input	Duration and Modules
MA Education	Up to 12 workshops and 1:1 tutorials	Semester A - EDCM53, EDCM55 Semester B - EDCM56 Semester B/C - EDCM54, EDCM57
MA Education (Disability)	Up to 12 workshops and 1:1 tutorials	Semester A - EDCM53, EDCM60 Semester B - EDCM56 Semester B/C - EDCM59, EDCM57
MA Education (Early Years)	Up to 12 workshops and 1:1 tutorials	Semester A - EDCM53, EDCM63 Semester B - EDCM56 Semester B/C - EDCM64, EDCM57
MA Education (Educational Leadership)	Up to 12 workshops and 1:1 tutorials	Semester A - EDCM53, EDCM61 Semester B - EDCM56 Semester B/C - EDCM62, EDCM57

Part-time (24 months)– MA Education (Generic, Disability, Early Years, Educational Leadership)

Year 1

Pathway	Taught Input	Duration and Modules
MA Education	Up to 6 workshops and 1:1 tutorials.	Semester A - EDCM53 Semester B - EDCM56 Semester B/C - EDCM54
MA Education (Disability)	Up to 6 workshops and 1:1 tutorials.	Semester A - EDCM53 Semester B - EDCM56 Semester B/C - EDCM59
MA Education (Early Years)	Up to 6 workshops and 1:1 tutorials.	Semester A - EDCM53 Semester B - EDCM56, Semester B/C - EDCM64
MA Education (Educational Leadership)	Up to 6 workshops and 1:1 tutorials.	Semester A - EDCM53 Semester B - EDCM56 Semester B/C - EDCM62

Year 2

Duration	Taught Input	Module
MA Education	Up to 6 workshops and 1:1 tutorials.	Semester A - EDCM55 Semester B/C - EDCM57
MA Education (Disability)	Up to 6 workshops and 1:1 tutorials.	Semester A – EDCM60 Semester B/C – EDCM57
MA Education (Early Years	Up to 6 workshops and 1:1 tutorials.	Semester A – EDCM63 Semester B/C - EDCM57
MA Education (Educational Leadership)	Up to 6 workshops and 1:1 tutorials.	Semester A – EDCM61 Semester B/C – EDCM57

Part-time (12 months) Marjon University Cornwall Campus – MA Education (Coaching and Mentoring)

Year 1

Pathway	Taught Input	Duration and Modules
MA Education (Coaching and Mentoring)	Up to 12 workshops and 1:1 tutorials	Semester X – PCMM51, PCMM52

Year 2

Duration	Taught Input	Module
MA Education (Coaching and Mentoring)	Up to 6 workshops and 1:1 tutorials.	Semester A – EDCM58 Semester B/C – EDCM56

Year 3

Duration	Taught Input	Module
MA Education (Coaching and Mentoring)	Up to 6 workshops and 1:1 tutorials.	Semester B/C – EDCM57

Structure and Points of Progression – Full time (1 year)

MA Education (Full time 1 year)

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
EDCM53	Research Design	30	1	January	
EDCM55	Becoming a Reflective Practitioner	30	2	December	Postgraduate Certificate
EDCM56	Small Supported Independent Study	30	3	April	
EDCM54	Values-Based Education	30	4	July	Postgraduate Diploma
EDCM57	Dissertation	60	5	September	MA Education

MA Education (Disability) (Full time 1 year)

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
EDCM53	Research Design	30	1	January	
EDCM60	Disability & Society: Theorising disability in local contexts	30	2	Dec	Postgraduate Certificate
EDCM56	Small Supported Independent Study	30	3	April	
EDCM59	Disability & Society: An integrative approach to disability and impairment	30	4	July	Postgraduate Diploma
EDCM57	Dissertation	60	5	September	MA Education (Disability)

MA Education (Early Years) (Full time 1 year)

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
EDCM53	Research Design	30	1	January	
EDCM63	Notions of Quality in Early Years Practice	30	2	December	Postgraduate Certificate
EDCM56	Small Supported Independent Study	30	3	April	
EDCM64	Transforming Early Years Practitioners: facilitating Reflective Learning	30	4	July	Postgraduate Diploma
EDCM57	Dissertation	60	5	September	MA Education (Early Years)

MA Education (Educational Leadership) (Full time 1 year)

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
EDCM53	Research Design	30	1	January	
EDCM61	Strategic Leadership & Governance in Education	30	2	December	Postgraduate Certificate
EDCM56	Small Supported Independent Study	30	3	April	
EDCM62	Leadership in Educational Contexts	30	4	July	Postgraduate Diploma
EDCM57	Dissertation	60	5	September	MA Education (Educational Leadership)

Structure and Points of Progression – Part-time (2 years)

MA Education (Part-time 2 years)

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
EDCM53	Research Design	30	1	January	
EDCM56	Small Supported Independent Study	30	2	April	Postgraduate Certificate
EDCM54	Values-Based Education	30	3	July	
EDCM55	Becoming a Reflective Practitioner	30	4	December	Postgraduate Diploma
EDCM57	Dissertation	60	5	September	MA Education

MA Education (Disability) (Part-time 2 years)

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
EDCM53	Research Design	30	1	January	
EDCM56	Small Supported Independent Study	30	2	April	Postgraduate Certificate
EDCM59	Disability & Society: An integrative approach to disability and impairment	30	3	July	
EDCM60	Disability & Society: Theorising disability in local contexts	30	4	December	Postgraduate Diploma
EDCM57	Dissertation	60	5	September	MA Education (Disability)

MA Coaching and Mentoring (Part-time 3 years)

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
PCMM51	Advanced Coaching & Mentoring	30	1	January	
PCMM52	Coaching & Mentoring in Practice	30	2	April	Postgraduate Certificate
EDCM58	Leadership in Context	30	3	July	
EDCM56	Small Supported Independent Study	30	4	December	Postgraduate Diploma
EDCM57	Dissertation	60	5	September	MA Education (Coaching and Mentoring)

MA Education (Early Years) (Part-time 2 years)

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
EDCM53	Research Design	30	1	January	
EDCM56	Small Supported Independent Study	30	2	April	Postgraduate Certificate
EDCM64	Transforming Early Years Practitioners: facilitating Reflective Learning	30	3	July	
EDCM63	Notions of Quality in Early Years Practice	30	4	December	Postgraduate Diploma
EDCM57	Dissertation	60	5	September	MA Education (Early Years)

MA Education (Educational Leadership)

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
EDCM53	Research Design	30	1	January	
EDCM56	Small Supported Independent Study	30	2	April	Postgraduate Certificate
EDCM62	Leadership in Educational Contexts	30	3	July	
EDCM61	Strategic Leadership & Governance in Education	30	4	December	Postgraduate Diploma
EDCM57	Dissertation	60	5	September	MA Education (Educational Leadership)

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

A Professional Advisory Group (PAG) has been established at Marjon University Cornwall and is constituted of representatives of all educational stakeholders in the county. This PAG has been useful for informing the MA Education programme about delivery.

13. Academic Progression Opportunities

On successful completion of the MA Education, holders of the award may opt to progress to doctoral study and/or other higher study to advance research and practice within their specialist field(s). A number of former students have opted to progress in this way and undertake doctoral study in areas such as naïve realism, forces children and Southwest literature and authors.

14. Employability and Career Progression Opportunities

Achieving the MA Education supports a range of career progression routes within education, training and professional development settings. MA Education graduates possess highly transferrable and advanced, adaptable skills. Most graduates are already employed and include Heads, Deputy Heads, Principals, Vice-Principals, Middle Leaders, subject experts/ trainers, military leaders and managers and work in a variety of educational and other settings. Other graduates from a range of environments including the military, private enterprise, health and other sectors have enhanced their CVs and wider professional practice and are thus able to progress and/or change careers.

Employability is embedded within the programme through an overarching focus of developing and enhancing students' knowledge and understanding, intellectual, practical and transferable skills in their specialist fields. This is achieved through a range of work-related, solutions-focused approaches to 'real world' issues including transformational and strategic change. The MA Ed pathways support students to develop and/or enhance the following employability skills:

- **Analytical thinking and innovation** – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- **Creativity, originality and initiative –** students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- **Critical thinking and analysis** – students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- **Complex problem-solving** – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- **Reasoning, problem-solving and ideation** – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- **Systems analysis and evaluation** – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way.

Digital Skills:

- **ICT Proficiency and Productivity** – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software).

- **Digital Collaboration, Participation, Communication** – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- **Finding Digital Information and Data Management** – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- **Digital Learning and Teaching** – students are able to identify and use digital learning resources, apps and services (e.g. the virtual learning environment, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- **Digital Problem Solving, Creation & Development** – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys).

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and 'on campus' students have full access to Marjon's facilities for academic and pastoral support and guidance. Students attending the programme at locations other than Marjon's Plymouth campus (e.g. Truro campus, distance and online students) are able to access the extensive support and guidance available online via the virtual learning environment and elsewhere, and via telephone, and Microsoft Teams. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Academic tutorial staff, including programme leaders, module leaders and tutors
- The university's Futures team
- Extensive library, and other learning resources, and facilities

- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer.

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the staff student liaison committee. In addition, students will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

17. Other Stakeholder Feedback

Feedback from graduates is actively sought and a number of graduates have been only too willing to offer testimonials for the programme's website. Consultations request that partners and staff authentically respond to the course to ensure the enhancement of the provision to meet industry and education professional needs from both internal and external perspectives. In addition, feedback from wider stakeholders is captured through the Academic Link Tutor liaison with approved partners where Masters' provision is validated to that partner e.g. Exeed College

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed, and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.