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# School of Education

## Masters in Education

MA • Diploma • Certificate

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[www.nottingham.ac.uk/education](http://www.nottingham.ac.uk/education)



A unique modular and flexible programme designed to reflect the needs of individuals or organisational cohorts. This guide is offered to assist you in choosing the best programme of study to support your professional development

The Masters in Education is a unique modular programme of study designed to support both individual and organisational development. While each subject area has its own particular focus, all are concerned with investigating contemporary educational issues in the light of economic and social contexts, appropriate literature and the shared experience of course members.

The overall purpose of the Masters programmes is to deepen and refine your capacity for critical reflection on your practice as well as on the mental models which inform your work. Systematic inquiry is therefore an organising principle that underpins all modules on the programme, and you will be encouraged to identify issues that are significant to you and your organisation.

A hallmark of the MA in Education is its commitment to equity and diversity, and its flexibility to meet the needs of individuals and

organisations. Flexibility is evident in terms of offering students:

- a range of exit points en-route to a full Masters programme;
- a range of module options to create a personally and professionally meaningful qualification;
- a range of modes of delivery to take account of individual needs and professional contexts.

Whether you are an applicant or an offer holder, an individual or an organisation, this information will help you decide which route you would like to take through the course.

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# Programme Information

**All Masters programmes in the School have been designed to offer course members a range of entry and exit points dependent on the number of Masters level (M level) credits they have achieved.**

## Entry Requirements

To gain a place on the MA Education you need at least:

- a second class honours degree
- a teaching qualification (e.g. PGCE; PGCCE; PGCHE)
- some classroom experience (see experience requirements of each module)

If you do not have all of these you may be eligible for Accreditation of Prior Learning (APL) or Accreditation of Prior Experiential learning (APEL).

If English is not your first language, you must fulfill as a minimum **one** of the following conditions:

- IELTS 6.5 (no less than 6.0 in any element)
- TOEFL 87 (no less than 21 in listening and writing, 22 in reading and 23 in speaking)

## Exit points

For the award of the **Postgraduate Certificate** you are required to achieve at least a pass in modules totalling 60 credits. If you register for the Certificate and successfully complete the modules you have chosen, including written work, you may choose to proceed to the diploma stage rather than be awarded a Certificate.

For the award of the **Postgraduate Diploma** you are required to achieve at least a pass in modules totalling 120 credits. If you register for the Diploma and successfully complete your preferred modules, including written work, you may choose to proceed to the Masters stage rather than be awarded a Diploma.

For the award of the **MA in Education** you are required to achieve at least a pass in modules totalling 120 credits and the dissertation (60 credits).

## Accreditation of Prior (Experiential) Learning

If you have prior learning or experience at an appropriate level, you may apply for exemption from up to a maximum of 80 credits.

Accreditation of prior learning (APL) or prior experience (APEL) is a means of allowing students with existing achievements, skills and knowledge gained through formal university study, teacher training or professional practice to be exempted from elements of a further qualification. This scheme is of particular benefit to mature learners who want to re-enter education, and those who want to reduce the overall time of study.

Applications for consideration under this scheme should be made at the time of application for admission, and at least four weeks before the course starts.

**All APL and AP(E)L applications for this programme are processed FREE of CHARGE.**

### PGCE Applicants:

If you are a University of Nottingham PGCE student who started your course on or after September 2006 and have masters credits with marks of 53 or above, you are entitled to APL these to the MA in Education. If you are a University of Nottingham PGCE student who studied with us prior to September 2006, please contact us for further information:  
Tricia King (Taught Programmes Administrator)  
Tel: +44(0) 115 951 4445  
Email: tricia.king@nottingham.ac.uk

If you have masters' level credits from another institution you are entitled to apply for APL.

If you hold a PGCE (post 2006) from another institution and/or have appropriate experience, you may be able to apply for accreditation of prior experience or learning of up to 80 credits into the full MA programme.

# Modules

There are currently two core modules and an extensive choice of elective modules, one of which is available to cohorts only.

Please note that in addition to those listed below, you are allowed to take **one** module from the MA in Education (Flexible), these modules can be seen online at [www.nottingham.ac.uk/education](http://www.nottingham.ac.uk/education)

<b>Core Modules</b>	<ul style="list-style-type: none"> <li>• Planning Practice Based Inquiry (30 credits). Also offered with a leadership focus**</li> <li>• Dissertation (60 credits)</li> </ul>	
<b>Elective Modules</b>	<b>Titles</b> (all are 30 credits unless indicated)	<b>Available in Summer School*</b>
Educational Leadership and Management	<ul style="list-style-type: none"> <li>• Understanding Individual and Organisational Development</li> <li>• Issues in Educational Leadership</li> <li>• Planning Practice Based Inquiry (This can be taken as the core module with an explicit leadership focus)**</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> </ul>
International Higher Education	<ul style="list-style-type: none"> <li>• Improving the Student's Learning Experience: Pedagogical Theory and Practice</li> <li>• Society and Higher Education: Politics, Policy and Pedagogy</li> <li>• Conducting Research into Higher Education Policies and Practices</li> <li>• Transnational Higher Education</li> </ul>	
Human Relations	<ul style="list-style-type: none"> <li>• Effective Groupwork for Classroom Practice</li> <li>• Counselling for Education</li> <li>• Developing Good Practice in PSHE and Citizenship Education</li> </ul>	
Learning, Technology and Education	<ul style="list-style-type: none"> <li>• ICT and Instructional Design (10 credits) <b>plus</b></li> <li>• Theorising Learning (20 credits)</li> <li>• The Social Contexts of Educational Technology</li> </ul>	
Special Needs	<ul style="list-style-type: none"> <li>• Behaviour/Relationship Management</li> <li>• Personal, Social and Emotional Development</li> <li>• Understanding and Supporting Mental Well-Being</li> <li>• Understanding and Supporting Students with Dyslexia/Reading Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> </ul>
General Education	<ul style="list-style-type: none"> <li>• Understanding Curriculum, Learning and Assessment</li> <li>• Learning Through an Additional Language (EAL/CLIL)</li> <li>• Inquiry-based Learning (IBL) in the STEM Disciplines</li> <li>• Conducting and Evaluating Practice Based Inquiry (<b>Cohort programme only</b>)</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>

## \* Summer School

The Education Summer School takes place annually over a three week period commencing the last week in July. Summer School offers the opportunity to study one or two 30 credit modules in intensive teaching blocks, with continued academic support available during the subsequent period of self-guided study. Summer School modules can be combined with modules provided during other semesters. It is also possible to study four modules over two Summer School periods.



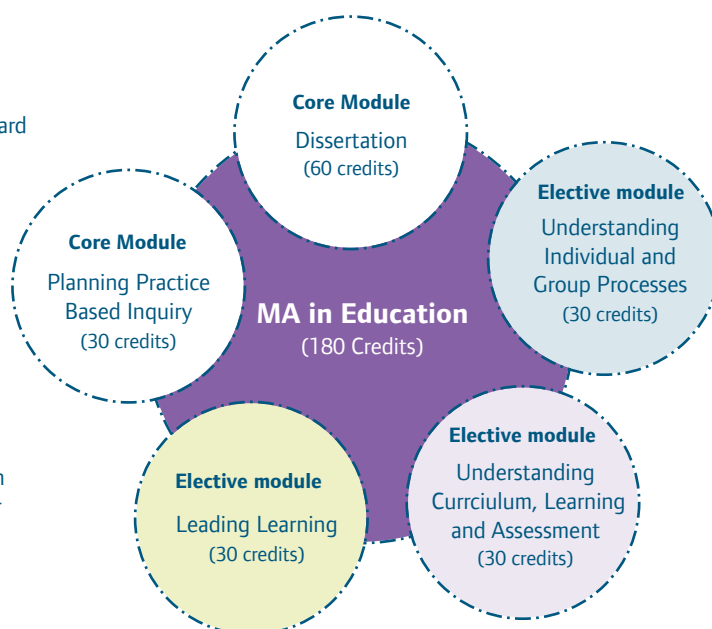
## Individual Applicants

Enhancing your capacity for systematic inquiry is fundamental to the MA in Education. To enable you to develop the confidence and competence to embed inquiry in your everyday practice as an educator you must study the 30 credit core module in Planning Practice Based Inquiry.

From the available elective modules, listed on page 3, you then select other modules (totalling 90 credits). (You will have the opportunity to discuss the best route for you.)

The remaining 60 credits is achieved from the dissertation which is also core.

### An example of a personalised individual MA in Education award



### How long does it take?

The course team aim to ensure that you are able to complete all components of the taught stage and the dissertation stage within the appropriate period of registration, which depends on whether you are studying full-time or part-time. The following course outline should guide your initial planning.

#### Part-time over two years (maximum 4 years registration)

Year 1	Year 2	Please note that you might substitute a Summer School module for one module in each year.
Module 1	Module 3	
Module 2	Module 4	
	Dissertation Module	

#### Full-time over 1 year (maximum 2 years registration)

Semester 1	Semester 2	Please note that you might substitute a Summer School module for one module in semester one and/or two.
Module 1	Module 3	
Module 2	Module 4	
	Dissertation Module	

### When are classes scheduled?

The MA Education offers a flexible approach to planning your study. There are different modes of study available to you. Modules are taught in a variety of ways to ensure access to the curriculum.

These may include:

- ten weekday twilight sessions over the course of a semester or academic year;
- five weekend days over the course of a semester;
- Summer School (intensive 5 day block per 30 credit module).



## Cohort Applications

The School of Education welcomes approaches from educational organisations looking for a bespoke programme for their own staff, perhaps in collaboration with other local organisations (e.g. partner schools, feeder schools, special schools, PRU, FE colleges, integrated services) to create or develop a local network of educators learning together. Enhancing individual and organisational capacity for systematic inquiry is fundamental to the MA in Education. To enable staff to develop the confidence and competence to embed inquiry into their everyday practice as educators the 30 credit core module **Planning Practice Based Inquiry** is studied by all course members.

Staff may for example, wish to investigate presenting issues in their classrooms (e.g. how to engage individual or groups of students in a particular set of tasks) or the wider institution (e.g. listening to student and parent voices). Their learning will not only enhance staff understanding of the issue but also embed inquiry into the process of effecting change over time. In this way the course is designed to support the development of a learning community within the organisation or across local educational providers and to meet the personal and professional needs of staff.

### Module Delivery

Staff from the School of Education will deliver the modules on your own premises or in a local community setting, usually for a group of 10 or more staff, and sessions will be scheduled by negotiation with group members. These may take place in any of the following formats or a combination of all three:

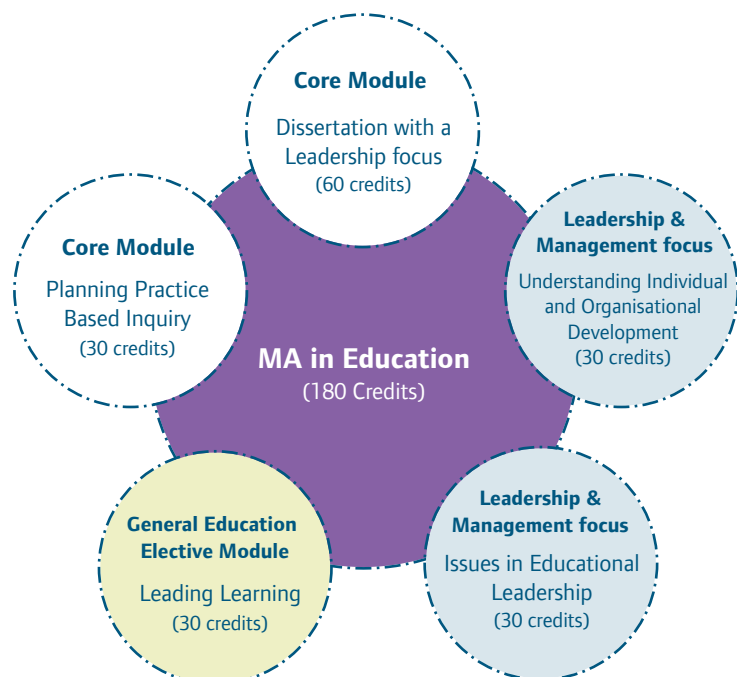
- during twilight sessions after school;
- on Inset days;
- on weekend or holiday days.

There are essentially two routes organisational cohorts may take towards achieving the MA in Education and these are outlined below:

### Whole Cohort

This route is aimed at a coherent group of staff (e.g. middle leaders, pastoral and integrated services staff) who would follow a specific sequence of modules. In order to develop this learning community all participating staff will begin with the **Planning Practice Based Inquiry** module (30 credits). From this point on the participating staff would follow a course of study together.

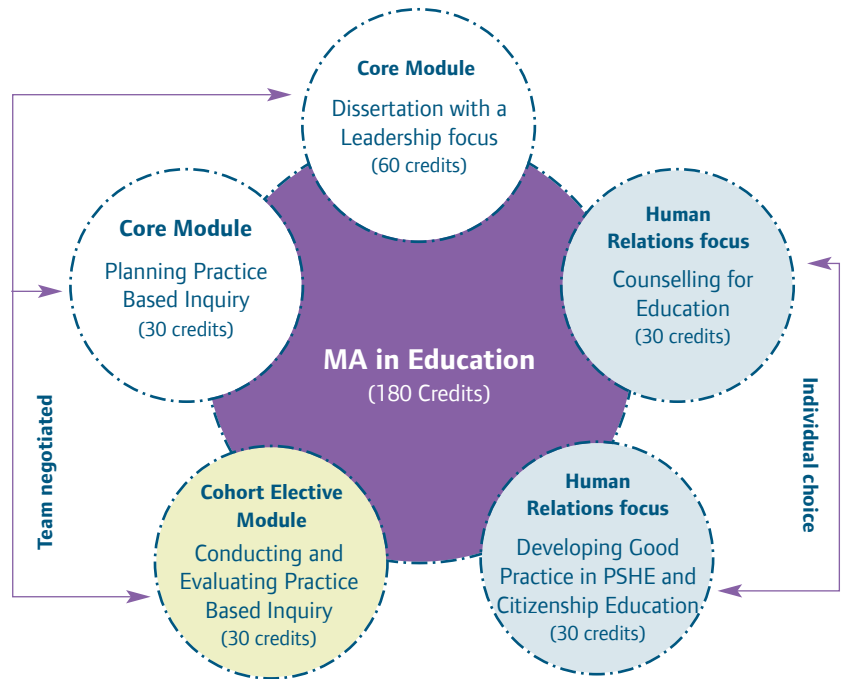
**Example:** Staff with a particular interest in leadership and management might choose the following modules to obtain a **MA in Education** award.



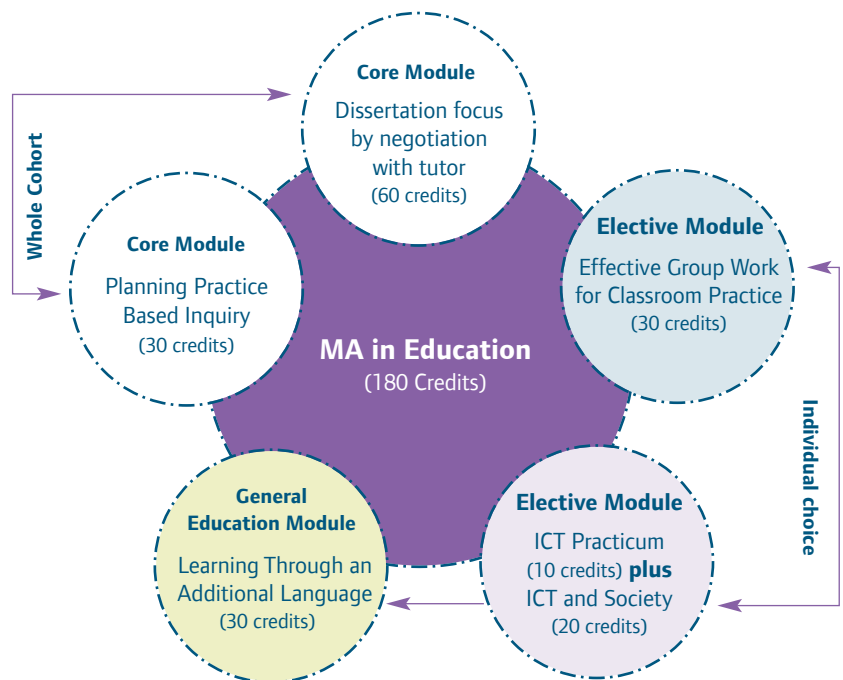
## Team Negotiated/Individual Choice

If the staff group is more diverse and has a range of professional interests and needs, then individuals may diversify following one or two shared modules towards a MA in Education.

**Example:** a SENCO or a school counsellor might choose this combination of modules for the award of **MA in Education** with a Human Relations focus.



**Example:** A mainsteam teacher might choose the following for a **MA in Education** award.



In these examples, the whole staff modules will be taught on your premises at a negotiated mutually convenient time, whereas staff who choose individual modules from the available list of modules (see page 3) will attend scheduled classes at The University of Nottingham, Jubilee campus during twilight sessions, at weekends or through Summer School, according to module availability and personal preference.

All students will have access to full University facilities and to academic tutors to support their learning.

Further details on cohort applications can be obtained from Dr Mary Bailey, the course leader for the MA in Education.

T: +44 (0) 115 951 4539 E: [mary.bailey@nottingham.ac.uk](mailto:mary.bailey@nottingham.ac.uk)



## Elective Modules

### Educational Leadership and Management

These modules are designed for middle and senior managers and leaders in schools and post-compulsory educational organisations in the UK and overseas, and those who advise these managers and leaders, e.g. Local Authority staff, educational consultants, policy advisors.

**Three modules are offered:**

- Understanding Individual and Organisational Development (30 credits)
- Issues in Educational Leadership (30 credits)
- Practice Based Inquiry (30 credits) can be taken as the core module with an explicit leadership focus

Key Points	
<b>Mode of Study</b>	can be taken part-time or full-time.
<b>Mode of Sessions</b>	run in evening and/or weekend sessions in Autumn and Spring semesters and in block study during Summer School.
<b>Experience Requirement</b>	we would normally expect you to have two years' experience in a relevant context.

### International Higher Education

These modules are offered to anyone interested in understanding how to improve higher education teaching and learning and are designed to build on the professional competence and expertise of participants who will have a broad range of responsibilities for teaching and learning. They encourage critical investigation of practices, policies and theories of higher education pedagogy within the context of contemporary society.

**Modules offered:**

- Society and Higher Education: politics, policy and pedagogy (30 credits)
- Improving the Student's Learning Experience: Pedagogical Theory and Practice (30 credits)
- Conducting Research into Higher Education Policies and Practices (30 credits)
- Transnational Higher Education (30 credits)

Key Points	
<b>Mode of Study</b>	can be taken part-time or full-time.
<b>Mode of Sessions</b>	each module takes one semester and takes place in 3 x 2-day blocks. The 4 modules are spread over two academic years.
<b>Experience Requirement</b>	we would normally expect you to have two years' experience in a relevant context.

## Human Relations

These modules aim to develop both theoretical understanding and practical skills for the effective management of human relations in a wide range of personal and organisational contexts. Modules are conducted experientially using a workshop format that enables participants to develop self-awareness, increase their understanding of human relations theory, and practise strategies for improving their own personal and professional relationships.

These modules are designed for people from the helping professions and is particularly relevant for teachers, lecturers, tutors, management trainers and other workers involved in Integrated Services, such as health service personnel, youth workers, social workers, counsellors and probation officers.

### Three modules are offered

- Effective Group Work for Classroom Practice (30 credits)
- Counselling for Education (30 credits)
- Developing Good Practice in PSHE and Citizenship Education (30 credits)

### Key Points

<b>Mode of Study</b>	can be taken part-time or full-time.
<b>Mode of Sessions</b>	part-time students can take one module and full-time students two modules in each semester, run in evening sessions, or in block study during Summer School.

## Learning, Technology and Education

2 modules studied alongside each other = 30 credits

### ICT and Instructional Design

A short 10-credit module giving an overview of major themes in the area. Some opportunity for hands on work – but not a training course. Topics will be: The historical and theoretical basis of instructional design; design for learning spaces; tools for the design of learning episodes; the design of materials that teach.  
AND

### Theorising Learning

A 20-credit module covering topics such as: Associative models of learning Cognitive models of learning; Constructivist models of learning; Cultural, situated and connectionist models of learning; Understanding learners and learning.

### Key Points

<b>Mode of Study</b>	can be taken part-time or full-time.
<b>Mode of Sessions</b>	run in evening sessions in Autumn and Spring semester.
<b>Experience Requirement</b>	you would normally be an education practitioner.

### The Social Contexts of Educational Technology (30 credits)

To develop an understanding of the societal context within which educational innovation with ICT occurs; to understand the institutional dimension of creating and sustaining ICT innovation; to understand theories of effective interpersonal learning interactions and the relevance of ICT to their mediation.

## Special Needs

These modules are designed for individuals who have an interest in increasing their knowledge and skills in the field of special needs. They are popular with students from the UK and a range of international and professional backgrounds. Participants may take two or three of the available modules, which explore multi-theoretical aspects of:

- Behaviour/Relationship Management: from Theory to Practice (30 credits)
- Personal, Social and Emotional Development (30 credits)
- Understanding and Supporting Mental Well-Being (30 credits)
- Understanding and Supporting Students with Dyslexia/Reading Difficulties (30 credits)

The modules include both teaching and experiential activities and are supplemented by an induction day and a study weekend in January each year, which focuses on general special needs issues, critical thinking, severe learning difficulties and sensory impairments.

Key Points	
<b>Mode of Study</b>	can be taken part-time or full-time.
<b>Mode of Sessions</b>	part-time students can take one module and full-time students two modules in each semester, run in twilight sessions. Two modules available each Summer School on a rotating basis.

## Understanding Curriculum, Learning and Assessment Module

This module is strongly recommended for early career teachers and addresses issues of learning and teaching, from curriculum to assessment. It places an emphasis on understanding the relationships between policy, research and professional practice in educational organisations. Students are encouraged to draw evidence from and research the educational contexts in which they work. Please ask for information on the next cycle of presentation of the modules.

Key Points	
<b>Mode of Study</b>	can be taken part-time or full-time.
<b>Mode of Sessions</b>	run in evening sessions either year round or at Summer School on an annual rotating basis.
<b>Experience Requirement</b>	you would normally be an education practitioner or have access to a classroom setting in order to complete the assessment.

## Learning Through an Additional Language (EAL/CLIL)

This module is recommended for both language and subject teachers who aim to enhance their practice in English as an Additional Language (EAL) or Content and Language Integrated Learning (CLIL) contexts. It considers the theories underpinning effective practice in teaching content subjects and themes through an additional language and how these impact on practice. Research fields which feature in the module include input/output theories from second language acquisition, theories of scaffolding, cognitive learning theory and communicative theory. The intention throughout is to identify effective practice and rationalise it from these theories.

Key Points	
<b>Mode of Study</b>	can be taken part-time or full-time.
<b>Mode of Sessions</b>	run in evening and Saturday sessions in Spring semester.
<b>Experience Requirement</b>	you would normally be an education practitioner.

## Inquiry-Based Learning (IBL) in the STEM Disciplines

This module is designed for suitably-qualified professionals, such as science and mathematics teachers or former teachers in primary and secondary schools and colleges in the UK and EU.

The module considers three aspects of inquiry-based learning (IBL) in primary and secondary science and mathematics. These relate to research and policy, to pedagogy and to classroom activity. Each of the aspects will be considered from theoretical and practical viewpoints.

For more information please contact Dr Len Newton by emailing [len.newton@nottingham.ac.uk](mailto:len.newton@nottingham.ac.uk)

Key Points	
<b>Mode of Study</b>	can be taken part-time or full-time.
<b>Mode of Sessions</b>	run in daytime sessions in the Spring semester.
<b>Experience Requirement</b>	you would normally be an education practitioner. You need access to a primary or secondary school/college environment in order to benefit fully from the course content and to complete the module assessment.

## Cohorts only

### Conducting and Evaluating Practice Based Inquiry

This module will build upon the 'Planning Practice Based Inquiry' module. Much of its content, structure and organisation will stem from the process of inquiry itself, including:

- planning and carrying out an individual or collaborative classroom or school-based inquiry;
- evaluating its effectiveness
- producing an analytical, reflexive account of the experience (which will be the basis of the module assignment).

Teaching will be primarily in the form of individual and group support and presentation and use of selected readings relevant to the inquiry conduct and evaluation.

Key Points	
<b>Mode of Study</b>	available to organisational cohorts only
<b>Mode of Sessions</b>	by negotiation with cohort members in Autumn and Spring semester
<b>Experience Requirement</b>	you would normally be an education practitioner

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## Further Information

### Fees

For up to date fee information please visit the University of Nottingham finance website.

[www.nottingham.ac.uk/fees/tuitionfees/postgraduatetaughtcourses.aspx](http://www.nottingham.ac.uk/fees/tuitionfees/postgraduatetaughtcourses.aspx)

### How to Apply

Applications are accepted throughout the year at <http://pgapps.nottingham.ac.uk>.

However, please be aware that the following deadlines apply if you want to ensure that your application is considered in time for a specific semester or for summer school:

- 1 September for Autumn semester
- 1 December for Spring semester
- 1 July for Summer School.

Please ensure you select the correct course and do not apply for the MA in Education (flexible).

#### Course staff

**Dr Mary Bailey**  
Course Leader

**Lucy Woodhead**  
Taught Courses Administrative Assistant

**Tricia King**  
Taught Courses Administrator and AP(E)L Co-ordinator

Please contact any of the staff via email using the following address: [MAEducation@Nottingham.ac.uk](mailto:MAEducation@Nottingham.ac.uk)

Telephone enquiries can be made to Lucy Woodhead on +44 (0) 115 951 4456

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#### Minimum Numbers

Please note that all our MA programmes are subject to a minimum recruitment. We reserve the right to cancel a course or module, if our minimum numbers are not met. If we need to cancel either we will make you an alternative offer.