

Programme Specification

Award and title: MA Education

<i>School:</i>	Education, Language and Psychology
<i>Subject area:</i>	Children, Young People and Education
<i>Entry from academic year:</i>	2024-25
<i>in the month(s) of</i>	September
<i>Awarding institution:</i>	York St John University
<i>Teaching institution:</i>	York St John University
<i>Delivery location:</i>	York St John University
<i>Programme/s accredited by:</i>	N/A
<i>Exit awards:</i>	Postgraduate Certificate Education ¹ Postgraduate Diploma Education
<i>UCAS code / GTTR / other:</i>	N/A
<i>Joint Honours combinations:</i>	N/A
<i>QAA subject benchmark statement(s):</i>	Education Studies (2019), Master's degree characteristics statement (2020)
<i>Mode/s of study:</i>	Postgraduate periods of study for part time Or 16-month fast-track route
<i>Language of study:</i>	English
<i>Paired with Foundation Year</i>	No
<i>Study abroad opportunities:</i>	No
<i>Opt-in YSJU Placement Year opportunity:</i>	No

Introduction and special features

The MA Education offers the opportunity to engage in critical debate about current policy issues and developments in education and to relate these to practice. The programme is ideal if you are currently working in the education sector wishing to develop the critical and analytic skills required for career progression. It is also relevant if you are newly qualified, retraining, returning to the education sector after a break or looking to develop research expertise in education. It is relevant to the wider education sector, such as schools, universities, colleges, museums, adult education, prisons, early years, mentoring and youth work, community education, educational research, and education policy. Being part of a professional learning community will enable you to learn from other students' experiences of diverse educational settings and explore fundamental questions about the nature and purpose of education. Recognising that we work in a global context, the theme of global, national and local runs throughout the programme, encouraging you to explore the interconnected nature of education across the world and how global phenomena impact national and local policy and practice.

This is a two-year part time programme. If you have a recent PGCE, gained within the last five years, or both a PGCE and a recent national leadership qualification (NPQML, NPQSL, NPQHT), with the latter

¹ Postgraduate Certificate Education is only applicable for students on the full MA Education programme.

gained within the last five years, it is possible to apply for a fast-track route which leads to an MA after 16 months of part-time study.

The programme is delivered as blended learning, with all face-to-face taught content at weekends, allowing you to study flexibly around work commitments. It focusses on critical analysis, equipping you with a range of transferable skills such as problem solving, the confidence to question established practice, communicating to a range of audiences, and the ability to 'think on your feet', providing appropriate critical responses in a professional environment. A broad focus on local, national and global practice and policy is embedded throughout the programme, allowing you to evaluate a range of educational practices and policies. You will gain MA-level research skills and carry out an independent research project in the final Dissertation or Professional Project module. In addition, the two-year route provides the opportunity to choose a specialist module on either evaluating inclusion or critical approaches to educational leadership according to your career plans.

Our academic team has expertise in social justice in education, especially regarding children, young people, student, staff and parent voices in education. We research critical pedagogies, risk, mental health and well-being, autism, governance and leadership, education policy and early childhood. Our staff draw on a range of research methodologies including participatory research, action research, democratic research, critical discourse analysis, and quantitative methodologies. Whilst we are academics in higher education we all have experience in education in a broad range of settings including adult education, schools, early years settings, informal and community education and we still work with educational settings through our research, professional work and in voluntary roles such as school governance.

Special features:

- A focus on critical approaches to education globally, nationally and locally, applying thinking to issues of significance in your own sector, institution, professional practice and beyond.
- Face-to-face taught content at weekends, offering flexibly around work commitments.
- A blended learning approach where you prepare for taught sessions and assessments in your own time, benefitting from online discussion forums and tutor support.
- The option of completing the MA in 16 months if you have a recent PGCE or national leadership qualification.
- Networking and support opportunities from our community of postgraduate scholars: MA Education, MA Special Educational Needs and Inclusion.
- Diverse reading material which includes voices that are marginalised in the traditional academic literature: novels, memoirs, documentaries, open access books and theses from the Global South.
- The flexibility to choose either a dissertation or a professional project carried out in your educational setting.

Admissions criteria

You must meet the minimum entry requirements which are published on the programme specific webpage.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Recognition of prior learning \(RPL\)](#). We also consider applications for entry with advanced standing.

Programme aim(s)

This programme provides a critical space for you to research, analyse and evaluate how global, national and local phenomena impact education policy and practice. You will develop a range of strategies to critically reflect on the tensions between your own values and the demands of different educational contexts,

communicating your thinking in a range of situations at a critical, theoretical, and analytical level to different audiences.

Programme learning outcomes

Upon successful completion of the programme, you will be able to:

- 7.1 Investigate and evaluate the interconnected nature of global, national and/or local education contexts
- 7.2 Critically reflect on personal values and practices, navigating the resulting tensions and implications within educational contexts.
- 7.3 Use appropriate techniques to analyse, synthesise and evaluate a range of theoretical and empirical sources to construct a sustained critical argument.
- 7.4 Communicate your thinking and findings professionally in a range of ways, to a range of audiences.
- 7.5 Engage with the ideas and work of other professionals in a professional environment, analysing their arguments and providing appropriate critical responses.
- 7.6 Demonstrate professional and research skills such as time and project management, including the appropriate use of technology for collecting data, analysing data and presenting work, problem solving, and soliciting and responding to feedback.
- 7.7 Design and carry out an original dissertation or professional project with due consideration of ethical issues.

Programme structure (two-year route)

Code	Level	Term	Title	Credits	Module status	
					Compulsory (C) or optional (O)	non-compensatable (NC) or compensatable (X)
CYE7001M	7	Yr 1 term 1	Critical Approaches to Education	30	C	X
CYE7002M	7	Yr 1 term 2	Methods of Enquiry	30	C	X
CYE7003M	7	Yr 1 term 3	Contemporary Issues: Global, National, Local	30	C	X
CYE7004M	7	Yr 2 term 1	Evaluating Educational Leadership	30	O	X
EDU7030M	7	Yr 2 term 1	Evaluating Inclusion	30	O	X
CYE7005M	7	Yr 2 terms 2 and 3	Dissertation or Professional Project	60	C	NC

Programme structure (fast-track route)*

Code	Level	Term	Title	Credits	Module status	
					Compulsory (C) or optional (O)	non-compensatable (NC) or compensatable (X)
CYE7001M	7	Yr 1 term 1	Critical Approaches to Education	30	C	X
CYE7002M	7	Yr 1 term 2	Methods of Enquiry	30	C	X
CYE7005M	7	Yr 1 term 3 and yr 2 term 1	Dissertation or Professional Project	60	C	NC

*plus 60 credits RPL (refer to page 1).

Any modules that must be passed for progression or award are indicated in the table above as non-compensatable. A non-compensatable module is one that must be passed at the relevant level (with a mark of 50) in order to progress.

Learning, teaching and assessment

The programme is designed so that you can study flexibly around your work and other commitments. All face-to-face taught sessions are delivered at weekends. If you are on the two-year route, you attend taught sessions on eight weekends over four terms (normally in October, November, January, February, May, June, October, November), with the Dissertation or Professional Project submitted the following August. If you are on the fast-track route, you attend taught sessions on four weekends over two terms (normally in October, November, January, February), with the Dissertation or Final Project submitted the following January.

Our blended learning approach gives you the flexibility to prepare for taught sessions and assessments in your own time. As well as the weekend taught sessions, you will normally have eight hours of online 'asynchronous' teaching per module. This will include pre-recorded lectures, online discussion forums and guided reading. In addition, you will receive up to 30 minutes of one-to-one or group tutorial support per module.

You will be part of a supportive and inspiring community of postgraduate scholars. Our programme design offers excellent networking opportunities since all taught content from our MA programmes is delivered on the same days, allowing you to meet students in the first/second year of the MA Education, and students on the MA Special Educational Needs and Inclusion. Networking opportunities are embedded in the weekend taught sessions.

Our approach is critical and wide-ranging. We consider educational theories and practices from across the world. Through our library you will have access to reading materials that include voices marginalised in the traditional academic literature: novels, memoirs, documentaries, open access books and theses from the Global South.

To help apply and reflect on your learning, you will take part in a range of formative assessments such as group projects and presentations, benefitting from verbal and written peer and tutor feedback which will support you to develop your ideas. Your first summative assessment will be a creative artefact or reflective journal, designed as a thought-provoking introduction to MA level concepts and approaches. This will inspire you to identify an issue that you will go on to critically analyse in your next assessment which is an essay. Your final summative assessment will be a reflective video presentation of your Dissertation or Professional Project findings, designed to help you promote your MA level skills and knowledge in your next career steps.

Progression and graduation requirements

The University's [general regulations for](#) postgraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section as non-compensatable.

Internal and external reference points

This programme specification was formulated with reference to:

- [University mission and values](#)
- [University 2026 Strategy](#)
- [QAA subject benchmark statements](#)
- [Frameworks for Higher Education Qualifications](#)

Date written / revised: March 2021

Programme originally approved: 22 April 2021