

DEFINITIVE COURSE RECORD

Course Title	MA Education Studies
Awarding Bodies	University of Suffolk
Level of Award ¹	FHEQ Level 7
Professional, Statutory and Regulatory Bodies Recognition	None
Credit Structure ²	180 Credits at level 7
Mode of Attendance	Full-time or part-time
Standard Length of Course ³	1 year full-time
Intended Award	MA Education Studies
Named Exit Awards	PgD Education Studies; PgC Education Studies
Entry Requirements ⁴	Typical offer: Have a Bachelors Honours degree 2:2 from a UK university or other recognised degree-awarding body; have experience working in an educational setting.
Delivering Institution	University of Suffolk

This definitive record sets out the essential features and characteristics of the MA Education Studies course. The information provided is accurate for students entering level 7 in the 2024-25 academic year.

Course Summary

The MA Education Studies course is an innovative programme designed for people with experience of working in an educational setting who wish to focus on their professional development alongside a postgraduate qualification. The MA Education Studies course enables educational practitioners to formally engage in focused study with meaning and purpose, to refine their goals in the profession and their work in their setting. It is based on an informed and critical approach to the academic study of education and is intended to reflect both the desires and ambitions of postgraduate students and the philosophical traditions and current development in the field. The course provides participants with the opportunity to engage critically with contemporary educational research, develop an informed understanding of different methodologies and research techniques and undertake their own research study, developing expertise in a particular field of interest. The course is suited to anyone with practice experience and provides a clear progression route for those who have completed level 7 qualifications such as the PgC or Postgraduate Certificate Academic Practice (PGCAP).

¹ For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

² All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

³ Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Taught Postgraduate Awards](#).

⁴ Details of standard entry requirements can be found in the [Admissions Policy](#) and further details about Disclosure and Barring Checks (DBS) can be found on the [University's DBS webpage](#).

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Course Aims

- to offer an innovative, dynamic and flexible programme that critically considers developments in the academic study of education
- to advance students' knowledge of a particular field of study in which they have some prior knowledge or experience through previous study or employment; and to encourage them to take ownership and responsibility for their own learning
- to advance students' knowledge of the complex relationship between theory policy and practice
- to provide a robust theoretical framework for students to develop an integrated and critical understanding of education and to cultivate a critical and analytical approach to contemporary methodological advances in educational research
- to develop in students a range of intellectual skills reflecting both the ethos of lifelong learning and the rigour required at level 7; a high level of autonomy and initiative, originality alongside integrity and ethical judgement in their advanced scholarship; and to become influential and effective specialists in the field of education.

Course Learning Outcomes

The following statements define what students graduating from the MA Education Studies course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 7 awards as set out by the UK Quality Assurance Agency (QAA).⁵

1. Have a systematic understanding, and knowledge about theory and practice in the field of education
2. Have a critical awareness of knowledge, current problems and/or new insights, much of which is at, or informed by, the forefront of field of study, area of professional practice and/or research area
3. Be able to clearly construct and organise written arguments in a scholarly manner, following academic convention
4. Clearly communicate oral arguments to a specialist and non-specialist audience
5. Be able to critically evaluate recent and relevant educational research and scholarship in an informed and systematic way
6. Be able to demonstrate originality in the application of knowledge for example to problem solving in new or unfamiliar environments or showing creativity through the dealing of complex issues
7. Be able to act autonomously, and exercise initiative, making decisions in complex and unpredictable situations; applying ethical judgement

⁵ As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

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8. Have a detailed and critical understanding of the research process making connections between methodological assumptions, research design and research findings
9. Be able to evaluate and critique research methodologies and methods
10. Have a systematic and practical understanding of how established research techniques are used to create/interpret knowledge in education and make sound judgements in the absence of complete data and where applicable propose new hypotheses

Course Design

The design of this course has been guided by the following QAA Benchmark:

- Education Studies (2019)

Course Structure

The MA Education Studies comprises modules at level 7.

Module Specifications for each of these modules are included within the course handbook, available to students on-line at the beginning of each academic year.

	Module	Credits	Module Type ⁷
Level 7: 180 credits from the following			
	Reflective Practice	40	Requisite
	Independent Learning: Short Project	20	Optional
	Applying Theory in Educational Research	20	Requisite
	Principles of Research	20	Mandatory
	Technology Enhanced Learning and Teaching	20	Optional
	Mentoring and Coaching in Education	20	Optional
	Leadership for Educational Change and Improvement	20	Optional
	Enhancing Practice to Empower Looked After Children: Trauma, Attachment and Educational Provision	20	Optional*
	Globalisation, Social Justice and Children's Rights	20	Optional*
	Dissertation	60	Mandatory

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*Optional modules Enhancing Practice to Empower Looked After Children: Trauma, Attachment and Educational Provision (20 credits) and Globalisation, Social Justice and Children's Rights (20 credits) is available from the MA Childhood Studies course.

Optional modules available in any year will be communicated to you prior to your enrolment to facilitate module choice. Some optional modules may not run in every year of study, and the availability of optional modules depends on the level of student demand, the availability of specialist staff and timetabling constraints. In addition, we regularly review our curriculum to ensure it is up-to-date, relevant, draws on the latest research and addresses contemporary issues. As a result, the modules we offer may change over the course of your degree.

Awards

On successful completion of the course, students will be awarded a MA Education Studies. Students who leave the course early may be eligible for a PgD Education Studies on successful completion of 120 credits or a PgC Education Studies on successful completion of 60 credits.

Course Delivery

The course is delivered at Ipswich. Students studying full-time are likely to have approximately 144 hours of tutor-structured learning across the course depending on module choice. Tutor-structured learning will be a mix of tutorials, lectures, seminars, workshops, practical activities and guided learning activities through our online learning environment (OLE). The Online Learning Environment (OLE) provides opportunities for students to engage with course materials and relevant readings and for interactions with peers and tutors through discussion boards and other interactive learning tools. For each 20 credit module students will normally be expected to undertake a total of 180 hours of independent study. Full time students will be expected to undertake approximately 30- 45 hours, and part time students 15-30 hours of independent study in a week but students should be prepared for this to vary based on assignment deadlines and class exercises. For part time students number of hours of independent study will vary according to the number of modules selected..

Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be 100% coursework (including essays, reports, presentations, group work, reflective learning journals and research projects).

Course Team

The academic staff delivering this course are drawn from a team that includes teaching and research specialists. All staff are qualified in their subjects with their own specialist knowledge to contribute.

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Course Costs

Students undertaking MA Education Studies be charged tuition fees as detailed below:

Student Group	Tuition Fees
Full-time UK	£9,090 per year
Part-time UK	£1,010 per 20 credit module
Full-time EU/International	£14,625 per year
Part-time EU/International	£1,625 per 20 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Taught Postgraduate Awards and other academic policies and procedures of the University and published on the [website](#).