



Course Information Form

This Course Information Form provides the definitive record of the designated course

Section A: General Course Information

Course Title	MA Education (Social Justice)
Final Award	MA
Route Code	MAESJABF
Intermediate Qualification(s)	
FHEQ Level	7
Location of Delivery	Bedford Campus
Mode(s) and length of study	Full Time over 1 year
Standard intake points (months)	october, february
External Reference Points as applicable including Subject Benchmark	QAA Framework for Higher Education Qualifications, level 7, 2014 http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf Reference to Master's Degree Characteristics Statement (QAA., 2015) http://www.qaa.ac.uk/docs/qaa/quality-code/master%27s-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	
HECoS code(s)	100459
UCAS Course Code	

Course Aims	<p>The MA in Education (Social Justice) is designed to develop a breadth of understanding of the theoretical debates that underpin the process and practice of education and social welfare and will enable you to analyse and reflect on research that contextualises the complexities of working with disadvantaged/marginalised groups across settings. The award will strengthen your ability, and equip you to apply for jobs (or further training) in a wide range of educational settings as teachers, community workers, social workers, police, probation officers, education welfare workers, home school link or family welfare workers and professionals working across the voluntary sector.</p> <p>Educational Aims</p> <p>This course aims to further develop professional knowledge and understandings in specific areas of education and welfare. It is based upon a critical concern for social justice and the ways this is understood and implemented through policy and practice to affect the lives of disadvantaged children and young people as well as poor and marginalised groups and communities. The MA Education (Social Justice) aims to:</p> <ul style="list-style-type: none">• Increase awareness of and access to a range of academic ideas and research findings in relation to issues of education and social justice• Promote personalisation of broad themes around the challenges posed by changing global political, social and economic landscapes and to meet the needs and interests of students while providing a focused line of study• Promote vocationally relevant and varied assessment formats with a negotiated focus to support individual and organisational needs• Promote engagement with key issues in education and social justice, involving critical examination of a wide range of key sources and texts• Encourage evidence-based practice and reflexive practice-based understandings through engagement with work-based settings allowing student to integrate theoretical ideas with practical implications
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Course Learning Outcomes	Upon successful completion of your course you should meet the appropriate learning outcomes for your award shown in the table below		
		Outcome	Award
	1	Critically review and analyse contemporary research and discourses within the field of Social Justice using ideas at a high level of abstraction, to show new personal insight;	MA Education (Social Justice)
	2	Develop a deep and systematic understanding of specific theoretical perspectives, within a range of fields within education and social justice, and how these relate to current policy and practice;	MA Education (Social Justice)
	3	Develop a critical awareness of how different disciplines contribute to integrated approaches which lead to successful outcomes in the field;	MA Education (Social Justice)
	4	Flexibly and creatively apply knowledge within the field of education and social justice in familiar and unfamiliar contexts, synthesise ideas or information in innovative ways, and generate transformative solutions;	MA Education (Social Justice)
	5	Develop adaptive skills, drawing upon and applying intercultural professional ideas and practices and those derived from national and international research to support change.	MA Education (Social Justice)
	6	Be able to undertake a substantial investigation in education and social justice, to address significant areas of theory and/or practice	MA Education (Social Justice)
	7	Select appropriate methodological approaches and critically evaluate their effectiveness in a substantial investigation in education	MA Education (Social Justice)
8	Undertake analysis of complex data and judge the appropriateness of the data and application to own practice;	MA Education (Social Justice)	
	<p>The MA award of 180 credits represents 1800 hours of study. Each unit will be delivered through a combination of taught sessions around key topics, with each session supported by guided reading. Course delivery is planned to provide a balance of tutor input and student centred learning appropriate to this level of study. Central to all specialist units is the teaching of conceptual ideas followed by the opportunity for you to choose to specialise in one of three areas of study, to negotiate your learning route and to apply this to the assessment tasks. The taught sessions will use a variety of learning approaches, including seminar sessions, small group work, practical and theoretical exercises, student presentations and formal lectures. Key tutor led strategies include lectures, seminars, tutorials, workshops and research supervision. Strategies to encourage autonomous learning include preparation and research for seminars, oral presentations (group and individual), and written assessments. Face-to-face sessions</p>		

<p>Teaching, learning and assessment strategies</p>	<p>make full use of your own peer group and promote reciprocal learning as much as possible. Course participants are encouraged to draw on their own experiences and contexts and where relevant to present for discussion material they have prepared. All units utilise our VLE, BREQ, as appropriate. This means that you will need to become familiar with the use of the university VLE, BREQ, to develop your e-learning knowledge and skills. Guided and self-directed learning is a key component of this course. You are encouraged to take the initiative and responsibility in managing your learning, identifying problems and resolving them. Up to date materials related to current legislation and guidance documents related to policy, current affairs, new initiatives and organisations involved in international development are continually added to the unit web pages to ensure currency and relevance of resources to support your studies.</p> <p>Autonomous learning is a key component of this course. The course requires you to draw upon complex material and engage with texts appropriate to the challenge of Masters Level work (for example research journal articles and government policy documents) and meet the QAA descriptors of the attributes of a graduate at Master's Level.</p> <p>Assessment</p> <p>Each unit in this course has its own assessment. Wherever possible, the specific focus of assignments is negotiated individually between the unit co-ordinator and the student, within the parameters of the unit, in order to ensure that the assignment meets your personal and professional needs. The course provides you with a carefully planned and coherent sequence of learning opportunities that facilitate your development through formative and summative assessments.</p> <p>At this level the expectations, in terms of the quality of work produced, are high and you will need to take active control of your learning. At Master's level the expectation is that you are an autonomous and confident learner, that you will undertake assessments that are challenging and require mature argument developed from sustained research, and that you will demonstrate fluent and cogent presentation. You are encouraged in your assessments to draw upon an extensive range of sources to demonstrate a deep theoretical understanding and the ability to apply that to current issues and contexts. At the same time, you will expect some formative feedback through tutorial guidance and scheduled feedback as outlined in the handbook for each unit. The assessments test the ability to construct a reasoned, sustained and coherent argument, and to articulate it fluently, in a range of contexts. You are required to demonstrate an appropriate level of research, of independent argument, and to reference in an appropriate and accurate manner.</p> <p>Through the assessments designed for individual units, you will practise and reinforce skills in researching, evaluating and synthesising materials with a critical eye; quantitative and qualitative data collection and handling, together with skills associated with conventional academic tasks. Unit assessment is based on specified learning outcomes and threshold standards. The unit information forms state clearly the aims, objectives and learning outcomes of the unit, and delineate the criteria of assessment for each outcome. The unit assessment feedback offers detailed comment to the student on the assessment piece.</p>
<p>Learning support</p>	<p>The University's comprehensive student support service includes: Student Information Desk, a one-stop shop for any initial enquiries; Student Support team advising and supporting those with physical or learning needs or more general student well being; Study Hub team providing academic skills guidance; Personal Academic Tutoring system; a student managed Peer-Assisted Learning scheme; support from your lecturers</p>

Admissions Criteria	https://www.beds.ac.uk/entryrequirements Approved Variations and Additions to Standard Admission N/A
Assessment Regulations	https://www.beds.ac.uk/about-us/our-university/academic-information Note: Be aware that our regulations change every year Approved Variations and Additions to Standard Assessment Regulations' N/A

Section B: Course Structure

The Units which make up the course are listed below. Each unit contributes to the achievement of the course learning outcomes either through teaching (T), general development of skills and knowledge (D) or in your assessments (A).

Unit	Unit Name	Level	Credits	Core or Option	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
EDC115-6	Children's Voice: Researching and Analysing Children's Lives	7	30	Core	TA 1	TA2	TA1		TA1										
EDC116-6	Citizenship and Welfare in the 21st Century	7	30	Core	TA 1	TA1	TA1	TA2	TA2		TA 2	TA 2							
EDC120-6	Dissertation (Social Justice	7	60	Core	DA 1	DA1		DA1		DA 2	DA 2	DA 2							
EDC124-6	Education and Social Justice	7	30	Core	TA 1	TA1	TA1	TA2	TA2	TA 2	TA 2	TA 2							
EDC129-6	Research Methods in the workplace	7	30	Core	TA 2			TA1		TA 2	TA 1	TA 1							

Section C: Assessment Plan

The course is assessed as follows :

MAESJABF-

Unit Code	Level	Period	Core/Option	Ass 1 Type code	Ass 1 Submit wk	Ass 2 Type code	Ass 2 Submit wk	Ass 3 Type code	Ass 3 Submit wk	Ass 4 Type code	Ass 4 Submit wk
EDC124-6	7	SEM1	Core	PR-ORAL	6	WR-I	13				
EDC129-6	7	SEM1	Core	PR-ORAL	5	CW-OT	7	CW-ESS	15		
EDC115-6	7	SEM2	Core	CW-OT	2	PJ-PRO	10	CW-CS	15		
EDC116-6	7	SEM2	Core	CW-RW	6	CW-ESS	15				
EDC120-6	7	SEM3	Core	CW-OT	3	PJ-DIS	15				

Glossary of Terms for Assessment Type Codes	
CW-CS	Coursework - Case Study
CW-ESS	Coursework - Essay
CW-OT	Coursework Other
CW-RW	Coursework - Reflective Writing
PJ-DIS	Coursework - Dissertation Report
PJ-PRO	Coursework - Project Report
WR-I	Coursework - Individual Report

Administrative Information	
Faculty	Faculty of Education, English & Sport
School	School of Education and English Language
Head of School/Department	Andy Goodwyn

Course Coordinator	Cathal Butler
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