MA HIGHER EDUCATION

Programme Specifiation

Middlesex University London

1. Programme title	MA in Higher Education
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	
5. Final qualification	MA in Higher Education PGCert Higher Education PGDip Higher Education
6. Year of validation **Year of amendment**	2016/17
7. Language of study	English
8. Mode of study	Full time / Part time / DE

9. Criteria for admission to the programme

The MA in Higher Education is for academics and professionals supporting learning in Higher Education, and beyond including local Further Education Colleges, other higher education institutions, training providers and those with an interest in the sector.

Applicants are usually employed in higher education organizations contributing to the educational process, and normally, have a graduate qualification, and or extensive practical experience and an interview maybe required in some cases.

Advanced entry to the MA may be obtained by students with relevant experience or qualifications in the following ways:

Entry to the MA in Higher Education at diploma level can be achieved with a relevant postgraduate Certificate in Higher Education or equivalent.

Entry to the MA in Higher Education at master's level can be achieved with a relevant Post Graduate Diploma HE or equivalent

Candidates will need a high level of competence in the use of English, equivalent to at least 6.5 in the IELTS test or TOEFL 575 (paper based), 237 (computer based). See section B of University Regulations for Admission

10. Aims of the programme

The programme aims to:

The MA HE is designed to include an innovative range of modules which offer a wide exposure to the studies of higher education. It is based upon four onto-epistemological pillars of; philosophy, psychology, policy and pedagogical practice and their impact on institutional, national and global arenas. This multi-disciplinary programme will offer opportunities for practitioners and other to study the essence of higher education and through a range of modules which reflects the changing landscape of higher education, enhance scholarship practice and research.
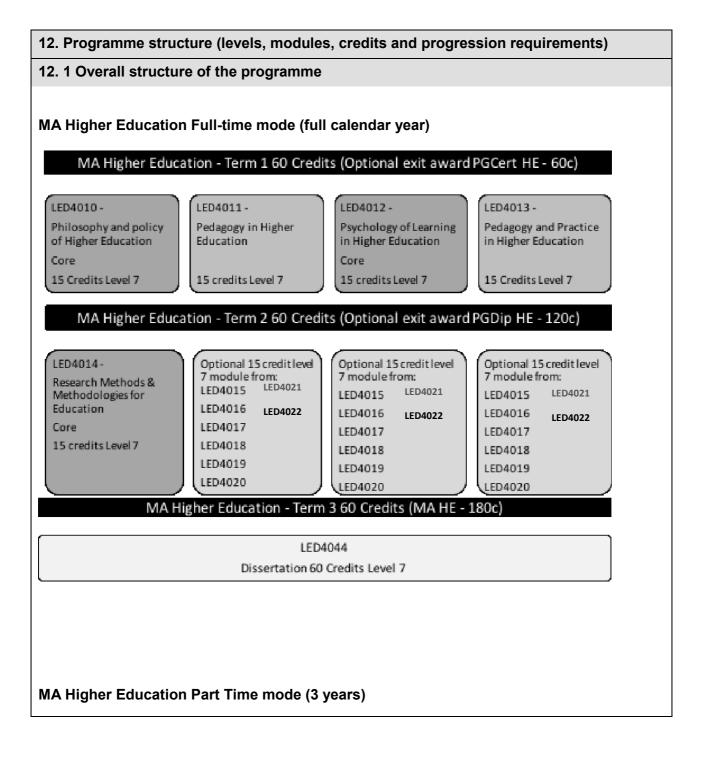
The programme aims to:

- Develop awareness and understanding of the UK's higher education sector and its interrelatedness to policy, politics and practice
- Introduce a range of difference disciplines on higher education provision
- Stimulate an engagement with higher education at a local, national and international level
- Foster a sustainable interest in a specific topic within higher education provision in a scholarly and academic manner
- Prepare the student select, research and complete a thesis
- Evidence an interest and capacity in higher education studies which may enhance career prospects within the sector
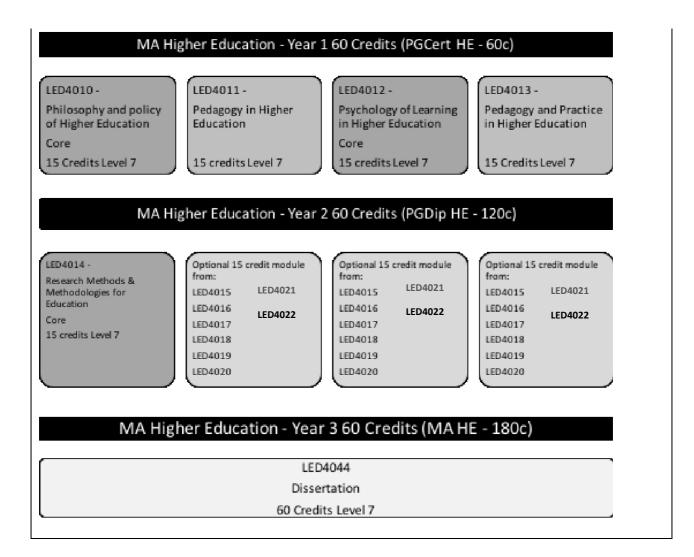
11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

At postgraduate certificate and diploma level:

1. The functioning of higher education and it's place in government policy
2. The multi-disciplinary contributions that enable understanding of the institution of higher education

At Masters level:

3. Critique contemporary higher education provision nationally and internationally including it neo-liberal turn and it moral imperative.

Students who are working towards HEA accreditation will also be able to:

Teaching/learning methods

Students gain knowledge and understanding through

Didactic Lectures, on-line supports, seminars, group engagements and persona exploration.

These pedagogical devises with be design with the cohort in mind and the nature of block teaching times

Assessment methods

Students' knowledge and understanding is assessed by
A range of different forms developed in way that are relevant to the subject matter and, to the ways in which the student is best able to evidence the learning outcomes

4. Design a learning experience that promotes effective learning for students with diverse learning needs in a variety of environments. 5. Utilise a wide range of integrated strategies that promote and support learning and teaching in contemporary higher education practice. 6. Develop a systematic knowledge of Professional Standards and expectations for own role in practice.	
B. Cognitive (thinking) skills On completion of this programme the successful student will be able to: At postgraduate certificate and diploma level: 1. Investigate higher education from several different paradigms and realties 2. Critical appraise policy argument as to the aims of higher education 3. Take an onto-epistemological stance on their position on higher education At Masters level: 4. Conduct an experimental investigation into an aspect of higher education Students who are working towards HEA accreditation will also be able to: 5. Critically analyse, and synthesise relevant theoretical concepts, paradigms and contemporary drivers within higher education practice 6. Engage in critical self-appraisal of their practice in relation to the context and learning environment of their subject to propose innovation 7. Use continuing critical reflection and evaluation of their practice to guide and inform their scholarly	**Teaching/learning methods** Students learn cognitive skills through a range of teaching engagement Personal presentation of their thoughts and rationales on perspective topic Developing argument solo and in groups on different aspects of the course Use a wide range of media and rhetorical device to sound compelling arguments. **Assessment methods** Students' cognitive skills are assessed by Presentations Written essays Creative and innovative assessment designed by the student to evidenced outcomes.

enquiry and development of new practice	
C. Practical skills On completion of the programme the successful student will be able to: At postgraduate certificate and diploma level: 1. Offer critique of the sector and those institutions within it 2. Evaluate the quality of an argument 3. Develop an understanding of sector skills and values 4. Debate higher education with several audiences including peers and academic colleagues 5. Offer support to colleagues within the sector 6. Persuasively show command of the topic At Masters level: 7. Inquiry skills sufficient to undertake a master level research project Students who are working towards HEA accreditation will also be able to: 8. Foster and support effective, inclusive student centered communities of learning and practice in a wide range of contexts 9. Propose, implement and evaluate sophisticated, innovative solutions for learning within the context of the experience and environment of learning	**Teaching/learning methods** Students learn practical skills through Personal presentation of their thoughts and rationales on perspective topic Developing argument solo and in groups on different aspects of the course Use a wide range of media and rhetorical device to sound compelling arguments. **Assessment methods** Students' practical skills are assessed by Presentations Written essays Creative and innovative assessment designed by the student to evidenced outcomes.
D. Post Graduate skills On completion of this programme the successful student will be able to: At postgraduate certificate and diploma level: 1. Demonstrate advanced communication and presentation skills 2. Demonstrate advanced use of information technology	**Teaching/learning methods** Students acquire graduate skills through Personal presentation of their thoughts and rationales on perspective topic Developing argument solo and in groups on different aspects of the course Use a wide range of media and rhetorical device to sound compelling arguments.

3. Demonstrate advanced problem solving techniques At Masters level: 4. Develop advanced critical appraisal research skills.	**Assessment methods** Students' graduate skills are assessed by Presentations Written essays Creative and innovative assessment designed by the student to evidenced outcomes.

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

MA Higher Education Full-time mode (full calendar year)

MA Higher Education - Term 1 60 Credits (Optional exit award PGCert HE - 60c)

LED4010 - Philosophy and policy of Higher Education
Core
15 Credits Level 7

LED4011 - Pedagogy in Higher Education
15 credits Level 7

LED4012 - Psychology of Learning in Higher Education
Core
15 credits Level 7

LED4013 - Pedagogy and Practice in Higher Education
15 Credits Level 7

MA Higher Education - Term 2 60 Credits (Optional exit award PGDip HE - 120c)

LED4014 - Research Methods & Methodologies for Education
Core
15 credits Level 7

Optional 15 credit level 7 module from:
LED4015   LED4021
LED4016   **LED4022**
LED4017
LED4018
LED4019
LED4020

Optional 15 credit level 7 module from:
LED4015   LED4021
LED4016   **LED4022**
LED4017
LED4018
LED4019
LED4020

Optional 15 credit level 7 module from:
LED4015   LED4021
LED4016   **LED4022**
LED4017
LED4018
LED4019
LED4020

MA Higher Education - Term 3 60 Credits (MA HE - 180c)

LED4044
Dissertation 60 Credits Level 7

MA Higher Education Part Time mode (3 years)

MA Higher Education - Year 1 60 Credits (PGCert HE - 60c)

LED4010 - Philosophy and policy of Higher Education Core 15 Credits Level 7	LED4011 - Pedagogy in Higher Education 15 credits Level 7	LED4012 - Psychology of Learning in Higher Education Core 15 credits Level 7	LED4013 - Pedagogy and Practice in Higher Education 15 Credits Level 7

MA Higher Education - Year 2 60 Credits (PGDip HE - 120c)

LED4014 - Research Methods & Methodologies for Education Core 15 credits Level 7	Optional 15 credit module from: LED4015 LED4021 LED4016 **LED4022** LED4017 LED4018 LED4019 LED4020	Optional 15 credit module from: LED4015 LED4021 LED4016 **LED4022** LED4017 LED4018 LED4019 LED4020	Optional 15 credit module from: LED4015 LED4021 LED4016 **LED4022** LED4017 LED4018 LED4019 LED4020

MA Higher Education - Year 3 60 Credits (MA HE - 180c)

LED4044
Dissertation
60 Credits Level 7

12.2 Levels and modules		
Level 7 (Certificate level)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: LED4010 LED4012	Students must also choose 2 modules from the following: LED4011 LED4013 LED4015 LED4016 LED4017 LED4018	Pass all modules and can exit with a PGCert HE If the student is seeking D2 HEA accreditation they will need to take LED4011 and LED4013 as their options
Level 7 (Diploma level)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

Students must take all of the following: LED4014	Students must also choose at 3 from the following: LED4010 LED4012 LED4015 LED4016 LED4017 LED4018 LED4019 LED4020 LED4021 LED4022	Pass all chosen modules and can exit with a PGDip HE. If the student is seeking D3 HEA accreditation they will need to take LED 4015 and LED4019 as two of their options
Level 7 (Masters level)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take the following: LED4044	No optional Modules at Masters level	Must pass all modules

12.3 Non-compensable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	**Module code**
7	All modules are non-compensable

13. Curriculum map
See attached.

14. Information about assessment regulations
Your programme is governed by the University regulation, which can be found here online: http://www.mdx.ac.uk/about-us/policies/university-regulations. If you have any queries relating to the University regulations and how they govern your programme, please contact your programme leader.

15. Placement opportunities, requirements and support (if applicable)
For applications seeking HEA accreditation they would normally be expected to be working in or have access to an educational organisation in order to complete the Professional portfolio.

16. Future careers (if applicable)
Student who are practising may pursue promotion to a position of responsibility within their chosen field or institution.
Graduates of the programme may move to doctoral studies in education.

17. Particular support for learning (if applicable)
NA

18. JACS code (or other relevant coding system)	X342
19. Relevant QAA subject benchmark group(s)	FHEQ Benchmarks
	QAA Subject benchmarks for Education

20. Reference points
Internal documentation:

    i. Middlesex University (2015) Guide and Regulations. London. MU.
    ii. Middlesex University (2013) Equality and diversity Policy. London. MU
    iii. Middlesex University (2015). Curriculum Design.
    iv. Middlesex University (2016). Refresh Documents
    v. Middlesex University (2017). Strategic plan
    vi. Middlesex University Enhancing Learning and Teaching Strategy
    vii. Middlesex University Progression and Achievement Policy
    viii. Middlesex University Learning with Technologies Committee
    ix. Consultation with current participants and graduates of the existing programme
    x. External Examiner's feedback and comments

External Documentation:

    I. Quality Assurance Agency (2014) Framework for Higher Qualifications, London, QAA.
    II. Higher Education Academy (HEA) Guidelines and requirements
    III. SEDA guidelines and requirements
    IV. HEA (2010). Analysis of Academy Resources supporting the JISC Transforming Curriculum Design and Delivery Programmes Phase 1 &2.
    V. South East Network (SEN) of Teaching and Learning in higher education
    VI. QAA Framework for higher education Qualifications (FHEQ)
    VII. QAA Subject Benchmark Statement

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Curriculum map for *MA Higher Education*

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	The functioning of higher education and it's place in government policy	C1	Offer critique of the sector and those institutions within it
A2	The multi-disciplinary contributions that enable understanding of the institution of higher education	C2	Evaluate the quality of an argument
A3	Critique contemporary higher education provision nationally and internationally including it neo-liberal turn and it moral imperative.	C3	Develop an understanding of sector skills and values
A4	Design a learning experience that promotes effective learning for students with diverse learning needs in a variety of environments.	C4	Debate higher education with several audiences including peers and academic colleagues
A5	Utilise a wide range of integrated strategies that promote and support learning and teaching in contemporary higher education practice.	C5	Offer support to colleagues within the sector
A6	Develop systematic knowledge of Professional Standards and expectations for own role in practice.	C6	Persuasively show command of the topic
		C7	Inquiry skills sufficient to undertake a master level research project
		C8	Foster and support effective, inclusive student cantered communities of learning and practice in a wide range of contexts

		C9	Propose, implement and evaluate sophisticated, innovative solutions for learning within the context of the experience and environment of learning
Cognitive skills		**Graduate Skills**	
B1	Investigate higher education from several different paradigms and realties	D1	Demonstrate advanced communication and presentation skills
B2	Critical appraise policy argument as to the aims of higher education	D2	Demonstrate advanced use of information technology
B3	Take an onto-epistemological stance on their position on higher education	D3	Demonstrate advanced problem solving techniques
B4	Conduct an experimental investigation into an aspect of higher education	D4	Develop advanced critical appraisal research skills.
B5	Critically analyse, and synthesise relevant theoretical concepts, paradigms and contemporary drivers within higher education practice		
B6	Engage in critical self-appraisal of their practice in relation to the context and learning environment of their subject to propose innovation		
B7	Use continuing critical reflection and evaluation of their practice to guide and inform their scholarly enquiry and development of new practice		

Programme Outcomes																									
A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4
Highest level achieved by all graduates																									

7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7

Module Title	Module Code by Level	Programme outcomes																										
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4
Philosophy and Policy of Higher Education	**LED4010**	X		X				X	X	X					X	X		X		X			X				X
Pedagogy in Higher Education	**LED4011**		X		X	X							X	X			X		X			X		X	X		
Psychology of Learning in Higher Education	**LED4012**		X			X					X	X	X	X	X				X		X		X	X	X	X		X
Pedagogy and Practice in Higher Education	**LED4013**				X	X	X	X	X			X	X	X				X				X	X	X		X	
Research Methods and Methodologies for Education	**LED4014**			X				X		X	X				X	X		X		X	X			X		X	X	X

Module	Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Learning Technologies in Higher Education	**LED4015**		X			X						X	X			X						X	X	X	X		
Academic Literacy, Language and Writing in Higher Education	**LED4016**	X					X					X						X									
Contemporary issues in higher education	**LED4017**	X			X				X						X	X	X			X							X
Globalisation Issues in Higher Education	**LED4018**		X							X						X				X							X
Peer and Team Coaching in Higher Education	**LED4019**						X						X	X				X				X	X				
Advanced Research Methods for Education	**LED4020**			X																	X				X	X	
Students' Unions, their role and influence	**LED4021**		x	x			x		x	x		x			x	x	x					x					x
The philosophy and policy in higher education	**LED4022**	X		X					X	X	X				X	X		X		X				X			X
Dissertation	**LED4044**			X					X			X		X		X				X	X		X	X	X	X	