

## DEFINITIVE COURSE RECORD

Course Title	<b>MA Education</b>
Awarding Bodies	<b>University of Suffolk</b>
Level of Award <sup>1</sup>	<b>FHEQ Level 7</b>
Professional, Statutory and Regulatory Bodies Recognition	<b>None</b>
Credit Structure <sup>2</sup>	<b>180 Credits at level 7</b>
Mode of Attendance	<b>Full-time and Part-time</b>
Standard Length of Course <sup>3</sup>	<b>1 year full-time 2-3 years part-time</b>
Intended Award	<b>MA Education MA Education: Leadership MA Education: Childhood MA Education: Inclusive Practice</b>
Named Exit Awards	<b>PgD Education PgD Education: Leadership PgD Education: Childhood PgD Education: Inclusive Practice  PgC Education PgC Education: Leadership PgC Education: Childhood PgC Education: Inclusive Practice</b>
Entry Requirements <sup>4</sup>	<b>Typical Offer: Bachelors Honours degree 2:2 (or equivalent)</b>
Delivering Institution	<b>University of Suffolk</b>

This definitive record sets out the essential features and characteristics of the MA Education course. The information provided is accurate for students entering level 7 in the 2025/26 academic year<sup>5</sup>.

### Course Summary

The Master's degree in Education, at the University of Suffolk, is underpinned by transdisciplinary teaching, research and practice. The MA Education provision is designed to enhance knowledge, skills and career progression in the broad fields of education across three key pathways: Leadership, Childhood and Inclusive Practice. It offers a curriculum focused on

<sup>1</sup> For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2024\)](#)

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

<sup>3</sup> 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](#).

<sup>4</sup> 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](#).

<sup>5</sup> The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

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theory, research and policy evaluation to extend learners' thinking and practice on contemporary ideas, issues and debates.

Students will enhance their expertise and further develop skills of leading transformative change and support others in education or careers-related to children and families. These values of collaboration, inclusive thinking and empowering communities that learners are a part of align with the University's pledges for a civic commitment. The course shapes students' in-depth knowledge, skills and practices through an advanced interdisciplinary curriculum, self-experience and a professional learning environment.

Students will build an enhanced understanding of professional integrity and ethics, knowledge of professional responsibility, skills for critical thinking, writing and evaluation, and contribute to research-informed professional practice in the fields of education. Students will enhance their professional expertise by using wide-ranging techniques and methods for research inquiry, applicable to advancing their disciplinary fields. Further in-depth and proactive exploration of topics of interest related to education, leadership, childhood and inclusive practice will develop students' knowledge and critical understanding transferable across professional contexts. Students will gain competences in leading strategically, influencing and building capacities of others through inclusive and collaborative practice and research. This will enable students to become leaders driving positive, transformative and sustainable change.

The course team is invested in student voice and encourages co-creation of curriculum, dialogic engagements and ownership of learning and career development.

### **Course Aims**

- To offer an innovative, dynamic and flexible programme that critically considers developments in the academic study of education with a focus on leadership, childhood studies or inclusive practice.
- 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 childhood studies, inclusive practice and/or leadership.
- To cultivate a critical and analytical approach to contemporary methodological advances in educational and childhood research and critically explore the cultural and social constructions impacting education and educational experiences.
- To develop in students a range of intellectual skills reflecting both the ethos of lifelong learning and the rigour required at Level 7 and a high level of autonomy and self-direction such that students are able to demonstrate initiative, originality alongside integrity and ethical judgement in their advanced scholarship and practice.
- To facilitate students becoming influential and effective specialists in the field of education, broadly or with a specific focus on leadership, childhood or inclusive practice.

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- To further develop and apply competence to independently conduct research.
- To advance students' employability skills including project planning and management, oral and written academic arguments and professional communication of research.

### Course Learning Outcomes

The following statements define what students graduating from the MA Education 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)<sup>6</sup>.

The overarching learning outcomes of all of the **MA Education** programmes are:

1. **Systematic and critical knowledge and understanding** of the conceptual and theoretical developments, and historical and contemporary practices, debates and issues, relevant to the selected pathway of study/field(s) of education and/or childhood studies.
2. **Critical evaluation** of recent and relevant research, sustainable practices and wider scholarship/ related to sustainable futures of education and/or childhoods
3. A comprehensive understanding of, and analytical approach to, the appropriate techniques applicable to own **research and advanced scholarship**, and originality in the application of such/this knowledge to derive sustainable solutions or make recommendations to resolve complex situations and address issues in relation to education and/or childhood(s).
4. Detailed and critical understanding of philosophical, ethical **and pragmatic concepts, processes and issues related to research** design, making connections between methodological stances, research methods and research findings, and the ability to conduct research inquiry, independently, and make original contributions to the field of study/contributing new knowledge to the area of inquiry.
5. High level skills developed to exercise independent learning to garner students' **self-direction and originality**, and to **communicate academic work / arguments, recommendations** and conclusions clearly in a scholarly manner to specialist and non-specialist audiences so as to contribute to the fields of education and/or childhood studies.

### MA Education (Leadership): Additional Pathway-Specific Learning Outcomes

- Advanced understanding of a range of theoretical perspectives, models and approaches to educational leadership and coaching
- Critical knowledge and analytical approach to contemporary research, practice and debates related to leading and/or coaching within specific contexts and settings.
- Reflect the ethos of lifelong learning and propose recommendations on future possibilities in their specific field of leadership/coaching.
- Robust academic and professional skills for communicating original, coherent and critical arguments.

### MA Education (Childhood): Additional Pathway-Specific Learning Outcomes

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<sup>6</sup> As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2024\)](#)  
MA Education (IPLEDU/IEDUMSTR25/IEDDMSTR25/IEDCMSTR25/IEDVMSTR25)

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Upon the completion of the pathway, students will be able to demonstrate:

- Advanced knowledge and critical understanding of the theoretical and conceptual developments, diverse contexts, and contemporary issues and research related to the academic study of childhoods and/or education.
- Robust understanding and critical analysis of legislations, policies, rights frameworks and international and national agendas that frame childhoods and/or education
- A critical and analytical approach to interpreting research, thinking and practice in the fields of childhood studies and/or education.
- Advanced skills for communicating critical, coherent and original arguments or recommendations addressing complexities of contemporary childhood(s) and/or education.

### MA Education (Inclusive Practice): Additional Pathway-Specific Learning Outcomes

- Critical knowledge and systematic evaluation of recent and relevant theory, research and practice related to disability studies and inclusive practice across education, health and social care.
- Systematic knowledge and critical awareness of legislations, policies and contemporary issues within the field/s of inclusive practice and/or disability studies.
- Originality of thinking in applying critical knowledge of inclusive practice and proposing real-world solutions for specific contexts and settings.
- The ability to communicate complex/nuanced and critical arguments clearly and in a scholarly manner to specialist and non-specialist audiences.

### Course Design

- The design of this course has been guided by the following QAA Benchmarks:
  - Framework for Higher Education Qualifications (2024)
  - Masters Characteristics Statement (2020)

### Course Structure

The MA Education comprises modules at level 7.

In the MA Education students can choose to focus on one of the three distinct pathways. and follow the requisite modules of the selected pathway. These pathways will be specifically named in the final degree award.

MA Education: Leadership – develops extended knowledge of leadership in education, including strategic leadership as well as strategies for mentoring and coaching people. It enhances students' competences in leading teams and achieving transformative change.

MA Education: Childhood – examines the academic development of the interdisciplinary study of childhood and encourages a critical analysis of the key concepts and their use in conceptual understandings of children's everyday lives.

MA Education: Inclusive Practice – empowers practitioners working with and advocating for individuals with disabilities by enhancing professionals' knowledge and skills in creating inclusive environments. The course allows practitioners to become leaders in transforming practice and policy, celebrating diversity, and promoting social justice across public and private sectors in health, education, social care and the criminal justice system.

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If students do not wish to pursue a specific pathway, they can choose modules from across the routes and achieve a multi-perspective and multi-disciplinary degree. Students would then receive an *MA Education* award.

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

	Module	Credits	Module Type <sup>7</sup>
Level 7			
Students on all pathways will be taking these two modules:			
	Applying Theory in Research	30	R
	Independent Project*	60	M
	<b>MA Education</b>		
	Experiential Learning and Reflective Practice**	60	O
	Reflective Practice and Ethics	30	O
	Critical Perspectives in Childhood Studies and Education	30	O
	Globalisation, Social Justice and Children's Rights	30	O
	Inclusive Practice and Disability	30	O
	Neurodiversity – Learning and Mental Health	15	O
	Leadership and Coaching	30	O
	Championing Children in Care – The Designated Teacher Award	15	O
If students select module combinations that are connected to a specific pathway, this will be reflected in their degree title:			
	<b>MA Education: Leadership</b>		
	Reflective Practice and Ethics	30	R
	Globalisation, Social Justice and Children's Rights	30	R
	Leadership and Coaching	30	M
	<b>MA Education: Childhood</b>		
	Critical Perspective in Childhood Studies and Education	30	M
	Globalisation, Social Justice and Children's Rights	30	R
	Neurodiversity – Learning and Mental Health	15	R

<sup>7</sup> Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Taught Postgraduate Awards](#)

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	Championing Children in Care – The Designated Teacher Award	15	M
	<b>MA Education: Inclusive Practice</b>		
	Reflective Practice and Ethics	30	R
	Inclusive Practice and Disability	30	M
	Neurodiversity – Learning and Mental Health	15	M
	Championing Children in Care – The Designated Teacher Award	15	R

\*Independent project is focused on the specialism of a selected pathway.

\*\*Available to students with a Level 7 PGCE and a minimum of 1 year teaching experience

## Awards

On successful completion of the course, students will be awarded an MA Education with a specific named pathway if they have completed all requisite modules for the selected pathway. If students complete modules that do not match a specific pathway they will receive MA Education. Students who leave the course early may be eligible for a PgD Education on successful completion of 120 credits or a PgC Education on successful completion of 60 credits with relevant modules as stated in the tables below.

## MA

Block	Modules	Credits	MA Education	MA Education (Leadership)	MA Education (Childhood)	MA Education (Inclusive Practice)
1-4	Independent Project	60	M	M	M	M
1	Reflective Practice and Ethics	30	O	R		R
1	Critical Perspectives in Childhood Studies and Education	30	O		M	
1	Experiential and Reflective Practice	60	O			
2	Globalisation, Social Justice and Children's Rights	30	O	R	R	
2	Inclusive Practice and Disability	30	O			M
3	Applying Theory in Research	30	R	R	R	R
4	Neurodiversity – Learning and Mental Health	15	O		R	M
4	Leadership and Coaching	30	O	M		
4	Championing Children in Care – The Designated Teacher Award	15	O		M	R

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## PG Diploma

Block	Modules	Credits	PgD Education	PgD Education (Leadership)	PgD Education (Childhood)	PgD Education (Inclusive Practice)
1	Reflective Practice and Ethics	30	O	R		R
1	Critical Perspectives in Childhood Studies and Education	30	O		M	
2	Globalisation, Social Justice and Children's Rights	30	O	R	R	
2	Inclusive Practice and Disability	30	O			M
3	Applying Theory in Research	30	R	R	R	R
4	Neurodiversity – Learning and Mental Health	15	O		R	M
4	Leadership and Coaching	30	O	M		
4	Championing Children in Care – The Designated Teacher Award	15	O		M	R

## PG Certificate

Block	Modules	Credits	PgC Education	PgC Education (Leadership)	PgC Education (Childhood)	PgC Education (Inclusive Practice)
1	Reflective Practice and Ethics	30	O	O		
1	Critical Perspectives in Childhood Studies and Education	30	O		O	
2	Globalisation, Social Justice and Children's Rights	30	O		O	
2	Inclusive Practice and Disability	30	O			M
3	Applying Theory in Research	30	R	O		
4	Neurodiversity – Learning and Mental Health	15	O		R	M
4	Leadership and Coaching	30	O	M		
4	Championing Children in Care – The Designated Teacher Award	15	O		M	R

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### Course Delivery

The course is delivered at Ipswich Campus. Students studying full-time on MA Education are likely to have approximately 180 contact hours across the full degree (about 8 hours per week). The contact hours will be a mix of lectures, seminars and workshops delivered in hybrid on-campus, online synchronous and asynchronous manner. Students will normally be expected to undertake 30 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises. Students are expected to attend all timetabled sessions.

### 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 coursework including essays, reports, presentations, group work, reflective learning journals, portfolios of activities, and research projects.

### Course Team

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

### Course Costs

Students undertaking MA Education will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK/EU	£9,150 per year
Part-time UK/EU	£1,525 per 30 credit module
Full-time International	£15,210 per year
Part-time International	£2,535 per 30 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](#).