MA EDUCATION PROFESSIONAL PRACTICE

Institute of Education, Arts and Society

Academic Level:	7	**Credits:**	180
UCAS Code:	N/A		
Awarding Body:	University of Cumbria		
Delivery Site:	Online		
Programme Length:	Standard length 3 years (Part Time only)		
Mode of Delivery:	Online Learning		
Pattern of Delivery:	Part time		
	Total weeks of study:	72 weeks	
	Delivery pattern:	6x 12-week semesters	
	Standard semester dates:	Yes	
Programme Webpage:	https://www.cumbria.ac.uk/study/courses/postgraduate/education-professional-practice-/		

Entry Criteria
The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For RPL, please refer to the University website. Detailed criteria for admission to this programme can be found on the programme webpage. The following qualifications **may** enable applicants to apply for Recognition of Prior Learning and credit exemption from some of the modules on the programme: Graduate Level Courses (Charlotte Mason Institute) Relevant Master's level study

PROGRAMME AIMS AND OUTCOMES

Programme Aims
By the end of this programme learners will be able to: 1. Provide a rich learning environment in which you can develop self-direction in your studies and in which you can bring originality to solving problems/questions in your chosen field of professional practice or educational enquiry 2. Develop skills in education debate and engage in critical examination of key professional practice issues in a chosen field of study, communicate ideas and share findings as part of a learning community. 3. Provide high quality teaching and learning opportunities through which you will develop your skills in investigating your own practice. This MA is designed to support your professional development and enrich your contribution in your own educational context. 4. Ensure a flexible framework for work-based learning so that you can work at your own pace to secure the conceptual understanding that you need to critically evaluate current research/scholarship/practice and systematically address a range of complex issues in professional practice in education 5. Provide you with a comprehensive understanding of techniques applicable to research in your field of professional practice/educational enquiry and to nurture your capacity to show originality in the application of knowledge and practical understanding of how techniques of research and enquiry are used to create and interpret knowledge and develop practice in education.

Programme Outcomes – Knowledge and Understanding
The programme provides opportunities for you to develop and demonstrate the following: **After 60 credits of study (PgCert) you will be able to demonstrate:** K1. An in-depth and systematic approach to knowledge in your field of professional practice/educational enquiry as well as a critical grasp of key texts, key drivers, key ideas and concepts and your different interpretations; K2. A comprehensive and critical awareness of the controversial/current issues in your field of professional practice/educational enquiry and of the complexities and contested areas within your field of professional practice/educational enquiry; **After 120 credits of study (PgDip) you will be able to demonstrate:** K3. A critical knowledge and understanding of advanced scholarship at the forefront of research and theory in your field of professional practice/educational enquiry; **After 180 credits of study (MA) you will be able to demonstrate:** K4. A critical and sophisticated understanding of the different contexts, partnerships and agencies relevant to your field of professional practice/educational enquiry;

K5. A comprehensive and critical understanding of techniques applicable to investigating practice in education and a critical knowledge and understanding of how techniques of research are employed to create and interpret knowledge in your field of professional enquiry.

K6. An advanced knowledge and understanding of the concepts underpinning research and scholarly activity in your field of professional practice/educational enquiry and a critical understanding of current research and relevant methodologies as well as a sound grasp of the ethical dimension to research and professional enquiry in your field.

Programme Outcomes – Skills and other Attributes

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PgCert) you will be able to:

S1. Analyse and evaluate complex ideas and concepts and interpret data relevant to your field of professional practice and educational enquiry;

S2. Construct and sustain coherent and critically sound arguments and synthesise ideas;

S3. Reflect critically on the relationship between theory and practice and use systematic critical reflection to analyse own practice and to inform own professional development;

After 120 credits of study (PgDip) you will be able to:

S4. Deal with complex issues systematically and creatively and make sound judgements sometimes in the absence of complete data;

S5. Employ a range of communication skills to share ideas and present findings clearly and coherently;

S6. Demonstrate imagination and originality in asking questions, solving problems, developing theory and in application of knowledge and practice;

After 180 credits of study (MA) you will be able to:

S7. Demonstrate independence in thought and critical awareness of own beliefs, bias and blind spots;

S8. Show readiness to act autonomously in planning educational research or professional enquiry; design and execute a sustained piece of independent, intellectual study.

PROGRAMME FEATURES

Programme Overview

The MA Education Professional Practice is designed to help you gain the mastery you need, in terms of knowledge, understanding and skills in order to respond effectively to the changes and challenges in the world of education today. It is intended to be flexible and fit for purpose. The MA Education Professional Practice provides a rigorous framework for deepening knowledge and gaining a Master's level accreditation in a topic of interest that is relevant to your own context. Most educators today engage in Continuing Professional Development (CPD) and investigating their own practice. While there are opportunities within this award to build on previous CPD, this course will also provide a choice of specialist resources and an approach to suit both your educational setting and the stage at which you find yourself in your career.

This MA Education Professional Practice is designed to offer choice in expert tutor support, resources and focus for learning in the following areas:

- Teaching and Learning – for teachers/tutors in a variety of educational settings in the UK & overseas
- Educational Leadership – for leaders and managers in a range of educational contexts
- Early Years Education – for teachers working with the early years age in different contexts
- SEND and Inclusionary Practice – for teachers working with students with a range of educational needs and in a variety of different contexts
- Teaching and Learning in Higher Education – for those in a range of HE contexts who are building on the PGCert Teaching and Learning in Higher Education

The MA Education Professional Practice provides excellent opportunities for overseas students to gain an award at M level. Many of the modules are designed to take account of your own educational context. The fact that the programme is on-line allows you to work at a distance. The tutors for the MA already have experience in working with students teaching overseas and the use of Online platforms and communication has greatly enhanced the level of support offered to international students. The flexible approach to the MA allows you to access resources and learning activities 24/7. All modules draw on international research and the resources available reflect a wide range of educational research both in the UK and in an international context.

There are three start points each year, October, February and June. On joining the MAEPP you will take a small number of 30 credit modules that support the development of your researcher knowledge, skills and attributes in relation to research design and decision making. The number you need (between 1-3) will be dependent on whether you bring Recognition of Prior Learning (RPL) to the programme. After 90 credits (including any RPL) you move into the dissertation phase and join the Planning Enquiry 30 credit module where you complete a proposal and draft ethics application for your own research project. Finally, you will be matched with a supervisor to complete your dissertation. The Practitioner Research dissertation module has a comprehensive VLE module site and is a slightly longer 60 credit module, where the submission date is agreed with your supervisor. The length of this module may vary slightly dependent on your location, timing of

vacations in your locality and/or the nature and timing of your data generation. It involves a small-scale, close to practice piece of research.

Student Feedback and Evaluation Processes

Student evaluation helps us to better understand needs and expectations, and it informs ongoing module and programme developments and enhancements.

Student evaluative feedback is gained in a range of ways, including Student Staff Forums, informal evaluation and Module and Programme level evaluation questionnaires.

Student Staff Forums provide an accessible forum for the debate and discussion of issues relating to academic experience across a set of programmes (across all sites and including

any franchised provision operating in that area), provide a forum for the discussion of programme level annual monitoring and the results/actions arising out of relevant student surveys and evaluations and agree actions as appropriate and to escalate any issues or actions beyond programme level, as required.

Student Academic Programme Reps volunteer their time to gather feedback from peers and discuss any current issues with tutors or feedback on what is working well. Student Academic Reps are selected from volunteers within a class and chosen democratically by a quick class vote where there are more than two nominations. Each Rep will be invited to attend the Student Staff Forum to feed back on the programme on behalf of their peers. For further information on the role of a Student Academic Rep please visit the UCSU website here.

Learning and Teaching

Teaching

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative online community of learning, facilitated by our expert practitioner staff, you will experience a virtual learning environment that is well equipped, flexible, and stimulating. This provision will also allow you to access material and appropriate learning activities on programme and module virtual learning environments (VLE).

The programme will be delivered using a range of teaching and learning strategies appropriate to adult learning (andragogy). The intention is to ensure you have flexibility while also establishing a sense of being part of a learning community and that you are able to engage in learning experiences that are intellectually stimulating and enriching. The programme integrates a variety of teaching and learning methods and resources that support the needs, preferences and interests of different learners. Explicit models of design will support you in understanding the process that you are engaging with. Expert knowledge contributions are combined with effective use of learning technologies to promote powerful social and individual learning opportunities. The focus of assessments is particularly designed to be relevant to the needs and interests of individual students with an emphasis on the interaction between theory and practice.

Module delivery patterns are designed to accommodate fulltime working patterns in contexts around the world. At Level 7 you typically have around 50 synchronous and asynchronous contact hours per 30 credit/12-week module , typically consisting of lecture, webinars, personal tutoring and group/individual tutorials. This guides and supports the independent and work-based aspects of study also required for each module. At dissertation, patterns of monthly communication with supervisors are also negotiated as appropriate to the stage of research and preparation for submission.

Curriculum

The professional practice curriculum is customised with a choice of modules and specialist resources to create a bespoke learning experience through close to practice research. It acts as rigorous Continuing Professional Development, focusing on critical evaluation of current practice and addressing real-world problems. As an MA Professional Practice this degree focuses on improving practical, day-to-day professional abilities, often through research into one's own workplace. It is part-time online learning, allowing for self-paced study designed for busy working professionals.

Independent Learning

When not attending scheduled learning activities you will be expected to continue learning independently through self-study supported by the resources in our programme's Virtual Learning Environment (VLE) and the University's excellent student skills development webpages.

Digital Capabilities

This MA is fully delivered through online learning using our Virtual Learning Environment (VLE) with some enrichment seminars and webinars.

You will need access to the internet and IT equipment to access online collaborative tools. Search engines, subject databases, collaborative tools and other digital resources will be provided and explicitly developed during each of the programme modules.

Teaching Staff

Research-informed teaching on the programme draws on sector specific knowledge and expertise in a global/international context. Expertise includes teaching and learning, educational leadership and inclusionary practice in a range of educational contexts from Early Education to Higher Education and Apprenticeships. All the tutors supporting this programme are experts in their field and the team has substantial experience in tutoring MA and research students.

You will also be allocated a Personal Tutor (PT). Your PT will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. Your PT will be able to guide you through your MA journey.

All students have the opportunity to benefit from postgraduate academic skills support including a free pre-sessional programme of study online to enable applicants to refresh and develop their language and academic literacy skills before starting the programme. Academic, digital and professional graduate skills development sessions are built into the programme's modules and the

University's academic skills team provide support specifically designed for Master's level study throughout the year.

Assessment

Programme Assessment Strategy

It is intended that you will engage in a variety of different forms of assessment, which are designed to provide a creative and balanced strategy across the programme. We provide a range of engaging and challenging opportunities that are relevant to the needs of the workplace, allowing for authentic assessment and effective feedback to enable success. The programme promotes the concept of 'assessment for learning' to enable the development of independent and autonomous thinkers through formative and summative assessment opportunities in each module.

Overview of the key methods of assessment used on the programme:

- Analysis of Peer Reviewed Journal Articles
- Proposal for Small Scale Professional Enquiry
- Creative Professional Portfolio
- Research Proposal
- Research Report

Feedback

Formative Assessment is designed to help learners learn more effectively by giving them feedback on their performance in order to indicate how it can be improved and sustained.

Formative assessments included in each module will help you to make progress in terms of preparation for the summative assessment for the module. There is a direct relationship between the formative and the summative assignment and academic skills/research skills development. You will get feedback to inform the summative assignment for the module, which is particularly useful in the transition to Master's level writing. Formative assessment may also be a part of tutorial and seminar support. Tutors will provide feedback to enhance your skills including relating theory to practice, critical reflection, analysis and evaluation.

Module assignments are submitted through 'Turnitin' which will allow you to check through your work and ensure that all your sources and quotations are correctly referenced and provide opportunity for you to make corrections at this stage.

In formative assessment a section of written work can be submitted online via Turnitin to allow for detailed tutor feedback.

Summative Assessment is the process of evaluating (and grading) the learning of students at a point in time. Every module will have a summative assignment; these module assignments will be submitted online via **Turnitin**. These summative assignments draw on a range of strategies and in the course of the MA you will be assessed through literature review, construction of a critical reading log, academic poster and presentation. This aligns to the University-wide Learning Teaching and Assessment plan moving forward in terms of authentic assessment that will contribute to professional understanding and employability.

The assessment of skills will culminate in the dissertation. At the dissertation stage of the MA a detailed module guide/handbook will ensure that your supervisor and Personal Tutor can track and monitor your progress and provide interim feedback to support and help you.

Feedback is provided in line with the University regulations and policy.

Graduate Prospects

This dynamic programme offers the opportunity to extend professional knowledge appropriate to enhancing career profile and prospects in a range of roles relevant to the applicant's context and interests. It gives students the online opportunity to develop a deeper understanding and expertise in a field of education and the global outlook, cultural fluency and importance of social change prized in today's employment market.

The programme provides opportunities to build on the following transferable and generic skills:

- A discriminating use of range of academic resources, compile bibliographies, and engage critically with scholarly sources,
- The ability to participate in collaborative learning, debate and discussion and skills in presenting & defending a line of debate/research findings
- A range of skills in the use of technology to retrieve information, share ideas, support research, present and communicate findings
- The ability to identify a key issue/problem and the ability to construct an enquiry
- The ability to make decisions in complex/unpredictable situations
- Sound initiative and independent learning ability and readiness to take responsibility for own personal and professional development
- A readiness to advance their knowledge and understanding and to develop new skills to a high level

Current and future career prospects for successful graduates of this programme are excellent. This is based on the University's employment data for the existing programme. This programme is designed for students who are highly skilled practitioners to achieve significant career progression. This informs programme curriculum content with learning, teaching and assessment strategies focused on knowledge, skills and understanding that supports career advancement.

MODULES

Code	Title	Credits	Status
MAPP7204	Methodology and Methods	30	Optional
MAPP7205	Action Research for Professional Enquiry	30	Optional
MAPP7203	Case Study	30	Optional
MAPP7206	Negotiated Learning	30	Optional
MAPP7207	Planning Enquiry: Research Methods and Ethics	30	Compulsory*Normally MA students will complete this module immediately prior to MAPP7242
MAPP7242	Practitioner Research Dissertation	60	Compulsory

Students may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme award:

Post Graduate Certificate Education (PGCert) 60 Credits

Post Graduate Diploma Education (PGDip) 120 Credits

Key to Module Statuses	
Compulsory modules	Must be taken although it may possible to compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).
Optional modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, it may be possible to compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed).

Optional modules may be subject to availability and viability. If we have insufficient numbers of students interested in an optional module in any given academic year, this may not be offered. If an optional module will not be running, we will advise you as soon as possible and help you choose an alternative module.

Timetables

Timetables are normally available at the beginning of the academic year for each point of entry during the year. Timetabling is flexible and designed to accommodate the working patterns of students, who are usually in full-time or part-time employment, and the range of time-zones in which students are based. There are a number of options offered for each synchronous activity to allow this flexibility.

Our Timetabling team work hard to ensure that timetables are available as far in advance as possible, however there may be occasional exceptions such as in the case of teaching which falls outside of the usual academic calendar. The UoC academic calendar runs from August to July, so timetabling information for programmes which include teaching sessions in August may not be published until closer to the August delivery.

ADDITIONAL INFORMATION

Student Support

The Student Enquiry Point is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- Careers and Employability
- Chaplaincy for faith and spiritual wellbeing
- Mental Health and Wellbeing
- Digital Skills
- Disability and Specific Learning Difficulty (SpLD)
- International Student Support
- Library
- Money Advice Service
- Safeguarding
- Skills@Cumbria
- Sports and Fitness Facilities
- University Student Accommodation

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

Course Costs

Tuition Fees

Course fees can be found https://www.cumbria.ac.uk/study/courses/postgraduate/education-professional-practice-/

Additional Costs

The following course-related costs are not included in the fees:

Provision of your own IT equipment for study

Stationary

Please note that all academic sources recommended for study are accessible thought the University's online library resources. There is no necessity to purchase texts in hard copy.

Exceptions to the Academic Regulations
This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.

External and Internal Benchmarks
• QAA Characteristics Statement: Master's Degrees (2020) • QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland • UoC Curriculum Design Framework • UoC Learning, Teaching and Assessment Plan • UoC Academic Regulations and Academic Procedures and Processes • Institute of Education, Arts and Society Business Plan

Disclaimer
This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes and delivery patterns. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage: https://www.cumbria.ac.uk/study/courses/postgraduate/education-professional-practice-/

Date of Programme Specification Production	October 2025
Date Programme Specification was last updated	July 2026