

MA / PG Dip / PG Cert Education (Leading Learning and Teaching)

Leading Learning and Teaching pathway

Postgraduate Awards:

MA Education (Leading Learning and Teaching)
Postgraduate Diploma Education (Leading Learning and Teaching)
Postgraduate Certificate Education (Leading Learning and Teaching)

This programme is aimed at those aspiring leaders who have responsibility for a curriculum area or age phase in an education context. It aims to develop your strategic and organisational perspectives on learning, particularly by fostering a critically reflective approach to your practice.

By undertaking this new pathway, you will have the opportunity to consider issues of curriculum leadership whilst at the same time enhancing subject knowledge. The balance of modules will allow you to deepen your understanding of your specialist curriculum area and your responsibilities within it; in addition, negotiated learning modules will provide you with the opportunity for guided critical reflection in relation to a chosen focus. The dissertation phase within this pathway allows you to explore issues in leading learning and teaching in greater depth.

Entry requirements

You will normally be a teacher in a maintained or independent school or in the lifelong learning sector.

You will normally have one of the following:

A first or second-class Honours degree in a relevant subject area and relevant experience

The IELTS score for international applicants is 6.5 (with no less than 5.5 in each component). Other English Language qualifications will be considered. For more information please [click here](#).

How to apply

For all awards which form part of the MA Education, please apply directly to University of Worcester. You can [download an application form](#), or can contact the Admissions office on 01905 855111 / pg-admissions@worc.ac.uk

Please post your completed application form to:

Admissions Office
University Of Worcester
Henwick Grove
Worcester
WR2 6AJ

When we receive your application form, your details will be passed to the MA Education course leader who may contact you to arrange an informal interview. You may include additional material, such as references, in support of your application or bring them with you to interview.

The academic year begins in September, but you may start your award at the beginning of the autumn, spring or summer terms. You should apply in good time for the start of the course.

Accreditation of previous learning

In many cases it is possible to gain credit for previous study or experience. Previous study at the same level in other institutions is recognised as transferred academic credit, and professional learning can be analysed through the completion of an Independent Study. Up to 50% of taught elements of the award for which you are registered may be achieved through Accreditation of Prior Learning (APL) or Accreditation of Prior Experiential Learning (APEL).

Get in touch

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Admissions Office
01905 855111
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Awards

Postgraduate Certificate Education (Leading Learning and Teaching)

To gain a Postgraduate Certificate students must successfully complete the two Leading Learning and Teaching pathway modules, plus one optional module with a Learning and Teaching focus

Postgraduate Diploma Education (Leading Learning and Teaching)

To gain a Postgraduate Diploma students must successfully complete the two Leading Learning and Teaching pathway modules, plus one optional module with a Learning and Teaching focus plus **Contemporary Issues in Education: theory, policy and practice** and any two from available MA Education modules.

MA Education (Leading Learning and Teaching)

Students enrolling in the MA must successfully complete the two Leading Learning and Teaching pathway modules, plus one optional module with a Learning and Teaching focus plus **Contemporary Issues in Education: theory, policy and practice**, **Research Methods**, a **Dissertation** of 40 or 60 credits plus one or two 20 credit modules or equivalent from available MA Education modules.

Required modules:

Please see <http://www.worcester.ac.uk/courses/education-ma.html> for full details of required modules.

Contemporary Issues in Education: theory, policy and practice (MAED4006 - 20 credits)

Research Methods (MAED4001 – 20 credits)

Dissertation (MAED4440—40 credits or MAED4460—60 credits)

Pathway modules:

Enhancing Learning and Teaching (MAED4140—20 credits) is designed for teachers and lecturers, particularly during the early professional phase of their development (EPD) – ie. in their first five years post-qualification. Participants will undertake a 3,000 word critically reflective assignment, focussing on enhancing learning and teaching in one chosen area of practice.

Negotiated Learning (Subject Knowledge and Pedagogy) (MAED4207—20 credits) is intended to enable participants to augment their subject knowledge whilst considering issues in learning and teaching.

Optional modules with a Learning and Teaching focus:

Negotiated Learning (MAED4007—20 credits) Negotiated Learning is designed to provide a flexible means of study through negotiation with a tutor. It provides a range of ways for students to develop their capacities for independent professional judgment in a chosen field. The student engages in a professional inquiry in a systematic, rigorous, critical and self-analytical manner in the context of institutional and professional development. In this module students might, for example, try out an intervention with a group of learners and evaluate its impact, or the focus of the module might be a review of relevant literature.

Learning and Teaching Religions and Values (MAED4071—20 credits) consists of two main aspects. The first is to furnish the participants with a greater degree of knowledge of religious traditions or values programmes and approaches with which they are unfamiliar. The second is concerned with planning an appropriate and practical scheme of work or resource for religions and values education. This will include reflecting upon and developing effective means of implementing their schemes of work/resources within **specific contexts and articulating reasons for the approach being taken**.

Pedagogy , Policy and Practice in the Early Years (MEDD4157—20 credits) At a time of increasing focus on Early Years provision, this module critically evaluates the profusion of policy initiatives, guidance and legislation emerging in the UK. Students will analyse and critically evaluate the political and socio-economic factors influencing practice today and engage with these issues to consider how lead practitioners can interpret and respond to policy changes to improve outcomes for children.

Effective Early Years Practice and Pedagogy (MEDD4159—20 credits) examines current thinking and research in early childhood provision, encouraging students to analyse and critically evaluate links between personal principles, early childhood theory, observed evidence and their practice. Students embark on a process of analysis and evaluation to enhance the quality of provision for young children and develop their ability to lead and model best practice. Personal reflection on practice is an integral part of this module.

Special and Inclusive Education: Towards Inclusion (MAED4040—20 credits) considers legislation, policy, definitions and approaches to educational 'inclusion' in relation to children with disabilities or 'special educational needs'. A range of current ideas from current authorities are discussed. The module looks at the implications for practitioners of the diversity of pupils' learning needs and investigates how far current educational practice may be seen as 'inclusive'. The module reflects on the concept of a discrete pedagogy for special and inclusive education and will address teaching approaches that may be used effectively with all pupils.

Employability

Postgraduate study will mark you out in today's competitive job market, showing that you have enhanced knowledge in this subject area, as well as highlighting your ability to analyse, communicate and apply theory – all skills which are sought after by employers.

Academic department

[Institute of Education](#)

"Our high quality programmes and innovative teaching methods prepare and train the very best professionals. Worcester graduates have made a huge difference in the field of education."

Ann Jordan, Head of Institute

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<http://www.worcester.ac.uk/courses/leading-learning-teaching-ma-pgdip-pgcert.html>