

## MA Social Justice in Education

### Programme Specification

<b>Awarding Institution:</b> University of London (Interim Exit Awards made by Goldsmiths' College)
<b>Teaching Institution:</b> Goldsmiths, University of London
<b>Final Award:</b> MA Social Justice in Education
<b>Programme Name:</b> MA Social Justice in Education
<b>Total credit value for programme:</b> 180
<b>Name of Interim Exit Award(s):</b> Postgraduate Certificate in Educational Studies Postgraduate Diploma in Education Studies
<b>Duration of Programme:</b> 1-year full time; 2-5 years part time
<b>UCAS Code(s):</b> <b>HECoS Code(s):</b> 100459 Education Studies <b>QAA Benchmark Group:</b>
<b>FHEQ Level of Award:</b> level 7
<b>Programme accredited by:</b> Not applicable
<b>Date Programme Specification last updated/approved:</b> May 2024
<b>Home Department:</b> Educational Studies

### Programme overview

The programme is designed for those interested in engaging with questions around social justice in education. It will appeal to educators at all levels, including practising teachers and those in informal learning contexts. This programme will also resonate with those that are interested more broadly in education and related fields, such as youth work, museum education, as well as those who work with charities and NGOs focused on children and young people. The MA aims to deepen and extend undergraduate study if you have a first degree in education or any of the optional modules that make up the MA programme. It may also serve as a route by which you may 'convert' from your original discipline to the study of

education and the embedding of social justice in education. This will be dependent on you having the necessary qualifications and experience.

The teaching and learning activity on the programme support you in critically investigating current research relating to how education can support issues of social justice. Our focus on social justice includes both those issues related to identity, such as gender and race equity, neurodiversity, and language, and those related to practice, including leadership, policy, and early years teaching. The programme's modular structure allows for specialisation areas such as identity and social justice, teaching and learning as well as language and culture in education. Please note, however, that all students are free to select their own pathway through the degree.

Our focus on social justice in education means that we prioritise inclusive and alternative perspectives on education and apply these creatively to issues that are relevant to your current or future practice. Teaching sessions and personal tutorials focus on supporting you to bring together reading and reflections from your own context and experience, enabling you to develop a better informed, more analytical approach to educational processes.

As well as subject-specific knowledge and skills, the study of social justice in education will enable you to develop the following transferable skills:

- critical analysis and policy analysis,
- Writing for a range of academic and professional audiences,
- knowledge of a range of qualitative research methods,
- The capacity to make judgments that require personal responsibility and initiative in complex and unpredictable environments.

Many students who enroll on this programme already have significant experience as educators, either in the formal education system or elsewhere (for example, museums, galleries and voluntary organisations) and will have experiences that relate to questions around social justice that will be raised in this programme. The programme aims both to

enhance your ability to carry out your current work roles, or engagement in your current context, as well as prepare you to take up positions of leadership in those settings. It also forms a preparation for further study in the field of Education and related subjects.

## **Programme entry requirements**

The standard requirement is at least second-class honours BA in education or another relevant subject, together with appropriate voluntary or professional (paid) experience in education or community work. Other qualifications of equivalent level will be considered where you can demonstrate academic strength and relevant professional experience. A high level of competence in written and spoken English is also required. If your first language is not English, you will need a minimum score of **6.5 overall** in IELTS or equivalent. This **includes a 6.5 in writing** as part of the overall score. **Where you fall short of this requirement, you may be offered a place conditional on successful completion of a pre-sessional programme or a Graduate Certificate at the English Language Centre.**

Students can transfer 30 credits from previous Level 7 modules (no older than five years) if they can show their relevance to the programme. You would then be exempt from one - of the three optional modules on the programme.

Students can bring 30 credits from previous Level 7 modules for a Postgraduate Masters qualification if they can be shown to be relevant to the MA Social Justice in Education.

## Programme learning outcomes

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Present a good understanding of theoretical perspectives and relevant literature on aspects of social justice and their application to the fields of education theory, policy and practice;	All taught modules
A2	Demonstrate critical understanding of the interaction of equity and identities in the social world in general and educational situations in particular;	All taught modules
A3	Show a good general understanding of how issues of social justice impact upon and determine practices of teaching and learning.	All taught modules

### Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Show understanding of and ability to apply skills in critical thinking and analysis to published material in the field.	All taught modules
B2	Demonstrate ability to identify a relevant research question and conduct independent research.	Researching Social Justice in Education; Dissertation module

### Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate critical skills in the interrogation of academic, policy and other texts in education informed by appropriate theoretical and methodological perspectives;	All taught modules
C2	Exhibit skills in the evaluation of educational practice, including their own	All taught modules

Code	Learning outcome	Taught by the following module(s)
	practice, and its impact on issues of social justice;	
C3	Show ability to build a structured and coherent argument based on knowledge of theory and practice.	All taught modules

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate skills in the critique, structuring and communication of ideas, both orally and in writing;	All taught modules
D2	Exhibit the capacity to handle ideas in systematic, critical and creative ways;	All taught modules
D3	Show capability in structuring well-formed and lucid arguments in their own research, e.g. to be able to review and evaluate existing literature in their chosen area;	All taught modules

## Grading Criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	Awarded to candidates who show evidence of outstanding relevant reading and a highly advanced grasp of current major issues in the field. This knowledge will have been reviewed critically with insight, independence and originality of thought. Arguments and the presentation of evidence will demonstrate highly sophisticated reasoning and be exceptionally clear, well focused and cogent, considered to be of quality suitable for publication. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module to an exceptionally outstanding level.
70-79%	Distinction	Awarded when candidates show evidence of extensive relevant reading and an advanced grasp of current major issues in the field. This knowledge will have been reviewed critically with insight and independence of thought. Arguments

		and the presentation of evidence will demonstrate sophisticated reasoning and be clear, well-focused and cogent. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module to an excellent level.
60-69%	Merit	Awarded when candidates show evidence of extensive relevant reading and an advanced grasp of current major issues in the field. This knowledge will have been reviewed critically with insight and independence of thought. Arguments and the presentation of evidence will demonstrate sophisticated reasoning and be clear, well focused and cogent. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module to an excellent level.
50-59%	Pass	Awarded when there is clear evidence of knowledge and understanding but where there may be little development of ideas, critical comment or methodology. There will be reference to relevant reading, though not necessarily extensive. Within these limitations there will be indications that the student has grasped fundamental concepts and procedures in the field. Candidates will have demonstrated that they have achieved the specific learning outcomes of the module adequately.
30-49%	Fail	Indicates a fail when candidates do not satisfy the examiners that they have read and understood the essential texts of the module and when there are weak and inaccurate answers to questions. Research involved in the writing of a dissertation may be poorly organised and inadequately discussed. There may be confusion and incoherence and unfocused comment on the literature. Candidates will not have demonstrated achievement of the specific learning outcomes of the module.
10-29%	Bad fail	Represents a significant overall failure to achieve the module learning outcomes. Research involved in the writing of a dissertation may be very poorly organised and key concepts inadequately discussed.
1-9%	Very bad fail	Indicates a submission that does not attempt to address the module learning outcomes.
0%	Non submission or plagiarised	Failure to submit or a plagiarised assessment.

## **Mode of study**

The programme is offered primarily face-to-face.

The acquisition of all the above knowledge and understanding learning outcomes is supported by a combination of seminars, small-group discussions and one-to-one tutoring, with the emphasis on peer support through collaborative group working. One to one tutorials are also held live and/or, online.

All modules are taught by a team of academic staff so as to provide you with a range of expertise and interests. You are encouraged to develop your own areas of interest through the assessed coursework you will produce.

The acquisition of subject specific and transferable skills is achieved through all aspects of the programme, including both the teaching methods and the assessment strategy. Assignments enable you to identify and investigate issues relevant to your own experiences and/or practice, and these are supported by the work carried out in small groups in seminars and through individual supervision.

## **Marking criteria**

All taught modules are assessed through methods that includes written assignments, oral presentations and slide/poster presentations. These enable you to demonstrate your ability to apply the theoretical concepts under discussion to issues in teaching and learning, your own contextual experience if it outside the field of education. The assessment therefore forms an important and integral part of the learning process as it helps you to develop and clarify your ideas.

## Programme structure

### Full-time mode 1 year

Module Title	Module Code	Credits	Level	Module Status	Term
Introduction to Social Justice in Education	ED71087D	30	7	Compulsory	1
Researching Social Justice in Education	ED71088B	30	7	Compulsory	1
Race, Culture and Education	ED71098B	30	7	Compulsory	2
Optional module	Various	30	7	Optional	2 or 3
Dissertation	ED71043D	60	7	Compulsory	2, 3

### Part-time mode 2 – 5 years

#### Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
Introduction to Social Justice in Education	ED71087D	30	7	Compulsory	1
Race, Culture and Education	ED71098B	30	7	Compulsory	2



## Academic year of study 2

Module Name	Module Code	Credits	Level	Module Type	Term
Researching Social Justice in Education	ED71088B	30	7	Compulsory	1
(Y2-5) Option module	From a choice of 3	30	7	Optional	2 or 3

## Academic year of study 3

Module Name	Module Code	Credits	Level	Module Type	Term
Dissertation (taken in final year of programme)	ED71043D	60	7	Compulsory	2, 3
Option module	From a choice of 3	30	7	Optional	2 or 3

## Academic year of study 4

Module Name	Module Code	Credits	Level	Module Type	Term
(Y2-5) Option module	From a choice of 3	30	7	Optional	2 or 3
Dissertation	ED71043D	60	7	Compulsory	2,3

## Academic year of study 5

Module Name	Module Code	Credits	Level	Module Type	Term
(Y2-5) Option module	From a choice of three	30	7	Optional	2 or 3
Dissertation	ED71043D	60	7	Compulsory	2,3

Optional modules change based on staff availability and expertise. The options currently offered are:

Exploring Gender in Education

Global Education: Power, Practice and Policy

Living Multilingualism in Education

## Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three times a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops. Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

## **Placement opportunities**

There is the opportunity on our Living Multilingualism in Education module to undertake a placement in a London school.

## **Employability and potential career opportunities**

Many of the modules on this programme focus on professional issues and professional practice with a main focus being the development of professional competence in the workplace. All of the modules on this programme are focused on developing thinking which can be directly applied to both theoretical and professional contexts. The Careers Service offers many opportunities for students to gather new experiences, skills and support in finding work <https://www.gold.ac.uk/careers/>. There is specific support for international students if they want to work in the U.K. The Careers Service give dedicated talks to MA students on the programme. There are also workshops on CVs, how to prepare for interview, workshops and events as well the opportunity to book a one-to-one appointment for expert advice.

## **Programme-specific requirements**

If you pass the compulsory module, 'Introduction to Social Justice in Education' and gain a further 30 credits you may be awarded the Postgraduate Certificate in Educational Studies (60 credits).

If you pass the compulsory module, 'Introduction to Social Justice in Education' and gain a further 90 credits you may be awarded the Postgraduate Diploma in Educational Studies (120 credits).

## **Tuition fee costs**

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

## **Specific programme costs**

N/A