



Course Specification

Part A

MA English and Education Management

AHT053

Faculty of Arts and Humanities

School of Humanities

Academic Year: 2021/2022

Please note: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

We regularly review our course content, to make it relevant and current for the benefit of our students. For these reasons, course modules may be updated.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in the Module Information Directory (MID), student module guide(s) and the course handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

PART A Course Specification (Published Document)

MA English and Education Management

1. Introduction

The MA in English and Education Management aims to prepare students for advanced academic study of English literature and language as well as giving them the knowledge-base necessary to become effective teachers and/or managers in a variety of education settings (e.g. Higher, Further, Schools – state and private).

This course gives students the opportunity to explore the stylistic features of the English language, to discuss major English literature themes and authors with particular reference to environmental issues, to engage with the theory and practice of English teaching (both language and literature) and to approach key issues in education management.

Students will also gain a recognised professional teaching qualification: the Teaching Knowledge Test accredited by the University of Cambridge, as part of the module on classroom management.

A diagnostic task is administered when students start the course to support their academic development and each student is allocated a personal tutor who will provide both personal and academic support and guidance.

The course also includes the engagement with relevant free Massive Open Online Courses (MOOCs). Research carried out on the integration of MOOCs into the curriculum by staff on the course shows that this enhances participating students' digital fluency and intercultural awareness.

Some of the distinctive features of the Course are:

1. A task-based/problem-based approach to language/literature learning and teaching and education management;
2. Varied and innovative assessment tasks;
3. The excellent quality of both the pastoral and academic support offered to students, including support for dissertation selection and writing up;
4. The innovative themes covered in literature (e.g. environment and ecocriticism);
5. The accreditation of the TKT (Teaching Knowledge Test) professional qualification.

The course has been designed for learners who aim to enhance their knowledge of English language and literature while at the same time engage with education management and English teaching themes with the purpose of either obtaining better employment or becoming more effective managers in education settings. Job destinations could include International Recruitment Officers, Language Centre Directors, English Examiners, University Lecturers, School Teachers, Academic Consultants, Pre-sessional Tutors and Course Leaders.

Professional Experience

During semester one, students can apply for the extended route, which offers an opportunity to reflect upon and gain professional experience through three semesters of internship or placement* with a host of different organisations. Students can also undertake or participate in supervised, campus-based University projects. The professional experience supports the development of students' personal and professional skills, such as communication, team-working, self-management, project working and critical reflection to enhance their future employability. This experience will build up on students' previous learning and experiences and encourage them to reflect on their work and skill sets prior to undertaking the final sixty credits of M level study.

Professional experience placements may be paid or unpaid, and this will depend on what is being offered and agreed with the host organisation. Internships can be international, within the UK or may be internal, within the University. Students who secure appropriate campus-based professional experience, may undertake supervised projects, related research and activities designed to offer students the opportunity to develop and integrate curriculum related skills with an understanding of professional practice.

*Internships and placements are subject to competitive application, availability and additional fees.

2 Available Award(s) and Modes of Study			
Title of Award	Mode of attendance	UCAS Code	FHEQ Level
MA English and Education Management (MA) Postgraduate Diploma in English and Education Management (PGDip) Postgraduate Certificate in English and Education Management (PGCert)	MA FT: 1 year/2 years with professional experience placement MA PT: 2 years	N/A	7
3 Awarding Institution/Body	Coventry University.		
4 Collaboration	N/A		
5 Teaching Institution and Location of delivery	Coventry University Main Campus		
6 Internal Approval/Review Dates	Date of approval*/latest review*: February 2020 Date for next review: 2026/27		
7 Course Accredited by	N/A		
8 Accreditation Date and Duration	N/A		
9 QAA Subject Benchmark Statement(s) and/or other external factors	As there are no specific Subject Benchmarks for this PG Course, the review draws on several sources (e.g. the QAA UG Subject Benchmark for English 2015 – Language section – and the Subject Benchmark Statement for Linguistics 2015). It also refers to the University's Reviewed Corporate Strategy , the CU Assessment Strategy 2015-2021 , the CU Education Strategy 2015-2021 and the 2015 QAA Characteristics Statement Masters Degrees		
10 Date of Course Specification	February 2020		
11 Course Director	Dr Sarah Turner		

12 Outline and Educational Aims of the Course

The educational aims of this course are:

- To facilitate the students' engagement with the necessary knowledge, concepts and critical understanding for postgraduate study in English and Education Management.
- To enable students to acquire analytical, critical communication and presentational skills appropriate to postgraduate level study in the context of the modules studied, and to become familiar with the central problems of research in these areas.
- To enable students to develop appropriate skills in research and research design both in the context of the taught elements of the Course and through the completion of a dissertation.
- To enhance students' transferable skills and thereby their future employment prospects.
- To provide students with the knowledge and skills relating to teaching English language and/or literature in innovative ways.
- To encourage students to take individual and cultural differences in critical thinking into account in education management.
- To encourage students to promote equality of opportunity and attainment through teaching and/or education management.
- To provide an inclusive, supportive and accessible environment that fosters respect for difference.
- To foster a critical awareness of sustainability and environmental issues.

These aims are in conformity with the University's Mission Statement, with the QAA Framework for Higher Education Qualifications and the QAA Subject Benchmark Statements.

13 Course Learning Outcomes (CLOs)

The course outcomes have been mapped against the 6 pillars of the Education Strategy:

- a) Creativity & enterprise
- b) Intercultural & international engagement
- c) Community contribution and responsibility
- d) Innovation & digital fluency
- e) Employability
- f) Research-inspired teaching

Please note the relevant pillar has been referenced against each course outcome.

On successful completion of the course a student will be able to:

CLO1. Critically evaluate the principles underlying the teaching and learning process with a focus on professional enhancement for effective classroom management (c, e).

CLO2. Engage in high-level research-informed reflections and decision-making on the teaching of English through language and/or literature across contexts (b, c, e and f).

CLO3. Articulate and critique the role of literature in reflecting environmental concerns (b, c, f).

CLO4. Utilise stylistic analysis to inform critical interpretation of literary and non-literary texts (b, f)

CLO5. Demonstrate a critical understanding of the role that programme management has within organisations (b, e).

CLO6. Analyse different education management settings in different contexts and engage in decision-making when discussing and addressing educational management case studies, including culturally sensitive ones (b, e).

CLO7. Critically evaluate research methods in English and Education Management and articulate project plans, in the context of ethical and professional frameworks (c, e).

CLO8. Devise, manage and complete a sustained body of independent work informed by appropriate research/scholarship and critical analysis, to appropriate academic and ethical standards (a, e and f).

CLO 9. Employ high level information retrieval and analytical skills, including the ability to interpret, evaluate, synthesise and organise archival and digital material, to formulate independent and critical judgements, articulate reasoned arguments and find creative solutions (a, b, c, d, e, f).

14 Course Structure and Requirements, Levels, Modules, Credits and Awards

The course has been devised as both a one-year full-time programme and a part-time programme taken over two years. The mode of attendance is face-to-face contact with some use of online tasks/formative work.

Students can enrol with the intention of studying full-time for three months for the award of Postgraduate Certificate; six months for the award of Postgraduate Diploma or 12 months for the award of Masters (or part-time for six months, 18 months or 24 months respectively).

There are two entry points for this course: September and January (subject to viability).

Entry Points and Sequencing: For **Sept starters**, semester 1 is Sept -Jan, semester 2 Jan-May, semester 3 May-Sept; for **January starters**, semester 1 is Jan-May, semester 2 May-Sept, semester 3 Sept-Jan.

Part time study mode – this will be negotiated with the Course Director on an individual basis. Part-time students can 'merge' with every cohort, but must re-enrol every year.

Indicative running order September Start:

Module	Credits	Semester
7074HUM Stylistics	15	1
7078HUM Principles and Practice of Education Management	15	1
7087HUM Introduction to Environment in English Literature	30	1
7031HUM English Language Teaching in Practice	15	2
7028HUM Teaching English through Literature	15	2
7034HUM Research Methods	15	2
7093HUM Case Studies Analysis in Educational Project Management	15	2
7091HUM Dissertation	50	3

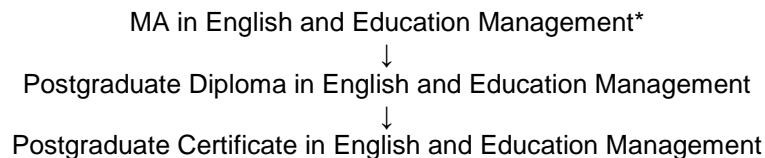
7038HUM Professional Enhancement: Managing the Teaching and Learning Process	10	3
--	----	---

Professional Experience

During semester 1, students who have expressed an interest in undertaking a work placement or internship should begin the application process for these opportunities. Students have the responsibility for securing a placement/internship. They will be supported throughout the application process by a specialist employer engagement team. The university will work with employers to identify opportunities. Subject to securing a placement/internship, the International Student Support team will work with international students to obtain UK study visa extensions. Visas required to work in other countries will be the responsibility of the student.

The course is structured so that students complete two semesters of taught modules and then could spend three semesters on professional experience placement. During this time students would be enrolled onto modules 7088HUM, 7089HUM, and 7090HUM. The modules are zero credit and do not contribute to the classification of the award but must be passed to complete the placement. Upon completion of the work placement, students would return to Coventry to complete the final semester during which time they undertake their project module which may be informed by the learning acquired during the professional experience.

Cascade of Awards:



Course modules

Credit level	Module Code	Title	Credit Value	Mandatory/Optional	Course Learning Outcomes
7	7074HUM	Stylistics	15	M	4,9
7	7078HUM	Principles and Practice of Education Management	15	M	5,6,9
7	7087HUM	Introduction to Environment in English Literature	30	M	3,9
7	7031HUM	English Language Teaching in Practice	15	M	1,2
7	7028HUM	Teaching English through Literature	15	M	1,2
7	7034HUM	Research Methods	15	M	6,7,9
7	7093HUM	Case Studies Analysis in Educational Project Management	15	M	5,6,9
7	7091HUM	Dissertation	50	M	8,9
7	7038HUM	Professional Enhancement: Managing the Teaching and Learning Process	10	M	1,2
<i>Subject to securing an appropriate placement opportunity and fulfilling the selection requirements, students will be transferred to the two-year course and the zero credit modules listed below are to be taken.</i>					
7	7088HUM	Extended Masters HUM Professional Experience Module A	0	Optional	
7	7089HUM	Extended Masters HUM Professional Experience Module B	0	Optional	

7	7090HUM	Extended Masters HUM Professional Experience Module C	0	Optional	
---	---------	---	---	----------	--

The work placement is to be taken over three semesters and prior to the final dissertation/project that must be taken in the final semester of the course.

15 Criteria for Admission and Selection Procedure

To be admitted onto the course, applicants must meet the general requirements of the Coventry University Admissions Policy.

Successful applicants must normally hold a first or a second class Honours Degree or equivalent. Candidates with degrees in subjects other than English/Linguistics/Literature may apply.

Applicants who can demonstrate considerable experience at an appropriate professional level but who do not have the formal academic entry qualifications may also be admitted, subject to an assessment of their application.

Applications are encouraged from all suitably qualified persons irrespective of age, race, gender or disability. The applications and admissions procedure conforms to the University's policy on equal opportunities.

Applicants who are not native speakers of English need to have a proficiency level equivalent to GCSE Grade C or IELTS 6.5 (N.B.: with a minimum score of 6 in writing); Cambridge Proficiency Grade C or above; Certificate of Advanced English Grade A or B.

The course team encourage students to seek recognition of their prior experience and learning. There are opportunities for a student to demonstrate this knowledge in some of the assessment components and where a student can demonstrate that their knowledge and skills meet all intended learning outcomes of a module that student may receive the credits for that module. In calculations for an award these modules will be handled in accordance with University Academic Regulations for Taught Postgraduate Courses.

Applicants with recognised ELT (English Language Teaching) PG equivalent level qualifications (e.g. DELTA, Diploma in English Language Teaching to Adults) qualify for accreditation of prior learning, APEL.

For more details, see Regulations for the Admission of Students on the university website:

<http://www.coventry.ac.uk/Documents/Registry/Regulations%20Academic/2017-18/Academic-Regulations/FINAL-04-Academic-Regulations-for-the-Admission-of-Students-2017.pdf>

16 Academic Regulations and Regulations of Assessment

This Course conforms to the standard University Regulations (Mode R).

17 Indicators of Quality Enhancement

The Course is managed by the Humanities Board of Study of the Faculty of Arts and Humanities.

The Progression and Award Board (PAB) for Postgraduate Taught Courses in Humanities is responsible for considering the progress of all students and making awards in accordance with both the University and course-specific regulations.

The assurance of the quality of modules is the responsibility of the Boards of Study which contribute modules to the course.

External Examiners have the opportunity to moderate all assessment tasks and a sample of assessed work for each module. They will report annually on the course and/or constituent modules and their views are considered as part of the Course Quality Enhancement Monitoring (CQEM). Details of the CQEM process can be found on the Registry's web site.

Students are represented on the Student Forum, Board of Study and Faculty Board, all of which normally meet two or three times per year.

Student views are also sought through module and course evaluation questionnaires.

Coventry University has an established reputation for quality education in the field of English Language Teaching and Literature.

In addition to the past track record in English studies, the School of Humanities also has strong tradition in educational and linguistics-related applied research.

Related MA courses have received high student satisfaction scores on the Postgraduate Student Experience Survey (PTES) between 2016-2019.

18 Additional Information

Enrolled students have access to additional, key sources of information about the course and student support including:

- Faculty/School Handbook
- Student Handbook
- Module guides
- Virtual learning environment
- Study support information