MA Education: Culture, Language and Identity
Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title:

MA Education: Culture, Language and Identity

Name of Interim Exit Award(s):

Postgraduate Certificate in Educational Studies

Postgraduate Diploma in Educational Studies

Duration of Programme: 1 year full-time or 2-5 years part-time

UCAS Code(s): Not applicable

HECoS Code(s): (100459) Education Studies

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: October 2022

Home Department: Educational Studies

Department(s) which will also be involved in teaching part of the programme:

Not applicable

Programme overview

The programme is designed for educators at all levels, including practising teachers, those in informal learning contexts, and others interested more broadly in the field of education. The MA aims to deepen and extend undergraduate study if you have a first degree in education, and might also serve as a route by which you may 'convert' from your original discipline to the study of education, if you have the necessary qualifications and experience.

Teaching and learning activity on the programme supports you in critically investigating current research relating to the effects of culture and language and identity on aspects of educational processes. The programme encourages you to develop an advanced and critical understanding of educational theory and practice. Its modular structure allows for specialisation in the areas of equity and social justice, schooling, and language and culture in education.

We expect you to develop inclusive and alternative perspectives on education, develop strategies for teaching and learning through a systematic process of reasoned critical reflection, and to apply this understanding creatively to issues in your own practice. Teaching sessions and personal tutorials focus on supporting you to bring together reading and reflections from your own learning and teaching experiences, enabling you to develop a better informed, more analytical approach to educational processes. As well as subject-specific knowledge and skills, the study of culture, language and identity in an educational context will give you transferable skills of critical analysis, policy analysis, academic writing and research methods, and will make you better equipped to make judgments that require personal responsibility and initiative, in complex and unpredictable environments, including educational institutions.

Most students already have significant experience as educators, either in the formal education system or elsewhere (for example, museums, galleries and voluntary organisations). The programme aims both to enhance your ability to carry out your current work roles and to prepare you to take up positions of responsibility in the workplace. 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 in IELTS or equivalent. 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 or 60 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 or two of the three optional modules on the programme.

Aims of the programme

The aims of the programme are for you to develop:

- an advanced knowledge of educational theory and practice drawing upon issues of culture, language and identity;
- a critical understanding of theoretical debates in the field;

- inclusive and alternative perspectives on and strategies for teaching and learning through a systematic process of reasoned critical reflection, and to apply this understanding creatively to issues of their own practice;
- knowledge, skills and confidence to carry out educational research and critical inquiry in the field.

What you will be expected to achieve

Students who successfully complete the Postgraduate Certificate in Educational Studies:

Knowledge and understanding

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

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	All taught modules

Code	Learning outcome	Taught by the following module(s)
	other texts in education informed by appropriate theoretical and methodological perspectives;	
C2	Exhibit skills in the evaluation of educational practice, including their own practice, and its impact on issues of culture, language and identity;	All taught modules
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
D4	Demonstrate ability to analyse and critique practice, including their own practice;	All taught modules
D5	Show independence and creativity in self-learning, exercising initiative and taking personal responsibility for work.	All taught modules

Students who successfully complete the Postgraduate Diploma in Educational Studies:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Present a well-developed knowledge and understanding of theoretical perspectives and relevant literature on culture, language and identity and their	All modules

Code	Learning outcome	Taught by the following module(s)
	application to a range of topics in the fields of education theory, policy and practice;	
A2	Demonstrate a good level of critical understanding of the interaction of culture, language and identity in the social world in general and educational situations in particular;	All modules
A3	Show a well-developed understanding around a number of specific topics of how issues of culture, language and identity impact upon and determine practices of teaching and learning;	All modules
A4	Show a good level of understanding of the ways in which cultural products (works of art and literature, media representations etc.) impact on the construction of identities.	All modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Show good understanding of and ability to apply advanced skills in critical thinking and analysis to published material in the field.	All taught modules

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate a good level of critical skill (e.g. of textual analysis) in the interrogation of academic, policy and other texts in education informed by appropriate theoretical and methodological perspectives;	All taught modules
C2	Show ability to build a structured and coherent argument based on knowledge of theory and practice;	All taught modules

Code	Learning outcome	Taught by the following module(s)
C3	Exhibit skills in the evaluation of education practice, including their own practice and its relationship to issues of culture, language and identity.	All taught modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate a good level of skill 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 a good 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
D4	Demonstrate a good level of ability to analyse and critique practice, including their own practice;	All taught modules
D5	Show independence and creativity in self-learning, exercising initiative and taking personal responsibility for work.	All taught modules

Students who successfully complete the MA Education: Culture, Language and Identity:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Present advanced and systematic knowledge and understanding of theoretical perspectives and relevant literature across a wide range of topics on culture, language and identity and their application to the fields of education theory, policy and practice;	All modules
A2	Demonstrate a sophisticated and critical understanding of the interaction of culture, language and identity in the	All modules

Code	Learning outcome	Taught by the following module(s)
	social world in general and educational situations in particular;	
A3	Have an advanced understanding of relevant research methodologies and approaches to the study of culture, language and identity in education, and the ability critically and systematically to evaluate published research;	'Researching Culture, Language and Identity in Education' (compulsory); Dissertation module
A4	Have an advanced understanding of how issues of culture, language and identity impact upon and determine practices of teaching and learning;	All modules
A5	Demonstrate a sophisticated understanding of the ways in which cultural products (works of art and literature, media representations etc.) impact on the construction of identities.	All modules

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Show understanding of and ability to apply advanced 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 Culture, Language and Identity in Education; Dissertation module

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate a high level of critical skill in the interrogation of academic, policy and other texts in education informed by appropriate theoretical and methodological perspectives;	All taught modules
C2	Formulate imaginative and relevant research questions relating to a critical	Researching Culture, Language and Identity in Education; Dissertation

Code	Learning outcome	Taught by the following module(s)
	awareness of discourses about culture, language and identity in education;	
C3	Determine what data and methodological approaches are needed to address particular research questions and select appropriate data collection techniques;	Researching Culture, Language and Identity in Education; Dissertation
C4	Show ability to build a detailed, structured and coherent argument based on knowledge of theory and practice;	All taught modules
C5	Demonstrate ability to design and execute a small-scale research project to investigate a specific question related to issues of culture, language and identity in education.	Dissertation Module

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate a high level of skill in the critique, structuring and communication of ideas, both orally and in writing;	All modules
D2	Exhibit the capacity to handle ideas in systematic, critical and creative ways;	All modules
D3	Demonstrate an advanced 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 modules
D4	Demonstrate a sophisticated ability to analyse and critique practice, including their own practice;	All modules
D5	Show an advanced level of independence and creativity in self-learning, exercising initiative and taking personal responsibility for work.	All modules

How you will learn

The programme is offered in a blended form, with some modules offered fully online and most offered face to face.

In both modes, 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. On online modules learning takes place via a combination of recorded lectures, and live online seminars. One to one tutorials are also held live and/or online.

All modules are taught by a team of academic staff, to provide you with a range of expertise and interests. You are encouraged to develop your own areas of interest through their assessed coursework. Learning outcome A3 is specifically addressed in work for the Dissertation, which is supervised individually.

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.

How you will be assessed

All taught modules are assessed through a range of written assignments which enable you to demonstrate your ability to apply the theoretical concepts under discussion to issues in teaching and learning, usually from your own experience. The assessment therefore forms an important and integral part of the learning process as it helps you to develop and clarify your ideas.

Subject-specific skills C2 and C3 will be specifically assessed in relation to the Dissertation. All other skills will, in addition, be assessed through the module essays.

Marking 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.

Mark	Descriptor	Specific Marking Criteria
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.

Mark	Descriptor	Specific Marking Criteria
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.

How the programme is structured

The MA Education: Culture, Language and Identity is a modular degree, comprising two compulsory modules (Culture, Language and Identity in Education; and the Dissertation).

All students take the first compulsory module, Culture, Language and Identity in Education, in their first term. If you study for the full Master's, you complete three further optional modules plus the compulsory Dissertation module (giving a total of 180 CATS for the MA).

All modules are of equal weight (30 CATS points), except for the Dissertation module, which is double weighted (60 CATS points).

The programme may be taken on either a full time or a part time basis. Most modules involve you attending taught sessions at Goldsmiths in the evenings each term.

In addition to the two compulsory modules, optional modules usually include:

- Bilingualism and Biculturalism in Education
- Children's Literature Culture and Diversity
- Current Developments and Collaborative Approaches in SEN and Behaviour Management (fully online)
- Early Childhood Education for a Diverse Society
- Masculinities and Femininities in Education
- Education Policy into Practice (fully online)
  Creative Leadership and Mentoring
- Race Culture and Education
- Teaching Language in Multilingual Contexts

Full-time mode

Module Title	Module Code	Credits	Level	Module Status	Term
Culture language and identity in education	ED71087B	30	7	Compulsory	1
Optional module 1	Various	30	7	Optional	1

Module Title	Module Code	Credits	Level	Module Status	Term
Optional module 2	Various	30	7	Optional	2
Optional module 3	Various	30	7	Optional	2
Dissertation	ED71043D	60	7	Compulsory	2

Part-time mode: Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Culture, Language and Identity in Education	ED71087B	30	7	Compulsory	1
Modules to the value of between 30-90 credits from a list of options available annually	Various	30-90	7	Optional	1,2,3

N.B. Students may wish to opt to take Module ED71087B only in year 1

Part-time mode: Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to the value of between 30-90 credits from a list of options available annually	Various	30-90	7	Optional	1,2,3

Part-time mode: Academic year of study 3

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to the value of between 30-90 credits from a list of options available annually	Various	30-90	7	Optional	1,2,3

Part-time mode: Academic year of study 4

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to the value of between 30-90 credits from a list of options available annually	Various	30-90	7	Optional	1,2,3

Part-time mode: Academic year of study 5

Module Title	Module Code	Credits	Level	Module Status	Term
Modules to the value of between 30-90 credits from a list of options available annually	Various	30-90	7	Optional	1,2,3
Dissertation	ED71043D	60	7	Compulsory	2

The Dissertation module is taken in the final year of the programme.

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 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

Not applicable

Employability and potential career opportunities

The majority of our students are already working in a professional capacity in educational contexts, so any outcomes are likely to relate to enhanced promotion opportunities or changes in career focus rather than employment per se.

Programme-specific requirements

Not applicable

Tuition fee costs

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

Specific programme costs

Not applicable.