

MASTER OF EDUCATION

**ACCELERATED
12-MONTH PROGRAMME
NOW AVAILABLE**

About the Master of Education Degree

Why pursue your MEd degree?

Gain the skills to be an outstanding educator and leader in a range of institutional settings and contribute to the development of your profession. The Master of Education is created for experienced and practicing educators and leaders who want to develop their professional impact. This qualification is particularly suited to current and aspiring leaders within education. This is advanced study and not an initial teacher education, therefore educators must be working in schools, universities or community learning centres or have a minimum of 3-years suitable experience.

Approved by QAA via One Awards, OfQual via NOCN, this course is taught via seminars, workshops, support sessions, collaborative group work and discussion, tutorials, presentations, interactive practical sessions and directed private study. This Masters degree requires a high level of independent working.

Your progress will be assessed with written assignments, oral and visual presentations. Throughout the degree you'll have support from international academic staff.





Master of Education

INCLUDED COURSES

- Learning, Design & Technology
- Educational Leadership
- Emergent Technologies
- Learning as Engagement
- Researching the Teacher's Practice
- Master of Education Project
- Master of Education Portfolio

Duration:	12 to 24 months
Nomenclature	MEd
Code	7MEd
Points:	180
Learner Hours	1800
Learning hours:	Ten hours per point, total 1800 hours
Assessments:	Presentations, topic-tests, written analysis, exam, project and portfolios
Delivery:	Online - Google Classroom, Zoom & closed Facebook group



Regulation Information



Level 7, 180 Points
Delivery is Face-to-Face Online &
Asynchronous (Google Classroom etc.)



12 to 24-Months
1800 Learner Hours
Nomenclature: MEd



Assessments include:
Presentations, topic-tests, written analysis,
exam, project and portfolios



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LEARNING, DESIGN & TECHNOLOGY

Learning, Design & Technology prepares educators to design and evaluate learning experiences that effectively employ new and embedded technologies in a variety of environments. A particular focus is on assessment strategies of, and for, learning.

”

Learning, Design & Technology

Code

7LDT

Points

20 Points

200 hours

Summary

Learning, Design & Technology prepares educators to design and evaluate learning experiences that effectively employ new and embedded technologies in a variety of environments. A particular focus is on assessment strategies of, and for, learning.

Key resource

Learning, Design, and Technology: An International Compendium of Theory, Research, Practice, and Policy
Sampul Depan
J. Michael Spector
Springer International Publishing, 2016

Student Learning Hours:

Lecture Hours 30

Tutorial Hours 40

Independent Study Hours

130

Key Learning Outcomes

- Foundational instructional design theories, frameworks, and application to develop learning experiences for face-to-face & digital platforms, including project-planning, content expertise, communication, writing, and technology.
- Understanding of pertinent technology, programs, and methods, including interactive media, video, editing, digital design, and digital narrative.
- Knowledge in focused topic areas, such as website development, web programming, and content management systems site development.

Learning & Teaching Strategies

Face-to-face lectures (Zoom, FB Video)
Group discussions
Forum & asynchronous interaction (Google Classroom)
Personal Projects
Recorded content (Flipped Classroom)
Quiz, test & exams
Blog/Portfolio timelines



“

EMERGENT TECHNOLOGIES

This exciting course will explore and evaluate the following and additional disruptive Edtech:

Adaptive Learning

Learning analytics

Simulations, game-based learning activities, and

Virtual or Augmented Reality

Competency-Based Education

Open Educational Resources

”

Emergent Technologies

Code

7ET

Points

20 Points

200 hours

Summary

This exciting course will explore and evaluate the following and additional disruptive Edtech:

- Adaptive Learning
- Learning analytics
- Simulations, game-based learning activities, and Virtual or Augmented Reality
- Competency-Based Education
- Open Educational Resources

Key resource

Emerging Technologies in Virtual Learning Environments

Edited by Becnel, Kim

IGI Global, 2019

Student Learning Hours:

Lecture Hours 30

Tutorial Hours 40

Independent Study Hours 130

Key Learning Outcomes

- Identify and analyze various emerging technologies.
- Identify and analyze various factors that affect educational strategy with emerging technologies.
- Understand the impact of emerging technologies in a global context.
- Understand the impact of emerging technologies on society as a whole

Learning & Teaching Strategies

Face-to-face lectures (Zoom, FB Video)

Group discussions

Forum & asynchronous interaction (Google Classroom)

Personal Projects

Recorded content (Flipped Classroom)

Quiz, test & exams

Blog/Portfolio timelines



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EDUCATIONAL LEADERSHIP

A critical reflection on the theories & discussion of leadership and the place of the leader within education. This course explores historical and contemporary issues and takes a critical perspective towards educational leadership theory and research across the educational sectors. Students will engage with the implications of educational challenges for leaders in their own and global educational settings.

”

Educational Leadership

Code

7EL

Points

20 Points

200 hours

Summary

A critical reflection on the theories & discussion of leadership and the place of the leader within education. This course explores historical and contemporary issues and takes a critical perspective towards educational leadership theory and research across the educational sectors. Students will engage with the implications of educational challenges for leaders in their own and global educational settings.

Key resource

Instructional Leadership and Leadership for Learning in Schools: Understanding Theories of Leading.

Edited by Tony Townsend

Springer Nature, 2019

Student Learning Hours:

Lecture Hours 30

Tutorial Hours 40

Independent Study Hours

130

Key Learning Outcomes

- Facilitate and lead strategic inquiry
- Make data-driven decisions and systemic changes for the improvement of the school and student learning
- Lead the school's learning community with integrity
- Actively investigating and solving educational problems through data gathering and assessment;
- Continuously monitoring the learning problems and successes of each learner

Learning & Teaching Strategies

Face-to-face lectures (Zoom, FB Video)

Group discussions

Forum & asynchronous interaction (Google Classroom)

Recorded content (Flipped Classroom)



“

LEARNING AS ENGAGEMENT

This theoretical course is focused on Explicit Instruction as a pedagogical framework for both teaching and learning. Educators will develop, reflect on and enhance their own classroom practice and/or the practice of their colleagues for discussion with course participants.

”

Learning as Engagement

Code

7LAE

Points

20 Points

200 hours

Summary

This theoretical course is focused on Explicit Instruction as a pedagogical framework for both teaching and learning. Educators will develop, reflect on and enhance their own classroom practice and/or the practice of their colleagues for discussion with course participants.

Key resource

Engaged Learning

By Richard VanDeWeghe

Corwin Press, 2009

Student Learning Hours:

Lecture Hours 30

Tutorial Hours 40

Independent Study Hours

130

Key Learning Outcomes

- Identify suitable engagement strategies for multi classrooms
- Recognise one's own gifts and limitations in student engagement tactics
- Build a testable plan of increased engaged in one's own classroom
- Apply known engagement theories, research or develop a grounded-theory
- Increase student voice, participation and production

Learning & Teaching Strategies

Face-to-face lectures (Zoom, FB Video)

Group discussions

Personal Projects

Recorded content (Flipped Classroom)

Blog/Portfolio timelines



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RESEARCHING THE TEACHER'S PRACTICE

This course supports an educator's critical understanding of the design and conduct of educational research. A deep knowledge of research is developed by contextualising educational research methodology in a teacher or administrator's own research practice. Educational research design is examined in depth within the context of a theoretical lens, such as, critical realism, pragmatism, phenomenology, critical theory, or post-structuralism. Research methods are designed, trialled, and evaluated using criteria from different communities of practice.

”

Researching the Teacher's Practice

Code

7RTP

Points

20 Points

200 hours

Summary

This course supports an educator's critical understanding of the design and conduct of educational research. A deep knowledge of research is developed by contextualising educational research methodology in a teacher or administrator's own research practice. Educational research design is examined in depth within the context of a theoretical lens, such as, critical realism, pragmatism, phenomenology, critical theory, or post-structuralism. Research methods are designed, trialled, and evaluated using criteria from different communities of practice.

Key resource

International Research, Policy and Practice in Teacher Education: Insider Perspectives
Edited by Jean Murray, Anja Swennen, Clare Kosnik

Student Learning Hours:

Lecture Hours 30

Tutorial Hours 40

Independent Study Hours

130

Key Learning Outcomes

- Investigate Best Evidence Synthesis Iteration [BES]
- Relate a number of theoretical lenses to own practice
- Explain and apply relevant methods to address educational issues

Learning & Teaching Strategies

Face-to-face lectures (Zoom, FB Video)
Forum & asynchronous interaction (Google Classroom)
Recorded content (Flipped Classroom)
Quiz, test & exams
Blog/Portfolio timelines



Co robić, jakie ma hobby?

Co go cieszy?

Wiek: 32 l.

“

MASTER OF EDUCATION PROJECT

Educators will investigate existing literature related to a chosen educational and/or leadership issue and devise an appropriate strategy to study the chosen issue. This is a negotiated practitioner-focussed reflective project using an appropriate inquiry or self-study approach. Evidence of research design, analysis and evaluation is expected.

”

Master of Education Project

Code

7MEP

Points

60 Points

600 hours

Summary

Educators will investigate existing literature related to a chosen educational and/or leadership issue and devise an appropriate strategy to study the chosen issue. This is a negotiated practitioner-focussed reflective project using an appropriate inquiry or self-study approach. Evidence of research design, analysis and evaluation is expected.

Key resource

International Research, Policy and Practice in Teacher Education: Insider Perspectives
Edited by Jean Murray, Anja Swennen, Clare Kosnik

Student Learning Hours:

Lecture Hours 30

Tutorial Hours 140

Independent Project Hours

430

Key Learning Outcomes

- Investigate existing literature related to a chosen educational leadership issue
- Devise an appropriate strategy to study the chosen issue
- Research, of an academic, aesthetic, technological or applied professional nature in educational leadership

This is a negotiated practitioner-focussed reflective project using an appropriate inquiry or self-study approach.

Learning & Teaching Strategies

Face-to-face lectures (Zoom, FB Video)
Forum & asynchronous interaction (Google Classroom)
Personal Projects
Recorded content (Flipped Classroom)
Blog/Portfolio timelines



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MASTER OF EDUCATION PORTFOLIO

Course participants will submit a significant portfolio that demonstrates the candidates engagement with both theory and practice issues. The implementation of their course learnings demonstrated in the portfolio will be digital, openly accessible and a contribution to the wider profession as a resource.

”

Master of Education Portfolio

Code

7MPF

Points

20 Points

200 hours

Summary

Course participants will submit a significant portfolio that demonstrates the candidates engagement with both theory and practice issues. The implementation of their course learnings demonstrated in the portfolio will be digital, openly accessible and a contribution to the wider profession as a resource.

Key resource

International Research, Policy and Practice in Teacher Education: Insider Perspectives
Edited by Jean Murray, Anja Swennen, Clare Kosnik

Student Learning

Hours:

Lecture Hours 30

Tutorial Hours 40

Independent Study

Hours 130

Key Learning Outcomes

- Demonstrate an awareness and reflection on emerging technologies
- Showcase the pursuit of change in pedagogy, research and impact on learning
- Self-evaluate one's own changing practice
- Chronicle one's own growing educational leadership in an appropriate setting

Learning & Teaching Strategies

Face-to-face lectures (Zoom, FB Video)

Group discussions

Forum & asynchronous interaction (Google Classroom)

Personal Projects

Blog/Portfolio timelines

Life is short.
Do stuff
that matters

Photo by Manasvita S on Unsplash

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Timeline for the Master of Education

FEBRUARY 2020

Semester 1
Begins

- Learning & Design Technology
- Educational Leadership
- Emergent Technologies
- Learning as Engagement

JUNE 2020

Semester 1
Begins

- Researching the Teacher's Practice
- Master of Education Project
- Master of Education Portfolio

NOVEMBER 2020

Submission of
Project

DECEMBER 2020

Submission of
Portfolio

ASSESSMENT PROCESSES

RUBRIC

The grading of assessments is based on the common practice of rubrics to evidence mastery. UARD has adopted Lakehead University's (Canada) standards as shown below. Written, spoken, presented, individual, peer and group-work are all graded based on the above expectations at graduate level. It is the intention of UARD that every student has the capacity to obtain Level 4-to-5 in Quality, Content, Expression, Level of Engagement and Expectation.

	Level 4/5: 80% to 100% (A- to A+) Indicates work that:	Level 3: 70% to 79% (B- to B+) Indicates work that:	Level 2: 60% to 69% (C- to C+) Indicates work that:	Level 1: 50% to 59% (D- to D+) Indicates work that:	Level 0: below 50% (F) Indicates work that:
Quality	Is exceptional, exemplary, complete, thorough, and comprehensive.	Is complete, thorough, and comprehensive.	Is mainly complete -- although not consistent in thoroughness and comprehensiveness, it is nonetheless satisfactory.	Is incomplete or inconsistent in thoroughness and comprehensiveness; only marginally satisfactory.	Is incomplete and, therefore, unsatisfactory.
Content	Demonstrates a superb and comprehensive understanding of content, literature, and research -- shows a consistent application of a high level of critical scrutiny to the subject matter, texts, and discussions.	Demonstrates a comprehensive understanding of content, literature, and research -- shows a regular application of critical scrutiny to the subject matter, texts, and discussions.	Demonstrates a satisfactory understanding of content, literature and research -- shows occasional critical scrutiny re subject matter, texts, and discussions.	Demonstrates limited understanding of the content, literature, research, subject matter, and texts.	Demonstrates insufficient understanding of the content, literature, and research, subject matter, and texts.
Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written and/or oral language.	Demonstrates ability to integrate and articulate ideas; shows a reasonable written and/or oral mastery of language.	Demonstrates some ability to integrate and express ideas; satisfactory written and/or oral language.	Demonstrates limited ability to integrate and express ideas; marginal written and/or oral language.	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written and/or oral language.
Level of Engagement	Demonstrates a level of personal engagement, reflection, and self-initiation, which exceeds expectations.	Demonstrates personal engagement and self-initiation, and meets expectations.	Suggests some personal engagement and self-initiation, and meets most expectations.	Suggests minimal engagement and barely meets expectations.	Suggests insufficient engagement.
Expectation	Is so outstanding that work goes well beyond expectations.	Is good or very good -- of a high standard met by many Education students.	Is satisfactory of a standard met by many Education students.	Is barely acceptable--attained by a few Education students whose difficulties /distractions interrupted performance.	Does not meet even the basic requirements.

ASSESSMENT PROCESSES

GRADE- POINT SYSTEM

Percentage	Grade	Grade points
75–100	A+	4.25
71–74	A	4
67–70	A-	3.75
64–66	B+	3.5
61–63	B	3.25
57–60	B-	3
54–56	C+	2.75
50–53	C	2.5
48–49	C-	2.25
43–47	D+	2
40–42	D	1.5
38–39	D-	1
35–37	F+	0.75
30–34	F	0.5
0–29	F-	0

GRADUATE STUDIES BOARD

Craig Hansen



Craig Hansen has led education for the past 30 years in a career that spans New Zealand, Nepal, India and Indonesia.

Craig's eclectic and fast-paced journey has seen him establish two tertiary education institutions that deliver university programmes to students from around the world, from Canada to China. Craig has developed qualifications, led quality assurance committees, reviewed organisational performance and built a primary school for the ministry of education in New Zealand. Craig was seconded to re-establish the Centre of Digital Excellence for the Auckland College of Education, which became the Faculty of Education & Social Work.

As the Director of the Graduate Studies Board of the University of Applied Research and

Development, Craig is able to bring his wealth of experience in digital learning and the creative industries to new sectors.

Craig's PhD research is highly unique, involving the fast-paced world of commercial 3D animation and modelling which is extremely competitive and cutting-edge. Craig developed a framework for the development and review of qualifications for the creative industries that has not been created previously.

As the Academic Director for 3Di he travels regularly throughout ASEAN nations to ensure the innovative learning programme is supporting students and teachers to achieve 21st Century Learning. Craig holds the esteemed position as the NOCN & One Awards centre for Indonesia, which enables him to develop university programmes and internationally validate graduates from the best universities, while also partnering in commercial ventures.



19-25%

THE AVERAGE , GLOBAL RISE IN SALARY
AFTER COMPLETING A MASTERS DEGREE

35-40%

WORLDWIDE AVERAGE PERCENTAGE OF
SALARY INVESTED IN A MASTERS DEGREE

The Master of Education is offered to ASEAN educators at no delivery cost due to hugely generous corporate and individual sponsorship. All participants are required to contribute to research outcomes related to the programme.

The only fees are the international accreditation NOCN fees per learner. It is encouraged that participants work with school cohorts for peer support.

This programme is offered for \$255USD per learner. Please note, depending on the mode of delivery, the Master of Education is normally \$18,000 to \$35,000USD.

CONTRIBUTING FACULTY

Dr Jake Madden



Executive Principal - United Arab Emirates
Senior Lecturer - Southern Cross University

Dr. Melanie Miller



Head of Institute
Strategi Institute

CONTRIBUTING FACULTY

Dr Leanne Marie Wotten



Head of Senior Schools
GEMS Education

Dr Richard Glass, Jr.



Chief Learning Officer
Chicago International Labs

CONTRIBUTING FACULTY

Elizabeth Plummer (Master of Education)



Senior Lecturer
Faculty of Arts, Society & Professional Studies
Newman University

Dr Arfan Ismail



Head of Digital Learning
& Learning Resource Centres
Blackpool and The Fylde College

CONTRIBUTING FACULTY

Justine Driver (Master of Education Leadership & Management)



Principal
Sunnyhills School

Syed K.I. Bakht (MBA)



Director of Academic Affairs - Leadership & Governance
Paris Graduate School

CONTRIBUTING FACULTY

Justine Hughes (Master of Teaching)



Evaluator & Gifted Education Board Member
University of Waikato

Simon Towle



Research Fellow
James Cook University

CONTRIBUTING FACULTY

Victor Leggett (Master of Education)



Adult & Literacy Instructor
McLennan Community College



Accreditation

The University of Applied Research & Development is a private tertiary education institution funded by the generous support of individuals and corporations, accredited in the UK.

NATIONAL OPEN COLEGES NETWORK

Approval in the United Kingdom as an NOCN Centre #30003303
Licensed by OfQual to develop and award qualifications.

ONE AWARDS

Licensed by QAA for the quality, assurance and higher education access processes.

UNIVERSITY OF SUNDERLAND

Co-Endorser of programmes for global delivery



Contact Us

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