In the MA Education (History), students explore educational, political and philosophical debates that have influenced curriculum and the learning and teaching of history in schools, colleges and related settings. Students are encouraged to critically reflect on principles, practices and issues that shape and relate to policy and professional practice in history education and to develop theorized and evidence-informed perspectives on policy and practice.

Degree summary

Students explore the key concepts involved in understanding history education. They develop an understanding of contemporary issues and key research findings in history education and related areas, and are supported to apply this knowledge in practice in educational settings and related contexts.

The MA Education is located in the Department of Curriculum, Pedagogy and Assessment, a world-leading centre for subject-specialist education. By studying the history education route, you will have the opportunity to reflect on practice in history education and, through assignments focused on contemporary subject-specific teaching and learning, you will have opportunities to develop and evaluate interventions to enhance the quality of teaching and learning in history in educational settings and related contexts.

You will be encouraged to read widely in specialist literature and be introduced to world-leading theory and research in history education and in education studies more broadly. You will be encouraged to innovate and test ideas and to contribute to ongoing discussions about improving history education.

Our programme offers students the opportunity to study face-to-face, to combine online study with face-to-face sessions, or to pursue their studies entirely by online learning. Online learning and blended learning provide access to our courses for students studying at a distance.

The dissertation/report module includes may be taken with an online ‘Integrated Research Methods’ course in term 1 of the module or without this element, depending on students’ preferences. Students are allocated a dissertation/report supervisor. For most of the module, teaching and learning takes place through regular one-to-one research supervision meetings with your supervisor. These supervisions can be conducted face-to-face and/or via distance learning.

Degree structure

Mode: Full-time: 1 year; Part-time: 2 years; Flexible: up to 5 years
Location: London, Bloomsbury

Students undertake modules to the value of 180 credits. The programme consists of three compulsory modules (90 credits), and either one optional module (30 credits) and a compulsory dissertation (60 credits), or two optional modules (60 credits) and a report (30 credits). The dissertation or report may be taken with an ‘Integrated Research Methods’ element or without this element.

Please note that the list of modules given here is indicative. This information is published a long time in advance of enrolment and module content and availability is subject to change.

COMPULSORY MODULES
- What is Education?
- Effective Learning in History
- Understanding Research
- Dissertation with Integrated Research Methods (IRM) or Dissertation OR Report with Integrated Research Methods (IRM) or Report

OPTIONAL MODULES
Students choose either one or two optional modules from a range available in the wider UCL Institute of Education offering.

The following list indicates the kinds of modules we have on offer. Please be aware that we cannot guarantee that every module will run every year.

Please contact the Programme Leader for further information.

- Education and Identities: Citizenship, Rights, Narratives
- Holocaust in the Curriculum
- Debates in the History of Education
- Issues and Debates in RE
- Comparative Education: Theories and Methods
- Contemporary Issues in English Education
- Critical Perspectives on Learning and Teaching
- Curriculum Policy and Practice
- Development Education in the Era of Globalisation
- Leading the Geography Curriculum
- Global Citizenship Education: Research, Policy and Practice
- Education and Muslim Communities
- Education, Ethics and Imagination in a Globalising World

Visit the UCL Institute of Education website for more information, including module descriptions, which can be seen by clicking on the module title.

DISSERTATION/REPORT
- All students undertake a Dissertation of 20,000 words (60 credits) or a Report of 10,000 words (30 credits) OR a Dissertation with Integrated Research Methods (2,000-word proposal and a 17,000-word dissertation - 60 credits) or a Report with Integrated Research Methods (1,500-word proposal and 8,000-word report - 30 credits). In all cases, the focus of the dissertation or report must be history education.
Your career

Graduates of this programme are currently working across a broad range of areas. Some are working as teachers, senior leaders in schools in the UK and internationally, while others work in a range of other educational settings and for governments in curriculum design and related areas.

Employability

The programme develops students’ ability to think critically and analytically about theory and practice in educational settings and the ability to organise and evaluate empirical and theoretical claims and arguments about educational aims and practices. Students learn to organise, evaluate and present data and argument in robust and critically informed ways and to read, design, conduct and evaluate educational research, taking account of relevant practical, theoretical and ethical issues.
Entry requirements

A minimum of a second-class UK Bachelor’s degree in a relevant subject or an overseas qualification of an equivalent standard and a developed interest in history education (usually evidenced by teaching experience or by experience related to education).

English language proficiency level

If your education has not been conducted in the English language, you will be expected to demonstrate evidence of an adequate level of English proficiency.

The level of English language proficiency for this programme is: Good.

Information about the evidence required, acceptable qualifications and test providers is provided at: www.ucl.ac.uk/graduate/english-requirements

Your application

When we assess your application we would like to learn:

// why you want to study history education at graduate level
// why you want to study history education at UCL
// what particularly attracts you to your chosen programme
// how your academic and professional background meets the demands of this challenging programme
// where you would like to go professionally with your degree

Together with essential academic requirements, the personal statement is your opportunity to illustrate whether your reasons for applying to this programme match what the programme will deliver.

There is an application processing fee for this programme of £75 for online applications and £100 for paper applications. Further information can be found at: www.ucl.ac.uk/prospective-students/graduate/taught/application.

FEES AND FUNDING 2019/20 ENTRY

// UK: £8,680 (FT), £4,470 (PT)
// EU: £8,680 (FT), £4,470 (PT)
// Overseas: £18,790 (FT), £9,570 (PT)

The tuition fees shown are for the year indicated above. Fees for subsequent years may increase or otherwise vary. Further information on fee status, fee increases and the fee schedule can be viewed on the UCL Students website.

Fees for flexible, modular study are charged pro-rata to the appropriate full-time Master’s fee taken in an academic session.

Full details of funding opportunities can be found on the UCL Scholarships website: www.ucl.ac.uk/scholarships

APPLICATION DEADLINE

All applicants: 5 September 2019

Details on how to apply are available on the website at: www.ucl.ac.uk/graduate/apply

CONTACT

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EU referendum

For up-to-date information relating to specific key questions following the UK’s decision to leave the EU, please refer to www.ucl.ac.uk/brexit