

MASTERS' COURSES IN THE EDUCATION OF ADULTS IN THE UK

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Introduction

Universities provide a range of advanced qualifications for professionals who support adult learners. Describing and evaluating this body of work, though, poses something of a challenge. The field of continuing education is a broad one, which has been widened further by current government policies promoting lifelong learning, as well as by increased concerns for quality improvement among providers in further and higher education. Qualifications are accordingly offered under a variety of different titles: many universities now offer taught postgraduate courses in areas such as lifelong learning, continuing education, post-compulsory education and training or adult education. This report examines the background against which these courses developed, and explores a number of curricular and organisational issues associated with them. It includes, as an appendix, a list of courses currently offered in British higher education institutions.

Continuing education is a very diverse field, and its practitioners come from a variety of different institutional backgrounds (including, of course, universities themselves). They are described in a variety of ways: teachers, tutors, trainers, facilitators, adult educators, human resource developers, and so on. Some core groups of continuing education practitioners identify strongly with their field, and engage regionally and nationally through the main professional interest groupings, particularly NIACE (the National Institute for Adult and Continuing Education). Yet, as a Canadian study reported some years ago, the professional identity of this grouping is not rigidly defined, nor is it universally shared (Council of Ministers of Education 1996). Nor do practitioners develop their expertise on the basis of an exposure at undergraduate level to a platform of knowledge and skills associated distinctively with their field. Postgraduate courses in continuing education are, then, developed and taken in a context that is very unlike that which has commonly

operated, at least until recently, in the case of advanced qualifications for school teachers¹.

The study of adult education in British universities

The University of Nottingham was the first British university to offer a postgraduate qualification in adult education (Field 2002). For a number of years, it was the sole institution to do so, but the subject grew steadily and by the early 1990s it was estimated that some some seventeen British universities offered taught postgraduate courses in adult and/or continuing education, leading to a recognized award (Certificate, Diploma or Masters) in the subject (Davies and Parker 1994). Significantly, most of the major centres for the study of adult education were also themselves major providers of education for adults. At this stage, there was sometimes a fierce tension and even rivalry between those academics who worked professionally in the extra-mural programmes (organised through the Universities Council for Adult Education) and those who specialized academically in researching and teaching about adult learning (who met separately in the Standing Conference on University Teaching and Research in the Education of Adults) (Speightman 2004, 114). Most of these were long-established programmes, with a settled reputation, and they recruited small but significant numbers of students from overseas as well as in the UK. Moreover, until the late 1980s this was a difficult market for newcomers to enter. First, it was highly regulated by the Department of Education and Science and the local authorities, who funded most of the students. Second, the British Council's ties to the established centres of excellence strongly influenced the choices of overseas students, particularly when they came to the UK as part of an aid programme.

Davies and Parker's survey offers a detailed snapshot of Master's provision in British adult education in the early 1990s. They showed that as well as requiring a first degree before entry, access to most of the courses also depended on a minimum period of professional experience (usually set at two years); courses were, then, designed specifically for adults who already worked professionally in adult education. By the time of their survey, the student population was extremely diverse,

¹ There is currently some evidence of a convergence between the sectors, at least in this respect, and this is discussed later in this paper.

with courses typically attracting university lecturers and employees of the prison service, health service, voluntary bodies, private sector employers and the churches alongside further education staff and more conventional tutor-organisers in adult education (Davies and Parker 1994, 24). This pattern reflected two broad trends: first, the steady decline over the 1980s of separate adult education provider bodies, and second the general adoption of lifelong learning by other organisations, for whom adult education was often a secondary function.

Davies and Parker also showed that Masters' courses in adult education were typically studied part-time over a period of two or three years, but with an option to take the course on a fully time basis for one year (Davies and Parker 1994, 25). Then as now, most UK students took the part-time route, combining study with their day-to-day professional responsibilities; full-time study was, and remains, largely the preserve of overseas students. In curricular terms, this survey reported that most of the MA courses had a number of broad goals; generally, they included a grasp of general theoretical content; in-depth knowledge of a particular area (usually acquired and assessed through a thesis, averaging some 20,000 words); opportunities for reflection on practice; and the development of research skills and expertise, applied through a focussed piece of work on an area of practice (Davies and Parker 1994, 26-7).

Davies and Parker give an overview of the situation as it stood in the early 1990s. At that stage, the majority of Master's courses in adult education were offered by pre-1992 universities; for the most part, they were located in departments of adult education, where research and teaching in adult education co-existed with the delivery of programmes of extra-mural courses for adult learners. Within those departments, traditionalists regarded the study of adult education as at best a luxury and at worst a diversion from the core humanist mission of enlightening the wider population (see for example Wiltshire 1976). Typically, the qualifications were in the named subject of continuing education rather than adult education; otherwise, the content and organisation of postgraduate taught courses in adult education had changed little since the early 1980s (Oglesby 1981). This relatively stable situation changed in the late 1990s, in part because of the broader adoption of lifelong

learning both by the newly elected Labour Government and by other actors, including the universities themselves.

More recent developments

According to our own survey, undertaken in 2004, at least 26 UK universities were offering taught postgraduate qualifications in various fields of adult and continuing education². The survey confirmed the stable status of the Master's degree as a post-experience qualification, taken by professionals and managers as part of their wider process of career development and growth. At the same time, it also indicated significant shifts in the content, identity, focus and delivery of the courses, as well as the contexts in which these were delivered. These will be explored in a little more detail, as they reflect the wider processes of change in the field of practice, arising from the general adoption of the language and goals of lifelong learning.

Since its election in 1997, lifelong learning has been a central and continuing concern of the New Labour government, and it has also been generally adopted across the devolved administrations in Scotland, Northern Ireland and Wales, as well as in the regional government agencies in England. In practical terms, this overarching policy goal has been expressed through a series of attempts to develop and strengthen the role of mainstream educational institutions with respect to lifelong learning, combined with a series of measures designed to stimulate demand for learning in adult life. In particular, government policy has emphasised the economic importance of lifelong learning, and has focussed resources and attention on opportunities for people in the earlier stages of their working lives. These measures have had some success, but one consequence has been the generalisation and fragmentation of institutional responsibilities for adult learning. On the positive side, there has been significant growth of provision for adults in the institutions of initial education, including colleges of further education and universities. On the other hand, many older institutions concerned solely with the delivery of adult education have been negatively affected by these developments, including the specialized departments of adult or continuing education within some universities

² The fieldwork for this survey was undertaken by my colleague Peter Gray, and it was funded by ESCalate. It is based on a survey of websites. Since some modular Master's courses include options in lifelong learning as part of a large portfolio of modules, our overall figures are bound to underestimate the total level of provision.

(Moseley 2001), but also affecting many of the other adult education institutions that used to provide the source of many Master's students in this field. It is against this background that many of the recent changes in Master's provision have occurred.

First, the organisational context has shifted considerably. While the majority of courses are still based in pre-92 universities, some are now offered in former polytechnics, where they have often developed alongside other courses aimed primarily at developing the pedagogic skills of university lecturers. Second, a decreasing number are offered by specialist departments of continuing or adult education, while growing numbers are delivered by other types of department, including departments of educational studies. It should be added that our survey did not cover courses in human resource development, another area of growth which is often delivered from a base in management and business studies³. As a result, Master's courses for the educators of adults are now delivered from a variety of institutional bases, rather than from a small and relatively cohesive group of departments, most of whom shared very similar interests, values and priorities.

Second, the identity of the courses has also diversified. Only four of the universities in our survey used the word "adult" in the course name. Even these tended to use "adult" in combination with other adjectives; City University London offered an MSc in the Education, Training and Development of Adults, the University of Glasgow an MSc in Adult and Continuing Education. Rather more courses had the designated title of "lifelong learning", while others included the field of adult learning under a more general title such as educational studies (Open University, Bristol) or education, culture, language and identity (Goldsmiths' College London). Indeed, our own survey is bound to be incomplete, as adult learning is often embedded within modular structures within a broad Master's degree. As Richard Edwards has noted more generally, the clear and bounded language and field of "adult education" has been displaced by the much more open, diffuse and distributed world of "lifelong learning" (Edwards 1997). This broadening and openness has, however, come at the cost of a weakening of the core identity of the subject.

³ See the website of the Universities Forum for Human Resource Development, at: <http://www.ufhrd.co.uk/main.htm>

Third, the content of the courses has changed. Some new content has emerged: some courses have modules in areas such as educational management, adult literacy/numeracy, and European policy and systems; and many courses either offer options about, or even specialise mainly in, theories and practice in the delivery of online learning. Some courses offer dual accreditation, with successful completion of the Master's also bringing professional recognition; thus Glasgow's programme allows for students to gain a teaching qualification in adult education, recognized by the Scottish Executive's Department of Enterprise and Lifelong Learning. A handful of courses allow for significant levels of exemption, based on the accreditation of prior learning. There is also greater differentiation between courses, with a number of different programmes covering quite different content. However, the language of reflective practice is common, and appears to reflect the dominant mid-level theoretical approach, often combined with a clear emphasis on practitioner research as the basis of the thesis.

Fourth, there has been some change in the constituency to which the courses are designed to appeal. The formal entry requirements, with their balance of professional experience and academic achievement, have not changed. However, some courses are clearly aimed mainly at professional teachers within higher education or in further education colleges, while others seek to recruit mainly from the field of workplace learning. One university specifically targets part of its Master's provision at international students (Nottingham). This shift should not be overstated, however, as the majority of courses seek to attract a broad range of professionals and others concerned with adult learning from a wide range of organisational settings.

Fifth, there has been some shift in the mode of delivery, with the development of distance provision in a number of universities. The Open University is the largest distance learning provider by far; it has offered modules in adult learning as part of its MA in Education since the 1980s, including a significant module in lifelong learning along with options in literacy, guidance and counselling, and online learning. Stirling offers an online MSc in Lifelong Learning, using a virtual learning environment to deliver course materials and engage students and staff in interactive forums.

Sixth, as in educational studies more widely, provision has had to adapt to an evolving regulatory framework. Because of its breadth and scope, professional standards in the field of continuing education has been subjected to quite a range of regulatory bodies, each of which had differing interpretations and approaches to the definition of occupational standards. In 2004, five existing national training organisations – four of which had fewer than ten staff - were brought together as Lifelong Learning UK, as the sector skills council created by the government to develop professional and occupational standards across a number of defined areas of learning. The largest by far of these is further education, where Lifelong Learning UK will assume responsibility for regulating initial teacher education (a role that it inherited from FENTO, the Further Education National Training Organisation). However, it also inherited responsibilities for developing and promoting occupational standards in higher education, community-based adult education, youth work, work-based training and library services, covering an estimated 1,070,000 employees (Lifelong Learning UK 2004). Previous attempts by universities to engage with national occupational standards have proven problematic, not least because universities tend to value such qualities as critical thinking and subject mastery that are often omitted from regulatory frameworks; for their part, agencies defining occupational standards tend to emphasise qualities such as skills and performance that have not been widely regarded in higher education. This tension reflects underlying differences in views of knowledge and its assessment. While Lifelong Learning UK is still in its infancy, its existence poses something of a challenge to the more traditional advanced taught course leading to a conventional Masters' degree. Equally, however, the pressure of regulatory frameworks has helped to fuel demand for formal qualifications in education among some professional teachers in post-compulsory education, notably in higher education.

Finally, universities are now operating in a crowded, and increasingly competitive market. Deregulation of the further education system in the 1990s, and the expansion of private sector provision (often delivered by self-employed retirees), have helped create a growing supply of short specialist courses for continuing education professionals, often geared towards individuals looking to meet professional standards of the type discussed above. Indeed, the generalisation of lifelong learning has even created new types of provision from within the higher education sector

itself. One interesting development in recent years has been the growth of Masters' level courses in human resource development, often concentrating in curricular terms on issues such as organisational behaviour and change, but including attention to areas that are often shared by courses in continuing education, such as theories of adult learning. In general, however, the HRD courses are located in business schools or management departments, and they rarely appear to address critical perspectives on their discipline (Kuchinke 2002). Professionals working with adult learners are, then, faced with a range of advanced qualifications that potentially might promote their career development, offered by a variety of private and public sector providers. For many people, the qualifications awarded by a professional association are probably a better investment than a Master's course, as the latter might be viewed by their employer as excessively academic and insufficiently specialized.

Broadly, these shifts mirror the wider trend towards the adoption of lifelong learning as an overarching policy concept, whether at national or at institutional level. While the period since the early 1990s has seen an overall trend towards growth in the total number of courses concerned with adult and lifelong learning, it has also witnessed greater volatility, with some established providers withdrawing from the area, and others adapting their provision for new markets. Although uneven, other broad trends include a greater emphasis on professional practice and even external accreditation; the adoption of new technologies; and the diversification of target groups. These tendencies are all consistent with the broad thrust of UK policies for lifelong learning, which are heavily vocational in focus, and also seek to embrace a wide range of learning undertaken in a variety of different settings. These trends are likely to continue in the future, raising the question of whether the field of adult education can any longer be viewed as a coherent one.

Curriculum issues

As an applied field of social science, the education of adults is an intrinsically interdisciplinary area. This was already visible in the courses surveyed by Oglesby at the start of the 1980s, with the typical postgraduate programme offering units in the history of adult education, the psychology of adult learning and approaches to adult teaching (Oglesby 1981). Frequently there were also units on the organisation of adult education and, less often, the sociology of adult education. In addition, a small

number of courses – notably the University of Nottingham’s Diploma course – offered a grounding in the politics of adult education. In this instance, the approach was Freirean and self-avowedly radical in nature; it was rooted firmly in the idea that adult education was completely different from school education, and this distinctiveness was expressed through Knowles’ notion of andragogy, a term that deliberately drew contrasts with pedagogy (Knowles 1983). Remarkably, much of the same curriculum could still be found in 2005, albeit shorn largely of its disciplinary framework (specialist units in the history of adult education, for example, followed the fate of specialism in educational history more generally), and often explicitly applied to professional practice. The contemporary curriculum is also far less strongly rooted in the sub-specialism of adult education, reflecting the wider integration of adult education into the broad field known as lifelong learning, or marginally more narrowly, as post-compulsory education and training.

At one level, then, it might seem that the distinctiveness of continuing education has started to decline. Teachers who specialise in adult learning per se now study increasingly alongside those such as university lecturers, who may well teach a predominantly adult audience but do not consciously see themselves as adult educators. Yet if the distinctiveness of continuing education as a subject is in decline, many of the key ideas that are associated with continuing education have now become mainstream. For example, the ideas of andragogy, reflective practice and student centred-ness appear to have become pervasive. Of course, these defining ideas were and are essentially pragmatic, despite the somewhat assertive language that their advocates often employed, but nevertheless they now appear to be the new commonplaces of postgraduate education in this field. Even the language of lifelong learning, it could be argued, is essentially a rebranding of the defining ideas of what was previously called adult or continuing education: examples include the replacement of the term ‘student’ or ‘trainee’ by the term ‘learner’, or the adoption of active learning methods in the courses themselves, as well as a general acceptance of the primacy of experience and individual perspectives as the basis of the ‘learning experience’.

The concept of professional practice has become a central one in shaping the curriculum of postgraduate courses in continuing education. It is particularly

prominent in courses that include modules on research methods; many of the course descriptions emphasise the professional relevance of research, and suggest that students will engage more or less critically with ideas of evidence based practice. Some courses also seem to be inspired by the related notion of the reflexive practitioner, an idea that has also found favour at different times with other groups that see themselves as having claims to professional status. As noted above, this tendency has emerged at a time when there is no real consensus on what “the profession” might be!

As well as a general interest in professionalism, there is widespread attention to specific professional practices. Some are relatively well established ones, such as curriculum design and approaches to assessment. Others are relatively new, such as educational management, methods of evaluation and competency-based approaches to teaching. Above all, many courses now include at least some coverage of the use of new technologies. Some offer an opportunity to specialise largely in the use of communications and information technologies, while others offer the subject as a single option among several that must be taken to complete the award.

Workplace learning is a central element of the postgraduate curriculum. Obviously, this reflects a wider perception of the importance of vocationalism to the current lifelong learning agenda. Some courses explicitly include references to workplace learning in their title, for example through reference to training or human resource development. Workplace issues are also covered in courses focussing on adult basic skills, as well as in more general programmes.

Finally, there remains a political charge to some of the courses. It is commonplace for radical academics to lament the decline of critical teaching in virtually every aspect of British education, but this area seems to be a partial exception. A number of courses continue to show a degree of Freirean influence, with one even offering a module on Latin American adult education, and another including critical approaches to basic skills. A few courses offer units on gender and adult learning, though in general, it seems as though the feminist-inspired interest in women’s education came and went during the 1980s, though this may be misleading; it seems

likely that feminist influences are now found across the curriculum of a number of courses. Radicalism is, then, by no means a dead force.

Other features have remained largely unchanged from the time of Davies and Parker's survey in the early 1990s. In particular, most courses require students to complete a thesis, particularly at Diploma and Masters' level, of some 10,000 to 20,000 words in length. Opportunities to reflect on practice are often said to be central components of the learning. The courses also generally aim to offer some broad theoretical grounding in educational studies, albeit one that is not generally based on the assumption that students have already studied education in depth earlier on in their studies. And it remains very much the case that full-time study is generally taken overwhelmingly by overseas students, while UK students generally follow courses on a part time basis.

Reflections

For many decades, continuing education has been taught largely at postgraduate level. As in many other applied fields within the UK, the first cycle of higher education is still often primarily academic, concerned mainly with acquisition of basic mastery in a scholarly discipline, and the second cycle is a largely vocational one, concentrating on the development of expertise and analytical capacity in a field of applied professional knowledge. This general division is widely understood in universities, and appears to be widely understood by educators and trainers of adults. And although it has broken down in many subjects – most notably business and management – it is still the case that adult education is, in UK universities, rarely taught at undergraduate level. At the same time, it is clear Master's courses are operating in a highly competitive environment. This has led universities to develop new approaches and seek out new markets, while capitalizing on their academic strengths and university status. But this in turn takes the universities deeper into the marketplace, and while some will succeed, others will fail, for commercial rather than strictly academic reasons.

Furthermore, the general adoption of lifelong learning has both promoted the drive to marketisation and destabilized the coherence of the subject. This is, moreover, an international trend, which can be found in countries where adult education is well

established as a university discipline such as Germany, as well as in those countries where it is in a more transitional state (Duke 2004). The shift away from a relatively bounded field of study, with considerable agreement on the core content, has developed rapidly and old debates over the nature of adult education as a discipline now seem remarkably dated. In one sense, this might be seen as a strange victory for adult education, as its literature and ideas infuse much of the curriculum in Master's degrees in a wide variety of subjects, including human resource development, organisational development and leadership, as well as in more directly related areas such as e-learning. Yet at the same time the field of adult education has steadily lost coherence and identity. Of course, this has taken place not only within the relatively small domain of postgraduate education, but in the field of practice more generally. Lifelong learning is a much more decentred, borderless concept and practice, and it inevitably generates a similarly fragmented domain of teaching and indeed research. Thus those who specialise in continuing education, defined in relatively narrow terms, are studying alongside a variety of others, including those who teach in a range of subjects in higher education institutions.

Compared with Masters' level courses in 'mainstream' educational studies, at least until the 1990s, provision in continuing education appears to be diverse in the extreme. On the one hand, there were courses that attracted a well-defined constituency (overwhelmingly UK-based schoolteachers) who could be assumed to have at least some intellectual grounding in educational studies, and who were working towards a qualification, often geared to their specialist teaching subject, that was widely understood and accepted in the field. Quite different characteristics have been described above for continuing education, where universities compete with a variety of other providers and attract a very diverse constituency of students, some of whom may never have undertaken any study of education before. For many years, the two fields of provision were developed and provided from different departments, operating to different agendas. Yet just as the context for continuing education has shifted dramatically since the early 1980s, so too has the context of other areas of educational studies. The significant signs of convergence between the different areas of educational studies suggest that the concept of learning may well increasingly play a central role as the unifying basis on which provision can be developed in the future. If so, this would have radical implications for the curriculum of educational

studies, as well as for our understanding of and relations with the constituency whose needs are being addressed.

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Appendix:

Survey of Postgraduate Masters Level Provision in Lifelong Learning/Continuing Education/Adult Education Delivered by United Kingdom HEIs

i) Selection criteria:

1. Those programmes explicitly designed for the **education of adult educators**. This is a broadly defined category; some courses include modules on adult learning as part of their core content, while others appear to be mainly geared towards other groups (such as educational developers in higher education) yet nevertheless identify people working with adults as an additional target group.
2. Those advertised on websites as taught courses at **postgraduate level** (i.e. excluding degrees obtained purely by research such as MPhil, PhD, EdD and those programmes titled masters but awarded at an undergraduate level.) The relevant qualification might thus be an MA, MEd or occasionally an MSc.
3. **Mode of delivery** was not important. Courses were considered if offered on full-time, or part-time basis, Classroom delivery, distance delivery and mixed mode were included
4. All **UK Higher Education Institutions** websites were examined. In general masters level courses in this cognate group would be provided by Departments, Schools, or Faculties of Education. A number of HEIs had specific Centres for lifelong learning or continuing education, but the majority of these were devoted to the provision of adult education rather than the development of adult educators (e.g. short CPD courses, outreach, access etc.)
5. Course included are those that explicitly considered **post compulsory education**, distinguishing their course provision from that focused on meeting the needs of those training to teach in compulsory education (primary/secondary) and colleges of further education. Thus, courses on Lifelong Learning, e-learning and Continuing Education were all included.

ii) Abbreviations:

ABE: Adult Basic Education
 ACE: Adult & Continuing Education
 Cert: Certificate
 CE: Continuing Education
 Dip: Diploma
 HEI: Higher Education Institution
 PGCE: Post Graduate Certificate in Education
 LL: Lifelong Learning
 MEd: Masters in Education
 MSc: Master of Science
 TC: Teaching Certificate

iii) **Alphabetical list of HEIs delivering provision relevant to this study**

- | | |
|---------------------------------------|--------------------------------|
| 0) University of Aberdeen | 1) Bath Spa University College |
| 2) Queens University, Belfast | 3) University of Bristol |
| 4) City University London | 5) University of Exeter |
| 6) University of Glasgow | 7) University of Glamorgan |
| 8) University of Huddersfield | 9) University of Lancaster |
| 10) University of Leeds | 11) University of London Met. |
| 12) Uni. of London, Goldsmith College | 13) University of Manchester |
| 14) Manchester Metropolitan Univ. | 15) University of Middlesex |
| 16) Nottingham University | 17) Open University |
| 18) University of Portsmouth | 19) University of Salford |
| 20) University of Sheffield | 21) University of Stirling |
| 22) University of Surrey | 23) University of Sussex |
| 24) University of Teeside | 25) University of Ulster |

iv) **University/Programme details**

Name

Mode (p/t, f/t, distance, ICT based)

Structure

Cost

The following is a list of all the HEIs providing courses meeting the above criteria. This is not an exhaustive list, as the majority of Master of Education/Master of Arts degrees and other relevant courses are modular. It is

possible for individuals to construct a course to fit the specification without it being specifically advertised as such.

Generally Master's level postgraduate provision is credit rated at 180 master's level points, a Diploma at 120 points and a Certificate at 60 points. Modules can be credit rated at differing levels depending on content.

v) **Institutional Details**

University of Aberdeen

**Master of Education in Advanced Professional Studies (ICT & Learning)
(Community Education) (Adult Education)**

Part Time, 2yrs.

Modular provision available distance learning, face to face and mixed mode programme.
E-learning mode via WEB CT

The programmes follow the same modular provision. They diverge at the point of the thesis.

Modular provision includes: Self Evaluation and Professional Development, Learning, Teaching and Assessing, Education for All, Working Together, Understanding and Using Research.

Course fees £1505

Bath Spa University College

**Postgraduate Certificate/Postgraduate Diploma/Master of Teaching in Education
(Tertiary and Adult Education)**

Full time, 1yr

Modular provision delivered through structured class work.

Modular provision includes: Education, Politics and Society, Learning and Knowledge Technology, Research and the Professional,

Course fees £ 3200

**Professional Graduate Certificate in Education (Lifelong Learning)
Professional Graduate Certificate in Education (Post Compulsory Education)**

Part time 2yrs, Modular provision based on occupational standards.

Structured class-based learning.

The modular provision includes: Introduction to learning and teaching, Managing the Learning Process, Planning Programmes to Meet Learners' Needs, Teaching Methods and Learning Resources, Assessment of Learning and Programme Evaluation, Practical Teaching and Professional Development

Course fees £1920

Queen's University, Belfast

Master Science in e-Learning

Full time 1yr/ Part time 2yrs. Modular provision delivered through structured class work and independent study

Course provision includes: Evaluating the Use of ICT in Teaching and Learning, E-Learning: Concepts and Practice

Course fees £480 per 60credit module

Advanced Certificate/Diploma/ Master of Social Science in Lifelong Learning Management (Educational Technology)

Part time 3yrs.

The programme is modular and delivered through structured class-based teaching.

Modules include: Lifelong Learning Theory, Policy and Practice, Adult Learning and Teaching, Management of Lifelong Learning, Community Learning, Adult Literacy and Numeracy, Technology and Learning, Research Methods in Lifelong Learning

Course fees for 2004/2005 are £16 per credit point.

University of Bristol

Advanced Diploma/Master of Science in Education Technology & Society

Full time 1yr /part time 5yr.

Modular provision, eight taught units and a dissertation. Taught through structured class work and independent study.

The course is taught through a combination of structured class work and web based interaction

Modules include: Teaching and Learning with ICT, Research Methods and ICT, Design and Development for Learning, Virtual Learning Environments, Communication, Representation and ICT.

Course fees £3300

City University London

Master of Science in the Education, Training and Development of Adults,

Part time 2yr+

Modular provision. Delivered through structured class work.

Modules include: post-compulsory education and training, programme planning and delivery, lifelong learning practice, policy and strategy

Course fees £4100

Postgraduate Diploma/Master of arts in Academic Practice

Part time 2yrs+

Modular provision Delivered through structured class work and independent study

Modules include: Teaching Learning and Assessment, Academic Development for Students, Quality Enhancement and Evaluation, Discipline-based practice, Curriculum Design and development.

Course fees £3400

University of Exeter

Postgraduate Certificate in Education (Post Compulsory Education)

Full time 1yr/part time 2yr.

Modular provision. Mixed mode delivery

Course content includes: Planning sessions, Understanding learners, Using different teaching techniques, Assessing learners, Using resources, Evaluating your own

teaching, Teaching, learning and resourcing, Curriculum, assessment and evaluation, Researching education, Professional educational development.

Course fees £360 per module

University of Glasgow

Postgraduate Diploma/ Master of Science in Adult and Continuing Education,(Teaching Adults)

Full time 1yr/part time 2 yrs.

Modularised provision. Combination of structured class-based learning, independent study, work-based practice

Course content includes: Principles and Theories of Adult & Continuing Education; The Psychology of Adult Learning; Contemporary Issues in Adult & Continuing Education; Work-based learning placement; Popular Education in Latin America; New Technology; Lifelong Learning.

Course fees £3010

University of Glamorgan

Postgraduate Certificate/Diploma/ Master of Arts Educational development.

Part time, negotiable

Modular provision. Self directed learning, portfolio assessment

Course content includes: Teaching and Learning Competence, Curriculum Development and Design, Assessment, Teaching and Learning Relationships

Course fees £3007

8) University of Huddersfield

Master of Science in Multimedia and E-Learning,

Part-time, 2yr.

Course delivered through a combination of day release and web-based interaction

Modular provision. Courses include: Theory & Practice of E-learning, Researching the Development Project, Theories of Interactive Media, Developing Multimedia, Development Project

Course fees £336 per 30 credit module

Postgraduate Certificate in Education Post-Compulsory Education and Training

Full-time, 1yr.

Structured class-based delivery. Modular provision mapped onto occupational standards.

Courses include: Planning and Design for Learning and Specialist Teaching, Curriculum, Assessment

Course fees £1150

Postgraduate Certificate/ Diploma/Master Arts Professional Development (Post-Compulsory Education Basic Skills)

Full time 1yr, part time 2/3 years

Combination of structured class-based and independent study

Courses include: Policy & Practice in Adult Basic Skills, An Exploration of the Role & Practice of Mentoring, Introducing ICT into the Learning Environment, Methods of Enquiry, Introduction to Action Research in Teaching & Learning

Course fees £336 per 30 credit module

University of Lancaster

Postgraduate Diploma/Master of Arts in Adult Basic Education,

Part time, web-mediated distance learning.

Courses include: Interpretations of Basic Skills & Application to Workplace, The Global Politics and Ideology of Workplace literacy, Vocational Training and Literacy Education, Government Policy and Workplace Basic Skills, A Critical Approach to Workplace Basic Skills, The Teacher and the Learner, Reflective Practice and Research

Course fees £500 per module

Postgraduate Certificate/ Master of Science in Advanced Learning Technology

Part time, 2yrs, web-mediated distance learning

Course includes; Organisational context of learning, Interactive learning: the psychology of technology-based learning, Analysis and design methods for advanced learning technology systems, ALT03 Networked learning, Learning technology: methods of research and evaluation

Course fees £5250.00.

University of Leeds

Postgraduate Diploma/Master of Arts Information Communications Technology and Education

Full time 1yr, part time 2yr

Course delivered through a combination of structured class work, independent study and web-based interaction

Course includes: Issues in ICT and Education Learning with Virtual Worlds, Design and evaluation of web-based learning environments, e-Learning: Principles and practices.

Course fees £388 per 30 credit module

Master of Arts in Lifelong Learning and Human Resource Development

Full time 1yr, part time 2yr

Course includes: Lifelong learning in changing contexts, Researching lifelong learning and post-compulsory education and training, Lifelong learning: being a learner, being a teacher, Guidance and mentoring for lifelong learning, Lifelong learning and the professions, Evaluation and quality of teaching and learning, Gender and lifelong learning, Psychology and the education of adults, the 'competence' and 'outcomes' movement in education and training, Directed study in the area of Lifelong Learning.

Course fees £388 per 30 credit module

London Metropolitan University

Postgraduate Certificate/ Master of Arts in Learning and Teaching in Higher Education

Part time 2yrs, modular provision

Course delivered through combination of class-based and independent study

Modules include: Delivering Teaching and Facilitating Learning, Researching Higher Education, Theoretical Perspectives on Learning and Teaching in Higher Education

Course Fees £325 per module

University of London, Goldsmiths College

Master of Arts in the Management of Learning and Teaching

Part time 2 yrs/full time 1yr. Modular provision.

Modules include: The Adult Learner, Adult Learning: Management, Curriculum and Culture, Research Methods, International Perspectives in Adult Learning, Linguistics: Theory and Applications in Learning, Methods and Approaches in Language Teaching.

Course fees £755 per module

University of Manchester

Master of Education in Information and Communication Technology

Part time, delivered through web based technologies

Modules include: Computer Assisted Learning, Using the Internet to Support Learning, Learning Through Computer Modelling and Simulations, Using and Managing ICT in Schools, Planning of Research.

Course fees £1505 per yr.

Manchester Metropolitan University

Postgraduate Certificate in Education (Teaching and Learning in Further, Adult and Higher Education)

Full time 1yrs, part time 2yrs

Content includes: principles of teaching, tutoring, curriculum development and assessment.

Modular provision based on occupational standards. Assessed through a portfolio of evidence.

Course fees £1,125,

Middlesex University

MA Education (with pathways in Teaching and Learning, Leadership and Management, Inclusive Educational Practice, School Improvement and Developing Professional Practice)

Three years part time

Modular programme comprised of three 60 credit modules.

Course fees £2000

Postgraduate Certificate/Postgraduate Diploma Master of Arts/Master of Science in Work Based Learning Studies

Part time/distance learning

Modular provision including; Recognition and Accreditation of Learning, Planning Work Based Learning.

Course fees £2000

University of Nottingham

Postgraduate Certificate in Continuing Education

1 year full-time or 2 years part-time

Modular provision based on occupational standards

Postgraduate Certificate/Postgraduate diploma/ Master of Arts in Learning and Teaching

3-6 years part-time

Modular provision, largely web based in delivery

The course addresses: different approaches to and basic methodologies of teaching, theories of learning and their relation to pedagogy and classroom practice, recent findings in educational research on classrooms and learning, different approaches to research in education and their application to the design of practice-based enquiry, basic methodological problems inherent in classroom research, skills and methodologies in small-scale qualitative research

Course fees £3,080

Postgraduate Diploma/ Master of Arts in Lifelong Education

1 year full-time, 2 years part-time or modular

Modular provision includes; The main psychological and philosophical perspectives underpinning adult learning and teaching , Models for specifying, teaching and assessing educational objectives , Different models of assessment and a wide variety of assessment techniques, Different presentational styles and teaching strategies, Strategies for supporting learners with different needs, Introduction to research theory and method - a very practical research methods training course, A module about designing and developing a curriculum for adult students.

Course fees £3,080

Open University

Master of Arts in Education (Lifelong Learning) or Master of Education (Lifelong Learning)

Part time, 2yrs+, distance learning

The course will include: Learning, curriculum and assessment, Guidance and counselling in learning, Supporting lifelong learning.

Modular provision, modules credit rated at 60
Course fees £795 per module

Postgraduate Certificate in Teaching and Learning in Higher Education

Part time 1yr distance learning

The course is comprised of one module, Teaching and course design in higher education.

Course fees £1600

Postgraduate Certificate/Postgraduate Diploma/Master of Arts in Online and Distance Education

Part time, 2yrs+, distance learning

The course includes: Education, Applications of information technology in open and distance education, Implementing online, open and distance learning, Understanding distributed and flexible learning.

Course fees 2435 per module

University of Portsmouth

Postgraduate Certificate/ Master of Arts in Learning and Teaching in Higher Education

Part time 2yrs

The course is modular and delivered through structured class work

The course may include: The Practice of Teaching in Higher Education, IT and Resource Based Learning, Contextual Issues in HE, Learning Agenda for Educational Enquiry, 2 Project Reports or Dissertation, Course Leadership and Course Management; Advising, Assessing and Accrediting Prior; Research Student Supervision; Mentoring for Professional Development; Supporting Residence Abroad plus various Specialist Research methods.

Course fees £3010

Postgraduate Certificate in Education (Post Compulsory Education)

Full time 1 yr/part time 2yrs

Modular provision, self directed and structured learning, based on occupational standards

Course fees £900

Master of Science E-Learning Technologies

Part time 2yrs

Modular provision, distance learning using online learning environment

The course covers the technical skills needed to develop online learning materials and courses, programme design, management and research skills.

Course fees £3010

University of Salford

Postgraduate Certificate/Postgraduate Diploma/Master of Arts in Higher Education Research and Practice

Part time 1-4yrs. Modular provision

Programme is delivered through a combination of structured class work, web based learning and independent study

Learning Design and Enquiry, Developing Learning, Teaching and Assessment Practice, Higher Education Research design and enquiry, Higher Education Practice Based Research and Enquiry

University of Sheffield

Master in Education in Teaching and Learning for University Teachers

Part-time, 3yrs.

Modular provision delivered through combination of class work, tutor supervision and independent study.

The modules include: Teaching, Learning & the Changing Nature of Higher Education, Assessing Learning, Curriculum in Higher Education, Learning and the Teacher's Role

Course fees £600 per module (30 credit)

Postgraduate Diploma/Master in Education in E-Learning

Part time 3yrs

Modular online delivery

The programme includes: Developing the learning community, Computer mediated communications and cooperative learning, The Internet as a learning environment, Methods of research e-learning

Course fees £2600

University of Stirling

Postgraduate Certificate/Postgraduate Diploma/Master of Science in Lifelong Learning

Full time 1 yr/part time 2yrs

Modular provision using web based delivery

Course content drawn from: Policy, Provision and Change in Lifelong Learning, Theory and Practice in Lifelong Learning, Professional Enquiry, International Adult and Continuing Education, European Union and Adult Education Training Policies, Vocational Education and Training, Social implications of C & IT

Course fees £ 4440

Master of Science in Technology Enhanced Learning

Full time 1 yr/part time 2yrs

Modular provision using web based delivery

Course content includes: Online and Distributed Learning, Instructional Design for Flexible Learning Teaching Online: Strategies and Tactics Creating Educational Web Environments.

Course fees £ 4440

University of Surrey

Postgraduate Diploma/ Master of Science in Teaching and Learning (Post-compulsory)

Part time 2 yrs.

The programme is modular and delivered through a combination of structured class work and independent study.

The modules includes: Teaching and Learning, Assessing and Evaluating Learning, Action Research for Professional Development, Supporting Students, Policy and Practice, Effective Learning in Practice Sessions, Partnerships and External Working, Leadership and Management in Education, Peer Support and Mentorship,

Evidence Based Practice, Foundations of Lifelong Learning, Designing Learning Experiences & Materials.

Course fees £4800

University of Sussex

Postgraduate Diploma in Lifelong Learning

Part time 2yrs

The programme is modular and delivered through class work and independent study.

The programme will include: the theory and practice of teaching and learning, the theory and practice of managing lifelong learning, the theories, values and political and cultural imperatives surrounding lifelong learning.

Course fees £ 1960

University of Teesside

Postgraduate Certificate in Education (Post-Compulsory Education)

Part time 2yrs delivered through class work and independent study by a network of collaborating colleges

Modular programme based on occupational standards

Course includes: Developing Professional Practice, Teaching & Learning in Post-compulsory Education, Assessing Learning & Achievement & Supporting Learning, Curriculum Access & Entitlement, Teaching & Learning Theory & Practice, Personal Literacy Skills, The Frameworks of Language & Literacy and the Social Factors Affecting Learning, Language & Literacy, Learning & Development.

University Certificate in Advanced Professional Development for Adult Literacy Subject Specialist

Part-time 1yr day release

Course is modular and delivered through structured class work and independent study

The course comprises three modules: Personal Literacy Skills, Teaching Adult Literacy: The Structures of Language and Literacy Development and the Social Context of Language Development, Teaching Adult Literacy: Language and Literacy Learning Development

Course fees £450

University Certificate in Advanced Professional Development for Adult Numeracy Subject Specialists

Part-time 1yr day release

Course is modular and delivered through structured class work and independent study

The course comprises three modules: Personal Numeracy Skills, Teaching Adult Numeracy: Numeracy Learning and Development in Context, Teaching Adult Numeracy: Personal Factors affecting Learning

Course fees £450

University of Ulster

Postgraduate Diploma/MSc in eLearning (Interactive Teaching Technologies),

Part time, 3yrs

The programme is modular and delivered by distance learning supported by web-based technology

The course includes: Develop online course material, Design learner-centred communities, Facilitate online learning, Develop programming abilities to aid teaching and learning, Establish course planning procedures.

Course fees £16.72 per credit point

Postgraduate Certificate/Postgraduate Diploma/MSc in Lifelong Learning

Full time 1yr / part time 2yrs+

The programme is modular and delivered online through web based technology.

The programme includes: curriculum design and development, widening participation, social and community learning, quality management, online teaching, practitioner (tutoring and design) skills, the process of evidence-gathering, reflection.

Course fees £16.72 per credit point