

**Mark Bechtel**

## **Dokumentation von Studiengängen im Bereich Erwachsenenbildung/Weiterbildung in Europa: Großbritannien**

Deutsches Institut für Erwachsenenbildung

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Online im Internet:

URL: <http://www.die-bonn.de/doks/bechtel0603.pdf>

Online veröffentlicht am: 25.04.2007

Stand Informationen: 15.09.2006

Dokument aus dem Internetservice [texte.online](http://www.die-bonn.de/publikationen/online-texte/index.asp) des Deutschen Instituts für Erwachsenenbildung

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## **Abstract**

### **Mark Bechtel (2007): Dokumentation von Studiengängen im Bereich Erwachsenenbildung/Weiterbildung in Europa: Großbritannien**

Die Dokumentation umfasst tabellarische Informationen zu Studiengängen, die im Bereich Erwachsenenbildung/Weiterbildung in Großbritannien angeboten werden. Stand der Recherche ist September 2006. In einem einführenden Teil werden Informationen zum Studiensystem gegeben, die das Einordnen der in der tabellarischen Auflistung enthaltenen Informationen vor dem Hintergrund des nationalen Kontexts erleichtern.

### **Die Dokumentation von Studiengängen im Bereich Erwachsenenbildung/Weiterbildung in Europa umfasst folgende Länder:**

- Dänemark
- Finnland
- Frankreich
- Großbritannien
- Italien
- Niederlande
- Österreich
- Schweiz
- Schweden

Nähere Informationen zur Dokumentation enthält der einführende Beitrag von Mark Bechtel und Susanne Lattke: <http://www.die-bonn.de/doks/bechtel0601.pdf>

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## A. Hintergrundinformationen zum Studiensystem

### 1. Hochschulsystem in Großbritannien

In Großbritannien gibt es über 100 Universitäten sowie eine Reihe von *University Colleges* bzw. *Higher Education Colleges*.<sup>1</sup> Die Universitäten bieten eine breite Palette von Studiengängen auf Bachelor- und Masterebene sowie Forschungsmöglichkeiten. Zu den Universitäten werden auch die in den sechziger und siebziger Jahren entstandenen *Polytechnics* gezählt, die 1992 Universitätsstatus verliehen bekamen. Diese häufig als „new“ oder „post-1992“ bezeichneten Universitäten legen den Fokus auf die praktische Anwendbarkeit von Wissen und bieten vorwiegend berufsorientierte Abschlüsse an, während der Schwerpunkt der „old“ oder „pre-1992“ Universitäten auf der akademischen Ausbildung liegt. Eine Sonderstellung unter den Universitäten nimmt die *Open University* ein, die ein umfangreiches, über die Grenzen Großbritannien hinaus bekanntes Programm an Fernstudiengängen anbietet.<sup>2</sup>

Der Unterschied zwischen Universitäten und *University Colleges* besteht darin, dass Universitäten akademische Grade verleihen können. *Colleges* können diese nur in Kooperation mit und im Namen von benachbarten Universitäten oder der *Open University* vergeben. Es gibt sowohl *Colleges* mit einem breiten Studienangebot als auch solche, die sich nur auf bestimmte Fachrichtungen konzentrieren (wie z. B. Agrarwissenschaft oder Lehrerausbildung). Masterstudiengänge werden dort i. d. R. nicht angeboten.

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<sup>1</sup> Vgl. dazu die Informationen auf der Website der europäischen Datenbank „Eurydice“ zu den Bildungssystemen in Europa:

[http://www.eurydice.org/portal/page/portal/Eurydice/DB\\_Eurydice\\_Home](http://www.eurydice.org/portal/page/portal/Eurydice/DB_Eurydice_Home)

<sup>2</sup> Vgl. Angaben des British Council: <http://www.britishcouncil.de/d/education/study1.htm>

## 2. Studiengangsstruktur in Großbritannien

In Großbritannien ist die Bachelor/Master-Struktur seit längerem etabliert.<sup>3</sup> In den meisten kontinentaleuropäischen Ländern, die ihre Studienstrukturen im Zuge des Bologna-Prozesses auf Bachelor und Master umgestellt haben, werden für den Bachelor-Abschluss drei Jahre, für den Master-Abschluss zwei Jahre angesetzt – in England, Wales und Nordirland gilt für den Bachelor das gleiche, während es in Schottland vier Jahre sind; für den Master-Abschluss ist in Großbritannien dagegen in der Regel nur ein Jahr Studium (in Vollzeit) üblich.

Der Bachelor-Abschluss (*Bachelor degree with Honours*) bildet den Regelabschluss des 1. Zyklus (*undergraduate*), mit dem die meisten Studierenden ihr Studium beenden und ins Berufsleben einsteigen. Innerhalb des 1. Zyklus gibt es auch noch kürzere Studienprogramme, die auf der untersten Stufe (*certificate level*) zu einem *Certificate of Higher Education* und auf einer mittleren Stufe (*intermediate level*) zu einem *Diploma of Higher Education* (DipHE) oder *Higher National Diploma* (HND) führen. *Diplomas of Higher Education* und *Higher National Diplomas* sind eigenständige Abschlüsse, die nach zweijährigem Studium einen Berufseinstieg z. B. auf der Ebene des Technikers sowie im Juniormanagement des Dienstleistungssektors ermöglichen. Auf gleicher Ebene, jedoch mit stärkerer praktischer Orientierung, bewegen sich die neueren *Foundation Degrees* (FD). Der Bachelor stellt innerhalb des 1. Zyklus den höchsten Abschluss dar (*honourous level*).

Der Master-Abschluss kann im 2. Zyklus (*postgraduate*) erworben werden (*masters level*). Typisch für Großbritannien ist, dass nur ein kleiner Teil der BA-Absolventen weiterstudieren und einen MA-Abschluss absolvieren (im Jahr 2003 waren es 242.800 BA-Absolventen gegenüber 68.800 MA-Absolventen<sup>4</sup>). Die größte Gruppe unter den britischen Studierenden, die einen MA-Abschluss anstreben, haben mehrjährige Berufserfahrung und nutzen das i. d. R. in Teilzeit neben der beruflichen Tätigkeit durchgeführte Studium zur beruflichen Fortbildung und als Aufstiegsmöglichkeit (44.500 in 2003). Eine weitere Gruppe sind Studierende, die sich dazu entschieden haben, nach einem BA-Abschluss in Vollzeit sofort weiter zu studieren (24.300 in 2003). Dazu zählen auch Studierende aus integrierten BA/MA-Studienprogrammen, die von vorneherein auf vier bis fünf Jahre angelegt sind (das sind meist ingenieurwissenschaftliche Studien, sie stellen im britischen System bisher jedoch eine Ausnahme dar). Ein postgradualer Abschluss wird außerdem von einer nicht geringen Anzahl von ausländischen Studierenden absolviert (36.800 in 2003). Innerhalb des 2. Zyklus gibt es analog zum 1. Zyklus auch kürzere Studienprogramme (*advanced short courses*). Sie führen auf einer ersten Stufe zum *Postgraduate Certificate* (60 *credits*) und auf einer zweiten Stufe zum *Postgraduate Diploma* (120 *credits*). Der Master-Abschluss (180 *credits*) baut i. d. R. auf den Kursen auf, die zu diesen zwei Abschlüssen führen, und umfasst darüber hinaus eine Abschlussarbeit (*dissertation* oder *Master's thesis*). Für berufstätige Teilzeit-Studierende erstreckt sich das Masterstudium i. d. R. über drei Jahre, wobei das letzte Jahr für das Erstellen der Abschlussarbeit veranschlagt wird. Der studentische Arbeitsaufwand (*student workload*), der mit den oben angegebenen *credits* des britischen *Credit Accumulation Transfer System* (CATS) verbunden ist, entspricht jedoch nicht dem, der für die *credits* des *European Credit Transfer System* (ECTS) berechnet wird. Im britischen System umfasst 1 *credit* einen Arbeitsaufwand von 10 Stunden (vgl. z-B. Informationen der Universität Ulster), während es im ECTS für 1 *credit* 25-30 Stunden sind.

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<sup>3</sup> Vgl. Field, John (2005): Bologna and an established system of Bachelor's/Master's degrees: The example of adult education in Britain. In: Bildung und Erziehung, H. 2, S. 208ff.; vgl. zu Folgendem die Informationen auf der Website des British Council: <http://www.britishcouncil.de/d/education/study1.htm>

<sup>4</sup> Die Zahlen schließen britische Studierende und Studierende aus EU-Mitgliedstaaten ein, nicht jedoch aus Übersee.

Die Hochschulabschlüsse des 1. und 2. Zyklus lassen sich folgendermaßen darstellen:

Punkte	Level	Qualifikation
120	Level 1	Certificate of Higher Education
+120 = 240	Level 2	Diploma of Higher Education/Higher National Diploma
+120 = 360	Level 3	Bachelor's (Hons) Degree
60	Level M1	Postgraduate Certificate
120	Level M1	Postgraduate Diploma
180	Level M	Master's Degree (Master's Dissertation)

Absolventen mit einem deutschen Universitätsabschluss oder einem Fachhochschulabschluss werden von britischen Universitäten im Allgemeinen sehr gerne für Aufbaustudiengänge auf Master Level angenommen. Das deutsche Vordiplom oder eine Zwischenprüfung ist dagegen in der Regel nicht ausreichend. Besonders qualifizierte oder begabte Studenten werden in Ausnahmefällen aber auch schon nach Beendigung des Grundstudiums und mit einigen Hauptseminar-Leistungsnachweisen für ein Masterstudium aufgenommen.

Im 3. Zyklus können der Dokortitel (*PhD* bzw. *DPhil*) erworben werden (*doctoral level*). Die auf diesem Level angesiedelten Studienprogramme dauern im Vollzeitmodus i. d. R. drei Jahre.

Das Studienjahr ist in Großbritannien traditionell in drei Trimester (*terms*) von 10-12 Wochen aufgeteilt. Inzwischen haben immer mehr Universitäten jedoch den Semesterbetrieb eingeführt. Vorlesungsfreie Zeiten gibt es dennoch nur über Weihnachten, Ostern und im Sommer. Das Studienjahr beginnt meistens Ende September, ein Einstieg zum Sommersemester ist nur in Ausnahmefällen möglich.

### 3. Studiengänge in Erwachsenenbildung/Weiterbildung in Großbritannien

In Großbritannien ist die Erwachsenenbildung/Weiterbildung (EB/WB) eine relativ gut etablierte Disziplin, sie wird jedoch hauptsächlich als postgraduales Studium, also als Masterstudienprogramm angeboten. Die Studierenden sind meist bereits in der EB/WB Tätige, die berufliche Tätigkeit und Teilzeitstudium verbinden und den MA-Abschluss hauptsächlich als Verbesserung ihrer Karrieremöglichkeiten betrachten. Speziell auf EB/WB ausgerichtete Bachelor-Studiengänge gibt es nicht; an einigen Universitäten sind speziell erwachsenenpädagogische Kurse aber Bestandteil anderer Bachelor-Studiengänge (vgl. z. B. Universität Stirling).

In einer von Field/Dockrell/Gray in 2004 durchgeführten Studie wurden 26 Universitäten ermittelt, die Studiengänge auf Master-Level im Bereich Erwachsenenbildung, Weiterbildung, Lebenslanges Lernen anbieten.<sup>5</sup> In der Studie sind für jeden Studiengang die Bezeichnung und Abschlussart angegeben, dazu Dauer und Modus (Präsenz-/Distanzstudium), inhaltliche Schwerpunkte des Curriculums und Studiengebühren. Neben den explizit auf den Bereich Erwachsenenbildung ausgerichteten Studiengängen wurden in der Liste auch Studiengänge im Bereich E-Learning und Bildungsmanagement berücksichtigt, ebenso Studiengänge in Hochschuldidaktik. Es wurden sowohl Studiengänge aufgenommen, die zu einem Master-Abschluss führen, als auch kürzere Studienprogramme.

<sup>5</sup> Die Studie mit dem Titel „Survey of Postgraduate Masters Level Provision in Lifelong Learning/Continuing Education/Adult Education Delivered by United Kingdom HEIs“ ist im Anhang des Artikels von Field, John/Dockrell, Richard/Gray, Peter (2005): Masters' courses in the education of adults in the UK abgedruckt. Der Artikel ist herunterladbar unter: <http://escalate.ac.uk/2143>

Die Studie von Field/Dockrell/Gray diente als Orientierungshilfe bei der Internetrecherche, die in den Monaten August und September 2006 vom DIE durchgeführt wurde. Einige der bei Field/Dockrell/Gray aufgenommenen Studiengänge wurden in der vorliegenden Liste nicht berücksichtigt, und zwar dann nicht, wenn auf den Internetseiten weder bei der Zielgruppenbeschreibung noch im Studienprogramm ein Bezug zur EB/WB erkennbar war.

In die Liste aufgenommen wurden unter Punkt 1 Studienprogramme, die zu einem Masterabschluss führen („Masterstudiengänge“). An einigen Universitäten gibt es darüber hinaus auch die Möglichkeit, kürzere Studienprogramme zu belegen. Sie führen zwar nicht zu einem Master-Abschluss, die Absolventen bekommen aber auf der ersten Stufe ein *Postgraduate Certificate* (60 credits), auf der zweiten ein *Postgraduate Diploma* (120 credits). Diese sind unter Punkt 2 „Kürzere Studienprogramme auf Master-Level“ aufgenommen. In der ersten Liste wird auf eventuelle kürzere Studienprogramme der gleichen Universität hingewiesen, die in Liste 2 näher beschrieben sind. Andere Universitäten bieten im Bereich EB/WB zwar kein komplettes Masterprogramm an, sondern ausschließlich kürzere Studienprogramme; diese sind ebenfalls der zweiten Liste zu entnehmen. Die Angaben sind Selbstdarstellungen der Universitäten.

In die erste Liste wurden insgesamt 31 Masterstudiengänge aufgenommen. Dreizehn Masterstudiengänge sind den spezifisch erwachsenenpädagogischen Angeboten zuzurechnen, jeweils sechs sind im Bereich Bildungsmanagement (zwei davon mit Bezug auf Lebenslanges Lernen), E-Learning und Hochschuldidaktik angesiedelt.

#### **4. Auswertung der spezifisch erwachsenenpädagogischen Masterprogramme**

In der folgenden Auswertung werden nur die dreizehn spezifisch erwachsenenpädagogischen Masterprogramme berücksichtigt.

##### **Bezeichnung der Studiengänge**

Die Bezeichnungen sind sehr unterschiedlich: Auffällig ist, dass nur in einem Fall die Bezeichnung „*Adult Education*“ überhaupt verwendet wird (in Klammern als Zusatz), „*adult*“ kommt auch in Verbindung mit anderen Attributen vor (*Adult and Continuing Education*); am häufigsten ist aktuell die Bezeichnung „*Lifelong Learning*“. Im Einzelnen wurde je ein Mal gefunden *Education (Adult Education)*, *Education, Training and Development of Adults*, *Professional Development (Post Compulsory Education & Training)*, *Professional and Community Education and Development*, *Teaching and Learning (Post Compulsory)*, *Lifelong Education*; zwei Mal kam die Bezeichnung *Adult and Continuing Education* vor und fünf Mal *Lifelong Learning*.

##### **Abschluss**

Die Studierenden können einen *Master of Arts* (fünf Mal) oder *Master of Science* (sechs Mal) erwerben, in zwei Fällen auch einen *Master of Education*. Den Abschlüssen ist in der Regel die **Bezeichnung des Studiengangs** angehängt (z. B. *Master of Science in Lifelong Learning*, der an der Universität Stirling vergeben wird).

##### **Zugangsvoraussetzung**

Als formale Zugangsvoraussetzung gelten ein bestimmtes akademisches Niveau (Bachelor-Abschluss oder Äquivalent) und Berufserfahrung im Feld der EB/WB (i. d. R. 2 Jahre). In einigen Fällen kann nachgewiesene Berufserfahrung den Bachelor ersetzen (z. B. City University of London). In drei Fällen ist den Angaben zufolge keine Berufspraxis nötig (University of Huddersfield, Goldsmith University of London, University of Ulster).

##### **Zielgruppe**

Der Großteil der Studiengänge richtet sich an Personen, die in unterschiedlichen Rollen (*educators, trainers, learning practioners, managers* usw.) in den unterschiedlichsten Sektoren der EB/WB (*public, private, voluntary sector*) bereits tätig sind. Das Studium soll

ihnen ermöglichen, die berufliche Praxis zu reflektieren und theoretisch zu fundieren. Der MA-Abschluss wird hauptsächlich als Verbesserung der Karrieremöglichkeiten betrachtet. Einige Universitäten sind jedoch auch auf bestimmte Zielgruppen spezialisiert, bspw. auf Trainer (z. B. University of Glamorgan, Glasgow, Huddersfield, Nottingham), sogar noch spezieller auf Trainer im Gesundheitsbereich (University of Surrey). Explizit als Zielgruppe führt die University of Nottingham Studierende aus dem Ausland auf.

### **Lehrplan**

Das Masterprogramm besteht i. d. R. aus aufeinander abgestimmten Pflichtmodulen und einer bestimmten Anzahl von Wahlmodulen (insgesamt 120 *credits*), das nach dem Verfassen einer Abschlussarbeit (*dissertation*) zum Master-Abschluss führt (180 *credits*). Die Module haben i. d. R. einen Umfang von 30 *credits* (zum damit verbundenen Arbeitsaufwand siehe oben). Die Abschlussarbeit umfasst zwischen 10.000 und 20.000 Wörtern.

In Verbindung mit der Abschlussarbeit ist i. d. R. ein Modul zu Forschungsmethoden vorgeschrieben. Nur an zwei Universitäten waren dem Studienplan solche Kurse nicht zu entnehmen (Open University, University of Sussex).

Da die meisten Studierenden berufstätig sind, ist ein wichtiges Element im Studienprogramm die Möglichkeit, über die eigene Praxis zu reflektieren. In einigen Studiengängen wird das Konzept des „reflektierten Praktikers“ umgesetzt. Sie vertreten nach Field (ebd.) den mittlerweile dominanten „*mid-level theoretical approach*“, oft verbunden mit einer von einem Praktiker durchgeführten Forschungsarbeit als Abschlussarbeit.

Viele der Inhaltsbereiche, die in den 1980er Jahren laut Oglesby (1981, in Field 2004) vorherrschend waren, wie Geschichte der EB, Psychologie des Erwachsenenlernens, Didaktik und Methodik in der EB, Organisation der EB und Politik in der EB, sind auch noch heute zu finden. Die heutigen Studienprogramme sind jedoch weniger stark an eine Spezialisierung auf Erwachsenenbildung gebunden, sondern sehen sich eher in das weitere Feld des lebenslangen Lernens eingebettet. Während Kurse zur Geschichte der EB nicht mehr auftauchen, werden vermehrt – meist als Wahlmodule – Bildungsmanagement (City University of London, Goldsmith University of London, University of Huddersfield, Sussex) und E-Learning (City University of London, University of Glasgow, Huddersfield, Ulster) angeboten. Auf internationale und vergleichende Bildungsforschung sowie Europäische Bildungspolitik ist die University of Stirling spezialisiert.

### **Dauer und Modus**

Um Berufstätigkeit und Studium verbinden zu können, sind die Masterprogramme als Teilzeitstudium angelegt und sehen eine Studiendauer von zwei bis drei Jahren vor, mit der Option, die Kurse im Vollzeitstudium für ein Jahr zu belegen. Der Großteil der Studierenden aus GB wählt das Teilzeitstudium, während die ausländischen Studierenden für die Vollzeitvariante optieren. Beim Teilzeitstudium müssen die Studierenden neben dem Selbststudium zu Hause einmal pro Woche abends an einen dreistündigen Kurs teilnehmen (gelegentlich zusätzlich auch an Samstagen). Diese klassische Variante bieten acht Universitäten an. In einigen Universitäten wird das Selbststudium auch durch E-Learning-Elemente unterstützt (University of Huddersfield). Vier Studienprogramme werden als komplettes Online-Studium angeboten (University of Aberdeen, Open University, University of Stirling, University of Ulster). Der Studiengang Education (Adult Education) der Universität Aberdeen ist ein E-Learning-Angebot, das als ausschließliches Teilzeitstudium speziell für Berufstätige zugeschnitten ist. Die Universität von Stirling bietet einen Online-Master in Lifelong Learning an, bei dem virtuelle Lernumgebungen zur Einstellung von Lernmaterial und zum Austausch der Studierenden untereinander und mit den Dozenten genutzt werden. Die Open University ist der größte Anbieter von Fernstudien in Großbritannien, seit den 1980er Jahren wurden Module in Adult Learning als Teil des Master of Education angeboten. Aktuell wird an der Open University ein dreijähriges Fernstudium in Lifelong Learning

angeboten sowie ein Studium in Bildungsmanagement (Education – Leadership and Management) und E-Learning (Online and Distance Education).

### **Gebühren**

Die Universitäten in Großbritannien finanzieren sich zum Teil aus Gebühren, die von den Studierenden gezahlt werden. Die Höhe der Studiengebühren (tuition fees) ist davon abhängig, ob es sich um Briten und Staatsangehörige aus EU-Ländern (home students/EU-students) oder sonstige ausländische Studierende (overseas students) handelt.

Bei einem Studium auf Master-Niveau gibt es bei den Studiengebühren keine Vorgaben. Sie werden jährlich von der jeweiligen Hochschule festgelegt und können daher je nach Hochschule unter Umständen beträchtlich schwanken. Die traditionellen Präsenzstudienprogramme liegen für home students/EU-students bei durchschnittlich £3,500, die Online-Masterprogramme sind teurer (£4,950 an der University of Stirling).



## B. Tabellarische Auflistung der Studiengänge

### 1. Masterstudiengänge

#### 1.1. Masterstudiengänge im Bereich Erwachsenenbildung/Weiterbildung/Lebenslanges Lernen

<b>Name der Hochschule</b>	<b>University of Aberdeen</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>Education (Adult Education)</b>
Art	Master degree  Shorter courses leading to a Postgraduate Certificate (60 credits) and a Postgraduate Diploma (120 credits) are also available.
Zugangsvoraussetzungen	- Bachelor degree - Professional experience - Students must be able to integrate study activities in their work place
Abschluss	Master in Education (Adult Education)
Zielgruppe	Keine Angaben
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The programme's aims are: - enhanced and extended professionalism - professional and academic excellence - professional action for change and development - engagement with research and public theories - critical reflection on policy and practice - contribution to professional discussion and debate
Lehrplan	The programme contains four modules (15 credits each): - Self Evaluation and Professional Development (Reflexion on the student's professional growth and development; setting up of an individual study plan). - Learning, Teaching and Assessing (Overview of current approaches to learning, teaching and assessing; design, development, evaluation and reporting of a developmental project in their own professional setting) - Education for All (Key principles of inclusion, holistic and student-centred approaches to education) - Working Together (Approaches to enhance cooperative work und communication in teams)
Dauer	Keine Angabe
Modus	E-Learning offer that is tailored as a part-time programme for practitioners
Gebühren	Keine Angaben
Link	<a href="http://www.abdn.ac.uk/education/programmes/aps/">http://www.abdn.ac.uk/education/programmes/aps/</a>

<b>Name der Hochschule</b>	<b>City University London</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>Education, Training and Development of Adults</b>
Art	Master degree  Shorter courses leading to a Postgraduate Certificate (60 credits) and a Postgraduate Diploma (120 credits) are also available.
Zugangsvoraussetzungen	Applicants must normally hold an honours degree or equivalent qualification. Potential applicants with appropriate professional experience, but without a first degree, may be considered. Ideally, students should have a minimum of two years experience of working in the education, training and development of adults.
Abschluss	Master of Science in Education, Training and Development of Adults
Zielgruppe	Professionals working as educators, trainers or learning practitioners in public, private and voluntary sectors
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The aim is to provide an opportunity for students to develop a reflective and critical approach to the theory and practice of post-compulsory education and training.  In particular, the programme aims: <ul style="list-style-type: none"> <li>- to strengthen the knowledge, skills and confidence of those who work in all forms of post-compulsory education and training</li> <li>- to offer the opportunity to reflect on professional practice in the light of experience, and theory</li> <li>- to develop participants as educators, trainers and developers of others, competent to the growing demand for lifelong learning needs to be met in the workplace, in colleges and universities and in the community</li> <li>- to develop knowledge, skills and confidence in research, investigation, assembly of evidence and analysis</li> <li>- to explore individual aspects of policy, management and practice in post-compulsory education, training and development, and to consider further study in this area</li> <li>- to develop participants' abilities to plan, carry out, and take responsibility for an individual programme of professional education, training and development</li> <li>- to develop a critical understanding of the changing context in which adults learn</li> </ul>
Lehrplan	Compulsory Module: <ul style="list-style-type: none"> <li>- Research Methods and Dissertation</li> </ul> Optional Modules (four have to be chosen): <ul style="list-style-type: none"> <li>- Critical Perspectives on Professional Learning</li> <li>- E-Learning for adults</li> <li>- Education, Equality and Diversity</li> <li>- Group Dynamics and Facilitation Styles</li> <li>- Human Resource Development: Strategy and Consultancy</li> <li>- Independent Learning</li> <li>- Managing Educational Organizations</li> <li>- Mentoring, Coaching and Supervision</li> <li>- Organisations, Learning and Change</li> <li>- Policy, Management and Practice in Adult Learning</li> <li>- Teaching and Learning in the 21st Century</li> </ul>

	<p>Through combining a range of modules (30 credits each) students will need to successfully complete four modules (to a total value of 120 credits) as well as a compulsory Dissertation module (valued at 60 credits) for the Master degree.</p> <p>Most 30-credit modules involve 40-60 hours of class and tutorial attendance and a further 240 hours of additional private study.  <a href="http://www.city.ac.uk/ell/postgrad/modules/index.html">http://www.city.ac.uk/ell/postgrad/modules/index.html</a></p>
Dauer	<p>Full time: one year  Part time: two years+</p> <p>All classes are held outside usual working hours, mainly in the evenings from 18.00-21.00, with some timetabled Saturday workshops.</p>
Modus	<p>Variety of teaching and learning methods including seminars, web based learning, face-to-face tutorials, independent study, group workshops.</p> <p>Modules usually run over a 12-week block. Most courses take place between Monday to Thursday evenings. Attendance is normally on one evening a week and, for some modules, on a number of Saturdays.</p>
Gebühren	<p>Full-time MSc: UK/EU students, £4,100;.  Part-time MSc: UK/EU students, £1,530 (phase one), £1,950 (phase two)</p>
Link	<p><a href="http://www.city.ac.uk/ell/postgrad/index.html">http://www.city.ac.uk/ell/postgrad/index.html</a></p>

<b>Name der Hochschule</b>	<b>University of Glasgow</b>
Bezeichnung des Fachbereichs	Department of Adult and Continuing Education
<b>Bezeichnung des Studiengangs</b>	<b>Adult and Continuing Education (Traditional route)</b>
Art	Master degree  A shorter course leading to a Postgraduate Diploma (120 credits) is also available.
Zugangsvoraussetzungen	Candidates who wish to register directly for the Master degree programme would normally be expected to hold an honours degree or equivalent. Furthermore, they must have had experience in adult education in a voluntary or professional capacity over the last two years. Candidates with other qualifications and particularly those with experience of voluntary work, community groups and as mature students may be considered.
Abschluss	Master of Science in Adult and Continuing Education
Zielgruppe	The traditional route is aimed at people who have experience and/or an initial qualification in the field of adult education, and who wish to build upon them at postgraduate level. It is aimed at educators and human resource personnel in all forms of post-compulsory education and training from the public, private and voluntary sectors. In recent years, students have included health service personnel, those working in social inclusion partnerships, community development workers, further education lecturers, trainers, capacity builders, adult guidance workers.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Keine Angaben
Lehrplan	The programme comprises four compulsory courses: - Principles and Theories in Adult and Continuing Education (20 credits) - The Psychology of Adult Education (20 credits) - Issues in Adult and Continuing Education (20 credits) - Theory of Educational Research (20 credits) As well as: - Methods of Educational Research plus Research Dissertation (60 credits) Furthermore the students must choose two optional courses (20 credits each), e.g. Adult Literacy and Numeracy, Curriculum Development, New Technology and Lifelong Learning, Popular Education  Because there is an assumption of prior experience in the field, this route does not contain a practice based element.

COURSE STRUCTURE

<u>Terms</u>	<u>Part Time</u>		<u>Full Time</u>
	<i>(Year One)</i>	<i>(Year Two)</i>	
<u>Term One</u>	Issues in Adult and Continuing Education (20)  Tutorials  Study Skills	Psychology (20)  Tutorials  Theory of Educational Research (20)	Issues in Adult and Continuing Education (20)  Psychology (20)  Theory of Educational Research (20)  Tutorials (Mon. Tues. Thurs.)  Study Skills
<u>Term Two</u>	Principles and Theories (20)  Tutorials	Research Methods (MSc only)	Principles and Theories (20)  Tutorials  Research Methods (MSc only)
<u>Term Three</u>		Dissertation (MSc) (60)	Dissertation (MSc only) (60)

Dauer	Full time: 1 year Part time: 2 years Most of the teaching takes place in the evenings (typically 5.15pm until 7.15pm), there are also occasional Saturday workshops.
Modus	On-campus; core material is usually taught by lecture, supported by weekly tutorial groups. Students will also be strongly encouraged to contribute his/her own experience and view to small and large group discussions.
Gebühren	Full-time: £3,500 Part-time: 9 courses at £389 each
Link	<a href="http://www.gla.ac.uk/departments/adulteducation/pgrad/index.html">http://www.gla.ac.uk/departments/adulteducation/pgrad/index.html</a>

<b>Name der Hochschule</b>	<b>University of Glasgow</b>
Bezeichnung des Fachbereichs	Department of Adult and Continuing Education
<b>Bezeichnung des Studiengangs</b>	<b>Adult and Continuing Education (Teaching Adults)</b>
Art	Master degree  A shorter course leading to a Postgraduate Diploma (120 credits) is also available.
Zugangsvoraussetzungen	Candidates who wish to register directly for the Master degree would normally be expected to hold an honours degree or equivalent.
Abschluss	Master of Science in Adult and Continuing Education (Teaching Adults)
Zielgruppe	The second route (Teaching Adults) is aimed at people who have little or no experience of working in the field of adult education.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Keine Angaben
Lehrplan	The programme comprises four compulsory courses: - Principles and Theories in Adult and Continuing Education (20 credits) - The Psychology of Adult Education (20 credits) - Issues in Adult and Continuing Education (20 credits) - Theory of Educational Research (20 credits) From the optional part the following course has to be taken: - Curriculum Development (20 credits) As well as - Methods of Educational Research plus Research Dissertation (60 credits) In addition, it contains a substantial practice based element in form of an adult learning placement. This course provides students with an opportunity to demonstrate and develop their teaching skills and capabilities in a theoretically informed manner. It comprises preparatory sessions that combine lectures and workshops and a 100-hour placement where students will be actively involved in teaching adults. The placement may be either in an informal community based setting or in a more formal context.

COURSE STRUCTURE

<u>Terms</u>	<u>Part Time</u>		<u>Full Time</u>
	<i>(Year One)</i>	<i>(Year Two)</i>	
<u>Term One</u>	<p>Issues in Adult and Continuing Education (20)</p> <p>Tutorials</p> <p>Study Skills</p>	<p>Psychology (20)</p> <p>Placement Workshops</p> <p>Tutorials</p> <p>Research Methods 1 (MSc only)</p> <p>Placement Starts (40)</p>	<p>Issues in Adult and Continuing Education (20)</p> <p>Psychology (20)</p> <p>Theory of Educational Research (20)</p> <p>Tutorials</p> <p>Placement Workshops</p> <p>Start of placement (40)</p> <p>Study Skills</p>
<u>Term Two</u>	<p>Curriculum Development (20)</p> <p>Principles and Theories (20)</p> <p>Tutorials</p>	<p>Placement (continued)</p> <p>Research Methods (MSc only)</p>	<p>Curriculum Development (20)</p> <p>Principles and Theories (20)</p> <p>Tutorials</p> <p>Research Methods (MSc only)</p> <p>Placement (continued)</p>
<u>Term Three</u>		<p>Placement (continued)</p> <p>Dissertation (MSc) (60)</p>	<p>Placement (continued)</p> <p>Dissertation (MSc only) (60)</p>

Dauer	<p>Full time: 1 year</p> <p>Part time: 2 years</p> <p>Most of the teaching takes place in the evenings (typically 5.15pm until 7.15pm), to suit those in employment. There are also occasional Saturday workshops.</p>
Modus	<p>On-campus; core material is usually taught by lecture, supported by weekly tutorial groups. Students will also be strongly encouraged to contribute his/her own experience and view to small and large group discussions.</p>
Gebühren	<p>Full-time: £3,500</p> <p>Part-time: 9 courses at £389 each</p>
Link	<p><a href="http://www.gla.ac.uk/departments/adulteducation/pgrad/index.html">http://www.gla.ac.uk/departments/adulteducation/pgrad/index.html</a></p>

<b>Name der Hochschule</b>	<b>University of Glamorgan</b>
Bezeichnung des Fachbereichs	School of Humanities and Social Sciences
<b>Bezeichnung des Studiengangs</b>	<b>Educational Development</b>
Art	Master degree  Shorter courses leading to a Postgraduate Certificate (60 credits) and a Postgraduate Diploma (120 credits) are also available.
Zugangsvoraussetzungen	Candidates must be a graduate (in any subject area) and be working as an in-service lecturer or trainer. Others may also be considered if they have relevant training or personnel qualifications.
Abschluss	Master of Arts in Educational Development
Zielgruppe	People currently working in a lecturing or training role in further or higher education, or with a commercial training provider
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The programme will provide students with the opportunity to explore new methods and techniques and specialise in any area of educational development (exploration of new teaching and learning strategies and methods, including open and distance learning, innovative assessment methods, lecturing methods and the use of education technology).
Lehrplan	The programme focuses on the areas of: <ul style="list-style-type: none"> <li>- Teaching and Learning Competence</li> <li>- Curriculum Development and Design</li> <li>- Assessment</li> <li>- Teaching and Learning Relationships</li> </ul> <p>Students have to complete two independent study modules, a research methods module and a dissertation.  There are no formal lectures and the study pattern will be individually structured to fit in with the teaching commitments and other responsibilities of the individual candidate. The modules are practical in nature but encourage theoretical and reflective work which will result in material for the candidate's portfolio of evidence of his/her development.</p>
Dauer	Part-time: Negotiable attendance
Modus	Self-directed learning
Gebühren	Part-time: £352 for a 20 credit module; plus £1,056 for 60 credit dissertation
Link	<a href="http://www.glam.ac.uk/coursedetails/685/533">http://www.glam.ac.uk/coursedetails/685/533</a>



<b>Name der Hochschule</b>	<b>University of Huddersfield</b>
Bezeichnung des Fachbereichs	School of Education & Professional Development
<b>Bezeichnung des Studiengangs</b>	<b>Professional Development (Post-Compulsory Education &amp; Training)</b>
Art	Master degree Shorter courses leading to a Postgraduate Certificate (60 credits) and a Postgraduate Diploma (120 credits) are also available.
Zugangsvoraussetzungen	Candidates need to have an honours degree or professional equivalent, although applicants are considered without these qualifications but with relevant experience. Basic computer literacy skills are needed and access to a computer for the use of e-mail and the internet.
Abschluss	Master of Arts in Professional Development (Post-Compulsory Education & Training)
Zielgruppe	Staff in schools, colleges, training agencies, Local Education Authorities and other education and training organisations.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The course aims to provide the student with a framework to build on existing expertise and to incorporate more contemporary and advanced thinking into his/her work. It is based on the debate about standards of teaching and learning across further, higher, adult and community-based education and training.
Lehrplan	Year one: - Current Practice in PCET One optional module from: - Advanced Teaching in PCET - PCET Policy and Context - Skills for Life Year two: One compulsory module from: - Methods of Enquiry - An Introduction to Action Research in Teaching and Learning Optional modules: - Managing Strategy and the Implementation of Change - Advanced Teaching in PCET - PCET Policy and Context - Introducing ICT into the Learning Environment - Policy and Practice in Adult Basic Skills - Managing Learning, Resources and Quality For the Master degree a final 60 credits are gained from a dissertation (approximately 12,500 to 15,000 words). Each module in the first two years of study is worth 30 credits. A 5,000 to 6,000 word assignment is required for each module, with the aim of providing a critical review of the required module outcomes. Emphasis is also given to the importance of maintaining a reflective learning diary or journal during your work on each module.
Dauer	Part-time: 3 years
Modus	Combination of structured class-based and independent study; lectures, seminars, tutorials, student presentation, projects, assignments, seminars and small group exercises. Materials are available electronically through the virtual learning environments. The pattern of delivery is normally three to four Saturdays, plus directed study per module.
Gebühren	For a 30 credit module: £460
Link	<a href="http://www.hud.ac.uk/courses/part_time/ipp_pages00000802.htm">http://www.hud.ac.uk/courses/part_time/ipp_pages00000802.htm</a>

<b>Name der Hochschule</b>	<b>University of Leeds</b>
Bezeichnung des Fachbereichs	School of Education (Lifelong Learning Institute)
<b>Bezeichnung des Studiengangs</b>	<b>Lifelong Learning</b>
Art	Master degree  Only
Zugangsvoraussetzungen	Bachelor degree and two years' professional experience in a field of lifelong learning
Abschluss	Master of Arts in Lifelong Learning
Zielgruppe	Wide spectrum of professional practitioners: educators, trainers and staff development specialists, organisers, youth and community workers, guidance and advice staff involved in developing lifelong learning
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The programme aims to provide an opportunity for professional practitioners in education and training to reflect critically on the different interpretations and practices of lifelong learning, and on the changing policy contexts for post-compulsory education and training, both in Britain and more globally. Participants are encouraged to develop their critical and analytical skills and to use their studies and research on lifelong learning to inform their professional practice. (Detailed description available)
Lehrplan	Compulsory modules: - Critical Study (60 credits) - Lifelong Learning: Being a Learner, Being a Teacher (30 credits) - Lifelong Learning in Changing Contexts (30 credits) - Researching Lifelong Learning and Post-compulsory Education and Training (30 credits)  Furthermore, students must choose one module (30 credits) from a list of about 40 optional modules.
Dauer	Full-time: 1 year A part-time variant of this programme is also available.
Modus	On-campus
Gebühren	UK/EU-students: Full-Time Fees: £3,168 Part-Time Fees: £1,584
Link	<a href="http://www.education.leeds.ac.uk/prospective/postgraduate/programme.php?programme=18">http://www.education.leeds.ac.uk/prospective/postgraduate/programme.php?programme=18</a>

<b>Name der Hochschule</b>	<b>Goldsmiths University of London</b>
Bezeichnung des Fachbereichs	Professional and Community Education Department
<b>Bezeichnung des Studiengangs</b>	<b>Professional and Community Education and Development (Community, Culture and Identity)</b>
Art	Master degree  only
Zugangsvoraussetzungen	Candidates should have a good degree (preferably a first or upper second class) in social sciences or humanities. They may still be considered without this if you have equivalent professional qualifications and/or experience.
Abschluss	Master of Arts in Professional and Community Education and Development (Community, Culture and Identity)
Zielgruppe	Keine Angaben
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The MA aims to: <ul style="list-style-type: none"> <li>- deepen your knowledge and critical understanding of contemporary social, cultural and policy debates which have key significance for community education and development;</li> <li>- provide an advanced understanding of community based organisations and social movements in a global context;</li> <li>- develop your knowledge, understanding and skills in research, including participatory action research skills;</li> <li>- enhance your communication skills;</li> <li>- provide you with advanced knowledge and critical understanding in the areas which you have chosen for your options.</li> </ul>
Lehrplan	The programme consists of two core courses: <ul style="list-style-type: none"> <li>- Contemporary Social and Cultural Issues and Policy Debates</li> <li>- Research Methods.</li> </ul> <p>Furthermore two additional courses of 30 credits each (or the equivalent in courses of 15 credits each) from the range of options listed below:</p> <p>Options</p> <ul style="list-style-type: none"> <li>- Social Identity in Context</li> <li>- The Adult Learner (nature and processes of learning, the psychological, social and other factors which have a bearing on adult learning)</li> <li>- Adult Learning: Management, Curriculum and Culture (issues in education, training and professional development of adults; main issues and themes which inform the funding and management of post-compulsory education in the UK and elsewhere)</li> <li>- Systems, Structures and Diversity Management</li> <li>- Learning in Organisations (nature of learning in organisations, organisational learning, the learning organisation and management learning).</li> </ul> <p>Finally the student will complete a dissertation (10,000 words).</p>
Dauer	Full-time: 1 year Part-time: 2 years
Modus	On campus; weekly lectures and seminars
Gebühren	Keine Angaben
Link	<a href="http://www.goldsmiths.ac.uk/booklets/maprocomm.pdf">http://www.goldsmiths.ac.uk/booklets/maprocomm.pdf</a>

<b>Name der Hochschule</b>	<b>University of Nottingham</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>Lifelong Education</b>
Art	Master's degree  Shorter courses leading to a Postgraduate Diploma (120 credits) and a Postgraduate Certificate (60 credits) are also available.
Zugangsvoraussetzungen	Applicants should have a first degree, however non-graduate entry will be favourably considered for people with suitable professional experience and other qualifications
Abschluss	Master of Arts in Lifelong Education
Zielgruppe	Keine Angaben
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The flexible suite of courses combines teaching in the general area of lifelong learning and lifelong education with expert tuition in specialist areas and the opportunity to develop original practitioner research. The aim is to: - provide an in depth grounding in theory, research and practice in lifelong education in the UK and else where in the world. - develop knowledge and skills in the theory and practice of planning, delivering, supporting and assessing adult learning. - develop research capacity and undertake research in an area of specialism.
Lehrplan	The Master's programme consists of the following modules: Semester 1 (60 Credits) - Planning teaching and learning (15 credits) - Delivering teaching and learning (15 credits) - Supporting adult learning (15 credits) - Assessing adult learning (15 credits) Semester 2 (60 Credits) - Introduction to Research Theory and Methods (30 credits) - Management in Lifelong Education (30 credits) Summer Period (60 credits) - Dissertation: Lifelong Education (see detailed description of each module on the website)
Dauer	Full-time: 1 year The taught modules are delivered over two fifteen week semesters.
Modus	On campus; a mixture of presentational styles incorporating many experiential exercises and discussions in small seminar groups. The maximum group size is approximately 25 students. Small group activities are typically conducted in groups of 5 or 6 students. Students will receive individual tuition for their curriculum development project and their research project.
Gebühren	Keine Angaben
Link	<a href="http://www.nottingham.ac.uk/education/information-for-students/ma-diploma-handbook/lifelong/course-submission.phtml?menu=course-sub&amp;sub=course-sub">http://www.nottingham.ac.uk/education/information-for-students/ma-diploma-handbook/lifelong/course-submission.phtml?menu=course-sub&amp;sub=course-sub</a>

<b>Name der Hochschule</b>	<b>Open University</b>
Bezeichnung des Fachbereichs	Keine Angaben
<b>Bezeichnung des Studiengangs</b>	<b>Lifelong Learning</b>
Art	Master degree  only
Zugangsvoraussetzungen	At least one of the following entry requirements must be satisfied: - a bachelors degree (or the equivalent) - Open University advanced diplomas in education (or some equivalent professional qualification) - Open University Certificate of Continuing Professional Development - Qualified Teacher Status and at least three years' teaching experience.  Students are expected to have experience in post-school education and training or an allied field as a practitioner. They need not be a currently practising teacher, but they must want to develop their practice and must have access to a curriculum and to learners (not necessarily in an educational institution) so that they can analyse, implement and evaluate their own practice on a small scale.
Abschluss	MA in Education (Lifelong Learning) or Master of Education (Lifelong Learning).
Zielgruppe	Keine Angaben
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Studying the course will enable the student to: – make a critical examination of the emergence of lifelong learning as a key strategy, and evaluate its relationship to traditional ideas of adult learning; – analyse relevant literature, including research that is at the forefront of the study of lifelong learning; – investigate the diversity of meanings of lifelong learning, and the implications for change in a range of formal and informal learning environments; – consider how evidence from the literature and from practice can inform your own developing practices in lifelong learning; – develop the research skills to undertake a small-scale investigation in lifelong learning.  Furthermore, the aims of the programme are to: - encourage the student to analyse current policies and practices (the own, local and national); - introduces an important comparative, international aspect through readings and discussions; - give the student further insight into how policies and practices can be judged; - provides the student with the tools and resources to evaluate and develop his/her views of learning, knowledge and pedagogy and apply them to the development of his/her own practice
Lehrplan	The programme comprises two compulsory courses and one optional course (60 credits each).  Compulsory courses: - Supporting lifelong learning (Key issues and debates in lifelong learning, relating them to the student's own experience as a learner or as a person who supports post-compulsory lifelong learning)

	<p>- Learning, curriculum and assessment (60 credits) (Bringing together contemporary ideas and literature in making a critical exploration of the relationships among learning, curriculum and assessment).</p> <p>Students have to take a third course (60 credits) form a list of optional courses. <a href="http://www3.open.ac.uk/courses/bin/p12.dll?Q01F01">http://www3.open.ac.uk/courses/bin/p12.dll?Q01F01</a></p>
Dauer	<p>Part-time: 3 years It is recommended to take one course a year; the study programme must normally be completed within a maximum of 6 years from the date of first registration on the award.</p>
Modus	<p>Distance learning; Students will be learning in their own time by reading course material, working on course activities, writing assignments and perhaps working with other students. They get support from a tutor and the student services staff at Regional Centres, as well as from centralised areas such as the Library or Open University Students Association. Some courses include a residential or day school. The course may use any of the following different media that students will use from home (or wherever they choose to study): printed course materials, audio or video cassettes, TV programmes, cd-rom/software, web site.</p>
Gebühren	<p>UK students: £880 per 60 credit course EU students: £1,605 per 60 credit course</p>
Link	<p><a href="http://www3.open.ac.uk/courses/bin/p12.dll?Q01F01">http://www3.open.ac.uk/courses/bin/p12.dll?Q01F01</a></p>

<b>Name der Hochschule</b>	<b>University of Stirling</b>
Bezeichnung des Fachbereichs	Institute of Education
<b>Bezeichnung des Studiengangs</b>	<b>Lifelong Learning</b>
Art	Master degree Also shorter postgraduate courses are available: Postgraduate Diploma (120 credits) and Postgraduate Certificate (60 credits)
Zugangsvoraussetzungen	Normally a first degree from a recognised university and appropriate professional experience is required
Abschluss	Master of Science (MSc) in Lifelong Learning
Zielgruppe	Staff involved in provision, development and support of Lifelong Learning and training in various capacities. This includes staff in Higher and Further Education, careers services and trainers in public and private agencies.
Tätigkeitsbereiche für Absolventen	The MSc provides a basis for careers in which a research and evidence informed approach to lifelong learning policy is necessary.
Lernziele	The programme provides students with a framework for critical analysis of the emerging concept of Lifelong Learning and the pedagogical and policy issues that arise from attempts to implement it in practice.
Lehrplan	The programme comprises five taught modules, including two core modules and a Professional Enquiry and Research module, plus a dissertation (15,000 words). Core modules: - Policy, Provision and Change in Lifelong Learning (Framework for the analysis of the development of policy and provision in lifelong learning in the context of economic and social change) - Theory and Practice in Lifelong Learning (Theoretical perspectives on adult learning and adult development) - Professional Enquiry (Defining a research topic and developing research questions; research methodologies; quantitative and qualitative research; the place of theory in research; research methods; values and ethics; guidance on the project and dissemination of research findings) Optional modules: - International Adult and Continuing Education (Comparative analysis in Lifelong Learning between European and International education systems) - European Union and Adult Education Training Policies (Origins and aims of the EU principles of policy and programmes, policy development and structural funds) - Vocational Education and Training (Developments that have occurred within vocational education and training in the UK) - Social Implications of Communication and Information Technology
Dauer	Full-time: 1 year Part-time: minimum 2 and a half years/maximum 5 years
Modus	Distance study via the Internet. Available to anyone in the world who has access to a networked computer with a modern web browser. Throughout the course students are engaged in constant dialogue with tutors and other participants using computer-mediated conferencing.
Gebühren	£389 per module
Link	<a href="http://www.external.stir.ac.uk/postgrad/course_info/hum_scienc/e/inst_edu/life-learn.php">http://www.external.stir.ac.uk/postgrad/course_info/hum_scienc/e/inst_edu/life-learn.php</a>

<b>Name der Hochschule</b>	<b>University of Surrey</b>
Bezeichnung des Fachbereichs	European Institute of Health and Medical Sciences
<b>Bezeichnung des Studiengangs</b>	<b>Teaching and Learning (Post Compulsory)</b>
Art	Master degree  A shorter course leading to a Postgraduate Diploma (120 credits) is also available.
Zugangsvoraussetzungen	<ul style="list-style-type: none"> <li>- normally a first degree or equivalent, and/or a relevant professional qualification.</li> <li>- applicants should be employed professionally in a teaching or training capacity in the health/post-compulsory sector.</li> <li>- those who do not hold a first degree or equivalent may be considered for exceptional entry if they have relevant professional experience</li> </ul>
Abschluss	Master of Science (MSc) in Teaching and Learning (Post Compulsory)
Zielgruppe	The programme is particularly designed for those who are established practitioners within their own field and who wish to develop their careers as teachers in the health sector.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	<p>The programme is intended to enable:</p> <ul style="list-style-type: none"> <li>- employed teachers and trainers in the post-compulsory phase and appropriately qualified healthcare professionals to acquire a professionally accredited teaching qualification through achieving formal recognition for their existing expertise and through development of new knowledge, skills and understanding</li> <li>- the students to develop an enquiring, reflective, critical and innovative approach to the daily experience of contemporary professional practice</li> </ul>
Lehrplan	<p>The programme covers core areas such as:</p> <ul style="list-style-type: none"> <li>- Teaching and Learning</li> <li>- Assessing and Evaluating Learning</li> <li>- Action Research for Professional Development</li> <li>- Supporting Students</li> <li>- Policy and Practice</li> </ul> <p>Plus options from:</p> <ul style="list-style-type: none"> <li>- Effective Learning in Practice Sessions</li> <li>- Partnerships and External Working</li> <li>- Leadership and Management in Education</li> <li>- Peer Support and Mentorship</li> <li>- Evidence-based Practice</li> <li>- Foundations of Lifelong Learning</li> <li>- Designing Learning Experiences and Materials</li> </ul>
Dauer	Part-time: two years (one day's attendance per week at the University)
Modus	On-campus
Gebühren	£1,640
Link	<a href="http://www.surrey.ac.uk/postgraduate/eihms/taught/teaching.htm">http://www.surrey.ac.uk/postgraduate/eihms/taught/teaching.htm</a>



<b>Name der Hochschule</b>	<b>University of Sussex</b>
Bezeichnung des Fachbereichs	Centre for Continuing Education
<b>Bezeichnung des Studiengangs</b>	<b>Lifelong Learning</b>
Art	Master degree
Zugangsvoraussetzungen	Normally a first degree and appropriate professional experience
Abschluss	Keine Angaben
Zielgruppe	- Professionals working in Higher or Further Education, Adult and Community Learning, Workbased Learning, the Health or Social Services, a Trades Union, or supporting learning in the private sector - manager or a trainer/teacher/tutor/lecturer
Tätigkeitsbereiche für Absolventen	Master of Arts in Lifelong Learning
Lernziele	Students should gain a range of skills and intellectual understandings including: - good grasp of the issues, theories, values and political and cultural imperatives surrounding lifelong learning - a critical and reflective insight and understanding of teaching and learning theory and practice - an understanding of the theory and practice of managing lifelong learning, enhancing your management skills as a result.
Lehrplan	The programme comprises four compulsory courses (30 credits each) and an Independent Study (60 credits): - Lifelong Learning: Culture, Politics and Values - Managing Lifelong Learning: Theory and Practice - Teaching and Learning: Reflecting on Theory and Practice - Auto/Biographical Approaches to Lifelong Learning
Dauer	Full-time: 1 year Part-time: 2 years
Modus	On-campus; class work and independent study
Gebühren	£600 per 30 credit course
Link	<a href="http://www.sussex.ac.uk/cce/1-2-16-30.html">http://www.sussex.ac.uk/cce/1-2-16-30.html</a>

<b>Name der Hochschule</b>	<b>University of Ulster</b>
Bezeichnung des Fachbereichs	Faculty of Social Science
<b>Bezeichnung des Studiengangs</b>	<b>Lifelong Learning</b>
Art	Master degree  Also shorter programmes leading to a Postgraduate Certificate (60 credits) or a Postgraduate Diploma (120 credits) are available.
Zugangsvoraussetzungen	Candidates must be able to satisfy the general admissions requirements of the university in one of the following ways: - A relevant degree - A suitable national level 4/5 award such as Training, Human Resources, Business and Management, Information Technology, Education, Caring Studies and Community and Voluntary Work. Candidates may have to be interviewed and/or undertake a diagnostic test in order to establish suitability. A pre-entry test (online) will be posted, together with the online pack for 'being an online learner'. - Another qualification deemed to be appropriate by the admissions tutor.
Abschluss	Master of Science in Lifelong Learning
Zielgruppe	The programme will be particularly attractive to those who are interested in adult education, training, staff development, further education, management, peer and co-operative learning, community and voluntary sector instruction.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The overall aim of the programme is to enable students to relate theoretical investigations in lifelong learning with policy initiatives through reflexive evaluation methods. In particular the course will support practitioners in the design and implementation of flexible, creative and experimental approaches to learning in a range of contexts.
Lehrplan	The programme comprises the following six compulsory courses: - Flexible Curriculum for Access and Progression (15 credits) - Methodologies for Accrediting Learning (15 credits) - Research and Policy in Lifelong Learning (30 credits) - Virtual Learning (30 credits) - Professional Practice: Teaching and Learning Quality (30 credits)  The master degree will involve a 60 credit research project (replacing a dissertation project) that can be completed in conjunction with an organisation/institution. The project will be developed as an academic paper for publication.
Dauer	Full-time: 1 year Part-time routes are also available: 2 years+
Modus	The programme is modular and delivered online (with minimum participation of five hours per week online).
Gebühren	£18 per credit point
Link	<a href="http://prospectus.ulster.ac.uk/course/?id=3236">http://prospectus.ulster.ac.uk/course/?id=3236</a>

## 1.2. Masterstudiengänge im Bereich Bildungsmanagement

<b>Name der Hochschule</b>	<b>Queen's University Belfast</b>
Bezeichnung des Fachbereichs	School of Education (Lifelong Learning)
<b>Bezeichnung des Studiengangs</b>	<b>Lifelong Learning Management</b>
Art	Master degree  Shorter courses leading to a Postgraduate Certificate (60 credits) and a Postgraduate Diploma (120 credits) are also available.
Zugangsvoraussetzungen	Applicants for admission should normally hold an honours degree (Bachelor) or equivalent recognised qualification. Furthermore, either at least two year's experience working in a professional context relevant to lifelong learning or a teaching or management qualification relevant to lifelong learning.
Abschluss	Master of Social Science
Zielgruppe	Lifelong learning specialists including managers, educators and other professionals working in the broad field of lifelong learning. It is also open to those who have worked in the past in this field of practice and wish to update their qualifications.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Keine Angaben
Lehrplan	The programme builds on the professional experience of course participants whether as managers, administrators and educators or lifelong learners to provide research informed learning and to encourage critical reflection on theory, research, policy and practice. A choice of modules may be available depending on course demand. Modules of study are available in: <ul style="list-style-type: none"> <li>- Theory, Policy and Practice in Lifelong Learning</li> <li>- Informal and Non-Formal Learning</li> <li>- Theory, Policy and Practice in Literary and Numeracy</li> <li>- Management Issues in Lifelong Learning</li> <li>- Research Methods in Lifelong Learning</li> </ul> A wide range of additional option modules are also available through the School of Education's Master of Education programme. A total of 180 credits are required: 120 credits on taught courses followed by a 60 credits dissertation (of 15,000-20,000 words).
Dauer	Part-time: the course is normally completed over two or three academic years. Students may build up the required number of modules and complete the dissertation over a period of five years from initial enrolment.
Modus	Students are normally required to attend one evening a week, for 20 weeks in each academic year. Classes are normally held between 5.00-8.00 pm on Wednesday evenings in the first year. Occasional Saturday attendance may also be required in some parts of the course.
Gebühren	For UK and EU students: £540 for each 30 credit module
Link	<a href="http://www.qub.ac.uk/schools/SchoolofEducation/CourseDetails/LifelongLearningManagement/">http://www.qub.ac.uk/schools/SchoolofEducation/CourseDetails/LifelongLearningManagement/</a> .

<b>Name der Hochschule</b>	<b>University of Huddersfield</b>
Bezeichnung des Fachbereichs	School of Education & Professional Development
<b>Bezeichnung des Studiengangs</b>	<b>Professional Development (Education Management)</b>
Art	Master degree Shorter courses leading to a Postgraduate Certificate (60 credits) and a Postgraduate Diploma (120 credits) are also available.
Zugangsvoraussetzungen	Candidates need to have an honours degree or professional equivalent, although applicants are considered without these qualifications but with relevant experience. Basic computer literacy skills are needed and access to a computer for the use of e-mail and the internet.
Abschluss	Master of Arts in Professional Development (Education Management)
Zielgruppe	Keine Angaben
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	This programme is designed to support the continuing professional development needs of staff in schools, colleges, training agencies, local education authorities and other education and training organisations. The aim is to help the student reflect upon his/her personal professional practice concerning current theories and research on educational management.
Lehrplan	<p>Year one:</p> <ul style="list-style-type: none"> <li>- Managing Teams and Resources</li> </ul> <p>One optional module from:</p> <ul style="list-style-type: none"> <li>- Managing Strategy and the Implementation of Change</li> <li>- Developing Effective Subject Leadership</li> <li>- An Exploration of the Role and Practice of Mentoring</li> </ul> <p>Year two:</p> <ul style="list-style-type: none"> <li>- Methods of Enquiry</li> <li>- An Introduction to Action Research in Teaching and Learning</li> <li>- Optional modules</li> <li>- Managing Learning, Resources and Quality</li> <li>- Exploration of the Role and Practice of Mentoring</li> <li>- Developing Effective Subject Leadership</li> </ul> <p>Optional modules</p> <ul style="list-style-type: none"> <li>- Managing Strategy and the Implementation of Change</li> <li>- Developing Effective Subject Leadership</li> <li>- An Exploration of the Role and Practice of Mentoring</li> </ul> <p>For the Master degree a final 60 credits are gained from a dissertation (approximately 12,500 to 15,000 words).</p> <p>Each module in the first two years of study is worth 30 credits. A 5,000 to 6,000 word assignment is required for each module, with the aim of providing a critical review of the required module outcomes. Emphasis is also given to the importance of maintaining a reflective learning diary or journal during your work on each module.</p>
Dauer	Part-time: 3 years
Modus	Combination of structured class-based and independent study; lectures, seminars, tutorials, student presentation, projects, assignments, seminars and small group exercises. Materials are available electronically through virtual learning environments. The pattern of delivery is normally three to four Saturdays, plus directed study.
Gebühren	For a 30 credit module: £460
Link	<a href="http://www.hud.ac.uk/courses/part_time/ipp_pages00000805.htm">http://www.hud.ac.uk/courses/part_time/ipp_pages00000805.htm</a>

<b>Name der Hochschule</b>	<b>Goldsmiths University of London</b>
Bezeichnung des Fachbereichs	Department of Professional and Community Education
<b>Bezeichnung des Studiengangs</b>	<b>Management of Learning and Teaching</b>
Art	Master degree  only
Zugangsvoraussetzungen	A degree or equivalent; two or more years' teaching experience in the post-16 sector
Abschluss	Master of Arts in the Management of Learning and Teaching
Zielgruppe	Professionals with responsibility for planning, training, supporting, advising or teaching learners and teachers in post-16 education. The candidates may be working in any of the following contexts: Continuing and Community Education, Further, Adult or Higher Education. Their expertise and experience may be in supporting learners preparing for, or returning to, further study; they may have curriculum responsibility including working with and managing a team, or be involved in developing strategies under Widening Participation initiatives.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The aim is to help the students: - understand the nature of organisations - evaluate strategies for responding to, and implementing, change in a rapidly moving field - develop the ability to manage and maximise learning, including major developments e.g. technology as it affects institutions and individuals - consolidate the student's teaching within academic/professional practice through the balance and integration of experience, theory, activity and reflection - explore the relationship between learning, assessment and evaluation
Lehrplan	The programme comprises two core modules (30 credit each) and two optional modules (30 credits each). Core modules cover key areas relevant to everyone involved in post-16 learning, whether from a local, national or international perspective. Optional modules include areas specifically of interest to language teachers. To complete the MA students will need 180 credit points (dissertation).  Core modules: - <b>The Adult Learner</b> (Critical understanding of a range of theories, approaches and strategies for best practice; nature and processes of learning, the psychological, social and other factors that have a bearing on adult learning; strategies which curriculum managers and teachers can develop to promote effective learning and teaching) - <b>The Adult Learner – Management, Curriculum and Culture</b> (Education, training and professional development of adults: funding and management of post compulsory education in the UK and elsewhere, evaluation of current theoretical debates and research in the field; aims to help the student set his/her professional experience in a wider context)  Optional modules: - <b>Linguistics</b> (Critical overview of the theory of linguistics, its role in mediating language and cultural identity and the practical

	<p>application of this to classroom practice)</p> <ul style="list-style-type: none"> <li>- <b>Methods and Approaches in Language Teaching</b> (Principles, underlying assumptions and current trends in the teaching of languages to adults, exploration of the practical implications of these for effective classroom teaching)</li> <li>- <b>International Perspectives in Adult Learning</b> (International perspectives in the education, training and professional development of adults; nature and role of adult learning in different communities; delivery and influence of adult learning programmes in an international context, approaches to formal, informal, open and distance learning; role of Accreditation of Prior and Experiential Learning in different countries)</li> </ul> <p>In addition to the options listed above, students can choose from a wide variety of options, in particular from the MA in Education: Culture, Language and Identity.</p>
Dauer	<p>Full-time: 1 year Part-time: 2 years</p>
Modus	<p>On-campus</p>
Gebühren	<p>Keine Angaben</p>
Link	<p><a href="http://www.goldsmiths.ac.uk/booklets/language-pace.pdf">http://www.goldsmiths.ac.uk/booklets/language-pace.pdf</a></p>

<b>Name der Hochschule</b>	<b>University of Nottingham</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>Educational Leadership or Educational Management</b>
Art	Master degree  Shorter courses leading to a Postgraduate Certificate (60 credits) and a Postgraduate Diploma (120 credits) are also available.
Zugangsvoraussetzungen	- a graduate of an approved university or institute of higher education, or a holder of an approved professional qualification equivalent to a first degree - it is expected that students have at least two years' experience in a relevant field
Abschluss	Master of Arts in Educational Leadership or Educational Management
Zielgruppe	The programme is aimed at those with middle to senior leadership and management roles in education.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Keine Angaben
Lehrplan	The programme comprises four modules (30 credits each):  - Understanding Individual and Organisational Development - Effective Leadership in Education - Leading Learning - Issues in Educational Leadership The 30 credits represent approximately 225 hours of student learning (including study time). A dissertation (60 credits) is required for the award of the master degree.
Dauer	The course is usually studied part time, although full time participants can be accommodated by arrangement. All modules are compulsory and are available year round and in Summer School.
Modus	On-campus Sessions in July/August are on weekdays. From September to June, sessions are on Saturdays (and the occasional Sunday).
Gebühren	UK/EU students: £3,160
Link	<a href="http://www.nottingham.ac.uk/education/courses/ma-diploma/educational-leadership-management.phtml?menu=leadership&amp;sub=leadership">http://www.nottingham.ac.uk/education/courses/ma-diploma/educational-leadership-management.phtml?menu=leadership&amp;sub=leadership</a>

<b>Name der Hochschule</b>	<b>Open University</b>
Bezeichnung des Fachbereichs	
<b>Bezeichnung des Studiengangs</b>	<b>Education (Leadership and Management)</b>
Art	Master degree  only
Zugangsvoraussetzungen	At least one of the following entry requirements must be satisfied: - a bachelors degree (or the equivalent) - Open University advanced diplomas in education (or some equivalent professional qualification) - Open University Certificate of Continuing Professional Development - Qualified Teacher Status and at least three years' teaching experience. NPQH together with Open University course "School leadership: assessment of prior learning"  Students need not be a practising teacher, but they will need access to an educational or training establishment/institution in order to carry out a small-scale investigative project as the focus for the assessment of the course.
Abschluss	Master of Arts in Education (Leadership and Management) or Master of Education (Leadership and Management)
Zielgruppe	The course will seek to meet the professional development needs of those who have a leadership role as well as those in senior and middle management positions.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The programme helps the student to apply current thinking on educational leadership and management to his/her own professional context. It will enable him/her to: – develop his/her knowledge and understanding of educational leadership and management; – develop his/her knowledge and understanding of the changing contextual factors influencing educational organisations and your own leadership and management; – apply the knowledge and understanding you have gained in analysing, reflecting on and evaluating professional practice in your own organisational context; – enhance your professional capabilities as an educational leader and manager.  Furthermore, the programme aims to: - improve professional practice through investigating current leadership and management issues; – examine the application of theoretical perspectives and knowledge to real situations; – develop skills of investigation thereby improving analytical abilities in relation to leadership and management issues that will help improve future practice; – develop skills of critical reflection in relation to research literature, personal research and professional practice.
Lehrplan	The programme comprises two compulsory courses and one optional course (60 credits each).  Compulsory courses: - <b>Leading and managing for effective education</b> (This course is intended to develop professional knowledge and understanding of educational leadership and management in practice.)



	<p>- <b>Researching educational leadership and management</b> (The course is designed to enable development of understanding and skills in research and shows how to apply those skills to the investigation of a real leadership and/or management situation within the student's host institution or one to which the student has negotiated access.)</p> <p>- Students have to take a third course (60 credits) from a list of optional courses. <a href="http://www3.open.ac.uk/courses/bin/p12.dll?Q01F01">http://www3.open.ac.uk/courses/bin/p12.dll?Q01F01</a></p>
Dauer	<p>Part-time: 3 years It is recommended to take one course a year; the study programme must normally be completed within a maximum of 6 years from the date of first registration on the award.</p>
Modus	<p>Distance learning; Students will be learning in their own time by reading course material, working on course activities, writing assignments and perhaps working with other students. They get support from a tutor and the student services staff at Regional Centres, as well as from centralised areas such as the Library or Open University Students Association. Some courses include a residential or day school. The course may use any of the following different media that you will use from home (or wherever you choose to study): printed course materials, audio or video cassettes, TV programmes, cd-rom/software, web site</p>
Gebühren	<p>UK students: £880 per 60 credit course EU students: £1,605 per 60 credit course</p>
Link	<p><a href="http://www3.open.ac.uk/courses/bin/p12.dll?Q01F01">http://www3.open.ac.uk/courses/bin/p12.dll?Q01F01</a></p>

<b>Name der Hochschule</b>	<b>University of Portsmouth</b>
Bezeichnung des Fachbereichs	School of Education and Continuing Studies
<b>Bezeichnung des Studiengangs</b>	<b>Education And Training Management</b>
Art	Master degree  only
Zugangsvoraussetzungen	A good honours degree in a relevant discipline or equivalent. Other applicants may be admitted to the course by undertaking a programme of preparatory reading and submitting a written paper to confirm ability to study at postgraduate level.
Abschluss	MSc Education And Training Management
Zielgruppe	Managers or would-be managers from all areas of education and training
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Keine Angaben
Lehrplan (Curriculum)	The programme comprises eight compulsory courses (15 credits each) and a dissertation (60 credits). Compulsory courses: - Management of People in Organisations - Principles of Marketing - Management of Resources and Finance - Management of Information Systems - Management of the Curriculum - Strategic Issues and Management of the Change - Research Management and Methods - Individual Professional Development
Dauer	Full time: 1 year Part time: 2 years (one evening a week)
Modus	On-campus; Teaching methods include seminars, group work, lectures and student presentations. Students are encouraged to produce work related assignments, although this is not prescriptive if a student encounters difficulty in the work place or is a full time student. All students are allocated a personal tutor who will help the student to plan an appropriate course of study and research, discuss progress of work and advise how to construct the dissertation in terms of aims, scope and presentation.
Gebühren	Full-time: £3,085 Part-time: £1,000 per year Dissertation: £550
Link	<a href="http://www.port.ac.uk/courses/coursetypes/postgraduate/MScEducationAndTrainingManagement/">http://www.port.ac.uk/courses/coursetypes/postgraduate/MScEducationAndTrainingManagement/</a>

### 1.3. Masterstudiengänge im Bereich E-Learning

<b>Name der Hochschule</b>	<b>University of Huddersfield</b>
Bezeichnung des Fachbereichs	School of Education & Professional Development
<b>Bezeichnung des Studiengangs</b>	<b>Multimedia and E-Learning</b>
Art	Master degree only
Zugangsvoraussetzungen	Honours degree (Bachelor) and relevant professional experience. Alternative routes through the course are available for those without a degree.
Abschluss	Master of Science in Multimedia and E-Learning
Zielgruppe	Lecturers in higher or further education, teachers (primary, secondary, specialist), trainers in the public or private sector or learning support advisor. Students don't need to be an IT expert, just interested in developing their teaching using information and communication technology.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The course provides skills, knowledge and understanding to enable the teacher to make effective and informed decisions about how to use multimedia and e-learning to solve educational problems. Students will explore the use of technology in their particular learning environment. They will also develop technical skills, including web page design and using e-learning development tools such as Course Genie, Hot Potatoes and Flash. At the same time, the course is designed to deepen understanding of the conceptual frameworks underpinning these approaches.  Much of the work is project based with outcomes of direct relevance and benefit to your particular teaching or training setting.
Lehrplan	The programme includes six modules (30 credits each): Year one: - Researching Multimedia in Education - Theory and Practice of E-learning - Researching the Development Project Year two: - Theories of Interactive Media - Developing Multimedia for Teaching and Learning - Development Project
Dauer	Part time: 3 years (including a project)
Modus	Combination of Saturday day schools, on-line and distance delivery
Gebühren	UK/EU-students: £460 per 30 credit module
Link	<a href="http://www.hud.ac.uk/courses/part_time/ipp_pages00000638.htm">http://www.hud.ac.uk/courses/part_time/ipp_pages00000638.htm</a>

<b>Name der Hochschule</b>	<b>University of Leeds</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>ICT and Education</b>
Art	Master degree  only
Zugangsvoraussetzungen	- a minimum of two years' relevant post-graduate professional experience; - basic ICT skills (to be able to use email, word processors and the WWW) and to be able to use computers routinely in their academic work; - demonstrate independent facility in the use of ICT with appropriate technical support.
Abschluss	Master of Arts in ICT and Education
Zielgruppe	Professionals who are currently using Information and Communications Technology in educational settings. This includes teachers and trainers across all subjects and phases in formal education, user support staff, educational software developers, librarians and managerial staff.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The aim of the programme is to examine and evaluate the relationship between ICT and Education by integrating a range of theoretical approaches with participants' practical and professional experience. By the end of this programme participants should be able to: - appreciate critically the significance of ICT for education, teaching and learning; - relate the design and evaluation of ICT-based materials to a range of approaches to learning; - understand the nature and practical implications of e-Learning in a range of educational setting and practices. The programme is an academic study of the relationship between ICT and education, and is not a training course in ICT skills.
Lehrplan	The programme contains the following compulsory modules: - Critical Study (60 credits) - Issues in ICT and Education (30 credits) - Learning with Virtual Worlds (30 credits) Students will be required to study between 30/60 credits from the following optional modules: - Design and Evaluation of Web-based Learning (30 credits) - Environments (30 credits) - e-Learning: Principles and Practices (30 credits) - Language Learning and Teaching with ICT – Online (30 credits) They will be required to study another 0/30 credits from a list of about 40 further optional modules.
Dauer	Full-time: 1 year Part-time: 2 years (by distance programme)
Modus	The programme is taught through an online learning environment with regular e-seminars and additional tutorials which might be either face-to-face or online depending on student's needs.
Gebühren	UK/EU-students: Full-Time: £3,168 Part-Time: £1,584
Link	<a href="http://www.education.leeds.ac.uk/prospective/postgraduate/programme.php?programme=13">http://www.education.leeds.ac.uk/prospective/postgraduate/programme.php?programme=13</a>

<b>Name der Hochschule</b>	<b>University of Manchester</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>Information and Communication Technology in Education</b>
Art	Master degree  A shorter course leading to a Postgraduate Diploma (120 credits) is also available.
Zugangsvoraussetzungen	<ul style="list-style-type: none"> <li>- an honours degree or other equivalent from a recognised institution</li> <li>- two satisfactory references, one of which should be a recent academic reference</li> <li>- teaching qualification or experience is desirable but not mandatory</li> <li>- one A4 page Personal Statement explaining why the candidate wishes to undertake the programme and how s/he would benefit from it</li> </ul>
Abschluss	Master of Education (M. Ed) in ICT in Education
Zielgruppe	<p>Students with an interest in teaching children between 5-18; post-compulsory/higher education; adult and community education; and work-based/professional education:</p> <ul style="list-style-type: none"> <li>- serving teachers and managers who want to specialise in the educational use of ICT;</li> <li>- computer specialists who want to become involved in the creation of educational materials;</li> <li>- ex-teachers who are returning to the profession and wish to update their skills, knowledge and understanding of current uses of ICT in education;</li> <li>- anyone with an interest in the use of ICT in education</li> </ul>
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	<p>The programme offers a blend of research-led teaching in the area of ICT in Education and practical work to create educational materials using leading-edge software. It aims to:</p> <ul style="list-style-type: none"> <li>- introduce students to the potential of ICT in the teaching and learning process;</li> <li>- give students relevant and up to date skills in educational computing;</li> <li>- develop in students the ability to determine when the use of ICT in education is and is not appropriate;</li> <li>- give students the resources to critically evaluate the uses of ICT in education;</li> <li>- give students opportunities to study the management of ICT in education;</li> <li>- give students the ability to write their own computer assisted learning material;</li> <li>- build in students the confidence to experiment with innovative uses of computers in education;</li> <li>- make students aware of research into all aspects of teaching and learning with ICT;</li> <li>- equip students with the necessary skills to critique research in the area;</li> <li>- enable students to carry out well designed educational research</li> </ul>
Lehrplan	<p>Mixture of core and optional course units, together with the opportunity for supervised individual study.</p> <p>The programme consists of six core units and two optional units (15 credits each) totalling 120 credits, furthermore a dissertation valuing 60 credits:</p> <p>Core units (15 credits each):</p> <ul style="list-style-type: none"> <li>- Managing ICT in Schools and Colleges</li> </ul>

	<ul style="list-style-type: none"> <li>- Learning with Computers</li> <li>- Issues in Research and Enquiry</li> <li>- e-Learning and the Web</li> <li>- Evaluation and Design of Educational Software</li> <li>- Planning and Preparing Research</li> </ul> <p>Optional courses (15 credits each):</p> <ul style="list-style-type: none"> <li>- Learning Through Computer Modelling and Simulation</li> <li>- Using Computers to Handle and Communicate Information in Schools and Colleges</li> <li>- alternatively, students may opt to take units from other Masters programmes run within the School of Education</li> <li>- as a further alternative, one of the optional units may be replaced by an Independent Supervised Study into an area of particular interest to the student.</li> </ul> <p>Each 15 credit unit is normally a course of twelve 2-hour taught and practical sessions. In addition to this, students are expected to complete a further 126 hours of independent work for each course unit.</p>
Dauer	<p>Full-time: 1 year Part-time: 2-5 years</p>
Modus	<p>On-campus</p> <p>Course units are delivered through lectures, tutorials, group work, individual work, practicals and simulations, case studies, online learning environments and enquiry-based learning. Both individual and co-operative learning and research will be encouraged.</p>
Gebühren	<p>UK/EU-students: Full time: £3,085 Part time over two years: £1,543 per year By modular study: £290 per 15 credit course unit plus a dissertation (registration fee of £780)</p>
Link	<p><a href="http://www.education.manchester.ac.uk/postgraduate/taught/courses/">http://www.education.manchester.ac.uk/postgraduate/taught/courses/</a></p>

<b>Name der Hochschule</b>	<b>University of Nottingham</b>
Bezeichnung des Fachbereichs	School of Education <sup>6</sup>
<b>Bezeichnung des Studiengangs</b>	<b>ICT in Education</b>
Art	Master degree  Shorter courses leading to a Postgraduate Certificate (60 credits) and a Postgraduate Diploma (120 credits) are also available.
Zugangsvoraussetzungen	Candidates for the degree must: - either (i) be graduates of an approved University or other institution of higher education or holders of an approved professional qualification deemed equivalent to a first degree; - or (ii) exceptionally, have been approved by Senate on the recommendation of the School of Education, as to their general educational qualifications, and as to their competence for the course of study proposed; - and either (i) have within their first degree the subject of Education or Psychology as a significant element of study; - or (ii) have some form of relevant professional experience in an education setting.
Abschluss	Master of Arts in ICT in Education
Zielgruppe	Keine Angaben
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The course will provide a degree of direct practical experience in using new educational technology. However, the course does not aim to give extensive hands-on guidance in how to use such resources. Its concern is more with the societal, social and psychological underpinnings of learning with new technology.
Lehrplan	The programme (120 credits) comprises the following core modules: - ICT and Society - ICT in Context - ICT and the Learner  There is a number of elective modules available, also from other Departments (e.g. Computer Science). The dissertation module (60 credits) entails a substantial piece of self-directed research work. It may be empirical in nature or library-based.
Dauer	Full-time: one year Part-time: minimum 2 years
Modus	Each taught module is organised into a series of between 4 and 10 units. Each unit will have at its focus a 2-3 hour weekly class comprising both lecture, discussion and small group work. The units are supported by web-based materials. Time is scheduled each week for informal tutorial support and students are encouraged to make use of text based peer and tutor discussion opportunities (to be found within the Virtual Learning Environment)
Gebühren	MA (Home/European Union students): £3,160
Link	<a href="http://www.nottingham.ac.uk/education/courses/ma-diploma/educational-technology-learning.phtml?menu=educationaltechnology&amp;sub=educationaltechnology">http://www.nottingham.ac.uk/education/courses/ma-diploma/educational-technology-learning.phtml?menu=educationaltechnology&amp;sub=educationaltechnology</a>

<sup>6</sup> An innovative feature of the course is its development under the auspices of the University's new Learning Sciences Research Institute, which is a collaboration between the Schools of Psychology, Education and Computer Science.

<b>Name der Hochschule</b>	<b>Open University</b>
Bezeichnung des Fachbereichs	Institute of Educational Technology
<b>Bezeichnung des Studiengangs</b>	<b>Online and Distance Education</b>
Art	Master degree only
Zugangsvoraussetzungen	At least one of the following entry requirements must be satisfied: - equivalent of a degree from a UK university - proficient in spoken and written English - although experience of distance education may be an advantage, it is not essential - be able to receive course materials by post or courier service - a personal computer with CD-ROM drive and access to the internet
Abschluss	Master of Arts in Online and Distance Education
Zielgruppe	Practitioners in higher education and post-compulsory education; open to students from countries all over the world
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Siehe detaillierte Angaben für jeden der Kurse auf der Website
Lehrplan	The programme comprises the following courses: - Implementing online, open and distance learning (60 credits) (Designing ODL courses and programmes, Supporting learners in ODL systems, Managing quality in ODL, Independent project) - Learning in the connected economy (60 credits) (Studying how the internet affects the way we learn, both as individuals and as organisations) - Innovations in elearning (30 credits) (Elearning and innovation, Innovative communication practices; Good elearning pedagogy) - The elearning professional (30 credits) (Debates about professionalism in elearning practice, Appraisal of the usefulness of tools for personal and professional development, Differing perspectives about the use of eportfolios; Building an example eportfolio)
Dauer	Part-time: 3 years It is recommended to take one course a year; the study programme must normally be completed within a maximum of 6 years from the date of first registration on the award.
Modus	Distance learning The teaching and learning are both guided and resource-based with a mix of media including print, Web and computer conferencing, and the use of journal articles and other resources accessed via the Open University Library. Students are placed in electronic tutor groups where they will engage in collaborative learning with other students with the support of a tutor. Students will also contribute to coursewide computer conferencing in plenary areas. They will be supported in both their group and individual study activities by an online tutor. There are no face-to-face activities programmed but support is provided to the students through other media, including telephone, online conferencing and print.
Gebühren	For 60 credit courses: £2,435 For 30 credit courses: £890
Link	<a href="http://www3.open.ac.uk/courses/bin/p12.dll?Q01F10">http://www3.open.ac.uk/courses/bin/p12.dll?Q01F10</a>



<b>Name der Hochschule</b>	<b>University of Portsmouth</b>
Bezeichnung des Fachbereichs	Faculty of Technology, School of Computing
<b>Bezeichnung des Studiengangs</b>	<b>E-Learning Technologies</b>
Art	Master degree  only
Zugangsvoraussetzungen	<ul style="list-style-type: none"> <li>- a good honours degree or equivalent</li> <li>- applicants do not require a computing background, just reasonable familiarity with the Internet, email and a common office application (like word processing); applicants with computing backgrounds are welcome</li> <li>- applicants do not require a teaching or educational background</li> </ul>
Abschluss	Master of Science E-Learning Technologies
Zielgruppe	<ul style="list-style-type: none"> <li>- Educational specialist (e.g. teachers, lecturers or commercial trainers) wishing to improve their own knowledge and skills</li> <li>- Graduates without formal teacher training who wish to exploit the many new jobs emerging that bridge the gap between education and ICT</li> </ul> <p>Students who want to enter a career in all aspects of eLearning technologies as well as distance learning programme development and management.</p>
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	<p>The course addresses the needs of professionals wishing to develop their skills in the area of the new learning technologies. It aims at:</p> <ul style="list-style-type: none"> <li>- developing teaching and learning materials within the context of computerised networked environments;</li> <li>- providing the students with a sound foundation in the use of digital media;</li> <li>- developing strategies and management techniques required for the development of a full distance learning programme.</li> </ul>
Lehrplan	<p>Kein detaillierter Lehrplan auf der Website erhältlich.</p> <p>The programme covers the technical skills needed to develop online learning materials and courses, as well as the relevant programme design, management and research skills:</p> <ul style="list-style-type: none"> <li>- building up knowledge and skills in using modern computer technology and networking</li> <li>- examining learning models and methods and learning how to create digital media products</li> <li>- developing interactive eLearning software applications with state-of-the-art interfaces</li> <li>- aspects of project management and distance learning course development</li> <li>- examining and using of proprietary learning environments</li> </ul>
Dauer	Part-time: 3 years (2 years part-time distance learning plus a final year project).
Modus	Distance-Learning
Gebühren	First year one second year: £1,850 per year Third year: £1,050
Link	<a href="http://www.port.ac.uk/courses/courseypes/postgraduate/MScE-LearningTechnologies/">http://www.port.ac.uk/courses/courseypes/postgraduate/MScE-LearningTechnologies/</a>

#### 1.4. Masterstudiengänge in Hochschuldidaktik

<b>Name der Hochschule</b>	<b>City University London</b>
Bezeichnung des Fachbereichs	Educational Development Centre (EDC)
<b>Bezeichnung des Studiengangs</b>	Academic Practice
Art	Master degree  Shorter courses leading to a Postgraduate Certificate (60 credits) and a Postgraduate Diploma (120 credits) are also available, as well as an Introductory Certificate in Teaching in Higher Education
Zugangsvoraussetzungen	Applicants for all higher degrees should normally hold a Bachelor form a UK University or an equivalent qualification. Applicants not holding a Bachelor or equivalent, but with suitable experience and/or professional qualifications, may be accepted as candidates.
Abschluss	Master of Arts in Academic Practice
Zielgruppe	While the programme is intended primarily for lecturers (and professors) there are other categories of staff such as graduate teaching assistants, laboratory technicians, senior subject librarians and some IT support staff who have significant (and growing) involvement in student teaching and learning.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The programme is designed to enable staff who make a teaching contribution in higher education to develop knowledge and skills to facilitate the learning process, reflect critically and evaluate their practice, and prepare for a full professional role. Thus, although the principal focus is on 'teaching and learning', the programme is also concerned with these other, broader aspects of 'academic practice' such as quality enhancement, management and curriculum design and development.
Lehrplan	The master programme (180 credits) consists of 10 modules each carrying 15 credits (with the exception of the first module): Year 1: - Teaching Learning and Assessment (30 credits) - Academic Development for Students - Quality Enhancements and Evaluation - Discipline-based practice Year 2: - Management in Higher Education - Curriculum Design and Development - ICT in Higher Education - Investigating Practice Year 3: - Research Methods in Academic Practice - Researching Academic Practice
Dauer	Pro Modul sind i. d. R. vier Veranstaltungen zu besuchen, zwei Veranstaltungen werden gebündelt an zwei aufeinander folgenden Tagen angeboten. <a href="http://www.city.ac.uk/edc/programmes/apractice/Schedule/index.html">http://www.city.ac.uk/edc/programmes/apractice/Schedule/index.html</a>
Modus	Part time
Gebühren	Keine Angaben auf der Website; £3,400 (aus: Field et al.)
Link	<a href="http://www.city.ac.uk/edc/programmes/apractice/index.html">http://www.city.ac.uk/edc/programmes/apractice/index.html</a>

<b>Name der Hochschule</b>	<b>University of Huddersfield</b>
Bezeichnung des Fachbereichs	School of Education & Professional Development
<b>Bezeichnung des Studiengangs</b>	<b>Professional Development (Higher Education Practice)</b>
Art	Master degree  Shorter courses leading to a Postgraduate Certificate (60 credits) and a Postgraduate Diploma (120 credits) are also available.
Zugangsvoraussetzungen	Candidates should have an honours degree or professional equivalent, although non-standard entrants will be considered. They need to be in full or part-time employment in higher education, or involved in the teaching of higher education courses in further education. They will also need basic computer literacy skills and access to a computer for the use of e-mail and the internet.
Abschluss	Master of Arts in Professional Development (Higher Education Practice)
Zielgruppe	Full or part-time employee in higher education, or those involved in the teaching of higher education courses in further education. (Careers advisors, learning centre and technical support staff who have some involvement in teaching at this level are encouraged to discuss their situation with the course leader.)
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The course provides a range of practical learning experiences to encourage the development of a reflective approach to teaching and learning in higher education. The course aims to - integrate theoretical and practical understanding. - help the student engage in critical reflection and analysis - help the student to employ his/her own learning strategy - help the student to apply his/her learning to his/her own professional practice
Lehrplan	Year one: - Teaching and Learning in Higher Education - Supporting and Assessing Students in Higher Education Year two: - Methods of Enquiry Optional modules (subject to availability) - Supervision of Postgraduate Research - Writing for publication - Advanced Teaching in Post-Compulsory Education and Training - Learning, Participation and Diversity - Introducing ICT into the Learning Environment - Evidence-based Practice and Organisational Improvement - Managing Teams and Human Resources - Managing Learning, Resources and Quality  For the Master degree a final 60 credits are gained from a dissertation (approximately 12,500 to 15,000 words).
Dauer	Part-time: 3 years
Modus	Attendance on three Saturdays per module (October, November, December or January, February, March, plus directed study).
Gebühren	UK/EU-students: For a 30 credit module: £460
Link	<a href="http://www.hud.ac.uk/courses/part_time/ipp_pages00000804.htm">http://www.hud.ac.uk/courses/part_time/ipp_pages00000804.htm</a>

<b>Name der Hochschule</b>	<b>London Metropolitan University</b>
Bezeichnung des Fachbereichs	Keine Angabe
<b>Bezeichnung des Studiengangs</b>	<b>Learning and Teaching in Higher Education</b>
Art	Master degree  A shorter course leading to a Postgraduate Certificate (60 credits) is also available.
Zugangsvoraussetzungen	Applicants must currently be teaching in a Higher Education institution.
Abschluss	Master of Arts in Learning and Teaching in Higher Education
Zielgruppe	Teachers in Higher Education institutions
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The aim is to develop practitioners who are able to take a role in the development of teaching within their subject, and who are informed by theory and research, and through engagement with research related to their practice. Other modules focus on the wider context, so that the full MA develops practitioners with a broader view of the teaching and learning process. These practitioners are expected to engage with national debates about the development of learning and teaching, both within their subject and in general, and to enhance knowledge of the processes of learning and teaching through their dissertation.
Lehrplan	The programme comprises 3 core modules (20 credits each); 3 designated modules (20 credits each); plus a dissertation (60 credits)  Core modules: - Delivering Teaching and Facilitating Learning (DTFL) - Managing the Assessment Process - Curriculum Evaluation and Development  Designated modules: - Specialist Learning Methods - Mentoring Practitioners - Negotiated Study Module
Dauer	Part-time (day): 2-7 years
Modus	On-campus
Gebühren	UK/EU-students: Part-time (EU) per 20 credit module: £420
Link	<a href="http://www.londonmet.ac.uk/pgprospectus/courses/learning-and-teaching-in-higher-education.cfm">http://www.londonmet.ac.uk/pgprospectus/courses/learning-and-teaching-in-higher-education.cfm</a>

<b>Name der Hochschule</b>	<b>University of Portsmouth</b>
Bezeichnung des Fachbereichs	School of Education and Continuing Studies
<b>Bezeichnung des Studiengangs</b>	<b>Learning And Teaching In Higher Education</b>
Art	Master degree  A shorter course leading to a Postgraduate Diploma (120 credits) is also available.
Zugangsvoraussetzungen	A good honours degree and involvement in teaching at Higher Education level.
Abschluss	Master of Arts in Learning And Teaching In Higher Education
Zielgruppe	People teaching in an Higher Education context
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The programme aims to support teachers in Higher Education to inquire systematically and in depth into chosen areas of professional academic practice related to learning and teaching.
Lehrplan	The programme comprises a number of core and optional units: Core units: - 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  Optional units: - Course Leadership and Course Management - Advising, Assessing and Accrediting Prior Learning - Research Student Supervision - Mentoring for Professional Development - Supporting Residence Abroad plus various Specialist Research methods
Dauer	Part-time: 2 years
Modus	On-campus and online elements The course is taught principally through workshops which encourage active participation by course members. There is significant project work supported by both course tutors and nominated mentors within the relevant subject discipline. The attendance commitment for each single unit will not exceed 12 hours and a number of units are delivered very flexibly making use of an on-line learning environment.
Gebühren	Part-time: £1,000 per year
Link	<a href="http://www.port.ac.uk/courses/coursetypes/postgraduate/MALearningAndTeachingInHigherEducation/">http://www.port.ac.uk/courses/coursetypes/postgraduate/MALearningAndTeachingInHigherEducation/</a>

<b>Name der Hochschule</b>	<b>University of Salford</b>
Bezeichnung des Fachbereichs	Education Development Unit
<b>Bezeichnung des Studiengangs</b>	<b>Higher Education Practice and Research</b>
Art	Master's degree
Zugangsvoraussetzungen	There are three potential entry points with possibilities for - those with prior experience in the HE/FE learning environment, - the Accreditation of Prior Learning (APL) in the form of equivalent qualifications or - the Accreditation of Prior Experiential Learning (APEL).
Abschluss	Master of Arts in Higher Education Research and Practice
Zielgruppe	New and experienced staff who wish to explore and enhance their professional teaching practice within an increasingly complex Higher Education environment.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The main aim is to develop an independent and critical approach to educational research and enquiry. The programme will also aim to provide the framework to: - systematically and creatively examine and evaluate complex issues and debates in academic practice and Higher Education - develop independent and critical approaches to educational research - contribute to wider debates and developments in Higher Education educational research
Lehrplan	The programme includes four modules (30 credits each): - Developing Learning, Teaching and Assessment Practice <a href="http://www.edu.salford.ac.uk/scd/ltprogs/pgcert/dltap.rtf">http://www.edu.salford.ac.uk/scd/ltprogs/pgcert/dltap.rtf</a> - Learning Design and Enquiry <a href="http://www.edu.salford.ac.uk/scd/ltprogs/pgcert/ldde.rtf">http://www.edu.salford.ac.uk/scd/ltprogs/pgcert/ldde.rtf</a> - Higher Education Research Design and Enquiry <a href="http://www.edu.salford.ac.uk/scd/ltprogs/diploma/modspecrdehfinal.rtf">http://www.edu.salford.ac.uk/scd/ltprogs/diploma/modspecrdehfinal.rtf</a> - Higher Education Practice Based Research and Enquiry <a href="http://www.edu.salford.ac.uk/scd/ltprogs/diploma/modspechepbrefinal.rtf">http://www.edu.salford.ac.uk/scd/ltprogs/diploma/modspechepbrefinal.rtf</a>  In addition, the programme comprises a 60 credit dissertation module.
Dauer	Keine Angaben
Modus	Combination of structured class work, web based learning and independent study
Gebühren	Keine Angaben
Link	<a href="http://www.edu.salford.ac.uk/scd/ltprogs/ma/">http://www.edu.salford.ac.uk/scd/ltprogs/ma/</a>

<b>Name der Hochschule</b>	<b>University of Sheffield</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>Teaching and Learning for University Lecturers</b>
Art	Master degree  Shorter courses leading to a Postgraduate Certificate (60 credits) and a Postgraduate Diploma (120 credits) are also available.
Zugangsvoraussetzungen	- a first degree in any discipline - candidates have to be involved directly, or to have some responsibility for, some kind of university teaching/lecturing (as a basis for their investigations on the course) - they should also have held a full-time or part-time university post for at least one academic term prior to the commencement of the course
Abschluss	Master of Education (M.ED) Teaching and Learning for University Lecturers
Zielgruppe	Full-time or part-time university lecturers
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	- Making practice public (lecturers observing their own practice, writing about it, interpreting and sharing) - Understanding learners (Finding out how students perceive their learning experience and understand the subject matter) - Values (Discerning and critiquing the values which underlie the practice of teaching and the subject matter) - Developing a community (Working together in ways which facilitate support for on-going critique of practice and developing and testing new ideas for teaching) - The relationship between teaching and research (Exploring ways in which teaching and research can support each other) - Students as evaluators of their own learning (Developing strategies for student evaluation and considering the implications for lecturers, assessments and views of students as learners)
Lehrplan	The programme contains four modules (30 credits each): - <b>Module 1: Teaching, Learning and the Changing Nature of Higher Education</b> (Working and learning in/as a group; Different approaches to teaching and learning; Institutional, social and political contexts of teaching and learning; The purpose of higher education; Contemporary changes in higher education) - <b>Module 2: Assessing Learning</b> (Assessment and evaluation in different contexts; Objectivity and fairness in assessment; New and innovative approaches to assessment; Relationships between teaching and assessment; Sharing the different ways we assess; Assessing our teaching) - <b>Module 3: Curriculum in Higher Education</b> (Relationships between the curriculum and the needs of society; Values underlying the curriculum; Appropriateness of pre-specified objectives; Negotiation and ownership of the curriculum; Relationships between content and process) - <b>Module 4: Learning and the Teacher's Role</b> (The significance of prior learning; Responsibility for learning; Strategies for active learning; Empowerment and coercion; Reflection as an active process)

	Following the four taught modules there is a 60 credits research dissertation (to be completed in no less than two academic terms)
Dauer	Part-time: 3 years
Modus	On-campus Each module involves approximately 25 hours of contact time, plus supervision and independent study. Each module will run during an academic term and will involve two full days (introduction/conclusion) and five Wednesday afternoon sessions.
Gebühren	Approximately £700 per 30 credit module
Link	<a href="http://www.shef.ac.uk/education/courses/masters/teachlea/index.html">http://www.shef.ac.uk/education/courses/masters/teachlea/index.html</a>



## 2. Kürzere Studienprogramme auf Master-Level

Die Liste enthält zum einen Universitäten, die keine Masterstudiengänge, sondern nur kürzere Studienprogramme anbieten. Zum anderen sind Universitäten aufgeführt, an denen neben Masterstudiengängen (s. o.) auch kürzer Studienprogramme angeboten werden, die inhaltlich einen Teil des Masterstudiums ausmachen.

### 2.1 Kürzere Studienprogramme auf Master-Level im Bereich EB/WB/LLL

<b>Name der Hochschule</b>	<b>University of Aberdeen</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>Education (Adult Education)</b>
Art	Postgraduate Certificate (60 credits)
Zugangsvoraussetzungen	Bachelor degree; students must have professional experience and must be able to integrate study activities in their work place.
Abschluss	Postgraduate Certificate in Education (Adult Education) Postgraduate Diploma in Education (Adult Education)
Zielgruppe	Keine Angabe
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The programme's aims are: <ul style="list-style-type: none"> <li>- enhanced and extended professionalism</li> <li>- professional and academic excellence</li> <li>- professional action for change and development</li> <li>- engagement with research and public theories</li> <li>- critical reflection on policy and practice</li> <li>- contribution to professional discussion and debate</li> </ul>
Lehrplan	The programme contains four modules (15 credits each): <ul style="list-style-type: none"> <li>- Self Evaluation and Professional Development (Reflexion on the student's professional growth and development; setting up of an individual study plan).</li> <li>- Learning, Teaching and Assessing (Overview of current approaches to learning, teaching and assessing; design, development, evaluation and reporting of a developmental project in their own professional setting)</li> <li>- Education for All (Key principles of inclusion, holistic and student-centred approaches to education)</li> <li>- Working Together (Approaches to enhance cooperative work und communication in teams)</li> </ul>
Dauer	Keine Angabe
Modus	E-Learning offer that is tailored as a part-time programme for practitioners.
Gebühren	Keine Angaben
Link	<a href="http://www.abdn.ac.uk/education/programmes/aps/">http://www.abdn.ac.uk/education/programmes/aps/</a>

<b>Name der Hochschule</b>	<b>University of Aberdeen</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>Education (Adult Education)</b>
Art	Postgraduate Diploma (120 credits)
Zugangsvoraussetzungen	Bachelor degree; students must have professional experience and must be able to integrate study activities in their work place.
Abschluss	Postgraduate Diploma in Education (Adult Education)
Zielgruppe	Keine Angaben
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The programme's aims are: - enhanced and extended professionalism - professional and academic excellence - professional action for change and development - engagement with research and public theories - critical reflection on policy and practice - contribution to professional discussion and debate
Lehrplan	Eight appropriate modules (15 credits each) have to be taken: Four are compulsory: - Self Evaluation and Professional Development (Reflexion on the student's professional growth and development; setting up of an individual study plan). - Learning, Teaching and Assessing (Overview of current approaches to learning, teaching and assessing; design, development, evaluation and reporting of a developmental project in their own professional setting) - Education for All (Key principles of inclusion, holistic and student-centred approaches to education) - Working Together (Approaches to enhance cooperative work und communication in teams) Four option modules are to be drawn from a bank of approved modules (no further indication on the website).
Dauer	Keine Angaben
Modus	E-Learning offer that is tailored as a part-time programme for practitioners.
Gebühren	Keine Angaben
Link	<a href="http://www.abdn.ac.uk/education/programmes/aps/">http://www.abdn.ac.uk/education/programmes/aps/</a>

<b>Name der Hochschule</b>	<b>The University of Exeter</b>
Bezeichnung des Fachbereichs	School of Education and Lifelong Learning
<b>Bezeichnung des Studiengangs</b>	<b>Post Compulsory Education</b>
Art	Postgraduate Certificate in Education (PGCE)
Zugangsvoraussetzungen	No prior teaching experience is required, however students will need full professional qualifications appropriate for the subject area they wish to teach.
Abschluss	Postgraduate Certificate in Education (PGCE) Post Compulsory Education
Zielgruppe	Students intending to teach in the post compulsory and further education sector and for practising teachers within the sector wishing to undertake an approved programme of teacher education. The course may also be undertaken by professionals outside of the further education sector (e.g. health care professionals) who have a significant teaching responsibility attached to their job roles.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The aim is to enable the students <ul style="list-style-type: none"> <li>- to acquire the practical teaching skills required to teach in the post-compulsory (16+) and further education sector,</li> <li>- to understand the broad context of adult and further education,</li> <li>- to encourage them to develop a range of critical skills, which are an essential and integral part of what it means to be a teacher.</li> </ul>
Lehrplan	The programme is divided in two semesters: 1st semester (practical skills of teaching): <ul style="list-style-type: none"> <li>- Planning sessions</li> <li>- Understanding learners</li> <li>- Using different teaching techniques</li> <li>- Assessing learners</li> <li>- Using resources</li> <li>- Evaluating your own teaching</li> </ul> 2nd semester : <ul style="list-style-type: none"> <li>- Teaching, learning and resourcing</li> <li>- Curriculum, assessment and evaluation</li> <li>- Researching education</li> <li>- Professional educational development</li> </ul> Students also choose from a bank of elective studies. The content of these studies will be negotiated individually.
Dauer	Full-time: 1 year Part-time: 2 years
Modus	The full-time programme comprises a mixture of teaching practice (6 hours per week) and two full days of classroom based work per week. The part-time programme comprises a mixture of teaching practice (6 hours per week) and one full days of classroom based work per week (or equivalent).
Gebühren	Keine Angaben
Link	<a href="http://www.education.ex.ac.uk/course_information.php?sitscode=PCT1EDUPGC01">http://www.education.ex.ac.uk/course_information.php?sitscode=PCT1EDUPGC01</a>

<b>Name der Hochschule</b>	<b>City University London</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>Education, Training and Development of Adults</b>
Art	Postgraduate Certificate (60 credits)
Zugangsvoraussetzungen	Applicants must normally hold an honours degree or equivalent qualification. Potential applicants with appropriate professional experience, but without a first degree, may be considered. Ideally, students should have a minimum of two years experience of working in the education, training and development of adults.
Abschluss	Postgraduate Certificate in Education, Training and Development of Adults
Zielgruppe	Professionals working as educators, trainers or learning practitioners in public, private and voluntary sectors
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Siehe Masterprogramm
Lehrplan	Students have to choose two modules (30 credits each) out of a range of the following optional modules:  <ul style="list-style-type: none"> <li>- Critical Perspectives on Professional Learning</li> <li>- E-Learning for adults</li> <li>- Education, Equality and Diversity</li> <li>- Group Dynamics and Facilitation Styles</li> <li>- Human Resource Development: Strategy and Consultancy</li> <li>- Independent Learning</li> <li>- Managing Educational Organizations</li> <li>- Mentoring, Coaching and Supervision</li> <li>- Organisations, Learning and Change</li> <li>- Policy, Management and Practice in Adult Learning</li> <li>- Teaching and Learning in the 21st Century</li> </ul>
Dauer	Full-time: keine Angaben zur Dauer Part-time: keine Angaben zur Dauer Most 30-credit modules involve 40-60 hours of class and tutorial attendance and a further 240 hours of additional private study.
Modus	Variety of teaching and learning methods including seminars, web based learning, face-to-face tutorials, independent study, group workshops. Modules usually run over a 12-week block. Most courses take place between Monday to Thursday evenings. Attendance is normally on one evening a week and, for some modules, on a number of Saturdays.
Gebühren	Keine Angaben
Link	<a href="http://www.city.ac.uk/ell/postgrad/index.html">http://www.city.ac.uk/ell/postgrad/index.html</a>

<b>Name der Hochschule</b>	<b>City University London</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>Education, Training and Development of Adults</b>
Art	Postgraduate Diploma (120 credits)
Zugangsvoraussetzungen	Applicants must normally hold an honours degree or equivalent qualification. Potential applicants with appropriate professional experience, but without a first degree, may be considered. Ideally, students should have a minimum of two years experience of working in the education, training and development of adults.
Abschluss	Postgraduate Diploma in Education, Training and Development of Adults
Zielgruppe	Professionals working as educators, trainers or learning practitioners in public, private and voluntary sectors
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Siehe Beschreibung für das Postgraduate Certificate
Lehrplan	Students have to choose four modules (30 credits each) out of a range of the following optional modules:  <ul style="list-style-type: none"> <li>- Critical Perspectives on Professional Learning</li> <li>- E-Learning for adults</li> <li>- Education, Equality and Diversity</li> <li>- Group Dynamics and Facilitation Styles</li> <li>- Human Resource Development: Strategy and Consultancy</li> <li>- Independent Learning</li> <li>- Managing Educational Organizations</li> <li>- Mentoring, Coaching and Supervision</li> <li>- Organisations, Learning and Change</li> <li>- Policy, Management and Practice in Adult Learning</li> <li>- Teaching and Learning in the 21st Century</li> </ul>
Dauer	Full-time: keine Angaben zur Dauer Part-time: keine Angaben zur Dauer Most 30-credit modules involve 40-60 hours of class and tutorial attendance and a further 240 hours of additional private study.
Modus	Variety of teaching and learning methods including seminars, web based learning, face-to-face tutorials, independent study, group workshops. Modules usually run over a 12-week block. Most courses take place between Monday to Thursday evenings. Attendance is normally on one evening a week and, for some modules, on a number of Saturdays.
Gebühren	Keine Angaben
Link	<a href="http://www.city.ac.uk/ell/postgrad/index.html">http://www.city.ac.uk/ell/postgrad/index.html</a>

<b>Name der Hochschule</b>	<b>University of Glasgow</b>
Bezeichnung des Fachbereichs	Department of Adult and Continuing Education
<b>Bezeichnung des Studiengangs</b>	<b>Adult and Continuing Education (Traditional Route)</b>
Art	Diploma (120 credits)
Zugangsvoraussetzungen	Keine Angaben
Abschluss	Diploma in Adult and Continuing Education
Zielgruppe	The traditional route is aimed at people who have experience and/or an initial qualification in the field of adult education, and who wish to build upon them at postgraduate level. It is aimed at educators and human resource personnel in all forms of post-compulsory education and training from the public, private and voluntary sectors. In recent years, students have included health service personnel, those working in social inclusion partnerships, community development workers, further education lecturers, trainers, capacity builders, adult guidance workers.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Keine Angaben
Lehrplan	The programme includes four compulsory courses (20 credits each): - Principles and Theories in Adult and Continuing Education - The Psychology of Adult Education - Issues in Adult and Continuing Education - Theory of Educational Research Furthermore, students have take two optional courses (20 credits each) from a range of specialist options (varying from year to year, for 2005/06): - Popular Education in Latin America - Adult Literacy and Numeracy - New Technology and Lifelong Learning - Curriculum Development
Dauer	Full-time/part-time
Modus	On-campus; core material is usually taught by lecture, supported by weekly tutorial groups. Students will also be strongly encouraged to contribute his/her own experience and view to small and large group discussions.
Gebühren	Six courses of £ 389 each, in total £ 2,334
Link	<a href="http://www.gla.ac.uk/departments/adulteducation/pgrad/VERSION%2019%20STUDENT%20INFORMATION%20PACK.pdf">http://www.gla.ac.uk/departments/adulteducation/pgrad/VERSION%2019%20STUDENT%20INFORMATION%20PACK.pdf</a>

<b>Name der Hochschule</b>	<b>University of Glasgow</b>
Bezeichnung des Fachbereichs	Department of Adult and Continuing Education
<b>Bezeichnung des Studiengangs</b>	<b>Adult and Continuing Education (Teaching Adults)</b>
Art	Diploma (120 credits)
Zugangsvoraussetzungen	Keine Angaben
Abschluss	Diploma in Adult and Continuing Education (Teaching Adults)
Zielgruppe	Aimed at people who have little or no experience of working in the field of adult education. It therefore contains a substantial practice based element and combines the study of adult education's underpinning theoretical disciplines with the development of students' practical skills as adult educators.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Keine Angaben
Lehrplan	The programme includes the following four courses (20 credits each): - Principles and Theories in Adult and Continuing Education - The Psychology of Adult Education - Issues in Adult and Continuing Education - Curriculum Development  and an Adult Learning Placement (equivalent to two courses, 40 credits)
Dauer	Full-time/part-time
Modus	On-campus; core material is usually taught by lecture, supported by weekly tutorial groups. Students will also be strongly encouraged to contribute his/her own experience and view to small and large group discussions.
Gebühren	Six courses of £ 389 each, in total £ 2,334
Link	<a href="http://www.gla.ac.uk/departments/adulteducation/pgrad/VERSI ON%2019%20STUDENT%20INFORMATION%20PACK.pdf">http://www.gla.ac.uk/departments/adulteducation/pgrad/VERSI ON%2019%20STUDENT%20INFORMATION%20PACK.pdf</a>

<b>Name der Hochschule</b>	<b>University of Glasgow</b>
Bezeichnung des Fachbereichs	Department of Adult and Continuing Education
<b>Bezeichnung des Studiengangs</b>	<b>Adult Literacy and Numeracy</b>
Art	Postgraduate Certificate (60 credits)
Zugangsvoraussetzungen	Diploma candidates are expected to hold a degree from a British university or to have an equivalent international qualification and to have had experience in adult education in a voluntary or professional capacity over the last two years. We are prepared to consider candidates with other qualifications and particularly those with experience of voluntary work, community groups and as mature students.
Abschluss	Postgraduate Certificate in Adult Literacy and Numeracy
Zielgruppe	Its primary target audience is people working in the field of adult literacies in Scotland, but there is no prior assumption that they will necessarily have more than basic levels of training in ALN though many hold degrees in related or other fields, and are likely to have considerable experience in ALN.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Enable students to study theories of adult teaching and learning theory and policy development in the field of adult literacy and numeracy, and engage in a piece of research related to development in the field.
Lehrplan	The certificate comprises three courses (20 credits each) - Course 1 (term 1): Adult Literacy and Numeracy - Course 2 (term 2): Optional course: Curriculum Development or Popular Education or New Technology and Lifelong Learning Course 3 (term 3): Action Research in Adult Literacy and Numeracy
Dauer	Full-time
Modus	Keine Angaben
Gebühren	Three courses at £ 389 each (£ 1,167)
Link	<a href="http://www.gla.ac.uk/departments/adulteducation/pgrad/VERSI ON%2019%20STUDENT%20INFORMATION%20PACK.pdf">http://www.gla.ac.uk/departments/adulteducation/pgrad/VERSI ON%2019%20STUDENT%20INFORMATION%20PACK.pdf</a>



<b>Name der Hochschule</b>	<b>University of Glamorgan</b>
Bezeichnung des Fachbereichs	School of Humanities and Social Sciences
<b>Bezeichnung des Studiengangs</b>	<b>Educational Development</b>
Art	Postgraduate Certificate
Zugangsvoraussetzungen	Students must usually be a graduates (in any subject area) and be working as an in-service lecturer or trainer. Candidates may also be considered if they have relevant training or personnel qualifications.
Abschluss	Postgraduate Certificate in Educational Development
Zielgruppe	People working in a lecturing or training role in further or higher education, or with a commercial training provider.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The course will provide the student with the opportunity to explore new methods and techniques and specialise in any area of educational development. It includes open and distance learning, innovative assessment methods, lecturing methods and the use of education technology.
Lehrplan	<p>The programme involves studying a composite module with four discrete elements focusing on the areas of:</p> <ul style="list-style-type: none"> <li>- Teaching and Learning Competence</li> <li>- Curriculum Development and Design</li> <li>- Assessment</li> <li>- Teaching and Learning Relationships</li> </ul> <p>The student's portfolio will be assessed at the end of each element of the composite module at the Certificate level. There are no formal lectures and the student's study pattern will be individually structured to fit in with his/her teaching commitments and other responsibilities. The course involves compiling a portfolio of evidence of your development, especially in relation to teaching and learning materials. Students will choose a 'mentor' to support him/her in this area of work. The modules are practical in nature but encourage theoretical and reflective work which will result in material for the student's portfolio.</p>
Dauer	Part-time: negotiable part time attendance
Modus	Self directed learning
Gebühren	Each module up to 20 credits: £352
Link	<a href="http://www.glam.ac.uk/coursedetails/685/533">http://www.glam.ac.uk/coursedetails/685/533</a>

<b>Name der Hochschule</b>	<b>University of Glamorgan</b>
Bezeichnung des Fachbereichs	School of Humanities and Social Sciences
<b>Bezeichnung des Studiengangs</b>	<b>Educational Development</b>
Art	Postgraduate Diploma
Zugangsvoraussetzungen	Students must usually be a graduates (in any subject area) and be working as an in-service lecturer or trainer. Candidates may also be considered if they have relevant training or personnel qualifications.
Abschluss	Postgraduate Diploma in Educational Development
Zielgruppe	People working in a lecturing or training role in further or higher education, or with a commercial training provider.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The course will provide the student with the opportunity to explore new methods and techniques and specialise in any area of educational development. It includes open and distance learning, innovative assessment methods, lecturing methods and the use of education technology.
Lehrplan	In addition to the composite module of the Postgraduate Certificate with four discrete elements focusing on the areas of: <ul style="list-style-type: none"> <li>- Teaching and Learning Competence</li> <li>- Curriculum Development and Design</li> <li>- Assessment</li> <li>- Teaching and Learning Relationships</li> </ul> <p>The students need to complete two independent study modules and a research methods module for the Postgraduate Diploma.</p>
Dauer	Part-time: negotiable part time attendance
Modus	Self directed learning
Gebühren	Each module up to 20 credits: £352
Link	<a href="http://www.glam.ac.uk/course/details/685/533">http://www.glam.ac.uk/course/details/685/533</a>

<b>Name der Hochschule</b>	<b>Manchester Metropolitan University</b>
Bezeichnung des Fachbereichs	Institute of Education
<b>Bezeichnung des Studiengangs</b>	<b>Education (Further, Adult and Higher Education)</b>
Art	Postgraduate Certificate
Zugangsvoraussetzungen	Keine Angaben
Abschluss	Postgraduate Certificate in Education (Further, Adult and Higher Education)
Zielgruppe	Suitable for those training in areas other than colleges and adult education institutions, including Local Authorities, the Health Service, industry, armed forces or elsewhere.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Keine Angaben
Lehrplan	The content emphasises learning about principles of teaching, tutoring, curriculum development and assessment in post-compulsory education, with the emphasis on teaching and supporting adult learners.
Dauer	Full time: 1 year Part time: 2-4 years
Modus	Assessment is largely through portfolio development but also involves assessment of observed teaching. There are no formal examinations.
Gebühren	Keine Angaben
Links	<a href="http://www.mmu.ac.uk/courses/course_detail.php?courses_id=8649">http://www.mmu.ac.uk/courses/course_detail.php?courses_id=8649</a> <a href="http://www.ioe.mmu.ac.uk/programmes/progrdescr.php?code=fah%20&amp;%20page=0">http://www.ioe.mmu.ac.uk/programmes/progrdescr.php?code=fah%20&amp;%20page=0</a>

<b>Name der Hochschule</b>	<b>University of Nottingham</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>Lifelong Education</b>
Art	Postgraduate Diploma (120 credits)
Zugangsvoraussetzungen	Applicants should have a first degree, however non-graduate entry will be favourably considered for people with suitable professional experience and other qualifications.
Abschluss	Postgraduate Diploma in Lifelong Education
Zielgruppe	The programme is designed for two broadly defined groups of professionals: - International students who want to develop professional careers in the general field of lifelong education - Educators, lecturers, teachers, trainers, healthcare professionals and others, from the UK and Europe, who want to develop their professional practice.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Keine Angaben
Lehrplan	The programme is structured in two parts:  Semester 1 (October to January): - 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  Semester 2 (February to June: preparation of the individual curriculum development and research project): - Introduction to research theory and method - Designing and developing a curriculum for adult students - One elective module
Dauer	Full-time: 1 year Part-time: 2 years
Modus	On campus Mixture of presentational styles which incorporates experiential exercises and discussions in small seminar groups. The maximum group size is approximately 25 students. Small group activities are typically conducted in groups of 5 or 6 students. Individual tuition for the curriculum development project and the research project.
Gebühren	UK/EU students: £3,160
Link	<a href="http://www.nottingham.ac.uk/education/courses/ma-diploma/lifelong-education.phtml?menu=lifelong&amp;sub=lifelong">http://www.nottingham.ac.uk/education/courses/ma-diploma/lifelong-education.phtml?menu=lifelong&amp;sub=lifelong</a>

<b>Name der Hochschule</b>	<b>University of Nottingham</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>Lifelong Education</b>
Art	Postgraduate Diploma (120 credits)
Zugangsvoraussetzungen	Applicants should have a first degree, however non-graduate entry will be favourably considered for people with suitable professional experience and other qualifications.
Abschluss	Postgraduate Diploma in Lifelong Education
Zielgruppe	Keine Angaben
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The flexible suite of courses combines teaching in the general area of lifelong learning and lifelong education with expert tuition in specialist areas and the opportunity to develop original practitioner research. The aim is to: <ul style="list-style-type: none"> <li>- provide an in depth grounding in theory, research and practice in lifelong education in the UK and else where in the world,</li> <li>- develop knowledge and skills in the theory and practice of planning, delivering, supporting and assessing adult learning,</li> <li>- develop research capacity and undertake research in an area of specialism.</li> </ul>
Lehrplan	The programme consists of the following modules: Semester 1 (60 Credits) <ul style="list-style-type: none"> <li>- Planning teaching and learning (15 credits)</li> <li>- Delivering teaching and learning (15 credits)</li> <li>- Supporting adult learning (15 credits)</li> <li>- Assessing adult learning (15 credits)</li> </ul> Semester 2 (60 Credits) <ul style="list-style-type: none"> <li>- Introduction to Research Theory and Methods (30 credits)</li> <li>- Management in Lifelong Education (30 credits)</li> </ul> (see detailed description of each module on the website)
Dauer	Full-time: 1 year The taught modules are delivered over two 15 week semesters.
Modus	On campus; a mixture of presentational styles incorporating many experiential exercises and discussions in small seminar groups. The maximum group size is approximately 25 students. Small group activities are typically conducted in groups of 5 or 6 students. Students will receive individual tuition for their curriculum development project and their research project.
Gebühren	UK and EU students: £3,160
Link	<a href="http://www.nottingham.ac.uk/education/information-for-students/ma-diploma-handbook/lifelong/course-submission.phtml?menu=course-sub&amp;sub=course-sub">http://www.nottingham.ac.uk/education/information-for-students/ma-diploma-handbook/lifelong/course-submission.phtml?menu=course-sub&amp;sub=course-sub</a>

<b>Name der Hochschule</b>	<b>University of Nottingham</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>Lifelong Education</b>
Art	Postgraduate Certificate (60 credits)
Zugangsvoraussetzungen	Applicants should have a first degree, however non-graduate entry will be favourably considered for people with suitable professional experience and other qualifications.
Abschluss	Postgraduate Certificate in Lifelong Education
Zielgruppe	Keine Angaben
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The flexible suite of courses combines teaching in the general area of lifelong learning and lifelong education with expert tuition in specialist areas and the opportunity to develop original practitioner research. The aim is to: - provide an in depth grounding in theory, research and practice in lifelong education in the UK and else where in the world, - develop knowledge and skills in the theory and practice of planning, delivering, supporting and assessing adult learning.
Lehrplan	The programme (60 credits) consists of the following modules: - Planning teaching and learning (15 credits) - Delivering teaching and learning (15 credits) - Supporting adult learning (15 credits) - Assessing adult learning (15 credits) (see detailed description of each module on the website)
Dauer	Keine Angaben
Modus	On campus; a mixture of presentational styles incorporating many experiential exercises and discussions in small seminar groups. The maximum group size is approximately 25 students. Small group activities are typically conducted in groups of 5 or 6 students. Students will receive individual tuition for their curriculum development project and their research project.
Gebühren	Keine Angaben
Link	<a href="http://www.nottingham.ac.uk/education/information-for-students/ma-diploma-handbook/lifelong/course-submission.phtml?menu=course-sub&amp;sub=course-sub">http://www.nottingham.ac.uk/education/information-for-students/ma-diploma-handbook/lifelong/course-submission.phtml?menu=course-sub&amp;sub=course-sub</a>

<b>Name der Hochschule</b>	<b>University of Portsmouth</b>
Bezeichnung des Fachbereichs	School of Education and Continuing Studies
<b>Bezeichnung des Studiengangs</b>	<b>Post Compulsory Education</b>
Art	Postgraduate Certificate
Zugangsvoraussetzungen	<p><u>Full time route:</u> A good honours degree in relevant subject or its equivalent</p> <p><u>Part time route:</u> Acceptance onto the course is conditional on having a full-time or part-time role in one of the following institutions:</p> <ul style="list-style-type: none"> <li>- institute of further, higher or adult education,</li> <li>- sixth form college,</li> <li>- other training institution (e.g. police force, armed forces, industry).</li> </ul> <p>Teaching contact must offer opportunities to develop and refine professional practice over the period of the course and involve both group and individual teaching/training of not less than 60 hours per year.</p>
Abschluss	Postgraduate Certificate in Education (Post Compulsory Education)
Zielgruppe	<p><u>Full time route:</u> People who would like to work in the post compulsory/further education sector.</p> <p><u>Part time route:</u> The professional development course is for lecturers, trainers, instructors and others who work in the post compulsory education sector. Course members are able to study whilst working in professional roles as the emphasis is on self-directed learning combined with a reflective practitioner approach.</p>
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	<p><u>Full time route:</u></p> <ul style="list-style-type: none"> <li>- enable the development of good practice to a recognised national standard</li> <li>- encourage a reflective approach to experiences and knowledge relating to teaching and learning in order to improve professional practice</li> <li>- generate professional self-confidence</li> </ul> <p><u>Part time route:</u></p> <ul style="list-style-type: none"> <li>- assist the development of shared experiences and knowledge between course members and tutors</li> <li>- generate professional self-confidence</li> <li>- enable the development of good professional practice</li> </ul>
Lehrplan	<p><u>Full time route</u></p> <p>The programme consists of four units of study:</p> <ul style="list-style-type: none"> <li>- <b>Planning, Assessing and Evaluating Teaching and Learning</b> (understand how to interpret curriculum requirements and plan teaching sessions; incorporate relevant teaching and learning methods and identify and implement effective assessment and evaluation)</li> <li>- <b>The Professional Teacher</b> (examine learning support and guidance within the post compulsory sector and be aware of learners' entitlement to educational and personal support systems)</li> </ul> <p>Semester 2</p> <ul style="list-style-type: none"> <li>- <b>Management of the Teaching and Learning Process</b> (examine and critically discuss current issues and initiatives in the post compulsory sector)</li> <li>- <b>The Reflective Teacher</b></li> </ul>

	<p>(develop an awareness of the importance of critical reflection on professional practice and of the standard of professional competence required in a teaching and learning situation)</p> <p><u>Part time route</u> The programme consists of eight units of study over the two year course. Year 1: - Organising the Learning Process: Developing Teaching and Learning Strategies - Learning Support and Guidance in Education - Planning, Assessing and Evaluating Teaching - The Professional Teacher Year 2: - Management of the Teaching and Learning Process - Developing Professional Practice - Current Issues in Professional Practice - Reflection on Professional Practice</p>
Dauer	<p>Full time: 1 year Part time: 2 years</p>
Modus	<p><u>Full Time Route</u> Mixture of lectures, seminars and workshops, guided preparatory reading and active group participation. The course encourages the development of teaching skills specifically for this education sector and incorporates both work-based learning experience and supervised teaching practice. Teaching experience is provided either at a further education college or a sixth form college and enables access to teaching and tutoring both individual students and groups. Tutorial support is provided at the University by academic and personal tutors, and includes group and individual tutorials. In the teaching experience placement, a professional mentor provides general educational support whilst a subject mentor provides specific guidance relating to teaching and learning skills.</p> <p><u>Part Time Route</u> Attendance is normally three to four hours per week from September to June of that academic year. Teaching elements comprise a mixture of lectures, seminars and workshops with the emphasis on teaching competence combined with reflective practice developed within the student's own professional area of work.</p>
Gebühren	<p>Full time: UK and EU students: £ 3,000</p>
Link	<p><a href="http://www.port.ac.uk/courses/course/types/postgraduate/PGCE/PostCompulsoryEducation/">http://www.port.ac.uk/courses/course/types/postgraduate/PGCE/PostCompulsoryEducation/</a></p>



<b>Name der Hochschule</b>	<b>University of Stirling</b>
Bezeichnung des Fachbereichs	Institute of Education
<b>Bezeichnung des Studiengangs</b>	<b>Lifelong Learning</b>
Art	Postgraduate Diploma (120 credits)
Zugangsvoraussetzungen	Normally a first degree from a recognised university and appropriate professional experience is required.
Abschluss	Postgraduate Diploma in Lifelong Learning
Zielgruppe	Staff involved in provision, development and support of Lifelong Learning and training in various capacities. This includes staff in Higher and Further Education, careers services and trainers in public and private agencies.
Tätigkeitsbereiche für Absolventen	The Diploma provides the basis for students who wish to contextualise their work in wider European and international contexts.
Lernziele	The programme provides students with a framework for critical analysis of the emerging concept of Lifelong Learning and the pedagogical and policy issues that arise from attempts to implement it in practice.
Lehrplan	<p>The programme comprises four modules:</p> <p>Core modules:</p> <ul style="list-style-type: none"> <li>- Policy, Provision and Change in Lifelong Learning (Framework for the analysis of the development of policy and provision in lifelong learning in the context of economic and social change)</li> <li>- Theory and Practice in Lifelong Learning (Theoretical perspectives on adult learning and adult development)</li> </ul> <p>Optional modules:</p> <ul style="list-style-type: none"> <li>- International Adult and Continuing Education (Comparative analysis in Lifelong Learning between European and International education systems)</li> <li>- European Union and Adult Education Training Policies (Origins and aims of the EU principles of policy and programmes, policy development and structural funds)</li> <li>- Vocational Education and Training (Developments that have occurred within vocational education and training in the UK)</li> <li>- Social Implications of Communication and Information Technology</li> </ul>
Dauer	Part-time: minimum 2 years/maximum 4 years
Modus	Distance study via the Internet. Available to anyone in the world who has access to a networked computer with a modern web browser. Throughout the course students are engaged in constant dialogue with tutors and other participants using computer-mediated conferencing.
Gebühren	Keine Angaben
Link	<a href="http://www.external.stir.ac.uk/documents/postgrad.pdf">http://www.external.stir.ac.uk/documents/postgrad.pdf</a>

<b>Name der Hochschule</b>	<b>University of Stirling</b>
Bezeichnung des Fachbereichs	Institute of Education
<b>Bezeichnung des Studiengangs</b>	<b>Lifelong Learning</b>
Art	Postgraduate Certificate (60 credits)
Zugangsvoraussetzungen	Normally a first degree from a recognised university and appropriate professional experience is required.
Abschluss	Postgraduate Certificate in Lifelong Learning
Zielgruppe	Staff involved in provision, development and support of Lifelong Learning and training in various capacities. This includes staff in Higher and Further Education, careers services and trainers in public and private agencies.
Tätigkeitsbereiche für Absolventen	The Certificate provides the basis for students who wish to better understand the policy and theoretical contexts of work in post-school education and training.
Lernziele	The programme provides students with a framework for critical analysis of the emerging concept of Lifelong Learning and the pedagogical and policy issues that arise from attempts to implement it in practice.
Lehrplan	The programme comprises two modules: - Policy, Provision and Change in Lifelong Learning (Framework for the analysis of the development of policy and provision in lifelong learning in the context of economic and social change) - Theory and Practice in Lifelong Learning (Theoretical perspectives on adult learning and adult development)
Dauer	Part-time: minimum 1 year/maximum 2 years
Modus	Distance study via the Internet. Available to anyone in the world who has access to a networked computer with a modern web browser. Throughout the course students are engaged in constant dialogue with tutors and other participants using computer-mediated conferencing.
Gebühren	Keine Angaben
Link	<a href="http://www.external.stir.ac.uk/documents/postgrad.pdf">http://www.external.stir.ac.uk/documents/postgrad.pdf</a>

<b>Name der Hochschule</b>	<b>University of Teesside</b>
Bezeichnung des Fachbereichs	Education
<b>Bezeichnung des Studiengangs</b>	<b>Education (Post-Compulsory Education and Training) (In-Service and Pre-Service)</b>
Art	Postgraduate Certificate
Zugangsvoraussetzungen	- An Honours degree - Evidence of ability to work at Level 2 in Literacy and Numeracy
Abschluss	Postgraduate Certificate in Education (Post-Compulsory Education and Training)
Zielgruppe	Keine Angaben
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The aim of this initial teacher training qualification is to: - introduce the principles and practice of adult teaching, - to develop personal language, literacy and numeracy skills, - to examine teaching and learning methodologies appropriate to teaching adults, the selection of resources to support learning, assessment and learner support and barriers to learning. Students will build on their teaching experience and examine issues surrounding the accreditation of prior learning.
Lehrplan	The programme comprises eight modules. (Keine Beschreibung des Inhalts auf der Website erhältlich)
Dauer	Part time: 2 years
Modus	Around six hours of study per week is required plus teaching practice hours.
Gebühren	£ 570 per year
Link	<a href="http://www.tees.ac.uk/Parttime_courses/Education/University_Certificate_in_Education_and_Postgraduate_Certificate_in_Education_(Post-Compulsory_Education_and_Training)_(In-Service_and_Pre-Service).cfm">http://www.tees.ac.uk/Parttime_courses/Education/University_Certificate_in_Education_and_Postgraduate_Certificate_in_Education_(Post-Compulsory_Education_and_Training)_(In-Service_and_Pre-Service).cfm</a>

<b>Name der Hochschule</b>	<b>University of Teesside</b>
Bezeichnung des Fachbereichs	Education
<b>Bezeichnung des Studiengangs</b>	Education (Post-Compulsory Education and Training) for Skills for Life Subject Specialist Teachers
Art	Postgraduate Certificate
Zugangsvoraussetzungen	- An Honours degree - Evidence of ability to work at Level 2 in Literacy and Numeracy
Abschluss	Postgraduate Certificate in Education (Post-Compulsory Education and Training) for Skills for Life Subject Specialist Teachers
Zielgruppe	Keine Angaben
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The aim is to: - develop subject knowledge and practical skills for effective teaching of the subject area of either adult literacy, adult numeracy or ESOL chosen by the student, - reflect on professional practices to improve teaching and learning techniques, methodologies and styles.
Lehrplan	The programme comprises eight modules (no description of content available). The students will also complete a minimum of 120 hours teaching practice (60 per year) in an appropriate teaching environment. Twenty hours of this practice per year must be in one of the Skills for Life specialist teaching areas of adult literacy, adult numeracy or ESOL. The students need to have a work placement and learning mentor.
Dauer	Part time: 2 years
Modus	Around six hours of study per week is required plus teaching practice hours.
Gebühren	£ 570 per year
Link	<a href="http://www.tees.ac.uk/Parttime_courses/Education/">http://www.tees.ac.uk/Parttime_courses/Education/</a>

<b>Name der Hochschule</b>	<b>University of Ulster</b>
Bezeichnung des Fachbereichs	Faculty of Social Science
<b>Bezeichnung des Studiengangs</b>	<b>Lifelong Learning</b>
Art	Postgraduate Diploma (120 credits)
Zugangsvoraussetzungen	Candidates must be able to satisfy the general admissions requirements of the university in one of the following ways: - A relevant degree - A suitable national level 4/5 award such as Training, Human Resources, Business and Management, Information Technology, Education, Caring Studies and Community and Voluntary Work. Candidates may have to be interviewed and/or undertake a diagnostic test in order to establish suitability. A pre-entry test (online) will be posted, together with the online pack for 'being an online learner'. - Another qualification deemed to be appropriate by the admissions tutor
Abschluss	Postgraduate Diploma in Lifelong Learning
Zielgruppe	Persons who are interested in adult education, training, staff development, further education, management, peer and co-operative learning, community and voluntary sector instruction.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The Postgraduate Diploma focuses on teaching practice, programme management and professional research study skills.
Lehrplan	The programme comprises the following six compulsory courses: - Flexible Curriculum for Access and Progression (15 credits) - Methodologies for Accrediting Learning (15 credits) - Research and Policy in Lifelong Learning (30 credits) - Virtual Learning (30 credits) - Professional Practice: Teaching and Learning Quality (30 credits)
Dauer	Full-time: 1 year Part-time routes are also available: 2 years+
Modus	The programme is modular and delivered online (with minimum participation of five hours per week online).
Gebühren	£18 per credit point
Link	<a href="http://prospectus.ulster.ac.uk/course/?id=3236">http://prospectus.ulster.ac.uk/course/?id=3236</a>

<b>Name der Hochschule</b>	<b>University of Ulster</b>
Bezeichnung des Fachbereichs	Faculty of Social Science
<b>Bezeichnung des Studiengangs</b>	<b>Lifelong Learning</b>
Art	Postgraduate Certificate (60 credits)
Zugangsvoraussetzungen	Candidates must be able to satisfy the general admissions requirements of the university in one of the following ways: - A relevant degree - A suitable national level 4/5 award such as Training, Human Resources, Business and Management, Information Technology, Education, Caring Studies and Community and Voluntary Work. Candidates may have to be interviewed and/or undertake a diagnostic test in order to establish suitability. A pre-entry test (online) will be posted, together with the online pack for 'being an online learner'. - Another qualification deemed to be appropriate by the admissions tutor
Abschluss	Postgraduate Diploma in Lifelong Learning
Zielgruppe	Persons who are interested in adult education, training, staff development, further education, management, peer and co-operative learning, community and voluntary sector instruction.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The Postgraduate Certificate programme is concerned with the development of practitioner (facilitation, tutoring and design) skills, while initiating participants into the process of evidence-gathering, reflection and curriculum design and development.
Lehrplan	The programme comprises the following three compulsory courses: - Flexible Curriculum for Access and Progression (15 credits) - Methodologies for Accrediting Learning (15 credits) - Virtual Learning (30 credits)
Dauer	Full-time: 1 year Part-time routes are also available: 2 years+
Modus	The programme is modular and delivered online (with minimum participation of five hours per week online).
Gebühren	£18 per credit point
Link	<a href="http://prospectus.ulster.ac.uk/course/?id=3236">http://prospectus.ulster.ac.uk/course/?id=3236</a>

## 2.2. Kürzere Studienprogramme auf Master-Level im Bereich Bildungsmanagement

<b>Name der Hochschule</b>	<b>Queen's University, Belfast</b>
Bezeichnung des Fachbereichs	School of Education (Lifelong Learning)
<b>Bezeichnung des Studiengangs</b>	<b>Lifelong Learning Management</b>
Art	Postgraduate Certificate (60 credit points)
Zugangsvoraussetzungen	Applicants for entry to the Postgraduate Certificate programme should have an initial degree or equivalent, and normally one year's relevant experience. Course participants should have ICT competence, including skills in word processing, e-mailing and internet use.
Abschluss	Postgraduate Certificate in Lifelong Learning Management
Zielgruppe	Lifelong learning specialists including managers, adult educators and other professionals working in the broad field of lifelong learning studies. It is also open to those who have worked in the past in this field of practice and wish to update their qualifications.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The programme builds on the professional experience of course participants to provide research informed learning and to encourage critical reflection on theory, research, policy and practice.
Lehrplan	In the modular course within the masters level programme following modules of study are available: <ul style="list-style-type: none"> <li>- Theory, Policy and Practice in Lifelong Learning</li> <li>- Informal &amp; Non-Formal Learning</li> <li>- Management Issues in Lifelong Learning</li> <li>- Research Methods in Lifelong Learning.</li> </ul> A wide range of additional option modules are also available through the School of Education's Master of Education programme. The student has to take 2 modules of 30 credit points (or equivalent).
Dauer	Part-time (keine Angaben über Dauer)
Modus	Students are required to attend one evening a week, for 20 weeks in each academic year. Classes are normally held between 5.00 – 8.00 pm. Occasional Saturday attendance may also be required in some parts of the course.
Gebühren	£1,080
Link	<a href="http://www.qub.ac.uk/schools/SchoolofEducation/ProspectiveStudents/PostgraduateTaught/">http://www.qub.ac.uk/schools/SchoolofEducation/ProspectiveStudents/PostgraduateTaught/</a>

<b>Name der Hochschule</b>	<b>Queen's University, Belfast</b>
Bezeichnung des Fachbereichs	School of Education (Lifelong Learning)
<b>Bezeichnung des Studiengangs</b>	<b>Lifelong Learning Management</b>
Art	Postgraduate Diploma (120 credit points)
Zugangsvoraussetzungen	Siehe Beschreibung des Postgraduate Certificate
Abschluss	Postgraduate Diploma in Lifelong Learning Management
Zielgruppe	Siehe Beschreibung des Postgraduate Certificate
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Siehe Beschreibung des Postgraduate Certificate
Lehrplan	In the modular course within the masters level programme following modules of study are available: <ul style="list-style-type: none"> <li>- Theory, Policy and Practice in Lifelong Learning</li> <li>- Informal &amp; Non-Formal Learning</li> <li>- Management Issues in Lifelong Learning</li> <li>- Research Methods in Lifelong Learning.</li> </ul> A wide range of additional option modules are also available through the School of Education's Master of Education programme. Students have to take 4 modules of 30 credit points (or equivalent).
Dauer	Part-time (keine Angaben über Dauer)
Modus	Students are required to attend one evening a week, for 20 weeks in each academic year. Classes are normally held between 5.00 – 8.00 pm. Occasional Saturday attendance may also be required in some parts of the course.
Gebühren	£1,080 per year
Link	<a href="http://www.qub.ac.uk/schools/SchoolofEducation/ProspectiveStudents/PostgraduateTaught/">http://www.qub.ac.uk/schools/SchoolofEducation/ProspectiveStudents/PostgraduateTaught/</a>



<b>Name der Hochschule</b>	<b>University of Huddersfield</b>
Bezeichnung des Fachbereichs	School of Education & Professional Development
<b>Bezeichnung des Studiengangs</b>	<b>Professional Development (Education Management)</b>
Art	Postgraduate Certificate (60 credits)
Zugangsvoraussetzungen	Candidates need to have an honours degree or professional equivalent, although applicants are considered without these qualifications but with relevant experience. Basic computer literacy skills are needed and access to a computer for the use of e-mail and the internet.
Abschluss	Postgraduate Certificate in Professional Development (Education Management)
Zielgruppe	Staff in schools, colleges, training agencies, local education authorities, youth work and other education and training organisations
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The aim is to help the student reflect upon his/her personal professional practice concerning current theories and research on educational management.
Lehrplan	Core module (30 credits): - Managing Teams and Resources One optional module (30 credits each) from: - Managing Strategy and the Implementation of Change - Developing Effective Subject Leadership - An Exploration of the Role and Practice of Mentoring
Dauer	Part-time: 1 year
Modus	Combination of structured class-based and independent study; lectures, seminars, tutorials, student presentation, projects, assignments, seminars and small group exercises. Materials are available electronically through virtual learning environments. The pattern of delivery is normally three to four Saturdays, plus directed study per module.
Gebühren	For a 30 credit module: £460
Link	<a href="http://www.hud.ac.uk/courses/part_time/ipp_pages00000805.htm">http://www.hud.ac.uk/courses/part_time/ipp_pages00000805.htm</a>

<b>Name der Hochschule</b>	<b>University of Huddersfield</b>
Bezeichnung des Fachbereichs	School of Education & Professional Development
<b>Bezeichnung des Studiengangs</b>	<b>Professional Development (Education Management)</b>
Art	Postgraduate Certificate (60 credits)
Zugangsvoraussetzungen	Candidates need to have an honours degree or professional equivalent, although applicants are considered without these qualifications but with relevant experience. Basic computer literacy skills are needed and access to a computer for the use of e-mail and the internet.
Abschluss	Postgraduate Certificate in Professional Development (Education Management)
Zielgruppe	Staff in schools, colleges, training agencies, local education authorities and other education and training organisations.
Tätigkeitsbereiche für Absolventen	- keine Angabe
Lernziele	The aim is to help the student reflect upon his/her personal professional practice concerning current theories and research on educational management.
Lehrplan	Core module (30 credits): Year One: - Managing Teams and Resources One optional module (30 credits each) from: - Managing Strategy and the Implementation of Change - Developing Effective Subject Leadership - An Exploration of the Role and Practice of Mentoring Year two: - Methods of Enquiry - An Introduction to Action Research in Teaching and Learning
Dauer	Part-time: 2 years
Modus	Combination of structured class-based and independent study; lectures, seminars, tutorials, student presentation, projects, assignments, seminars and small group exercises. Materials are available electronically through virtual learning environments.  The pattern of delivery is normally three to four Saturdays, plus directed study per module.
Gebühren	For a 30 credit module: £460
Link	<a href="http://www.hud.ac.uk/courses/part_time/ipp_pages0000805.htm">http://www.hud.ac.uk/courses/part_time/ipp_pages0000805.htm</a>

<b>Name der Hochschule</b>	<b>University of Nottingham</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>Educational Leadership or Educational Management</b>
Art	Postgraduate Certificate (60 credits)
Zugangsvoraussetzungen	- a graduate of an approved university or institute of higher education, or a holder of an approved professional qualification equivalent to a first degree - it is expected that students have at least two years' experience in a relevant field
Abschluss	Postgraduate Certificate in Educational Leadership or Educational Management
Zielgruppe	The programme is aimed at those with middle to senior leadership and management roles in education.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Keine Angaben
Lehrplan	The programme comprises two modules (30 credits each) out of: - Understanding Individual and Organisational Development - Effective Leadership in Education - Leading Learning - Issues in Educational Leadership The 30 credits represent approximately 225 hours of student learning (including study time).
Dauer	The course is usually studied part time, although full time participants can be accommodated by arrangement.
Modus	On campus Sessions in July/August are on weekdays. From September to June, sessions are on Saturdays (and the occasional Sunday).
Gebühren	UK/EU students: £3,160
Link	<a href="http://www.nottingham.ac.uk/education/courses/ma-diploma/educational-leadership-management.phtml?menu=leadership&amp;sub=leadership">http://www.nottingham.ac.uk/education/courses/ma-diploma/educational-leadership-management.phtml?menu=leadership&amp;sub=leadership</a>

<b>Name der Hochschule</b>	<b>University of Nottingham</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>Educational Leadership or Educational Management</b>
Art	Postgraduate Diploma (120 credits)
Zugangsvoraussetzungen	- a graduate of an approved university or institute of higher education, or a holder of an approved professional qualification equivalent to a first degree - it is expected that students have at least two years' experience in a relevant field
Abschluss	Postgraduate Diploma in Educational Leadership or Educational Management
Zielgruppe	The programme is aimed at those with middle to senior leadership and management roles in education.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Keine Angaben
Lehrplan	The programme comprises four modules (30 credits each): - Understanding Individual and Organisational Development - Effective Leadership in Education - Leading Learning - Issues in Educational Leadership The 30 credits represent approximately 225 hours of student learning (including study time).
Dauer	The course is usually studied part time, although full time participants can be accommodated by arrangement.
Modus	On campus Sessions in July/August are on weekdays. From September to June, sessions are on Saturdays (and the occasional Sunday).
Gebühren	UK/EU students: £3,160
Link	<a href="http://www.nottingham.ac.uk/education/courses/ma-diploma/educational-leadership-management.phtml?menu=leadership&amp;sub=leadership">http://www.nottingham.ac.uk/education/courses/ma-diploma/educational-leadership-management.phtml?menu=leadership&amp;sub=leadership</a>

### 2.3. Kürzere Studienprogramme auf Master-Level im Bereich E-Learning

<b>Name der Hochschule</b>	<b>University of Manchester</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>Information and Communication Technology in Education</b>
Art	Postgraduate Diploma (120 credits)
Zugangsvoraussetzungen	<ul style="list-style-type: none"> <li>- an honours degree or other equivalent from a recognised institution</li> <li>- two satisfactory references, one of which should be a recent academic reference</li> <li>- teaching qualification or experience is desirable, but not mandatory</li> <li>- one A4 page Personal Statement explaining why the candidate wishes to undertake the programme and how s/he would benefit from it</li> </ul>
Abschluss	Postgraduate Diploma in ICT in Education
Zielgruppe	<p>Students with an interest in teaching children between 5-18; post-compulsory/higher education; adult and community education; and work-based/professional education:</p> <ul style="list-style-type: none"> <li>- serving teachers and managers who want to specialise in the educational use of ICT;</li> <li>- computer specialists who want to become involved in the creation of educational materials;</li> <li>- ex-teachers who are returning to the profession and wish to update their skills, knowledge and understanding of current uses of ICT in education;</li> <li>- anyone with an interest in the use of ICT in education</li> </ul>
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	<p>The programme offers a blend of research-led teaching in the area of ICT in Education and practical work to create educational materials using leading-edge software. It aims to:</p> <ul style="list-style-type: none"> <li>- introduce students to the potential of ICT in the teaching and learning process;</li> <li>- give students relevant and up to date skills in educational computing;</li> <li>- develop in students the ability to determine when the use of ICT in education is and is not appropriate;</li> <li>- give students the resources to critically evaluate the uses of ICT in education;</li> <li>- give students opportunities to study the management of ICT in education;</li> <li>- give students the ability to write their own computer assisted learning material;</li> <li>- build in students the confidence to experiment with innovative uses of computers in education;</li> <li>- make students aware of research into all aspects of teaching and learning with ICT;</li> <li>- equip students with the necessary skills to critique research in the area;</li> <li>- enable students to carry out well designed educational research.</li> </ul>
Lehrplan	<p>Mixture of core and optional course units, together with the opportunity for supervised individual study. The programme consists of six core units and two optional units (15 credits each) totalling 120 credits:</p> <p>Core units (15 credits each):</p> <ul style="list-style-type: none"> <li>- Managing ICT in Schools and Colleges</li> <li>- Learning with Computers</li> </ul>

	<ul style="list-style-type: none"> <li>- Issues in Research and Enquiry</li> <li>- e-Learning and the Web</li> <li>- Evaluation and Design of Educational Software</li> <li>- Planning and Preparing Research</li> </ul> <p>Optional courses (15 credits each):</p> <ul style="list-style-type: none"> <li>- Learning Through Computer Modelling and Simulation</li> <li>- Using Computers to Handle and Communicate Information in Schools and Colleges</li> <li>- alternatively, students may opt to take units from other Masters programmes run within the School of Education</li> <li>- as a further alternative, one of the optional units may be replaced by an Independent Supervised Study into an area of particular interest to the student.</li> </ul> <p>Each 15 credit unit is normally a course of twelve 2-hour taught and practical sessions. In addition to this, students are expected to complete a further 126 hours of independent work for each course unit.</p>
Dauer	<p>Full-time: 1 year Part-time: 2-5 years</p>
Modus	<p>On-campus</p> <p>Course units are delivered through lectures, tutorials, group work, individual work, practicals and simulations, case studies, online learning environments and enquiry-based learning. Both individual and co-operative learning and research will be encouraged.</p>
Gebühren	<p>UK/EU-students: Full time: £3,085 Part time over 2 years: £1,543 per year By modular study: £290 per 15 credit course unit plus a dissertation (registration fee of £780)</p>
Link	<p><a href="http://www.education.manchester.ac.uk/postgraduate/taught/courses/">http://www.education.manchester.ac.uk/postgraduate/taught/courses/</a></p>

<b>Name der Hochschule</b>	<b>University of Nottingham</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>ICT in Education</b>
Art	Postgraduate Diploma (120 credits).
Zugangsvoraussetzungen	Candidates for the degree must: - either (i) be graduates of an approved University or other institution of higher education or holders of an approved professional qualification deemed equivalent to a first degree; - or (ii) exceptionally, have been approved by Senate on the recommendation of the School of Education, as to their general educational qualifications, and as to their competence for the course of study proposed. - and either (i) have within their first degree the subject of Education or Psychology as a significant element of study; or (ii) have some form of relevant professional experience in an education setting.
Abschluss	Postgraduate Diploma in ICT in Education
Zielgruppe	Keine Angaben
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The course will provide a degree of direct practical experience in using new educational technology. However, the course does not aim to give extensive hands-on guidance in how to use such resources. Its concern is more with the societal, social and psychological underpinnings of learning with new technology.
Lehrplan	The programme (120 credits) comprises the following core modules: - ICT and Society - ICT in Context - ICT and the Learner There are a number of elective modules available, also from other Departments (e.g. Computer Science).
Dauer	Full-time: 1 year Part-time: minimum 2 years
Modus	Each taught module is organised into a series of between 4 and 10 units. Each unit will have at its focus a 2-3 hour weekly class comprising both lecture, discussion and small group work. The units are supported by web-based materials. Time is scheduled each week for informal tutorial support and students are encouraged to make use of text based peer and tutor discussion opportunities (to be found within the Virtual Learning Environment). All modules taught by the School of Education will be presented on weekday early evenings (5pm-7pm or 5pm-8pm).
Gebühren	For UK and EU students: £2,110
Link	<a href="http://www.nottingham.ac.uk/education/courses/ma-diploma/educational-technology-learning.phtml?menu=educationaltechnology&amp;sub=educationaltechnology">http://www.nottingham.ac.uk/education/courses/ma-diploma/educational-technology-learning.phtml?menu=educationaltechnology&amp;sub=educationaltechnology</a>

<b>Name der Hochschule</b>	<b>University of Nottingham</b>
Bezeichnung des Fachbereichs	School of Education
<b>Bezeichnung des Studiengangs</b>	<b>ICT in Education</b>
Art	Postgraduate Certificate (60 credits).
Zugangsvoraussetzungen	Candidates for the degree must: - either (i) be graduates of an approved University or other institution of higher education or holders of an approved professional qualification deemed equivalent to a first degree; - or (ii) exceptionally, have been approved by Senate on the recommendation of the School of Education, as to their general educational qualifications, and as to their competence for the course of study proposed. - and (b) either (i) have within their first degree the subject of Education or Psychology as a significant element of study; or (ii) have some form of relevant professional experience in an education setting.
Abschluss	Postgraduate Certificate in ICT in Education
Zielgruppe	Keine Angaben
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	The course will provide a degree of direct practical experience in using new educational technology. However, the course does not aim to give extensive hands-on guidance in how to use such resources. Its concern is more with the societal, social and psychological underpinnings of learning with new technology.
Lehrplan	The programme (60 credits) comprises the following core modules: - ICT and Society - ICT in Context - ICT and the Learner
Dauer	Keine Angaben
Modus	Each taught module is organised into a series of between 4 and 10 units. Each unit will have at its focus a 2-3 hour weekly class comprising both lecture, discussion and small group work. The units are supported by web-based materials. Time is scheduled each week for informal tutorial support and students are encouraged to make use of text based peer and tutor discussion opportunities (to be found within the Virtual Learning Environment) All modules taught by the School of Education will be presented on weekday early evenings (5pm-7pm or 5pm-8pm).
Gebühren	For UK and EU students: £1,055
Link	<a href="http://www.nottingham.ac.uk/education/courses/ma-diploma/educational-technology-learning.phtml?menu=educationaltechnology&amp;sub=educationaltechnology">http://www.nottingham.ac.uk/education/courses/ma-diploma/educational-technology-learning.phtml?menu=educationaltechnology&amp;sub=educationaltechnology</a>



<b>Name der Hochschule</b>	<b>Open University</b>
Bezeichnung des Fachbereichs	Institute of Educational Technology
<b>Bezeichnung des Studiengangs</b>	<b>Online and Distance Education-</b>
Art	Postgraduate Diploma
Zugangsvoraussetzungen	At least one of the following entry requirements must be satisfied: - equivalent of a degree from a UK university - proficient in spoken and written English - although experience of distance education may be an advantage, it is not essential - be able to receive course materials by post or courier service - a personal computer with CD-ROM drive and access to the internet
Abschluss	Postgraduate Diploma in Online and Distance Education
Zielgruppe	Practitioners in higher education and post-compulsory education; open to students from countries all over the world
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Siehe detaillierte Beschreibung auf der Website
Lehrplan	Students need 120 points from the following courses: - Implementing online, open and distance learning (60 points) - Learning in the connected economy (60 points) - Innovations in elearning (30 points) - The elearning professional (30 points)
Dauer	Part-time: 3 years It is recommended to take one course a year; the study programme must normally be completed within a maximum of 6 years from the date of first registration on the award.
Modus	Distance learning The teaching and learning are both guided and resource-based with a mix of media including print, Web and computer conferencing, and the use of journal articles and other resources accessed via the Open University Library. Students are placed in electronic tutor groups where they will engage in collaborative learning with other students with the support of a tutor. Students will also contribute to coursewide computer conferencing in plenary areas. They will be supported in both their group and individual study activities by an online tutor. There are no face-to-face activities programmed but support is provided to the students through other media, including telephone, online conferencing and print.
Gebühren	For 60 credit courses: £2,435 For 30 credit courses: £890
Link	<a href="http://www3.open.ac.uk/courses/bin/p12.dll?Q01D36">http://www3.open.ac.uk/courses/bin/p12.dll?Q01D36</a>

<b>Name der Hochschule</b>	<b>Open University</b>
Bezeichnung des Fachbereichs	Institute of Educational Technology
<b>Bezeichnung des Studiengangs</b>	<b>Online and Distance Education-</b>
Art	Postgraduate Certificate
Zugangsvoraussetzungen	At least one of the following entry requirements must be satisfied: - equivalent of a degree from a UK university - proficient in spoken and written English - although experience of distance education may be an advantage, it is not essential - be able to receive course materials by post or courier service - a personal computer with CD-ROM drive and access to the internet
Abschluss	Postgraduate Certificate in Online and Distance Education
Zielgruppe	Keine Angaben
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Siehe detaillierte Angaben auf der Website
Lehrplan	Students need 60 points from the following courses: - Implementing online, open and distance learning (60 points) - Learning in the connected economy (60 points) - Innovations in elearning (30 points) - The elearning professional (30 points)
Dauer	Part-time: 3 years It is recommended to take one course a year; the study programme must normally be completed within a maximum of 6 years from the date of first registration on the award.
Modus	Distance learning The teaching and learning are both guided and resource-based with a mix of media including print, Web and computer conferencing, and the use of journal articles and other resources accessed via the Open University Library. Students are placed in electronic tutor groups where they will engage in collaborative learning with other students with the support of a tutor. Students will also contribute to coursewide computer conferencing in plenary areas. They will be supported in both their group and individual study activities by an online tutor. There are no face-to-face activities programmed but support is provided to the students through other media, including telephone, online conferencing and print.
Gebühren	For 60 credit courses: £2,435 For 30 credit courses: £890
Link	<a href="http://www3.open.ac.uk/courses/bin/p12.dll?Q01C23">http://www3.open.ac.uk/courses/bin/p12.dll?Q01C23</a>

#### 2.4. Kürzere Studienprogramme auf Master-Level im Bereich Hochschuldidaktik

<b>Name der Hochschule</b>	<b>London Metropolitan University</b>
Bezeichnung des Fachbereichs	Keine Angaben
<b>Bezeichnung des Studiengangs</b>	<b>Learning and Teaching in Higher Education</b>
Art	Postgraduate Certificate
Zugangsvoraussetzungen	Applicants must currently be teaching in a Higher Education institution.
Abschluss	Postgraduate Certificate in Learning and Teaching in Higher Education
Zielgruppe	Teachers in Higher Education institutions
Tätigkeitsbereiche für Absolventen	Successful participants are encouraged to go on to further research and publication in the field of learning and teaching in higher education.
Lernziele	The aim is to develop practitioners who are able to take a role in the development of teaching within their subject, and who are informed by theory and research, and through engagement with research related to their practice.
Lehrplan	The programme comprises 3 core modules (20 credits each): - Delivering Teaching and Facilitating Learning (DTFL) - Managing the Assessment Process - Curriculum Evaluation and Development
Dauer	Part-time (day): 1-3 years
Modus	On-campus The modules take place on Wednesday afternoons with some days outside of university semesters
Gebühren	UK/EU-students: Part-time (EU) per 20 credit module: £420
Link	<a href="http://www.londonmet.ac.uk/pgprospectus/courses/learning-and-teaching-in-higher-education.cfm">http://www.londonmet.ac.uk/pgprospectus/courses/learning-and-teaching-in-higher-education.cfm</a>

<b>Name der Hochschule</b>	<b>Open University</b>
Bezeichnung des Fachbereichs	Education and Teacher Training
<b>Bezeichnung des Studiengangs</b>	<b>Teaching and Learning in Higher Education</b>
Art	Postgraduate Certificate
Zugangsvoraussetzungen	Practising teachers and learning support professionals in higher education; as this is a practice-based course, it is strongly recommended that before submitting the portfolio the participants should have held responsibility for at least some aspect of teaching and learning environments of at least one higher education course for at least a year (this would normally involve participants in teaching and learning activities for around 50 hours each year).
Abschluss	Postgraduate Certificate in Teaching and Learning in Higher Education
Zielgruppe	Full-time and part-time teachers in higher education who want a professional qualification
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Drawing on the participants experience of working with students, the course offers an opportunity to explore a range of theoretical models of learning and development. It is designed to develop and demonstrate participant's practice as a reflective teacher. It will lead to a professional accreditation of the teaching capability as well as an academic award. Using 'digests' of theory and evidence, they will also learn new approaches and techniques to apply in their work.
Lehrplan	The programme provides focused folders of materials that bring together a 'digest' of theory and evidence, and practical tips that offer ideas, approaches to teaching and techniques to try in the daily work.
Dauer	10 months
Modus	Online
Gebühren	Keine Angaben
Link	<a href="http://www3.open.ac.uk/courses/classifications/education_and_teacher_training-teaching_and_learning_in_higher_education.shtm">http://www3.open.ac.uk/courses/classifications/education_and_teacher_training-teaching_and_learning_in_higher_education.shtm</a>

<b>Name der Hochschule</b>	<b>Open University</b>
Bezeichnung des Fachbereichs	Education and Teacher Training
<b>Bezeichnung des Studiengangs</b>	<b>Academic Practice</b>
Art	Postgraduate Certificate
Zugangsvoraussetzungen	Candidates must currently teach or otherwise support student learning at higher education level. During the course the participant will need to be teaching or providing learner support in higher education for, typically, at least 50 hours. They should also be prepared for study at postgraduate level.
Abschluss	Postgraduate Certificate in Academic Practice
Zielgruppe	Both new and experienced teaching staff and those who support learning in higher education. The participants may be engaged in supporting learning in one of the many subject disciplines, or as part of library or educational technology services.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Keine Angaben
Lehrplan	The course examines a wide range of approaches to teaching, learning and assessment. Participants will have opportunities to examine and appraise their own educational practices in the light of research-informed knowledge of learning, teaching and assessment. It builds upon the participants' experiences and understandings, challenges them to reflect upon them, invites them to improve them and encourages them to support enhancement in higher education in general. In the course they will investigate and apply technologies and practices to support student learning in distant, virtual, blended and face-to-face modes of teaching.
Dauer	Keine Angaben
Modus	Online Participants will have a tutor who will help them with the course material and will mark and comment on the written work. Electronic communication will be used, both for tutorial support and for online discussion and activities.
Gebühren	(noch) keine Angaben
Link	<a href="http://www3.open.ac.uk/courses/bin/p12.dll?C01H812#op4">http://www3.open.ac.uk/courses/bin/p12.dll?C01H812#op4</a>

<b>Name der Hochschule</b>	<b>University of Salford</b>
Bezeichnung des Fachbereichs	Education Development Unit
<b>Bezeichnung des Studiengangs</b>	<b>Higher Education Practice and Research</b>
Art	Postgraduate Diploma
Zugangsvoraussetzungen	There are three potential entry points with possibilities for - those with prior experience in the HE/FE learning environment. - the Accreditation of Prior Learning (APL) in the form of equivalent qualifications or - the Accreditation of Prior Experiential Learning (APEL)
Abschluss	Postgraduate Diploma in Higher Education Research and Practice
Zielgruppe	New and experienced staff who wish to explore and enhance their professional teaching practice within an increasingly complex Higher Education environment.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Provide a framework within which participants can develop their academic practice as a research/enquiry informed activity. The programme's aim is to: - provide a 'conceptual toolkit' to undertake Higher Education practice and discipline based educational research, -offer the opportunity to critically engage with published educational research, - develop the capacity to evaluate and enhance Higher Education professional practice and research capability.
Lehrplan	The programme includes the two modules (30 credits each) of the Postgraduate Certificate: - Developing Learning, Teaching and Assessment Practice <a href="http://www.edu.salford.ac.uk/scd/ltprogs/pgcert/dltap.rtf">http://www.edu.salford.ac.uk/scd/ltprogs/pgcert/dltap.rtf</a> - Learning Design and Enquiry <a href="http://www.edu.salford.ac.uk/scd/ltprogs/pgcert/ldr.rtf">http://www.edu.salford.ac.uk/scd/ltprogs/pgcert/ldr.rtf</a> and the two following modules (30 credits each): - Higher Education Research Design and Enquiry <a href="http://www.edu.salford.ac.uk/scd/ltprogs/diploma/modspecrdehfinal.rtf">http://www.edu.salford.ac.uk/scd/ltprogs/diploma/modspecrdehfinal.rtf</a> - Higher Education Practice Based Research and Enquiry <a href="http://www.edu.salford.ac.uk/scd/ltprogs/diploma/modspechepbrefinal.rtf">http://www.edu.salford.ac.uk/scd/ltprogs/diploma/modspechepbrefinal.rtf</a>
Dauer	Keine Angaben
Modus	Combination of structured class work, web based learning and independent study
Gebühren	Keine Angaben
Link	<a href="http://www.edu.salford.ac.uk/scd/ltprogs/diploma/">http://www.edu.salford.ac.uk/scd/ltprogs/diploma/</a>

<b>Name der Hochschule</b>	<b>University of Salford</b>
Bezeichnung des Fachbereichs	Education Development Unit
<b>Bezeichnung des Studiengangs</b>	<b>Higher Education Practice and Research</b>
Art	Postgraduate Certificate
Zugangsvoraussetzungen	There are three potential entry points with possibilities for - those with prior experience in the HE/FE learning environment. - the Accreditation of Prior Learning (APL) in the form of equivalent qualifications or - the Accreditation of Prior Experiential Learning (APEL)
Abschluss	Postgraduate Certificate Higher Education Practice and Research
Zielgruppe	New and experienced staff who wish to explore and enhance their professional teaching practice within an increasingly complex Higher Education environment.
Tätigkeitsbereiche für Absolventen	Keine Angaben
Lernziele	Provide a framework within which the participants can develop their professional practice and academic values as Higher Education teachers. The programme's aim is also to: - explore and develop a scholarly, theoretical and critical understanding of different approaches to, and conceptions of, learning, teaching and assessment practice in a changing Higher Education environment; - encourage focused reflection on learning, teaching and research practice with a view to its continual improvement; - provide opportunities to meet specialised discipline requirements through work based practice; - develop the ability to critically evaluate and research academic practice and undertake further professional development.
Lehrplan	The programme is composed of a one day induction workshop and two 30 credit core modules: - Developing Learning, Teaching and Assessment Practice <a href="http://www.edu.salford.ac.uk/scd/ltprogs/pgcert/dltap.rtf">http://www.edu.salford.ac.uk/scd/ltprogs/pgcert/dltap.rtf</a> - Learning Design and Enquiry <a href="http://www.edu.salford.ac.uk/scd/ltprogs/pgcert/ldet.rtf">http://www.edu.salford.ac.uk/scd/ltprogs/pgcert/ldet.rtf</a>
Dauer	Keine Angaben
Modus	Delivered through a combination of structured class work, web based learning and independent study
Gebühren	Keine Angaben
Link	<a href="http://www.edu.salford.ac.uk/scd/ltprogs/pgcert/">http://www.edu.salford.ac.uk/scd/ltprogs/pgcert/</a>