



**Lincoln Bishop
University**

MA Education (Part-time Blended)

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	Senate approval – date and outcome of last approval	10 July 2025
2	Next Scheduled Review Date: [Month/Year]	July 2030
3	Programme Specification - Effective date: [Day/Month/Year]	1 September 2025
4	Version Number	v1.0

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

Programme Specification

The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information

Section B – Outcomes

Section C – Structure

Section D – Teaching, Learning and Assessment

Section E – Programme Management

Section F – Mapping

Section G – Graduate Attributes

Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
	MA Education
1a	Programme Code
	EDUCNB_1.0
2	Brief Summary (for Marketing Purposes)
	<p>The MA Education is an exciting two-year part-time blended programme that allows learners to follow their own educational interests and passions. By completing the MA Education, you will get the opportunity to think deeply about educational issues that matter to you in your professional context, in turn helping you to develop your expertise in your chosen field and enhancing your practice.</p> <p>The programme is designed around three core and two optional modules. In your first year of study, a core module will allow you to explore key issues within a specific educational context and two optional modules will allow you to develop your own expertise in areas such as learner support and leadership. In the second year of study, you will undertake a core module about educational research and then complete a research project focusing on an area of your own choice.</p> <p>On completion of the MA, you will have developed your critical understanding of education, deepened your knowledge in your chosen areas of focus and enhanced your practice as well as career prospects in the workplace. For this reason, the MA Education is also perfect for preparing learners wishing to undertake further studies, such as our EdD (Doctor of Education) and PhD (Doctor of Philosophy) programmes.</p>

3	Awarding institution	Lincoln Bishop University		
3a	Programme Length	Full-Time N/A	Part-Time 2 years	
3b	Mode(s) of Study	Part-time Blended		
4	Home Academic Programme Portfolio	Initial Teacher Education		
5	HECoS/CAH2/ITT/UCAS code(s)	HECoS/CAH2 CAH22-01	ITT N/A	UCAS code generated at QAC stage by Admissions
6	Framework for HE Qualifications position of final award(s)	Masters (Level 7)		
7	Alignment with University Credit Framework	Postgraduate		
8	Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

Awards

10	Final Award title(s)	MA Education
10a	Exit or Fall-back Award title(s)	Postgraduate Certificate in Education (60 credits) Postgraduate Diploma in Education (120 credits)
10b	Pathway	N/A
11	(i) Combined Honours Awards available eg: <ul style="list-style-type: none"> BSc/BA (Hons) XX BSc/BA (Hons) XX and YY 	N/A

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	N/A
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N/A	N/A

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	N/A
15	Date and outcome of last PSRB approval/accreditation	N/A
16	Expiry Date of PSRB approval	N/A

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)
	<p>The QAA does not provide Benchmark Statements for postgraduate level in Education Studies. Therefore, Benchmark Statements have been aligned to the Framework for Higher Education Qualifications (FHEQ) of UK Degree-Awarding Bodies that states:</p> <p>Master's degrees are awarded to learners who have demonstrated:</p> <ol style="list-style-type: none">1. a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice2. a comprehensive understanding of techniques applicable to their own research or advanced scholarship3. originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline4. conceptual understanding that enables the student:<ol style="list-style-type: none">a. to evaluate critically current research and advanced scholarship in the disciplineb. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. <p>Typically, holders of the qualification will be able to:</p> <ol style="list-style-type: none">1. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and nonspecialist audiences2. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level3. continue to advance their knowledge and understanding, and to develop new skills to a high level. <p>And holders will have:</p> <ol style="list-style-type: none">1. the qualities and transferable skills necessary for employment requiring:<ol style="list-style-type: none">a. the exercise of initiative and personal responsibilityb. decision-making in complex and unpredictable situationsc. the independent learning ability required for continuing professional development.

18	Programme Aim
	<p>The MA Education is an exciting and engaging programme designed to support and challenge educators working or volunteering in a wide range of settings and contexts. Informed by current scholarship, research, and practice, it provides an opportunity for learners to develop professionally and gain advanced knowledge and understanding in a specific area of professional interest, as well as other key aspects of education.</p> <p>The aim of the MA Education is to develop postgraduates who can:</p> <ul style="list-style-type: none"> • Demonstrate a detailed and systematic knowledge and understanding of key contemporary educational issues. • Develop and articulate an in-depth knowledge and understanding of a specialist area in education within the current educational context. • Develop a critical understanding of existing research and reflection, and the implications for professional practice. Examine the relationships between theory and practice in education, drawing on relevant literature, published research and own professional practice. • Develop a sound conceptual understanding that allows for critical evaluation of a wide range of educational literature. • Evaluate and critique a range of methodologies and methods used in educational research and understand the relevant ethical issues. • Plan and undertake independent research using appropriate methodologies and methods and be able to communicate the outcomes of this to specialist and non-specialist audiences. • Apply research findings to elicit new insights for a relevant context and their own professional development.
19	Programme Specific Outcomes
	<p><u>Final Award Learning Outcomes</u></p> <p>On successful completion of MA Education, learners will be able to:</p> <p><u>Knowledge and Understanding</u></p> <p>KU1: Demonstrate a systematic knowledge and understanding of key contemporary educational issues.</p> <p>KU2: Demonstrate a systematic knowledge and understanding of a specialist area in education within the current educational context.</p> <p>KU3: Demonstrate a systematic knowledge and understanding of methodologies and methods frequently used in contemporary educational research.</p> <p>KU4: Illustrate a comprehensive knowledge and understanding of how to undertake educational research within a specific educational context.</p>

Subject Professional Skills

SPS1: Demonstrate critical awareness of the impact research and reflection have on practice, including current problems and/or new insights, within educational contexts.

SPS2: Demonstrate the ability to make links between theory and practice in various educational contexts.

SPS3: Demonstrate the ability to plan research within an educational context and identify relevant ethical considerations.

SPS4: Apply own knowledge and understanding of educational research to successfully undertake a research project within a specific educational context.

Intellectual Skills

IS1: Demonstrate conceptual understanding that allows for critical evaluation of a wide range of educational literature.

IS2: Demonstrate originality in the articulation of knowledge to deal with complex issues systematically and creatively.

IS3: Demonstrate conceptual understanding that allows for critical evaluation of methodologies and methods in educational research.

IS4: Evaluate own research critically and synthesise findings with existing knowledge to propose new hypotheses.

Transferable Skills

TS1: Communicate effectively to specialist and non-specialist audiences, both orally and in writing.

TS2: Demonstrate the independent learning ability required for continuing professional development.

TS3: Demonstrate self-direction, autonomy and originality in planning educational research.

TS4: Make sound judgements and apply the research undertaken to successfully elicit new insights for the relevant context.

20 Exit Award Learning Outcomes

On successful completion of a Postgraduate Certificate in Education, learners will be able to:

Knowledge and Understanding

KU1: Demonstrate a systematic knowledge and understanding of key contemporary educational issues.

KU2: Demonstrate a systematic knowledge and understanding of a specialist area in education within the current educational context.

Subject Professional Skills

SPS1: Demonstrate critical awareness of the impact research and reflection have on practice, including current problems and/or new insights, within educational contexts.

SPS2: Demonstrate the ability to make links between theory and practice in various educational contexts.

Intellectual Skills

IS1: Demonstrate conceptual understanding that allows for critical evaluation of a wide range of educational literature.

IS2: Demonstrate originality in the articulation of knowledge to deal with complex issues systematically and creatively.

Transferable Skills

TS1: Communicate effectively to specialist and non-specialist audiences, both orally and in writing.

TS2: Demonstrate the independent learning ability required for continuing professional development.

On successful completion of a Postgraduate Diploma in Education, learners will be able to:

Knowledge and Understanding

KU1: Demonstrate a systematic knowledge and understanding of key contemporary educational issues.

KU2: Demonstrate a systematic knowledge and understanding of a specialist area in education within the current educational context.

KU3: Demonstrate a systematic knowledge and understanding of methodologies and methods frequently used in contemporary educational research.

Subject Professional Skills

SPS1: Demonstrate critical awareness of the impact research and reflection have on practice, including current problems and/or new insights, within educational contexts.

SPS2: Demonstrate the ability to make links between theory and practice in various educational contexts.

SPS3: Demonstrate the ability to plan research within an educational context and identify relevant ethical considerations.

Intellectual Skills

IS1: Demonstrate conceptual understanding that allows for critical evaluation of a wide range of educational literature.

IS2: Demonstrate originality in the articulation of knowledge to deal with complex issues systematically and creatively.

IS3: Demonstrate conceptual understanding that allows for critical evaluation of methodologies and methods in educational research.

Transferable Skills

TS1: Communicate effectively to specialist and non-specialist audiences, both orally and in writing.

TS2: Demonstrate the independent learning ability required for continuing professional development.

TS3: Demonstrate self-direction, autonomy and originality in planning educational research.

SECTION C – STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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Year 1; Trimester 1	Year 1; Trimester 2	Year 1; Trimester 3
EMC701B_1.0 Vision, Practice and Policy: Shaping the future 30 credits	EDU702B_1.0 Becoming a Reflective and Research-Informed Practitioner 30 credits <u>OR</u>	EDU705B_1.0 A Learner-Centred Approach to Support in Education 30 credits <u>OR</u>
	EDU704B_1.0 Implementing Digital Innovations in Education 30 credits	EDU706B_1.0 Leading Change in Education 30 credits
Year 2; Trimester 1	Year 2; Trimester 2	Year 2; Trimester 3
EMC702B_1.0 Research Skills 30 credits	EMC703B_1.0 Research Project 60 credits	

This programme is designed to have multiple entry points.

21b	Module Structure
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Level 7

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EMC701B_1.0	Mandatory	Vision, Practice and Policy: Shaping the future	1	30
EDU702B_1.0	Optional	Becoming a Reflective and Research-Informed Practitioner	2	30

EDU704B_1.0	Optional	Implementing Digital Innovations in Education	2	30
EDU705B_1.0	Optional	A Learner-Centred Approach to Support in Education	3	30
EDU706B_1.0	Optional	Leading Change in Education	3	30
EMC702B_1.0	Mandatory	Research Skills	1	30
EMC703B_1.0	Mandatory	Research Project	2&3	60

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design
<p>The curriculum of the MA Education programme is aimed at offering learners an ‘all-round’ and meaningful professional development opportunity, where they will be encouraged to reflect on their practice and synthesise their insights with the wider body of research, in turn becoming a more informed practitioner. They will also have the opportunity to develop their expertise in specific areas within education which are most pertinent to their own role and aspirations.</p> <p>The MA is designed to suit practitioners working in a wide range of educational settings and contexts, e.g. primary, secondary, Further Education, Higher Education, privately-owned education providers and the non-profit sector. With the versatile modules and flexibility regarding assignment focus, learners in different professional roles, such as senior leaders or newly qualified practitioners will all be able to take advantage of what the programme can offer.</p> <p>As the programme is designed for practitioners who are working in the education sector, the MA is a part-time and blended course, allowing those who are working full-time to undertake the programme alongside their job. Given the aim of the programme, all the assessments are linked to learners’ practice and context.</p> <p>Being a part-time programme, the MA takes two years to complete. In year 1 Trimester 1, learners will undertake one 30-credit core module ‘Vision, Practice and Policy Shaping the Future’. During Trimester 2, learners choose one 30-credit module from the following options: ‘Becoming a Reflective and Research-Informed Practitioner’ or ‘Implementing Digital Innovations in Education’. During Trimester 3, learners choose another 30-credit module from the following options: ‘A Learner-Centred Approach to Support in Education’ or ‘Leading Change in Education’. In year 2, learners will undertake a 30-credit ‘Research Skills’ module, followed by a 60-credit ‘Research Project’ module in which they will complete their dissertation. Overall, learners will complete 180 credits.</p> <p><u>The modules</u></p> <p>The suite of modules is specifically designed to cover various aspects of education which are relevant to practitioners from a wide range of settings and sectors. More specifically:</p> <p>Vision, Practice and Policy: Shaping the Future:</p> <p>Explores key elements of effective practice, guiding learners to engage with contemporary challenges related to professional contexts while reflecting on the influence of policy. By linking theory and practice, learners will develop strategies to address real-world challenges within a range of settings. The reflective nature of the module makes it highly relevant for professionals across various disciplines, including SEND, TESOL, and Early Years education.</p>	

Becoming a Reflective and Research-Informed Practitioner:

Guides learners to reflect on their own professional practice to draw critical insight and engage with research to inform their professional development. They will explore their own pedagogical approach through a critical lens and consider how their impact can be maximised through effective teaching, reflective practice and active engagement in research/ professional development activities.

Implementing Digital Innovations in Education:

Explores the implementation of digital innovations in education. Learners will consider the associated potential benefits and challenges, as well as how impact can be maximised and sustained. By examining relevant theories, practice and research, learners will apply their understanding to inform future developments in their own setting.

A Learner-Centred Approach to Support in Education:

Explores what it means to adopt a learner-centred approach to support in education. Learners will consider how this approach can be applied at various levels to potentially benefit learners as well as its limitations. Drawing from relevant theories and research, learners will examine practice within their own setting and identify implications for enhancing support.

Leading Change in Education:

This module will explore the management and leadership of change in education. Learners will consider a range of key concepts and approaches relating to change and leadership, before applying their understanding to examine a relevant change in their own context. By drawing from relevant theories and their own practice, learners will identify implications for leadership within their setting.

Research Skills:

This module explores a range of methodologies and methods frequently used in social science educational research, examining their potential strengths, limitations and the associated ethical considerations. During the module, learners will develop their understanding of research concepts such as reliability, validity, trustworthiness, credibility and generalisability. They will also consider how to plan research using a suitable methodological approach, whilst taking into account the ethical issues they may encounter.

Research Project:

The module will facilitate learning and teaching in research skills. The module will lead to competence and confidence in what determines personal and professional standards for postgraduate research requirements. The module develops learners as ethical researchers who are able to undertake a suitable research project, develop realistic plans for disseminating their research findings to the wider academic and/or professional community. In addition, learners will be supported to extend and deepen their understanding of the chosen area of investigation and will be able to design and carry out projects that are useful to their professional development and/or interests, and employability.

Graduate attributes

The MA is designed to help learners develop all six areas of the Graduate Attributes:

1. **Academic literacies:** Learners are enabled to develop academic literacy through engagement with a range of learning materials and research during the course and in their assignments. Throughout the programme, learners will have the opportunity to critically analyse, evaluate and

synthesise academic sources/research findings to inform their own work. Additionally, assessments are designed to support learners in developing their academic competency, e.g. tasks that require learners to apply their critical thinking.

2. **Global citizenship:** Through the taught sessions and learning materials, learners will have the opportunity to examine a range of contemporary educational issues from an international perspective and hold discussions about how these compare with their own experience. Throughout the course, learners will also consult a range of literature and research from around the world, such as case studies, to inform their module assignments. They will consider how the findings and insights from these sources can be applied in their own context.

3. **Information literacy:** Information literacy will be developed throughout the programme via curriculum design and learners will be required to independently search for academic sources through platforms such as WorldCat and LibGuides. Engagement with The Hub will support individuals to develop these skills, and tutors on the programme will help embed the capabilities within each learner to create well-written assignments.

4. **Digital fluency:** Assessments are designed to support learners in developing digital fluency through a range of assignment tasks presented in portfolios, including an academic blog, a multimodal overview and a presentation with visual elements. As a blended programme, learners will be required to complete learning activities via the VLE between the taught weekends. The teaching team will also model the use of digital technology through session delivery where appropriate to facilitate communication of ideas and practices.

5. **Employability:** Learners are enabled to develop their professional practice through academic study and work-based learning throughout the programme. For example, they will be required to reflect on their professional experience and carry out relevant activities in the workplace, while at the same time, using current academic research to inform their practice. As Graduate Attributes are embedded into all modules, it is also anticipated that learners will further enhance their employability skills.

6. **Being enterprising:** This programme puts a strong emphasis on helping learners to address practical issues within their own practice, leading to professional development. This means learners will have the opportunity to develop problem-solving skills through directed independent learning. Throughout the programme, learners will be challenged to put forward proposals and reflect on their own experience, in turn develop their entrepreneurial competency.

23	Learning and Teaching Strategies
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With the blended design, learners undertaking the MA Education utilise three distinct learning modes: 'in-person/online', 'asynchronous activities' and 'independent', to help develop their understanding and skills in areas that interest them professionally. Throughout the course, learners' progress through each module based on a standard framework, in which they rotate between the three modes (see Appendix A). In essence, learners attend an MA Weekend in person at the start of each module (eight hours of teaching), where they explore a range of topics and consolidate their skills in academic writing through taught/support sessions. During each MA Weekend, not only will learners get the

opportunities to network with each other, but they will also be taught by staff who are experts in their relevant fields, via in-person seminars and lectures focusing on a range of topics – an example of what an MA Weekend looks like has been included as Appendix B. After being introduced to their assignment, learners are set independent tasks to complete in their own time/pace and asked to attend a follow-up tutorial to finalise their chosen focus.

In accordance with the University's Blended Learning VLE template, this blended programme also features asynchronous distance learning. This type of learning is delivered using online topics to complement the in-person MA Weekends. Given the target audience, this approach affords significant flexibility, meeting the needs of those who may have a full-time job or other commitments when studying with us. To provide learners with an engaging and high-quality learning experience when studying the online topics, a variety of activities and resources are used. These include:

- Pre-recorded learning materials - both audio and video
- Visual presentation
- Suggested reading of key sources relevant to the programme
- Specially designed prompt questions and activity sheets
- Extended reading lists covering a diverse range of sources relevant to module topics
- Discussion boards

A range of EdTech platforms, as integrated within the VLE, will be used to support some of the activities above. Where possible, multiple formats of learning materials, such as audio and written, will also be provided to enhance accessibility and inclusivity. Throughout the course, the programme team will work closely with staff with responsibilities in distance learning, such as Digital Learning developers, to ensure consistency of materials in terms of length, visual appearance and content to provide an easy-to-follow, predictable learning experience that promotes confidence for learners. All materials will be checked regularly to ensure that there are no technical issues such as broken links or display issues.

Whilst the programme is designed to offer learners flexibility to work at their own pace, recommended duration for activities and specific formative assessment deadlines will be set to help learners manage their learning effectively and prepare them for their summative tasks. Learners will be informed about the key tasks at the beginning of each module, and this will allow them to plan ahead and work flexibly. During each module, learners will also be required to attend two tutorials, either in-person or online – subject to tutor availability, to discuss their assignment ideas as well as feedback received for their draft submission.

Meanwhile, learners are expected to learn by reflecting on their professional practice as part of their workplace and independent learning throughout the programme. This experiential learning is used to inform the asynchronous activities set as well as module assignment tasks. To meet the intended learning outcomes, learners are required to complete other independent learning activities outside of the taught sessions, such as module reading. Although similar in terms of structure, learners completing their Research Project module will have a slightly varied schedule, this is so that individual supervision sessions with a well-qualified supervisor can be incorporated. However, this will not affect the number of weeks allocated (30 weeks for the 60 credits).

In accordance with the University's Attendance Policy, learners are required to attend all the scheduled taught weekend sessions, as well as two tutorials per 30-credit module. With the MA being a blended programme, learners are required to engage with asynchronous online activities, as all of these form part of the learning hours stated in the module specifications. The programme team will work closely with the University to identify any attendance and/or engagement-related issues and put in place appropriate interventions to help resolve them.

24 Assessment Strategies

The MA Education provides a mixture of assessment methods, offering learners more than one way to demonstrate their skills, knowledge and understanding. Each assignment/portfolio is split into at least two related tasks, allowing learners to demonstrate how they have met the learning outcomes, whilst getting the opportunity to develop a range of skills relating to academic study.

For example, during 'Becoming a Reflective and Research-Informed Practitioner' learners produce an action research proposal or continuing professional development proposal in which they identify an aspect they would like to develop further to improve their future practice in their professional context. During trimester 3, all learners will also be asked to produce a presentation as part of their portfolio for 'A Learner-Centred Approach to Support in Education'. In year 2, for 'Research Skills' learners will write an evaluation of research methods related to their area of interest. All presentations are followed by a real-time Q&A, and learners are required to make all their module tasks directly relevant to professional contexts that are of interest to them. All the assignment tasks and descriptions can be found in the assignment briefs provided.

With many of the prospective learners likely to be working full-time or have other substantial commitments, this part-time programme offers learners opportunities where their 'work in-progress' for each portfolio can be discussed with their tutor formatively and receive developmental feedback which will enable them to further develop their work (see Section 23 and Appendix A). The deadline for summative assessments will take place at the end of each module, which coincides with the end of each trimester in year 1, and in trimesters 1 and 3 during year 2.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
EMC701B_1.0	Vision, Practice and Policy: Shaping the Future	30	1	-	-	100
EDU702B_1.0	Becoming a Reflective and Research-Informed Practitioner	30	1	-	-	100
EDU704B_1.0	Implementing Digital Innovations in Education	30	1	-	-	100

EDU705B_1.0	A Learner-Centred Approach to Support in Education	30	1	-	-	100
EDU706B_1.0	Leading Change in Education	30	1	-	-	100
EMC702B_1.0	Research Skills	30	2	-	-	100
EMC703B_1.0	Research Project	60	2	-	-	100

The indicative submission dates for assessments are deliberately timed to give learners the opportunity to complete assessments during the main holiday periods (January/May/August).

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Submission	Indicative Assessment Date
EMC701B_1.0	Vision, Practice and Policy: Shaping the Future	30	Coursework 100%	6,000 words	January
EDU702B_1.0	Becoming a Reflective and Research-Informed Practitioner	30	Coursework 100%	6,000 words	May
EDU704B_1.0	Implementing Digital Innovations in Education	30	Coursework 100%	6,000 words	May
EDU705B_1.0	A Learner-Centred Approach to Support in Education	30	Coursework 100%	6,000 words	August
EDU706B_1.0	Leading Change in Education	30	Coursework 100%	6,000 words	August
EMC702B_1.0	Research Skills	30	Coursework 100%	5,000 words	January
EMC703B_1.0	Research Project	60	Dissertation 100%	12, 000 words	August

25	Inclusive Practice and Personal Development Planning
	<p>The University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Learners will be supported throughout their programme and given full access to a range of services offered by the Hub and the Learners' Union. This MA adheres to the University's Equality and Diversity Policy, in order to recognise and benefit from enhanced learning opportunities that emerge from a diverse cohort of learners. Therefore, an inclusive strategy is adopted throughout all stages of the programme. Learners will be signposted to these services during their induction and via personal tutors. The VLE will provide relevant links and introductory videos to ensure learners are aware of these policies.</p> <p>The curriculum of the MA has been specifically designed to support learners in the enhancement of their career prospects, e.g. through the embedding of Graduate Attributes opportunities throughout the programme. As explained in Section 23, the blended and part-time delivery mode is also inclusive by design, taking into account the needs of our prospective learners. Furthermore, all learners will be assigned a personal tutor when they begin the MA. With support from their personal tutor, all learners will be guided to develop their Personal Development Plan (PDP).</p> <p>Learners will be encouraged to access the wider services of the Hub for professional career advice and opportunities. Using the VLE, learners can book either in-person or online appointments to receive career advice.</p>
26	Technology Enhanced Learning
	<p>Being a blended course that features both in-person teaching and distance learning, this MA will make substantial use of the University's virtual learning environment. For this reason, learners will be expected to have suitable IT and internet access. In accordance with the Blended Learning VLE Template document, the distance learning element of the programme is designed to complement the weekend in-person teaching. All learning materials, including the distance learning content will be accessed through the VLE, hosted on separate pages for each module and then organised into folders. Module content will be well-signposted and structured in a way that is easy for learners to navigate. Informative multimodal resources such as visual presentations, audio clips and videos will be hosted on the VLE, alongside links to other external materials e.g. web-based articles. Module reading lists will also be available via the VLE with direct links to the library catalogue. To optimise student experience, an electronic module handbook will be made available on the VLE for every module and will include a 'Frequently Asked Questions' section, so that learners can easily locate key information while further developing their independence during their study.</p> <p>During the course, the programme team will facilitate some asynchronous, but interactive activities, such as discussion boards. The aim of these activities is to drive learning outside of the in-person taught sessions whilst offering learners significant flexibility. The distance learning aspect of the programme will be delivered in line with the validated Distance Learning template. Within The Hub, the Library has an extensive range of online resources related to the subject, such as electronic journals and e-books.</p>

27	Work-related Learning
	<p>Learners are expected to hold a professional role (paid or voluntary) within an educational setting for the duration of the course, typically 5 hours a week. In order to link theory and practice, learners will use these ‘work-related learning hours’, as directed by the set learning tasks, to consider how the topics they study are reflected in their professional experience. During some parts of the programme, learners may also be required to carry out specific activities in their workplace to inform their module work. This learning based on engaging with professional practice will be monitored by module tutors working on the programme. If a learner’s workplace or professional setting requires a Disclosure and Barring Service (DBS) check, the learner will be responsible for covering this cost. Whilst not a requirement, learners are likely to undertake research in their own workplace as part of their research project module. If this is the case, learners will still be expected to maintain ethical requirements in terms of gatekeeper access and informed consent.</p> <p>If a learner loses access to their work/volunteering setting during a particular module, they may continue with their study, as long as they are still able to complete the summative assessment tasks and meet the intended learning outcomes. If this is not possible, Support for Study or a break in study may be offered to allow the learner some flexibility for securing alternative employment or volunteering opportunities.</p>
28	Employability
	<p>There has been significant consultation with employers about the curriculum design and programme delivery. In terms of curriculum design, consultation has mostly focused on the topics of optional modules, as employers are keen for learners to undertake work that reflects current priorities in education. With this in mind, the suite of modules available on the MA programme offers learners the opportunity to develop their knowledge and understanding in contemporary issues pertinent to education: reflective and research-informed practice, implementation of digital innovations and a learner-centred approach to support, all of which have the potential to benefit learners’ practice and setting. Moreover, employers stated that leadership was an important aspect that they value, so the optional module ‘Leading Change in Education’ has been included to offer learners the opportunity to explore educational leadership in different contexts and at different levels. Employers conveyed that staff who complete MA-level programmes are often ambitious to move into leadership roles, and that offering a specific module focused on leadership is therefore likely to support these learners.</p> <p>In addition to having access to the support and guidance made available by BG Futures throughout the course, as explained in Section 22, learners will also have the opportunity to develop all six areas of the Graduate Attributes, in turn enhancing their employability.</p>

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
	<p>The entry requirement for MA Education is normally a second-class degree or equivalent (2:2 or above) in a relevant discipline. However, it is recognised that some practitioners did not study a first degree in Education, and similarly, some who did not achieve a 2:2 or above in their first degree may have demonstrated the capacity to successfully work at postgraduate level since graduating. Therefore, admission to the MA Education will be made on a case-by-case basis.</p> <p>Learners are required to be working or volunteering in an educational setting for the duration of the course, typically for a minimum of 5 hours per week or equivalent. This equates to 75 hours per trimester.</p> <p>English language requirements are IELTS 6.5 with a minimum of 6 in each component.</p> <p>Some learners may be eligible to apply for Recognition of Prior Learning (RPL) in accordance with the <i>Code of Practice for Recognition of Prior Learning</i>.</p>
30	Programme Specific Management Arrangements
	<p>This programme is managed through the Faculty, led by its Programme Leader, who reports to the relevant Head of Programmes and is supported by the Faculty Administration Office. Module leaders are responsible for the planning, delivery and assessment of each module, in partnership with the Programme Leader.</p> <p>The programme will be taught by academic staff from within the Faculty who are qualified to master's level and above. Visiting lecturers and speakers may also contribute to modules for currency and specialist content. An additional level of oversight and line-management is provided by the Executive Dean of Faculty.</p> <p>Yearly reviews of programme quality and delivery are conducted by Programme Leaders (Annual Monitoring Reports) which are informed by module evaluations, learner and staff feedback, External Examiners' comments and the University's Learning and Teaching strategy. Targets for year-on-year development are set and effected to enhance programme delivery.</p> <p>The programme team will work alongside the Hub to ensure that the online nature of the programme is successful, and that learners can access all materials.</p>
31	Staff Responsibilities

Programme Leader: leadership of the programme, its management and planning, monitoring and evaluation, and ensuring academic/quality standards.

Module leaders: planning, administration, delivery, marking and moderation at module level. Module leaders will act as academic and, in some cases, personal tutors to learners on the programme.

Dissertation supervisors: supervision and marking of individual learners' MA dissertations according to expertise.

32	Programme Specific Academic Student Support
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For learners who enrol onto the MA, it may have been a significant period of time since they previously engaged in academic study. For this reason, learners are made aware of the support offered by the Hub from the outset. Close engagement with the wider professional services as part of the learner experience will be embedded within the programme via a dedicated area on the VLE for the Hub, in line with the validated Distance Learning template. Using the appointment system accessible via the VLE, learners will be able to book an appointment with professional services such as Student Advice at a time that suits them (subject to availability). In addition, learners will have access to all the online materials shared by these professional services. Meanwhile, learners studying this MA can also benefit from the support made available by the Students' Union.

All learners will be allocated a personal tutor to provide pastoral and academic support shortly after their enrolment. All new learners are required to attend an induction event at the beginning of the academic year and provided with information about the VLE platform, academic integrity as well as other important regulations. In addition to the academic tutorials offered during each module, support sessions relating to academic writing or assignment preparation are also made available at every MA Weekend. Learners will have opportunities to receive formative feedback by taking part in interactive activities and submitting the allowed proportion of their assignments, as drafts, to their tutor (see Appendix A to see what the learning journey looks like).

The Programme Leader will work regularly with the programme team as well as the Faculty Administration Office to provide personalised support where appropriate, e.g. by using a specific Support for Study plan. Moreover, learners will have full access to the library catalogue and can also book one-to-one online appointments with the relevant Librarian at a time that suits them (subject to availability). The programme team will ensure that core sources required for the programme will be available through the library or via WorldCat and that links provided on the VLE for online resources are in working order.

Given the blended nature of the course, it is vitally important to establish and maintain a positive learning community and this has been taken into account during the programme design stage. For

more information, please see Sections 22 and 23. Furthermore, learners will be regularly signposted to the guidance and support offered by Digital Learning as well.

33	Programme Specific Student Evaluation
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The Programme complies with current institutional evaluation policies.

Programme Specific Evaluation

Learners will be offered the opportunity to undertake module evaluations to provide module-specific feedback to the programme team.

Learners will elect representatives who will meet with the Programme Leader via the Students' Union Representative Feedback System (RFS) at the end of each trimester to provide wider programme-level feedback.

Both module and RFS feedback will be used to enhance the programme and ensure that student voice is heard and used to provide a positive student experience.

SECTION F – MAPPING

MAP I ASSESSMENT /OUTCOMES MAP

Module Name																
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Vision, Practice and Policy: Shaping the Future	x	x			x	x			x	x			x	x		
Becoming a Reflective and Research-Informed Practitioner	x	x			x	x			x	x			x	x		
Implementing Digital Innovations in Education	x	x			x	x			x	x			x	x		
A Learner-Centred Approach to Support in Education	x	x			x	x			x	x			x	x		
Leading Change in Education	x	x			x	x			x	x			x	x		
Research Skills			x				x				x		x		x	
Research Project	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

SECTION G

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	Programme Learning Outcomes															
	KU1	KU2	KU3	KU4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	x	x	x	x	x	x	x	x	x	x	x	x	x			x
Global Citizenship	x	x			x	x			x							
Information Literacy	x	x	x	x	x	x	x	x	x	x	x	x	x			x
Digital Fluency								x	x				x	x		
Employability	x	x			x	x		x	x	x			x	x	x	x
Being Enterprising		x				x	x	x		x		x		x	x	x

Graduate Attributes

- GA1. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. [Global Citizenship](#) This is about understanding the global context in which you live, study and work
- GA3. [Information Literacy](#) This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA4. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level & title of modules & a brief description of modification)</i> <i>(Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(eg students entering Level 5 from September 2016 onward)</i>

SECTION I

MAP 4

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

	PSRB Name/Standard:					
	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>	PSRB Requirement <i>Please details requirement of PSRB here</i>
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						

Appendix A Example timeline 2025-2026

Trimester 1 Vision, Practice and Policy: Shaping the Future

Week	Learning activities/tasks	Learning mode
Week 1 20/9/25	<ul style="list-style-type: none"> Course enrolment/induction (Saturday) 	In-person
Week 2 29/9/25	<ul style="list-style-type: none"> Engage with assignment brief and pre-reading 	Independent
Week 3 6/10/25	<ul style="list-style-type: none"> MA Weekend: three 2-hour taught sessions + two support sessions (Friday evening + Saturday) 	In-person
Week 4 13/10/25	<ul style="list-style-type: none"> Complete task set in preparation for Week 5's tutorial 	Independent
Week 5 20/10/25	<ul style="list-style-type: none"> Follow-up tutorial 	In-person or online
Week 6 27/10/25	<ul style="list-style-type: none"> Work on assignment 	Independent
Week 7 3/11/25	<ul style="list-style-type: none"> Online interactive activity 	Asynchronous via Blackboard
Week 8 10/11/25	<ul style="list-style-type: none"> Complete interactive task set 	Asynchronous via Blackboard
Week 9 17/11/25	<ul style="list-style-type: none"> Draft submission 	Independent
Week 10 24/11/25	<ul style="list-style-type: none"> Work on assignment 	Independent
Week 11 1/12/25	<ul style="list-style-type: none"> Tutorial 	In-person or online
Week 12 8/12/25	<ul style="list-style-type: none"> Work on assignment based on feedback 	Independent
Week 13 5/1/26	<ul style="list-style-type: none"> Work on assignment based on feedback 	Independent
Week 14 12/1/26	<ul style="list-style-type: none"> Submission 	Independent
Week 15 19/1/26	<ul style="list-style-type: none"> Marking period 	N/A

Appendix A Example timeline 2025-2026

Trimester 2 Becoming a Reflective and Research-Informed Practitioner OR Implementing Digital Innovations in Education

Week	Learning activities/tasks	Learning mode
Week 1 26/1/26	<ul style="list-style-type: none"> Personal tutor check-in chat Welcome to new module + overview email 	In-person or online
Week 2 2/2/26	<ul style="list-style-type: none"> Engage with assignment brief and pre-reading 	Independent
Week 3 9/2/26	<ul style="list-style-type: none"> MA Weekend: three 2-hour taught sessions + two support sessions (Friday evening + Saturday) 	In-person
Week 4 16/2/26	<ul style="list-style-type: none"> Complete task set in preparation for Week 5's tutorial 	Independent
Week 5 23/2/26	<ul style="list-style-type: none"> Follow-up tutorial 	In-person or online
Week 6 2/3/26	<ul style="list-style-type: none"> Work on assignment 	Independent
Week 7 9/3/26	<ul style="list-style-type: none"> Online interactive activity 	Asynchronous via Blackboard
Week 8 16/3/26	<ul style="list-style-type: none"> Complete interactive task set 	Asynchronous via Blackboard
Week 9 23/3/26	<ul style="list-style-type: none"> Draft submission 	Independent
Week 10 13/4/26	<ul style="list-style-type: none"> Work on assignment 	Independent
Week 11 20/4/26	<ul style="list-style-type: none"> Tutorial 	In-person or online
Week 12 27/4/26	<ul style="list-style-type: none"> Work on assignment based on feedback 	Independent
Week 13 4/5/26	<ul style="list-style-type: none"> Work on assignment based on feedback 	Independent
Week 14 11/5/26	<ul style="list-style-type: none"> Submission 	Independent

Appendix A Example timeline 2025-2026

Week 15 18/5/26	<ul style="list-style-type: none"> Marking period 	N/A
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Trimester 3 A Learner-Centred Approach to Support in Education OR Leading Change in Education

Week	Learning activities/tasks	Learning mode
Week 1 25/5/26	<ul style="list-style-type: none"> Personal tutor check-in chat Welcome to new module + overview email 	In-person or online
Week 2 1/6/26	<ul style="list-style-type: none"> Engage with assignment brief and pre-reading 	Independent
Week 3 8/6/26	<ul style="list-style-type: none"> MA Weekend: three 2-hour taught sessions + two support sessions (Friday evening + Saturday) 	In-person
Week 4 15/6/26	<ul style="list-style-type: none"> Complete task set in preparation for Week 5's tutorial 	Independent
Week 5 22/6/26	<ul style="list-style-type: none"> Follow-up tutorial 	In-person or online
Week 6 29/6/26	<ul style="list-style-type: none"> Work on assignment 	Independent
Week 7 6/7/26	<ul style="list-style-type: none"> Online interactive activity 	Asynchronous via Blackboard
Week 8 13/7/26	<ul style="list-style-type: none"> Complete interactive task set 	Asynchronous via Blackboard
Week 9 20/7/26	<ul style="list-style-type: none"> Draft submission 	Independent
Week 10 27/7/26	<ul style="list-style-type: none"> Work on assignment 	Independent
Week 11 3/8/26	<ul style="list-style-type: none"> Tutorial 	In-person or online
Week 12 10/8/26	<ul style="list-style-type: none"> Work on assignment based on feedback 	Independent

Appendix A Example timeline 2025-2026

Week 13 17/8/26	<ul style="list-style-type: none">• Work on assignment based on feedback	Independent
Week 14 24/8/26	<ul style="list-style-type: none">• Submission	Independent
Week 15 31/9/26	<ul style="list-style-type: none">• Marking period	N/A

Appendix B

Example of an MA Weekend

- Leading Change in Education

Friday (17:00 – 19:30)

1. Welcome overview and networking (30 mins)
2. **Managing change in education** (2 hrs)

Saturday (9:00 – 16:00)

1. **Leading to success: different approaches** (2 hrs)
2. *Break* (15 mins)
3. Academic workshop/guest speaker (45 mins)
4. *Lunch* (1 hr)
5. **Enhancing collaboration with leadership** (2 hrs)
6. Assignment bootcamp (1 hr)