MA Education

(Full Time)

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

Lincoln Bishop University

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
EDUCNP_1.0	

2	Brief Summary (for Marketing Purposes)

The MA Education is an exciting one-year full time programme that allows learners to follow their own educational interests and passions. By completing the MA Education at Lincoln Bishop University, you will get the opportunity to think deeply about educational issues that matter to you, whether you are preparing to begin a career in education or you have been working as a practitioner. This programme will help you develop your knowledge and skills to enhance your future practice and understanding of the field.

The programme consists of five modules aimed at developing your expertise in education. During the first Trimester your modules will explore key issues within a relevant professional context and focussing on reflective and research-informed practice. In your second Trimester you will undertake one module about research skills and an education specific module which will enable you to develop your leadership skills. Within the third Trimester you will complete a research project focusing on an area of your own choice.

On completion of the MA, you will have developed your critical understanding of education, deepened your knowledge in your chosen areas of focus, built the skills needed to apply your learning effectively in future practice and enhanced your 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.

3	Awarding institution	Lincoln Bishop University	
3a	Programme Length	**Full-Time** 1 year	**Part-Time** N/A
3b	Mode(s) of Study	In-Person	
4	Home Academic Programme Portfolio	Initial Teacher Education	

5	HECoS/CAH2/ITT/UCAS code(s)	**HECoS/CAH2** CAH22-01	**ITT** N/A	**UCAS code** TBC

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: • 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)

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:

Master's degrees are awarded to learners who have demonstrated:

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 practice.

2. a comprehensive understanding of techniques applicable to their own research or advanced scholarship

3. 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 discipline.

4. conceptual understanding that enables the student:

   a. to evaluate critically current research and advanced scholarship in the discipline

   b. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

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 audiences.

2. demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level.

3. continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

1. the qualities and transferable skills necessary for employment requiring:

   a. the exercise of initiative and personal responsibility

   b. decision-making in complex and unpredictable situations

   c. the independent learning ability required for continuing professional development.

18	Programme Aim

The MA Education is an exciting and engaging programme designed to support and challenge educators with an interest 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.

The aim of the MA Education is to develop postgraduates who can:

- 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**

Final Award Learning Outcomes
On successful completion of MA 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.
KU4: Illustrate a comprehensive knowledge and understanding of how to undertake educational research within a specific 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.

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

Year 1; Trimester 1	Year 1; Trimester 2	Year 1; Trimester 3
EMC701P_1.0 Vision, Practice and Policy: Shaping the Future 30 credits	EDU703P_1.0 Exploring Contemporary Challenges in Educational Leadership 30 credits	EMC703P_1.0 Research Project 60 credits
EDU702P_1.0 Becoming a Reflective and Research-Informed Practitioner 30 credits	EMC702P_1.0 Research Skills 30 credits	

This programme is designed to have multiple entry points.

21b	Module Structure

Level 7

Core Modules				
Code	Status	Module Title	Period (number)	No of credits
EMC701P_1.0	Mandatory	Vision, Practice and Policy: Shaping the Future	1	30
EDU702P_1.0	Mandatory	Becoming a Reflective and Research-Informed Practitioner	1	30
EDU703P_1.0	Mandatory	Exploring Contemporary Challenges in Educational Leadership	2	30
EMC702P_1.0	Mandatory	Research Skills	2	30
EMC703P_1.0	Mandatory	Research Project	3	60

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	Curriculum Design

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 them.

The MA is designed to suit those that are preparing to begin their career in education as well as practitioners from a wide range of educational settings and contexts, e.g. primary, secondary, Further Education, and Higher Education With the versatile modules and flexibility regarding assignment focus, the programme can be tailored to meet the needs of learners from different backgrounds.

Being a full-time programme, the MA takes one year to complete. In Trimester 1 learners will undertake two 30-credit modules 'Vision, Practice and Policy Shaping the Future' and 'Becoming a Reflective and Research-Informed Practitioner'. In Trimester 2 learners will take another two 30-credit modules 'Exploring Contemporary Challenges in Educational Leadership' and 'Research Skills') followed by a 60-credit 'Research Project' module in Trimester 3 where they will complete their dissertation. Overall, learners will complete 180 credits.

The modules
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:

Vision, Practice and Policy: Shaping the Future
Explores key elements of effective practice, guiding learners to engage with contemporary and potential future challenges related to professional contexts. Learners will reflect upon competing ideologies which shape and influence policy visions. 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.

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.

Exploring Contemporary Challenges in Educational Leadership
This module explores contemporary challenges that are pertinent to educational leadership and their potential impact. Drawing from relevant literature and research, learners will be guided to identify challenges from existing and emerging trends associated with their context of interest, critique the evidence driving contemporary practice, and consider the implications for key stakeholders.

Research Skills

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 in 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 the educational context(s) that are of interest to them.

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 full-time programme, learners will be required to use the VLE to access additional content to consolidate their understanding between sessions. 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 approach to professional practice 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 course puts a strong emphasis on helping learners to address practical issues relevant to educational 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

The overall approach to teaching and learning aligns with the University's strategy for learning, teaching and assessment which aims to enable learners to achieve the highest possible standard in their chosen field of study with a commitment to support active and accessible learning.

A diverse range of methods will be used, at the core of which will be interactive approaches to teaching and learning. The reason is mainly to prepare and challenge the learners to become critical thinkers by entering into meaningful engagement with others, both people and tools. Different pedagogical approaches will also be utilised, for example, flipped learning and online discussion boards to establish a culture of shared responsibility where teaching and learning is not simply facilitated and initiated by the lecturers but where learners play a key role in facilitating the same as well by taking a lead in their learning.

All modules will be taught with contact time delivered in combination of lectures, seminars, small group tasks, workshops or tutorials with an aim to develop core subject knowledge, engage with empirical and theoretical research and develop an understanding of varied contexts, develop intellectual skills such as skills of description, selection, representation, synthesis, constructing an argument and drawing conclusions based on evidence.

The assignment brief and the reading list will be uploaded on the VLE at the start of each module. All lecture slides will be made available for learners for reference purposes. The learners will be encouraged to use the learning material provided on the VLE, do some research using resources from the accessible and available from the library (WorldCat), Google Scholar and other platforms as well as access to resources such as Taylor and Francis and SAGE publications, and come prepared to deepen their understanding of the subject content through discussion with peers and tutors.

A personal tutor will be assigned such that learners could share any emerging academic concerns or any special needs and requirements. For the latter, the learners would be referred to the relevant professional services. Supervisors will be allocated for dissertation such that learners are guided and mentored to become skilled researchers as well as develop as individuals.

The overall learning experience will be positive, supportive and progressive. This process would start from the point of induction. The learners will be invited to attend an induction before the start of the programme in which they will be introduced to academic and support staff, learn about programme structure, assessments and expectations. Each module will include an assignment workshop which is an opportunity for learners to ask questions about their assignment and receive feedback from their module leader and peers as they develop their ideas during the workshop. During the modules there will be opportunities for learners to familiarise themselves with the marking rubric with guidance from their module leaders.

Learners will take part in a range of campus-based activities featuring a mix of whole-group, small group activities, lectures and seminars will be held throughout the programme. The learners will be required to draw from their experience to inform classroom discussions and reflect on programme learning and assessments. By the time the learners reach trimester 3, the Dissertation module, they will have developed the necessary skills required to undertake research. Each learner will be allocated a supervisor and where possible, an expert in area related to the learner's research interest. They will be provided one-on-one supervision. They will be required to use the milestones set by their supervisor to present and seek guidance on their research projects and demonstrate time management skills. For each module learners will have one tutorial to attend. Prior to this tutorial learners would be expected to submit a draft of their work to their module tutor. This tutorial is an opportunity for learners to discuss their draft and to ask questions about their assignment.

24	Assessment Strategies

The MA Education provides a mixture of assessment methods, offering learners a variety of ways 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.

An example of an assessment within the programme, e.g. Vision, Policy and Practice: Shaping the Future, is a portfolio comprised of three parts: an analysis of language used to shape policy; a critical discussion of policy content and ideology; and, implications for future implementation of a policy.

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 desired educational context. During Trimester 2, all learners will also be asked to produce a presentation as part of their

portfolio for 'Exploring Contemporary Challenges in Educational Leadership' in addition, for 'Research Skills' learners will write an evaluation of research methods related to their area of interest followed by a presentation proposing a research project idea that they may wish to develop in their 3rd Trimester in the form of a dissertation. 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.

This 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).

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
EMC701P_1.0	Vision, Practice and Policy: Shaping the Future	30	1	-	-	100
EDU702P_1.0	Becoming a Reflective and Research-Informed Practitioner	30	1	-	-	100
EDU703P_1.0	Exploring Contemporary Challenges in Educational Leadership	30	1	-	-	100
EMC702P_1.0	Research Skills	30	1	-	30	70
EMC703P_1.0	Research Project	60	1	-	-	100

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Submission	Indicative Assessment Date
EMC701P_1.0	Vision, Practice and Policy: Shaping the Future	30	Coursework 100%	6,000 words	January

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			Practical 30%	Presentation 10 minutes	March

EDU702P_1.0	Becoming a Reflective and Research-Informed Practitioner	30	Coursework 100%	6,000 words	January
EDU703P_1.0	Exploring Contemporary Challenges in Educational Leadership	30	Coursework 100%	6,000 words	May
EMC702P_1.0	Research Skills	30	Practical 30%	Presentation 10 minutes	March
			Coursework 70%	Coursework 4,200 words	May
EMC703P_1.0	Research Project	60	Coursework 100%	12, 000 words	August

25	**Inclusive Practice and Personal Development Planning**

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 the range of services offered by the Hub including support from learning development and digital learning, Student Advice and Library Services, and from the Students' Union. The MA Education programme adheres to the University's Equality and Diversity Policy, in order to recognise and benefit from enhanced opportunities for learning that emerge from a diverse cohort of learners. Therefore, an inclusive strategy is adopted throughout all stages of the programme.

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. Learners will be encouraged to access the wider services of the Hub for professional career advice and opportunities. 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, who will be a member of the MA Education delivery team (module leaders). With support from their personal tutor, all learners will be guided to develop their Personal Development Plan (PDP).

26	**Technology Enhanced Learning**

The MA Education will make use of the VLE to support learners throughout their study. Module leaders will be responsible for keeping these areas up-to-date and offering a range of multimodal resources to support learners' independent learning, which will include some asynchronous, but

interactive learning activities, such as blog and diary entry posting. The aim of these activities is to drive learning outside of the in-person taught sessions whilst offering learners significant flexibility. All learners will be invited to attend two tutorials per module, and both of these can be attended virtually (subject to tutor availability).

Module materials 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. Moreover, learners will be provided with an induction to the VLE and the library as they commence the programme. Included within the library systems are access to journals and other specific subject-related learning resources. A reading list will be provided for every module.

27	**Work-related Learning**

There is no requirement of work-related learning, however learners could be employed part-time or volunteering in the education sector, they might be freshly graduated, or they might be working in a different sector with interest in the education sector. 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, there will be opportunities for learners to reflect on any relevant experience through discussions within the taught sessions. As part of the dissertation module learners can undertake empirical research in the workplace. If this is the case, learners will still be expected to maintain ethical requirements in terms of gatekeeper access and informed consent.

28	**Employability**

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. The programme reflects consultation with key stakeholders. 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: Vision, Practice and Policy, and reflective and Research-informed Practice. Moreover, employers stated that leadership was an important aspect that they value, so the module Exploring Contemporary Challenges in Educational Leadership has been included.

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.

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.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements

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 many interested in this area may not have studied a first degree in Education. Similarly, many learners who did not achieve a 2:2 or above in their first degree may have demonstrated the capacity to successfully work at postgraduate level in other ways. Therefore, admission to the MA Education will be made on a case-by-case basis.

English language requirements are IELTS 6.5 with a minimum of 6 in each component.

Some learners may be eligible to apply for Recognition of Prior Learning (RPL) in accordance with the *Code of Practice for Recognition of Prior Learning*.

30	Programme Specific Management Arrangements

The programme is managed through the Faculty, led by the Programme Leader for the MA Education, reporting to the relevant Head of Programmes and supported by the staff of the Faculty Administration Office. Module leaders are responsible for the planning, delivery and assessment of each module, in partnership with the Programme Leader.

The programme will be taught by academic staff from within the faculty who are qualified to master's level and above. Visiting tutors 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. The quality of the programme is overseen by the Quality office.

Yearly reviews of programme quality and delivery are conducted by Programme Leaders (Annual Monitoring Reports) which are informed by module evaluations, learners and staff feedback, and External Examiners' comments. Targets for year-on-year development are set and effected to enhance programme delivery.

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 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

For learners who enrol onto the MA Education, 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 and encouraged to submit the allowed proportion of their assignments (as drafts) to their module tutor for formative feedback. Given the different types of assessment learners will complete during the MA, learners will be regularly signposted to the guidance and support offered by Digital Learning as well.

All new learners are required to attend an induction event at the beginning of the academic year and provided with information about 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.

33	Programme Specific Student Evaluation

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 – OUTCOMES MAPPING

MAP I

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		
Exploring Contemporary Challenges in Educational Leadership	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

MAP 2

Section G – GRADUATE ATTRIBUTES

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

SECTION H - MODIFICATIONS

MAP 3

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

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 *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*	**PSRB Requirement** *Please details requirement of PSRB here*
Met?						
Modules Identified in:						
Evidence of Requirement met						
Location of PSRB Approval Document						

Appendix A timeline example

Academic Year 2025-2026 Trimester 1: Vision, practice and policy: shaping the future And Becoming a Reflective and Research Informed Practitioner

Week	Learning activities/tasks	Learning mode
Enrolment week 1 22/9/25	Course enrolment on campus	In-person
Week 2 29/9/25	Session 1	In-person
Week 3 6/10/25	Session 2	In-person
Week 4 13/10/25	Session 3	In-person
Week 5 20/10/25	Session 4	In-person
Week 6 27/10/25	Tutorial	In-person or online
Week 7 3/11/25	Session 5	In-person
Week 8 10/11/25	Session 6	In-person
Week 9 17/11/25	Session 7	In-person
Week 10 24/11/25	Session 8	In-person
Week 11 1/12/25	Session 9	In-person
Week 12 8/12/25	Session 10	In-person
	Christmas holiday 13 Dec – 4th Jan	
Week 13 5/1/26	Assignment workshop (opportunity to gain feedback from and peers)	In-person
Week 14 12/1/26	Mandatory tutorial (opportunity to receive the feedback on draft)	In-person or online
Week 15 19/1/26	Assignment Submission (exam week)	independent

Academic Year 2025-2026 Trimester 2: Research Skills _and_ Exploring Contemporary Challenges in Educational Leadership

Week	Learning activities/tasks	Learning mode
Week 1 26/1/26	Session 1	In-person
Week 2 2/2/26	Session 2	In-person
Week 3 9/2/26	Session 3	In-person
Week 4 16/2/26	Session 4	In-person
Week 5 23/2/26	Tutorial	In-person or online
Week 6 2/3/26	Session 5	In-person
Week 7 9/3/26	Session 6	In-person
Week 8 16/3/26	Session 7	In-person
Week 9 23/3/26	Session 8	In-person
Easter holiday	28 Mar 2026 - 12 Apr 2026	
Week 10 13/4/26	Session 9	In-person
Week 11 20/4/26	Session 10	In-person
Week 12 27/4/26	Assignment workshop (opportunity to gain feedback from and peers)	In-person
Week 13 4/5/26	Mandatory tutorial (opportunity to receive the feedback on draft)	In-person or online
Week 14 11/5/26	Independent study	independent
Week 15 **18/5/26**	Assignment submission	independent