

Programme Specification

A Programme Specification provides a concise summary of the main features of a programme and its intended learning outcomes. It is intended to be used by prospective students, current students, academic staff and potential employers.

Programme Title:	
MA in Education	
Programme (AOS) Code(s):	MH1EDU2 MA in Education MA in Education (Practice Education) MH2EDU2 MA in Education (Advanced Standing) MA in Education (Practice Education) (Advanced Standing) MA in Education (Positive Education) (Advanced Standing)
UCAS Code:	N/A
Name of Final Award:	Master of Arts, MA
Level of Qualification:	Level 7
Regime of Delivery:	Attendance
Mode(s) of Delivery:	Part Time
Typical Length of Study (Years):	Two years part-time
Professional Body Recognition / Accreditation (including specific requirements where applicable):	N/A

Brief Description of the Programme

The MA Education is a flexible programme that provides education professionals (or those who aspire to become professionals) with opportunities to learn, share practice and engage purposefully with the body of knowledge on learning and teaching. The programme modules encourage participants to consider education in all its forms, from formal learning and training to compulsory education. Students will have the opportunity to meaningfully contextualise learning within their own area of practice or interest. **The availability of specialist pathways (Practice Education and Positive Education) ensures that students with a specific professional context and interest are supported through a tailored programme.**

As an academic qualification, the MA Education is seen as a means to develop knowledge, skills and understanding around contemporary issues of relevance to the field. It is also a vehicle for professional development and students will be encouraged, through their assignments, to actively reflect upon their own practice (or anticipated area of practice), how it can be enhanced and how it impacts on learning.

As part of their engagement with the programme, students will explore theories of learning and teaching, current issues in education and educational research methods. They will also carry out an extended independent research project relevant to their particular area of interest and/or practice pathway.

The MA in Education provides useful professional development opportunities for those already working as teachers. It also provides a meaning introduction to the field for those seeking a career in education. However, it is not itself a teaching qualification.

Programme Aims

1	To equip students to undertake sustained and robust educational research, exploring the interplay between theory and practice within a defined professional context
2	To provide students with opportunities to engage with relevant theory underpinning learning and teaching in a sector of relevance to their practice or interests
3	To drive the development of education professionals as critically reflective practitioners through engagement with advanced scholarship and reflection
4	To provide a framework for continuing professional development for education practitioners in a range of sectors
5	To establish a space for cross-disciplinary engagement among practitioners from different sectors on a range of contemporary educational issues

Programme Learning Outcomes

The Bucks Graduate Attributes focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens. The attributes are developed through the programme.

ID	Learning Outcome
On successful completion of the programme a graduate will be able to:	
Graduate Attribute: Knowledge and its application (K)	
K1	Demonstrate a systematic understanding of the multi-dimensional nature of learning and its implications for teaching, including, where appropriate, the use of technology
K2	Articulate the key characteristics of defined professional contexts, comparing them to those of other educational settings
K3	Demonstrate a comprehensive understanding of a range of research methods and other forms of enquiry appropriate to educational contexts
K4	Contextualise practice in relation to the requirements of professional, statutory and regulatory bodies, and, where relevant, internal and external policy
K5*	Demonstrate critical in-depth knowledge and understanding in the area of their chosen pathway*
Graduate Attribute: Creativity (C)	

* For students following a particular study pathway

C1	Apply their knowledge of learning and teaching to the development of enhancements to practice in educational settings, including, where appropriate, providing solutions to problems
C2	Design appropriate research approaches to the development of enhancements and/or solutions to problems in educational settings
C3	Respond with originality to contemporary issues, including the use of technology, facing practitioners within educational settings
Graduate Attribute: Social and ethical awareness and responsibility (S)	
S1	Critically reflect upon the role of educators in responding to and, where appropriate, driving change in educational contexts
S2	Critically evaluate the needs of the diverse range of stakeholders in educational contexts
S3	Demonstrate a critical understanding of the ethical issues of engaging in research and development activities in educational settings
Graduate Attribute: Leadership and self-development (L)	
L1	Demonstrate self-direction and originality in carrying out research activities
L2	Articulate ways in which they exemplify the professional values relevant to their context or area of interest
L3	Demonstrate critical awareness of the implications for leadership in complex and unpredictable situations in educational contexts

Programme Structure

Modules are set at a specific academic level (Level 7) and listed as either core (compulsory) or optional. Passing modules will reward you with academic credit. The amount of credits will depend on the complexity of the module and the level of effort required, which is measured in 'notional learning hours'.

Our [Academic Advice webpages](#) provide more information on the structure of taught awards offered by the University.

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to sector developments.

Level 7

Changes made to presentation of information for clarity. Actual changes indicated in red

MA Education

Year 1

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
TL721	Principles of teaching, learning and assessment	30	C	Yes
TL724	Demonstrating impact through research in Education	30	C	Yes

Students must choose one of the following 30 credit option modules:

TL706	Student supervision and assessment in professional practice	30	O	Yes
TL722	Contemporary issues in education	30	O	Yes
TL720	Mentorship for teachers	30	O	Yes
TL725	Critical influences on learning and teaching in the practice setting	30	O	Yes
PS774	Promoting wellbeing through positive education and evidence-based interventions	30	O	Yes
Students on the specialist pathway for Practice Education must complete:				
TL725	Critical influences on learning and teaching in the practice setting	30	C	Yes
Students on the specialist pathway for Positive Education must complete:				
PS774	Promoting wellbeing through positive education and evidence-based interventions	30	C	Yes

Year 2

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
TL723	Reflection and CPD in an evolving landscape	30	C	Yes
PS748	Postgraduate Dissertation	60	C	No

MA Education (Advanced Standing)

Year 1

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
TL724	Demonstrating impact through research in Education	30	C	Yes
Students must choose one of the following 30 credit option modules:				
TL706	Student supervision and assessment in professional practice	30	O	Yes
TL722	Contemporary issues in education	30	O	Yes
TL720	Mentorship for teachers	30	O	Yes
TL725	Critical influences on learning and teaching in the practice setting	30	O	Yes
PS774	Promoting wellbeing through positive education and evidence-based interventions	30	O	Yes
Students on the specialist pathway for Practice Education must complete:				
TL725	Critical influences on learning and teaching in the practice setting	30	C	Yes
Students on the specialist pathway for Positive Education must complete:				

PS774	Promoting wellbeing through positive education and evidence-based interventions	30	C	Yes
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Year 2

Code	Module Title	Credit	Core / Option	Compensable (Normally Yes)
PS748	Postgraduate Dissertation	60	C	No

Learning and Teaching Activities

Please see the [Academic Advice pages](#) for a description of learning and teaching activities that are recognised by the University. Detailed information on this specific programme is outlined below:

The learning and teaching strategy enables students to accommodate their academic journey within their personal and professional lives. Student will therefore be able to select modules both on the basis of their chosen pathway/area of interest but also, where available, on the mode of attendance.

The University's VLE is central to the learning and teaching strategy, and all modules make use of this environment. This will provide students with a means of accessing a range of resources and other learning activities. Both the face-to-face workshops and the University VLE will be actively employed as a forum for students to develop working relationships with colleagues while considering critical issues relevant to learning, teaching and assessment and research in education.

Some modules require face-to-face workshops facilitated by members of the course team. Sessions will include contributions from relevant practitioners from within the University and external experts where appropriate. Student will furthermore be encouraged to engage with appropriate opportunities in their professional environment (where appropriate) as a means to better understand contextual issues within their setting and sector of interest.

Collaborative activities (for example, action learning sets) feature regularly within the learning and teaching strategy as a means of engaging with critical issues relevant to learning, teaching and assessment. Professional conversations in the form of supervisory meetings with an appropriately qualified and experienced member of the course team will also be scheduled throughout the programme, providing opportunities for discussions of how individual learning pathways may best be tailored to particular requirements and interests.

Additional Course Costs

There are costs associated with all studies, additional to the tuition fee, which require consideration, when planning and budgeting for expenditure. Costs are indicative and for the total length of the course shown unless otherwise stated and will increase with inflation; depending on the programme they may include equipment, printing, project materials, study trips, placement activities, DBS and/or other security checks.

Students will be expected to provide basic stationery to meet their needs during the programme, including printing costs, etc. Those students wishing to purchase key texts for each module should expect to budget up to around £150-200 for this purpose.

Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Part-time postgraduate students study 90 credits (900 hours) per year of the course, for a total of 180 credits. The following table indicates notional learning hours for a typical pathway.

Course Stage	Scheduled Activities (Hours)	Guided Independent Study (Hours)	Placement / Study Abroad / Work Based Learning (Hours)
Year One	127	773	
Year Two	25	875	

Assessment Methods

The [Assessment and Examination webpages](#) provide further information on how assignments are marked and moderated, including a description of assessment activities. These also include further information about how feedback on assessed work is provided to students, including our commitment to ensure this is provided to students within 15 working days (the 'three-week turnaround').

Summative and formative assessments are used in all models. Formative assessments are seen as a fundamental vehicle through which to offer students feedback and coaching in their exploration and application of different theoretical paradigms and research principles. Summative assessments will focus on a student's ability to identify, summarise and evaluate key aspects of educational theory and research and to relate this meaningfully and creatively to the practice setting and/or area of interest.

The following types of assessment activity may be used on this programme (subject to the student's chosen pathway). These include:

- Presentation
- Report
- Essay
- Portfolio
- Reflective commentary
- Research proposal
- Dissertation

Classification

Calculation of final award: The calculation of this award is L7= 100%

For full details of assessment regulations for all taught programmes please refer to our [Results webpages](#). These include the criteria for degree classification.

Admissions Requirements

Please see the [Application webpages](#) for more information on how to apply, including a statement on how we support students from a variety of backgrounds. Please also see our [general entry requirements](#) for taught programmes. Applicants who do not meet our published entry requirements are encouraged to contact our admissions team for further advice and guidance.

Typical applicant profile and any programme-specific entry requirements

Individuals with an undergraduate degree, typically 2.1 or higher, with an interest in pursuing a career in education. Individuals without an undergraduate degree but significant experience within an appropriate profession and evidence of being prepared for L7 study will be considered. An appropriate profession may include those working as trainers or learning developers working within, for example, the police or military.

Entry with advanced standing

Individuals who hold a Postgraduate Certificate broadly in the area of education may be considered for entry with advanced standing and will be exempted from modules TL721: *Principles of learning, teaching and assessment* and TL723: *CPD and reflection in a changing landscape*.

It is expected that the qualification would be accredited at L7 (60 credits). However, the University will also consider applicants with non-level specific Postgraduate Certificates in Education (PGCE) awarded pre-2006 who have been working in education since this time for entry with advanced standing, provided that they are able to demonstrate their ability to engage with the course at the appropriate level. There is no requirement for the PGCE to have been conferred in the last five years.

Do applicants required a Disclosure and Barring Service (DBS) Check?

No

Opportunities for students on successful completion of the programme

Throughout the MA Education, the student is supported (both through the modules and through the support of the course lead) in order to ensure that there is alignment between study and practice. Those who complete the MA Education will therefore be well placed to apply for leadership positions within their organisation or chosen sector.

Recognition of Prior Learning

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules. Please refer to our [Credit Accumulation webpages](#) for further guidance.

Students may apply for exemption against a relevant optional module(s) of 30 credits. In this case, there is a requirement that where APL is sought it must have been conferred in the last 5 years. Students entering with advanced standing may therefore be exempt from up to 90 credits in total.

Courses/modules which students may wish to APL include (but are not limited to):

- Practice Teacher Award (30 Level 7 credits)
- Enabling Learning and Mentoring Award (30 Level 7 credits)
- Mentorship in Practice modules (30 Level 7 credits)

Student Support

During the course of their studies, students will be supported in the following ways:

- At the start of their studies all students will receive a full **induction** to the programme which will include introduction to the staff responsible for delivering the course, and access to library and IT facilities
- The **Programme Handbook** will outline the exact nature of the course and how it is structured, including the availability of option modules
- Each student will be allocated a **Personal Tutor** who will support their academic development, be able to advise and guide them with their studies and, where necessary, give advice on study options
- Students will be able to access our full range of **support services**, including the Learning Development Unit for skills and study support, the Library, the Careers and Employability Team, Student Finance Team, Accommodation and Counselling Services

Programme specific support (if applicable)

Appendices

Quality Assurance

Awarding Body:	Bucks New University
Language of Study:	English
QAA Subject Benchmark Statement(s):	Descriptor for a higher education qualification at level 7 on the FHEQ Education studies (L6) Business and Management (L7)
Assessment Regulations:	<i>Academic Assessment Regulations</i>, accessible via the Academic Advice webpages (https://bucks.ac.uk/students/academicadvice)
Does the Fitness to Practise procedure apply to this programme?	No
Ethics Sub-committee	Human and Social Sciences
Date Published / Updated:	September 2019, July 2021
Date programme re-approval required:	September 2025

Other awards available on programme (Exit Qualifications)

Please refer to the *Academic Qualifications Framework* for Exit Qualifications recognised by the University and credit and module requirements.

Name of Exit Qualification:	Postgraduate Certificate (PGCert)
Full name of Qualification and Award Title:	Postgraduate Certificate in Education Studies*
Credits requirements:	60 Credits
Module requirements:	Principles of learning, teaching and assessment plus 30 credits at L7 from any other core or optional modules* on the programme, excluding the dissertation *Pathway qualifications must include the pathway specialist core module
Learning Outcome	
Demonstrate an advanced understanding of the multi-dimensional nature of learning and its implications for teaching, learning and assessment in diverse professional contexts, including, where appropriate, their own	
Demonstrate an understanding of forms of enquiry appropriate to educational contexts	
Apply their knowledge of learning and teaching in the proposal of enhancements to practice in educational settings, including, where appropriate, suggesting solutions to problems	
Critically reflect upon the role as educators in responding to change in educational contexts	

Name of Exit Qualification:	Postgraduate Diploma (PGDip)
Full name of Qualification and Award Title:	Postgraduate Diploma in Education Studies*
Credits requirements:	120 Credits
Module requirements:	120 Credits at L7 from all core modules and any one optional module* on the programme, excluding the dissertation

* Normally, exit awards are named in a manner reflective of their parent award. However, in this case, Postgraduate Certificate in Education has a particular meaning in the professional context (it confers qualified teacher status). Naming the exit award in this way avoids any potential confusion. Pathway awards currently also include: Postgraduate Certificate in Practice Education and Positive Education.

* Normally, exit awards are named in a manner reflective of their parent award. However, in this case, Postgraduate Diploma in Education Studies has been selected to align with the Postgraduate Certificate in Education Studies (see note above). Pathway awards currently also include: Postgraduate Diploma in Practice Education and Postgraduate Diploma in Positive Education.

***Pathway qualifications must include the pathway specialist core module**

Learning Outcome

Demonstrate a comprehensive understanding of the multi-dimensional nature of learning and its implications for teaching, learning and assessment in diverse professional contexts, including, where appropriate, their own

Demonstrate a comprehensive understanding of a range of research methods and other forms of enquiry appropriate to educational contexts

Contextualise their practice or area of interest in relation to the requirements of Professional, Statutory and Regulatory bodies, and internal and external policy

Apply their knowledge of learning and teaching to the development of enhancements to practice in educational settings, including, where appropriate, providing solutions to problems

Design appropriate research approaches to the development of enhancements and/or solving problems in educational settings

Critically reflect upon the role of educators in responding to change in educational contexts

Articulate ways in which they exemplify the professional values relevant to their context or area of interest