Buckinghamshire New University

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	MA Education
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Education
Award Title (including separate Pathway Award Titles where offered):	Master of Arts in Education
Pathways (if applicable)	N/A
FHEQ level of final award:	Level 7
Other award titles available (exit qualifications):	PGCert Education Studies PGDip Education Studies
Accreditation details:	N/A
Length of programme:	1 Year
Mode(s) of Study:	Full Time
Mode of Delivery:	In person (on-site) delivery
Language of study:	English
QAA Subject Benchmark(s):	N/A
Other external reference points (e.g. Apprenticeship Standard):	N/A
Course Code(s):	MAEDUCFT
UCAS Code(s):	
Approval date:	September 2024
Date of last update:	

2. Programme Summary

The MA Education is an intensive programme that provides education professionals, or aspiring professionals, with a foundation in advanced educational studies.

The programme structure has been designed to encompass education in all its forms, from formal and professional learning and training to compulsory education. You will have the opportunity to meaningfully contextualise learning within your own area of practice or interest. 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 you will be encouraged, through your

assignments, to actively reflect upon your own practice (or anticipated area of practice) and how it impacts on learning.

Your active engagement with this course will provide you with opportunities to learn from education experts and peers. You will participate actively, too, in sharing your own knowledge, experience and practice as you engage purposefully with a range of topics. As part of your engagement with the programme, you will explore theories of learning and teaching, current issues in education and educational research methods. You will also carry out an extended independent research project relevant to your specific area of practice and/or interest.

Every aspect of the programme is designed to support the enhancement of both your practice and your developing identity as an education professional: we are excited to see what you will bring to the programme.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Develop knowledgeable, creative and resilient educational leaders who are equipped to navigate a challenging and evolving global landscape in the provision of teaching excellence.

2. Establish a space for transnational educational dialogue and advanced scholarship on a range of contemporary   educational issues across diverse teaching environments.

3. Provide a framework for professional development that recognises the role of education leaders in challenging inequalities and driving change.

Programme Learning Outcomes

Knowledge and Understanding (K)

On successful completion of the programme you will be able to:

ID	Learning Outcome
K1	Articulate a systematic understanding of the principles of learning, teaching and assessment as they apply to a range of contexts.
K2	Demonstrate a critical awareness of a range of key educational issues across diverse cultures, ages and settings.
K3	Communicate an advanced knowledge of the role of leadership in educational environments committed to equity, diversity, inclusivity and social justice.
K4	Evidence a comprehensive knowledge of research methods and other forms of enquiry appropriate to real-world research.

Analysis and Criticality (C)

On successful completion of the programme you will be able to:

ID	Learning Outcome
C1	Critically discuss educational theory and its application across diverse educational contexts.

C2	Analyse complex data in conjunction with contextual factors in the development of creative education interventions that challenge inequalities.
C3	Critically reflect on the role of personal values and beliefs in leadership for sustainable practice in education.
C4	Analyse approaches to leadership in terms of their efficacy in supporting change in educational contexts.
C5	Interrogate the role of generative AI and technology in the provision of high-quality learning and teaching.

Application and Practice (P)

On successful completion of the programme you will be able to:

ID	Learning Outcome
P1	Critically apply knowledge of diverse communities and educational needs in the consideration of planning, teaching and assessment.
P2	Evidence a research-informed and ethical approach to using technology, including artificial intelligence, to enhance learning and teaching.
P3	Apply adaptive approaches as part of high-quality teaching and supporting learning.
P4	Respond with originality to societal challenges relevant to a defined educational context.
P5	Design a research approach appropriate to the sensitive examination of real-world challenges in a specific educational context.

Transferable skills and other attributes (T)

On successful completion of the programme you will be able to:

ID	Learning Outcome
T1	Evidence effective oral and written communication, numeracy and digital skills appropriate to a leadership role in education.
T2	Evidence a curious and critical mindset, constructively challenging inequality and systemic differential privilege.
T3	Act with initiative in decision-making, taking responsibility for achieving personal and/or group outcomes.
T4	Make active and critical use of technology (e.g., generative AI and social media) as part of study and professional practice.
T5	Demonstrate self-awareness and critical reflection in relation to practice and personal development.

4. Entry Requirements

The University's general entry requirements will apply to admission to this programme.

This course welcomes applications from those with an undergraduate degree in any subject area. While no background in Education is needed, those with experience will be able to build on this knowledge as part of their engagement with the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our accreditation of prior learning (APL) process.

International applicants require a copy of their IELTS qualification, which should be at an overall score of 6.5 with no element below a 6.0, or other certificated proof of English proficiency as detailed here: https://bucks.ac.uk/applying-to-bucks/general-entry-requirements. Please note that as well as meeting University expectations in English competency, the discussion-based nature of workshops and oral assessments require students to have confidence in their spoken ability in order to participate fully in the programme.

Applicants should also note that because of the intensive nature of this full-time, attendance-based course of study, this programme is not compatible with full time work.

5. Programme Structure

Level	Modules (Code, Title and Credits)	Exit Awards
Level 7	**Core modules:** EDU7019 Principles and theory of learning, teaching and assessment across diverse contexts (20 credits) EDU7026 Reflection and CPD in a contemporary professional landscape (20 credits) EDU7021 Research methods (20 credits) EDU7022 Education for sustainable development (20 credits) EDU7023 Curriculum, strategy and organisational vision (20 credits) EDU7024 Leading change for inclusive practice (20 credits) EDU7025 Research project (60 credits)	**Postgraduate Certificate Education Studies (60 credits)** **Postgraduate Diploma Education Studies (120 credits)**

6. Learning, Teaching and Assessment

Learning and teaching

As both an academic qualification and a programme to support professional development, teaching approaches adopted throughout will be varied to model strategies that you can apply in your own practice. Technology-based approaches will be used to facilitate engagement in a combination of lectures and seminar-style activities. In all cases, the use of a virtual learning environment will offer asynchronous online activities as part of your guided independent study.

The use of discussion-based learning features particularly as a way of enabling you to share your practice. This provides a space for you to interpret module content as it applies to your own context or area of interest, and encourages you to develop your identity and practice.

Tutorials may be individual or offered on a group basis. These will support you in your progress and capture your development against professional goals and relevant professional competencies, knowledge and values relevant to your interests. These will also provide you with opportunities to negotiate your assessments in order to maximise their impact in supporting your career aspirations.

Assessment

The assessment strategy has been carefully crafted to ensure ample opportunities for formative feedback: we understand that all our students arrive with different academic experiences. Whether you are returning to study after a prolonged gap in academic work, are working to continue to enhance your English or want to make sure that you stretch yourself to a top end outcome, the embedding of developmental work will ensure you achieve your best.

A range of summative assessment approaches are used, and these are aligned to the aims of each of the modules. Assessment strategies are designed to provide opportunities to evidence your effective practice and professional development against relevant professional frameworks. Assessments include extended reflective writing for the purposes of evidencing professional practice. Other assessments include practical and oral assessment, such as observed teaching session.

The focus of your engagement with the assessment process will be negotiated with member of the academic course team. This will ensure that assessed work both meets your interests and needs as well as evidencing the programme learning outcomes.

Contact Hours

Each module includes workshops that include lectures, seminars, online activities, workshops and tutorials. The nature of applied postgraduate study means that you will also be asked to engage with aspects of your learning in a relevant professional context. These workshops are complemented with guided reading, tutorial support, asynchronous learning opportunities, and independent study.

Scheduled learning and teaching activities	Independent study	Assessment related work	Total
324 hours	876 hours	600 hours	1,800 hours

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- Regulations for Taught Degree Programmes (2023)

8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- Professional Standards Framework (Advance HE) and Teachers' Standards (Department for Education)

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- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy, Thrive 28

Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
Module Code (Core)	K1	K2	K3	K4		C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Level 7																				
Principles and theory of learning, teaching and assessment across diverse contexts	X					X		X		X	X	X	X			X	X	X	X	X
Reflection and CPD in a contemporary professional landscape		X						X						X		X	X	X	X	X
Research methods				X			X			X		X			X	X	X	X	X	
Education for sustainable development	X	X	X			X		X		X		X		X		X	X	X	X	
Curriculum, strategy and organisational vision	X	X	X			X	X		X	X	X		X	X		X	X	X	X	
Leading change for inclusive practice	X	X	X				X	X	X	X				X		X	X	X	X	X
Research project	X	X	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X