



BISHOP
GROSSETESTE
UNIVERSITY

In partnership with
ICON College of Technology and Management

MA Education Studies
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	BGU approval – date and outcome of last approval	(i) <u>Latest Periodic Programme review/approval</u>
2	Next Scheduled Review Date: [Month/Year]	.
3	Programme Specification - Effective date: [Day/Month/Year]	
4	Version Number	02

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of learners 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

Any field in yellow is to be filled in by the Data Team at their point in the Validation Process.

The only exception to this is where a course retains existing validated modules. Please indicate the use of existing modules in the relevant section (21).

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title		
	MA Education Studies		
1a	Programme Code		
2	Brief Summary (for Marketing Purposes)		
	<p>The MA Education Studies aims to provide you with a critical understanding of theories and research in education, support you in developing an understanding of the core elements of educational processes, introduce you to methodological approaches and a range of concepts necessary in educational research, provide you with knowledge and skills required to undertake independent research and evaluate the research of others. It is designed to assist you in developing a link between research and practice by providing research-based learning experiences to develop knowledge, skills, and attitudes which are valued in a wide range of work contexts across a range of educational or related contexts (children and adult education). This is an open programme where you can share your ideas and work together. You could be working in a range of settings from different education and training contexts such as working as a teacher or in non-teaching roles, or working in a related role in non-school settings in the periphery of the education sector such as multi-agency work or planning to switch career to educational setting/training, and/or pursuing leadership or more senior roles. You will be able to apply your learning of the range of educational approaches and concepts to current educational issues and contexts that interest you as well as carry out research specific to your interest. You are expected to articulate your experience in relation to the concepts introduced and participate in online and in-class discussions with others. These discussions would assist in shaping your learning formatively and support you in completing summative assessments based on your experience and interests.</p>		
3	Awarding institution	BGU	
3a	Programme Length	Full-Time 1	Part-Time 2
3b	Mode(s) of Study	In-Person	
3c	Location of delivery	ICON College of Technology and Management	

4	Home Academic Programme Portfolio	Education, Health & Lifelong Learning		
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) file:///bgc.local/staff-area/files/fcroydon/Downloads/qualifications-frameworks.pdf	Masters (Level 7)		
7	Alignment with University Credit Framework https://www.bishopg.ac.uk/policies-procedures-regulations-forms/	Postgraduate file:///Users/soniakhan/Downloads/University-Awards-and-Credits-Framework-v2.2-July-2021-1.pdf		
8	Compliance with University Assessment Regulations https://www.bishopg.ac.uk/policies-procedures-regulations-forms/	BGU regulations for Taught Masters Awards		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

Awards

10	Final Award title(s)	Masters
10a	Exit or Fall back Award title(s)	PG Certificate in Education Studies (60 credits) PG Diploma in Education Studies (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
		ICON College of Technology and Management (proposed partner)	Validated Provision
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>This Level 7 programme in Education Studies is informed by the QAA Subject Benchmark Statement for Education Studies (2019) The benchmark statement defines the academic standards, knowledge and understanding that are expected of graduates of bachelors' degrees in the subject. It nevertheless provides a useful summary of the nature of Education Studies as an academic subject and its professional contexts, which can be equally applied to this master's degree:</p> <p>Essentially, Education Studies is concerned with understanding how people develop and learn throughout their lives, and the nature of knowledge and critical engagement with ways of knowing and understanding. It offers intellectually rigorous analysis of educational processes, systems and approaches, and their cultural, societal, technological, political, historical and economic contexts. Many courses include the study of broader perspectives such as international education, economic relationships, the effects of globalisation and the role of education in human rights and ecological issues. They all include critique of current policies and practice and challenge assumptions (<i>para. 2.2</i>).</p> <p>Education Studies provides an academic study of formal and informal contexts of education as well as a framework for understanding some aspects of human and social development. These contexts and phases encompass a diverse range of groups within educational settings, such as administration, post-16 learning, children's services, community development, and personal and professional development (<i>para.3.2</i>).</p> <p>The programme design, aims and level are guided by the QAA Characteristics Statement for Masters Degrees (February 2020) which outlines the distinctive features of a master's degrees and suggested aims:</p> <ul style="list-style-type: none"> • Provide learners with a broad understanding of subject area in which they have prior knowledge or experience through previous study or employment and focus on a particular aspect within it. • Encourage learners to focus on a particular subject area or field of study in greater depth than they encountered during the course of previous study or experience (this may include enabling learners to develop knowledge of a new subject or field of study in combination with a relevant subject area in which they have prior knowledge or experience, or enabling learners to undertake inter or multidisciplinary study) • Develop in learners the ability to undertake a research project on a topic within the area of interest that makes up the majority of the overall assessment • Provide opportunities for learners to learn how to conduct research and undertake training in research methods, often linked to a particular subject or field of study • Encourage learners to specialise or to become more highly specialised in an area of employment or practice related to a particular profession. <p>Finally, the programme and module outcomes adhere to the level descriptors of the statutory FHEQ (QAA October 2014) which sets out the level of skills and knowledge expected of a masters degree graduate at FHEQ Level 7. The non-statutory SEEC Credit level descriptors for Higher</p>

[Education \(2021\)](#) provide a further reference point in determining the types of skills, knowledge and understanding and ways in which they can be demonstrated, at FHEQ and RQF Level 7.

18 Programme Aim

The programme aims to facilitate the growth of experienced and prospective educators who are committed to developing their expertise in the field of education. The programme provides the learners with the theoretical underpinnings required for you to critically scrutinise the existing educational practices drawing from the practical knowledge wherever appropriate. It will provide them with an opportunity to develop a critical understanding of educational issues in the immediate and wider contexts and an understanding of the agentic role that you could play as future educators, researchers and/or leaders in shaping the educational context. It will allow the opportunity to form a deeper understanding of the relation between assessments, feedback and inclusive pedagogy. The programme will bring the learners to a position that will allow them to apply their learning to a range of educational contexts (children and adult education) and complete independent research that would be of personal and professional interest to you and will successfully lead you to further academic study and/or employment.

19 Programme Specific Outcomes

(a) Final Award Learning Outcomes

On successful completion of MA Education Studies, learners will be able to:

Knowledge and Understanding

K&U 1: Demonstrate a systematic and comprehensive understanding of educational theory and issues.

K&U 2: Critically examine the relationship between educational theory, practice and research.

K&U 3: Demonstrate a comprehensive understanding of research methodologies and methods used in educational research.

K&U 4: Demonstrate the ability to identify and justify research question/s clearly.

Subject Specialist/Professional Skills

SPS 1: Demonstrate the ability to critically evaluate educational concepts/issues.

SPS 2: Develop coherent and sustained arguments demonstrating self-awareness and relevance of educational concepts/theories to own practice.

SPS 3: Critically evaluate the potential strengths and limitations of research methods.

SPS 4: Demonstrate the ability to develop a theoretical stance in the area of research interest.

Intellectual Skills

IS 1: Demonstrate the ability to apply relevant knowledge of the field to complex situation/s and challenge inherent assumptions.

IS 2: Demonstrate the ability to deal with complex situations (problems/issues/evaluation of sources) and provide solutions to problems systematically and creatively.

IS 3: Critically examine ethical principles involved in taking methodological decisions in a range of educational contexts including work related or working with children and adults/vulnerable adults.

IS 4: Synthesise and discuss findings, offer clear conclusions with an attempt to answer the research question/s addressed and provide implications for future research, educational policy and practice.

Transferable Skills

TS 1: Demonstrate the ability to communicate effectively using a range of media (for example, orally, in writing, and through digital media) with specialist and non-specialist audiences.

TS 2: Collate, analyse and interpret complex situations (problems/issues), develop critical thinking.

TS 3: Demonstrate the ability to manage time independently and work efficiently.

TS 4: Demonstrate originality and self-direction in conducting independent research.

20 Exit Award Learning Outcomes

On successful completion of a Level [7] [PG Cert in Education Studies], learners will be able to:

Knowledge and Understanding (K&U): K&U1 and K&U2
 Subject Specialist/Professional Skills (SPS): SPS1 and SPS2
 Intellectual Skills (IS): IS1 and IS2
 Transferable Skills (TS): TS1

Knowledge and Understanding

K&U 1: Demonstrate a systematic and comprehensive understanding of educational theory and issues.

K&U 2: Critically examine the relationship between educational theory, practice and research.

Subject Specialist/Professional Skills

SPS 1: Demonstrate the ability to critically evaluate educational concepts/issues.

SPS 2: Develop coherent and sustained arguments demonstrating self-awareness and relevance of educational concepts/theories to own practice.

Intellectual Skills

IS 1: Demonstrate the ability to apply relevant knowledge of the field to complex situation/s and challenge inherent assumptions.

IS 2: Demonstrate the ability to deal with complex situations (problems/issues/evaluation of sources) and provide solutions to problems systematically and creatively.

Transferable Skills

TS 1: Demonstrate the ability to communicate effectively using a range of media (for example, orally, in writing, and through digital media) with specialist and non-specialist audiences.

On successful completion of a Level [7] [PG Dip in Education Studies], learners will be able to:

Knowledge and Understanding (K&U): K&U1, K&U2 and K&U3
 Subject Specialist/Professional Skills (SPS): SPS1, SPS2 and SPS3
 Intellectual Skills (IS): IS1, IS2 and IS3
 Transferable Skills (TS): TS1 and TS2

Knowledge and Understanding

K&U 1: Demonstrate a systematic and comprehensive understanding of educational theory and issues.

K&U 2: Critically examine the relationship between educational theory, practice and research.

K&U 3: Demonstrate a comprehensive understanding of research methodologies and methods used in educational research.

Subject Specialist/Professional Skills

SPS 1: Demonstrate the ability to critically evaluate educational concepts/issues.

SPS 2: Develop coherent and sustained arguments demonstrating self-awareness and relevance of educational concepts/theories to own practice.

SPS 3: Critically evaluate the potential strengths and limitations of research methods.

Intellectual Skills

IS 1: Demonstrate the ability to apply relevant knowledge of the field to complex situation/s and challenge inherent assumptions.

IS 2: Demonstrate the ability to deal with complex situations (problems/issues/evaluation of sources) and provide solutions to problems systematically and creatively.

IS 3: Critically examine ethical principles involved in taking methodological decisions in a range of educational contexts including work related or working with children and adults/vulnerable adults.

Transferable Skills

TS 1: Demonstrate the ability to communicate effectively using a range of media (for example, orally, in writing, and through digital media) with specialist and non-specialist audiences.

TS 2: Collate, analyse and interpret complex situations, develop critical thinking.

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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FULL TIME Level 7 – 180 credits

September/February Entry

Level 7	Trimester 1 (Spring) (Feb-May)	Code Philosophy, concepts and educational research Credits: 30	Code Culture, agency and change Credits: 30
	Trimester 2 (Summer) (May-Sept)	Code Pedagogy, assessment and conceptions of feedback Credits: 30	Code Research methods Credits: 30
	Trimester 3 (Autumn) (Sept-Jan)	Code Dissertation Credits: 60	

PART TIME Level 7 – 180 credits, 90 credits/year

September/February Entry

Year One

Level 7	Trimester 1 (Spring) (Feb-May)	Code Philosophy, concepts and educational research Credits: 30
	Trimester 2 (Summer) (May-Sept)	Code Culture, agency and change Credits: 30
	Trimester 3 (Autumn) (Sept-Jan)	Code Pedagogy, assessment and conceptions of feedback Credits: 30

Year Two

Level 7	Trimester 1 (Spring) (Feb-May)	Code Research methods Credits: 30
	Trimester 2 and 3 (Summer) (May-Sept) (Autumn)	Code Dissertation Credits: 60

	(Sept-Jan)	
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21b	Module Structure
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January/September entry

Core Modules					
Code	Status	Module Title	Period (number)		No of credits
			FT	PT	
	Mandatory	Philosophy, concepts and educational research	Y1/P1	Y1/P1	30
	Mandatory	Culture, agency and change	Y1/P1	Y1/P2	30
	Mandatory	Pedagogy, assessment and conceptions of feedback	Y1/P2	Y1/P3	30
	Mandatory	Research Methods	Y1/P2	Y2/P1	30
	Mandatory	Dissertation	Y1/P3	Y2/P 2+3	60

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22 Curriculum Design

Background to the Design

The course is designed to support learners to become critical thinkers, skilled and conscientious researchers and stay involved with the changing global educational context. It will develop learners to intelligently engage in the complexity of educational practice, understand the theoretical perspectives and underlying philosophy about education, understand their shifting role in which they not only reflect on the application of theory in practice but also reflect on practice with embedded theory and thus be open to theorising. The course will enable learners to conduct independent research in their area of interest and be better prepared for entry into further study and/or employment. To support learners in their present and future endeavours, the learners will be prepared for research and critique educational issues across the modules from the beginning of the course such that there is a cumulative built of knowledge for them to draw from and apply to their independent study that culminates with a dissertation.

The Curriculum Design

Two documents are of relevance in designing the programme design and delivery in accordance with the standard expectations, and these are: the QAA Characteristic Statement for Master's Degree which describes the features of a master's degree and the QAA Subject Benchmark Statement (2019) for Education Studies which defines the academic standards that can be expected of a graduate in the subject (p.1).

From the two documents, six purposes can be derived for offering a Master's degree in Education Studies (p.4, 2019; pp.3-4, 2020), and these are:

- **Purpose 1:** Develop a broad and critical understanding of the subject area
- **Purpose 2:** In-depth understanding and lifelong learning of the particular aspect of the subject area
- **Purpose 3:** Gain training in research skills and methods to conduct research
- **Purpose 4:** Undertake the research project and study independently, and thus develop lifelong learning skills.
- **Purpose 5:** Become specialised in the area of practice or employment
- **Purpose 6:** Make professional progression in their career, such as further academic/professional study or employment of different kinds.

Curriculum design has been aligned with these purposes to ensure that learners are intellectually engaged with the key educational paradigms and the relationship of these in impacting educational decisions in varied educational contexts and systems; they can draw upon contemporary research and evaluate the educational issues in question; develop their research skills; and develop an in-depth knowledge of a particular area in their topic of interest through literature review and empirical investigation. The learners will experience the modules in the same order irrespective of which entry point the course starts.

Modules 1 (Philosophy, concepts and educational research) and 2 (Culture, agency and change) delivered are designed to arouse their epistemological curiosity by engaging the learners with

philosophical perspectives, theories and concepts of education and their relationship with the contemporary educational needs (purpose 1). The learners would gain a critical understanding of their role as present/future educators and how their pedagogic or educational decisions are shaped by such contexts. They will critique current policies and practices and challenge assumptions through selection, analysis and synthesis of relevant perspectives to reflect on their agentic role as educators and justify their positions on educational matters (purposes 1, 2, 3 and 5).

Modules 3 (Pedagogy, assessment and conceptions of feedback) and 4 (Research Methods) delivered are designed to critically engage learners with different approaches to assessment and how these could be used to design teaching that promotes learning. The learners will derive from the previous modules in thinking about the relation between the concepts and different types of assessments. They would derive from a range of assessment methods to innovate practice and develop a nuanced understanding of feedback to use in both their present and future educational contexts (purposes 1, 2 and 5). They would further develop themselves as researchers and form an understanding of qualitative and quantitative research designs and explore the relevance and criticality of research ethics in planning and implementing research (purposes 1, 2, 3 and 5).

Module 5 (Individual Research Dissertation) delivered is designed to support learners work independently deriving from the knowledge from previous modules. The learners do not require to come each week, but they are required to come at regular intervals such that their progress could be tracked, formative feedback/supervision be provided. The intention here is to allow them independent work and demonstrate self-direction. Hence, the learners will attend four weeks of full day sessions with two-weeks interval between the sessions. These sessions will function as milestones during which both tutorials and research seminars will be scheduled and arranged. In tutorials learners will be provided supervision, while in seminars the learners will develop their understanding of writing research projects leading to individual research dissertations (purposes 3, 4, 5 and 6).

The modules thus meet the QAA requirements of a master's level degree in Education Studies such that able to articulate their approaches to learning, organise and articulate opinions and arguments both in speech and writing; process and organise empirical and theoretical data; create new syntheses and justify their position; and analyse, interpret and present data (p. 11, 2019).

The curriculum is holistically designed to meet the needs of diverse learners and assist them in playing an active role in the ever-changing world of education. In their Master's in Education Studies journey they would be supported across the modules to develop their capacity to conduct independent research in their area of interest.

Delivery

Five modules comprise MA ED Studies. The first four are 30-credit modules, while the last one involving independent research is a 60-credit module.

The course is designed so that learners can join MA Ed Studies in entry point in January/February (Spring). The modules will be taught in the same order as outlined in Section C. This sequence is necessary because the curriculum is designed to expose learners to the increasing complexity of the subject knowledge and support them in becoming independent researchers. In the opening trimester, the learners explore the core and foundational subject knowledge and critically reflect

on their role as present or future educators within the contexts in which they are placed. In the second trimester, they move further in thinking and questioning the ethics and actions guiding and shaping different kinds of assessments. They would explicitly learn about different research approaches and explore a range of research methods. In both these trimesters, the learners would form an understanding of the place of underlying philosophy in research; develop their theoretical stance; analyse and synthesise theoretical and empirical research; understand the ethics of conducting research and research approaches and methods. This gradual development of understanding of subject knowledge, and various aspects of enabling research culminates in them being better prepared to conduct research independently in the final module in the third trimester.

The programme structure aligns with the development of BGU Graduate Attributes as follows:

1. **Academic literacies:** Learners will cover a range of academic skills and literacies - verbal, written and research – that they will develop across different modules and which will ensure that they are well-equipped for independent learning as well as the job market.
2. **Global citizenship:** Learners will develop a global perspective on educational challenges facing the world. They will be exposed to international perspectives, philosophies, concepts and contexts that impact educational decisions and will thereby develop skills to participate confidently and responsibly in a much wider world.
3. **Information Literacy:** Learners will be able to develop information literacy throughout the programme as it is embedded through curriculum design. They will be able to use Perlego online library and other electronic databases such as Google Scholar and key educational journals and be able to evaluate and manage information and use it responsibly.
4. **Digital Fluency:** Learners will be provided opportunities to participate in various workshops and seminars that will support them in becoming ICT proficient and writing and submitting assignments with confidence and ease.
5. **Employability:** Throughout the course, the learners will be exposed to academic rigour such that they can critique and evaluate key educational issues, and provide possible solutions to emerging problems. They would be supported with CV writing workshops and mock interviews and will be exposed to participating in job fairs or conducting online job search.
6. **Being enterprising:** The course journey would enable learners to manage workplace uncertainty and flexible working hours and their career. The curriculum would encourage learners to contribute to society through volunteering and learning by involvement or work on a freelance basis; develop work-life balance by becoming self-disciplined in starting tasks and completing them by the deadline, which is a key skill that employers prioritise.

23 Learning and Teaching Strategies

The overall approach to teaching and learning aligns with BGU's 'Learning, Teaching and Assessment Strategy' 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 teaching and learning approaches and methods will be used at the core of which will be dialogic and transactional 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.

All modules will be taught with contact time delivered in combination of lecture, seminar, small group tasks, computer workshop or tutorial format 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.

Flipped learning will be encouraged. The intention here is 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 lecture slides, assignment briefs, SoWs, and reading material will be uploaded on the VLE three weeks before the session. The learners will be encouraged to use the learning material provided on the VLE, do some research using resources from the accessible and available online library (Perlego), 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. They will be required to participate in online discussion forums via VLE; be regular in attendance and punctual in the sessions.

The learning and teaching strategies will be introduced to the learners during induction and to the lectures during CPD workshops facilitated by the Associate Head of the Department. Student peer groups will be established and supported such that learners would provide emotional and intellectual support to each other by sharing their learning experiences, supporting each other towards completion of assignments and/or giving seminars/workshops on their topic of interest/expertise.

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 concerned professional in the college.

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 attend a mandatory induction before the start of the programme in which they will be introduced to academic and support staff, learn about programme structure, assessments, and set expectations from them as well as the teaching staff. However, the department will have six weeks of extended induction, which means regular teaching and learning will start. However, details shared in the first induction will be shared and discussed in detail with the learners, a schedule of formative assessment will be set, discussion on how these would be conducted will be shared. Marking rubrics for the first summative assessment will be discussed for transparency and understanding of different bands. This will also be the time when the learners will select their representatives, peer support groups will be formed and personal tutors allocated. The idea is to set the tone of continuous and ongoing support and understand the needs of learners to take further action. Teaching material, slides and/or texts, will be uploaded three weeks in advance. For the final summative assessment, the learners will be involved in marking the sample written work such that they form a better understanding of where they would

like to reach in the marking rubrics, understand the difference between bands in relation to the written work and use it to write their assignment effectively. Regular seminars will be held throughout the programme, both within the session time and outside. We will decide the timings and content of seminars based on students' needs and availability. We are committed to including student voices in shaping and reviewing the programme. We would use a mix of whole-group, small group activities, lectures and seminars. Online discussion forums will be used both in-session and after-session at their own convenient time for both formative and summative purposes for specific content-related learning. 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. In the last trimester, they will be required to come for four full-day sessions, which are set as milestones. In between these sessions, they will utilise their time in conducting research, including data collection and analysis. During these sessions, seminars will be arranged to support learners in developing research writing skills as well as present their research to the allocated supervisors such that their progress can be monitored and appropriate guidance provided. They will be provided one-on-one supervision. They will be required to use the milestones to present and seek guidance on their research projects and demonstrate time management skills.

24 Assessment Strategies

The learners will experience a range of assessment methods, which are driven by the demands of the course, local and global contexts, and as a response to the present indecision on AI data. The following assessment methods will vary based on the module requirements.

In-person PowerPoint Presentation – 40 %

In-person PowerPoint presentations aim at evaluating how the learners critique the educational situations provided in relation to their experiences as well as the subject content of study, and in assessing how they take ownership of their learning. Critical reflections in the discussion forum will foster learners' understanding in critiquing the educational situations.

Summative assignment (60%) / research methods and dissertation (100%)

Based on the presentation topic, the learners will develop a final essay in which they develop analysis and argumentation that extend the material initially raised in the individual presentation.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
	Philosophy, concepts and educational research	30	1		40%	60%
	Culture and teacher agency	30	1		40%	60%
	Pedagogy, assessment and conceptions of feedback	30	1		40%	60%
	Research methods	30	1		100%	
	Dissertation	60	1			100%

Indicative Assessment Strategy

Module Code	Module Title	Credits	Indicative Assessment Type and weighting	Indicative Submission	Indicative Assessment Date
MOD121	Philosophy, concepts and educational research	30	Presentation 40% Essay 60%	20-minute presentation 3000 words	Sem 1
	Culture and teacher agency	30	Presentation 40% Case study 60%	20-minute presentation 3000 words	Sem 1
	Pedagogy, assessment and conceptions of feedback	30	Presentation 40% Essay 60%	20-minute presentation 3000 words	Sem 2
	Research methods	30	Presentation 100%	20 minutes presentation	Sem 2
	Dissertation	60	Research project 100%	12,000 words	Sem 3

Apart from the above-mentioned summative assessments, Discussion Forum will be used for formative assessments. Learners will be engaged in Discussion Forums in which they will be required to post responses to two readings in the first four weeks of study in the first three modules. They will be expected to choose to read their peers' responses and engage in reflective dialogue with at least one of the responses. Their responses will be used to facilitate in-class discussion and activities. The learners will be guided on the same during the sessions.

25 Inclusive Practice and Personal Development Planning

The delivering institution is responsible for supporting learners' learning, both through regular support by the programme team, and any specific skills/learning support needed by individual learners.

The programme aims to recruit learners from a range of backgrounds to promote widening participation. Recruitment includes learners from diverse backgrounds and those who do not have English as a first language. The recruitment process is sympathetic to these diverse characteristics and the delivering institution will take steps to determine individual readiness and ensure applicants are on the right programme for their needs and abilities.

Induction/transition sessions are included on starting the master's degree programme, to support student expectations of the requirements of this level of study. This is especially important at the start of the programme. For example, learners entering this programme following a break in formal education will be supported by the programme team at the delivering institution to make a smooth transition to HE, and where relevant, the delivering institution's specialist study skills support staff.

The delivering institution will offer support to learners in personal development and career planning in keeping with its usual provision and facilities for student engagement and student support. This may be enhanced within-programme where appropriate to do so.

The delivering institution will operate a tutor system so that each student has a designated tutor, to work with them on personal development planning and supervision. Where necessary, the programme team can draw upon the expertise of specialist staff in the identification, assessment, and planning of specific learning needs (such as dyslexia screening), and subsequent support and reasonable adjustments.

26 Technology Enhanced Learning

Included within the Library Systems are access to educational journals and specific subject-related learning resources. Module-specific elements are laid down within individual modules. VLE will be used to encourage asynchronous blended learning, which would combine both face-to-face and online activities such that learners are engaged in more purposeful activities and feel invested in their learning and coursework. The learners will have access to the instructional material, including lecture slides, reading material before their sessions each week. They could respond to discussion posts, get immediate feedback on quizzes, and prepare for flipped learning activity where they take ownership of their learning and lead learning. Thus, the learners will be provided with asynchronously available material such that they are prepared and contribute to discussions, both online before the session as well as during in-person learning.

27 Work-related Learning

Learners could be employed or volunteering in the education and training sector or related field in the capacity of a teacher/trainer/assessor/other related work or they might be freshly graduated or they might be working in a different sector with interest in the education and training sector. Though the learners will be encouraged to gain some experience in the area of their interest within the sector, there is no requirement of work related learning per se. The learners could conduct applied research for their dissertation, which could include working with children or adults or vulnerable adults. In this case, they may choose to arrange relevant work experience in an educational / training setting which may require a DBS. The learners will be responsible for sourcing their experience and DBS wherever applicable.

28 Employability

The course will provide both foundational and advanced knowledge and skills to progress in a career in different educational settings in the private and public sectors. It will support you in developing transferrable skills in academic study and research, and prepare you to continuously develop your capacity for personal and professional growth. You will be able to understand the present educational situation, demands and needs in relation to the philosophical journey of educational theories, and be able to better situate yourself in the present educational context. You will appreciate your role and responsibilities and be able to situate yourself in the current or prospective future role in the education or related sector. Most importantly, you will learn to become independent researchers. Hence, you will establish qualities such as time management, regularity, punctuality, inclusivity, creativity, decision-making, independent research skills, effective communication, growth capacity and leadership.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
<p>The candidates will have achieved a good bachelor's degree (minimum 2:2) from an awarding UK institution, or its international equivalent. For applicants who fall short of this requirement, an evidence of three years of work experience in education or related field (full time or part time training/teaching experience) will be considered.</p> <p>Applications from students who have achieved Level 5 Diploma in Education and Training with 100 hours teaching practice along with bachelor's degree as mentioned above are welcome.</p> <p>Applications from mature learners and members of communities underrepresented in higher education are welcome.</p> <p>If the applicant is a non-UK application and/or if they have not studied in the UK before and have a valid UK visa, a minimum requirement of IELTS level 6.5 with a minimum of 6 in all four components.</p> <p>Admission to the programme is subject to application scrutiny and an interview. Applications will be reviewed, and suitable candidates called for an interview to understand how they will be benefited from and contribute to the programme. The application review and interviews will be conducted by the MA education Studies academic staff. The interviews can be held face-to-face or via Teams/Zoom.</p> <p>Some learners may be eligible to apply for Recognition of Prior Learning (RPL) (according to BGU Code of Practice) based on relevant credit at another HE institution.</p>	
30	Programme Specific Management Arrangements
<p>General</p> <p>The MA Education Studies programme is validated by BGU. It is subject to BGU Codes of Practice and Regulations, including admissions, quality assurance, external examining, and awards. The programme will be managed through the faculty structure at BGU. It will have a named programme leader from the relevant discipline at BGU.</p> <p>Collaborative Partnerships</p> <p>Collaborative, academic partnerships are subject to relevant processes and formal agreements being implemented at institutional level. Where the MA Education Studies programme is delivered by an external, partner institution, this collaboration is executed under the terms and conditions of individual institutional partnership agreements and the BGU Code of Practice for Collaborative Provision.</p> <p>In keeping with the BGU Code of Practice for Collaborative Provision, whenever the MA Education Studies programme is delivered collaboratively with a partner institution, the programme leader in the Education and Training Department at the delivering institution is responsible for the day-to-day organisation of the programme. This involves producing schemes of work and teaching materials, planning and resourcing all teaching, learning and assessment on the programme, and convening continuous professional development</p>	

workshops for the relevant staff. The delivering institution will be responsible for facilitating placement and/or work-related learning, where relevant.

The delivering institution will undertake marking and internal moderation. Course timelines and assessment points will be agreed upon between the delivering institution with BGU, enabling suitable time frames for cross-moderation and external examining, and BGU's Module Boards and Boards of Examiners. BGU will be responsible for ensuring that a suitable EE has been appointed.

The named programme leader within the subject team at BGU (or delegated) will act as the subject-specialist link tutor. Further detail about the specific responsibilities of link tutors and programme leads at collaborative partner institutions are available in the BGU Collaborative Handbook. The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Lead for Flexible and Distributed Learning at BGU, as per the Code of Practice.

The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Lead for Flexible and Distributed Learning at BGU, as per the Code of Practice. The programme will adhere to BGU's Quality Assurance mechanisms and processes including Programme Committee Meetings (three times per year), annual monitoring reports (AMR), and enhancement planning. The programme will adhere to the Codes of Practice at BGU/the delivering institution as set out in the institutional agreement.

31 Staff Responsibilities

The Programme Team at the delivering institution is responsible for day-to-day organisation, including producing schemes of work and teaching materials, and planning and resourcing all teaching, learning and assessment on the programme. The programme team at the delivering institution remains under the leadership and management structures of their employing institution. Module leadership may be delegated, accordingly.

In keeping with the BGU Code of Practice for Collaborative Provision, whenever the MA Education Studies programme is delivered collaboratively with a partner institution, the named programme leader within the subject team at BGU (or delegated colleague) will act as the subject-specialist link tutor. This work will be overseen by the relevant Head/Associate Head of Programmes, on behalf of BGU academic faculty. Further detail about the specific responsibilities of link tutors and programme leads at collaborative partner institutions are available in the BGU Collaborative Handbook.

Sharing of teaching resources across institutions delivering the same/similar programmes is considered good practice and is encouraged, wherever possible to enhance the teaching and learning on the programme and promote a positive student experience. The effective management and quality assurance of the programme will be further facilitated and supported by the Academic Lead for Flexible and Distributed Learning at BGU, as per the Code of Practice.

32 Programme Specific Academic Student Support

The delivering institution will be responsible for specific academic support related to this programme, such as IT support, access to VLE and other applications, relevant software, and databases. The delivering institution will be responsible for the conduct of assessment and associated support for learners during the assessment process.

33 Programme Specific Student Evaluation

The programme complies with current BGU institutional evaluation policies. The delivering institution will enable learners to participate in relevant evaluations and surveys. This might be facilitated by BGU, as appropriate to the programme and site of delivery.

Under the BGU Code of Practice for Collaborative Provision, where delivered collaboratively, the Programme Committee includes student representation and offers an additional forum for student voice. The delivering institution may augment this with its internal representation and evaluation processes.

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Programme outcomes for LEVEL 7 (Masters)

Module Name	Programme outcomes for LEVEL 7															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Philosophy, concepts and educational research	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			
Culture, agency and change	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Pedagogy, assessment and conceptions of feedback	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			
Research methods			<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			
Dissertation	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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.

Graduate attributes	Programme outcomes for LEVEL 7															
	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Global Citizenship	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Information Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Digital Fluency											<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			
Employability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Being Enterprising		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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 able 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

NB the above align to the Employability outcomes on the module specifications

<http://www.bishopg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

SECTION H

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 <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 learners who will be affected by the modification <i>(eg learners 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						