Programme Specification

Education [Distance]

Version: 2024-25, v2.0, 05 Apr 2024

Contents

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Education [Distance]

Highest award: MA Education

Interim award: PGCert Education

Interim award: PGDip Education

Awarding institution: UWE Bristol

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Education and Childhood, College of Health, Science & Society

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Distance without attendance 3yrs

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2021

Programme code: X00042

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: UWE's Education provision is founded on a moral purpose to make a difference through deep partnership, by contributing to improvement in a range of educational settings and contexts whilst enhancing approaches to education professionals' continuing development of effective practice.

Key areas of study include prevalent concepts and theoretical models in education and their relationship to practice; a focus on the development of reflective skills and a critical and enquiring approach to theory and practice; the development of leadership skills; and how to carry out a robust and ethical research project.

Key concepts that lie at the heart of the programme design include critical analysis of educational theory and practice, and an awareness of what impacts the success of learners. Central to this is the development of students' own reflective and reflexive skills. In developing these skills and ways of approaching their practice they will become more aware of their own role and impact within their context, or develop the skills to project forward to potential working contexts.

The modular programme provides the opportunity to accrue credits towards the nationally recognised awards of Postgraduate Certificate, Postgraduate Diploma and Masters degree. It offers flexibility in the way in which students study and the pace at which it is undertaken through the opportunity to study online. The MA Education therefore offers the benefits of a negotiated pattern of study combined with the demands of an award-bearing programme.

Please note: Students in receipt of student finance will not be eligible to apply for accredited learning.

Features of the programme: A distinctive feature of this programme is the emphasis on providing students with knowledge, skills and understanding to support research into aspects of education in order to improve practice and raise achievement.

Educational Aims: The MA Education has been developed in order to:

develop graduates who can reflect on, refine and articulate their values, ethics and principles leading to the continual development of their professional selves;

develop understanding of the roles of educators in learning, and what impacts the success of learners;

provide opportunities to explore education policy and theory in a range of contexts and the implications of these on practice;

develop a range of leadership skills, including influencing through research and knowledge exchange;

develop the skills to critically appraise and conduct research to support continuous development in dynamic educational and associated environments.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

PO1.   Critically evaluate the ethical implications of practice and research

PO2.   Design and undertake an educational research project drawing on relevant theory and building on an evidence base

PO3.   Critically analyse educational practices and outcomes for learners within their contexts

PO4.   Identify leadership skills within their context and plan for their continued development appropriately

PO5.   Review, appraise and critically apply relevant theories as they apply to education

PO6.   Realise a personal educational ethos and analyse this in relation to professional approaches and contexts

Assessment strategy: We view assessment and assessment feedback as an integral part of the learning and teaching process and so provide a range of assessment opportunities which are innovative and creative yet academically rigorous. The assessment strategy enables the learning outcomes to be demonstrated as they allow students to critically analyse educational experiences, practices and outcomes for learners, educators and leaders within their contexts. Alongside this they allow students to critically explore wider contextual factors such as ethical, political and social implications of practice and research, while underpinning this by critical engagement with academic theory. At the same time, students will realise a personal educational ethos and analyse this in relation to professional approaches and contexts.

A variety of assessment types will be used throughout the programme to ensure the development of a range of skills such as presentation skills and masters level writing, with the portfolios a particular opportunity to widen choice and variety. Use of our assessment criteria, provided below, ensure rigorous and consistent feedback practices across the programme, and our feedback will incorporate formative and summative perspectives on academic development in relation to students building a reflective approach to professional and career development.

As well as being aligned to the practice-oriented aims of the programme as a whole, the varied assessment approach will develop a range of core professional skills such as enquiry and analysis, technological skills and professional communication. Assessment tasks will include: tutor assessed individual written work in the form of essays, reports, reflective diaries/logs, and supporting professional portfolios evidencing professional learning; oral and poster presentations; and dissemination activities, such as to peers and wider professional audiences. The final compulsory assessment will be in the form of an academic research project with built-in formal/informal dissemination.

Varied assessment tasks will enhance the inclusivity of the learning experience. Effective support through the online learning and interaction environments will ensure that students are provided with the support required to enable assessment success.

The assessment criteria for each module are drawn from the following used within the Department of Education and Childhood:

A: Conceptual Domain (Core) The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument.

B: Literature Domain The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.

C: Contextual Domain The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political, etc.) influencing the area of study and is able to critically engage with the contextual significance.

D: Research Domain The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes.

E: Ethical Domain The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice. In addition, there is exploration of some of the problematics arising in relation to ethical dilemmas or decisions.

F: Values Domain The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study, and critically evaluate associated claims to knowledge.

G: Action Domain The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes.

H: Negotiated Domain In addition to criteria specified under domains A-F, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Programme Leader.

Student support:

Part B: Programme Structure

Year 1
Students on the 3 year programme must take 45 credits in year 1.

Year 1 Accredited Learning Modules
The Portfolio of Professional Practice modules UTLGPR–30–M and UTLGPR–60–M are required for the purposes of mapping Accredited Learning.

Module Code	Module Title	Credit
UTLGPR-30-M	Portfolio of Professional Development 2024-25	30
UTLGPR-60-M	Portfolio of Professional Development 2024-25	60

Year 1 Compulsory Modules
Students on the 3 year programme must take 15 credits from the modules in Compulsory Modules .

Module Code	Module Title	Credit
UTLGWT-15-M	Academic and Professional Journeys 2024-25	15

Year 1 Optional Modules

Students must take 30 credits from Optional Modules.

Please note the following: The 10 credit UTLGA7-10-M Independent Study is for those graduates needing additional credits.

Module Code	Module Title	Credit
UTLGX3-30-M	Education Leadership, Management and Change 2024-25	30
UTLGA7-10-M	Independent Study 2024-25	10
UTLH3L-30-M	Introduction to Race, Social Justice and Sustainability 2024-25	30
UTLGX4-30-M	Policy and Practice 2024-25	30

Year 2

Students on the 3 year programme must take 75 credits in year 2.

Year 2 Compulsory Modules

Students on the 3 year programme must take 45 credits from the modules in Compulsory Modules .

Module Code	Module Title	Credit
UTLGWV-45-M	Researching Education 2025-26	45

Year 2 Optional Modules

Students must take 30 credits from Optional Modules.

Please note the following: The 10 credit UTLGA7-10-M Independent Study is for those graduates needing additional credits.

Module Code	Module Title	Credit

UTLGX3-30-M	Education Leadership, Management and Change 2025-26	30
UTLGA7-10-M	Independent Study 2025-26	10
UTLH3L-30-M	Introduction to Race, Social Justice and Sustainability 2025-26	30
UTLGX4-30-M	Policy and Practice 2025-26	30

Year 3

Students on the 3 year programme must take 60 credits in year 3.

Year 3 Compulsory Modules

Students on the 3 year programme must take 60 credits from the modules in Compulsory Modules .

Module Code	Module Title	Credit
UTLGWW-60-M	Project 2026-27	60

Year 3 Optional Modules

Students must take 30 credits from Optional Modules.

Please note the following: The 10 credit UTLGA7-10-M Independent Study is for those graduates needing additional credits.

Module Code	Module Title	Credit
UTLGX3-30-M	Education Leadership, Management and Change 2026-27	30
UTLGA7-10-M	Independent Study 2026-27	10
UTLH3L-30-M	Introduction to Race, Social Justice and Sustainability 2026-27	30
UTLGX4-30-M	Policy and Practice 2026-27	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

The programme is designed to enable practising teachers/lecturers, leaders in education and education professionals to gain accreditation for practice based research and development activities that will form an important part of their continuing professional development. The programme provides progression for qualified teachers/lecturers and education professionals working in all settings/phases of education, from their initial training, through their early career development and as more experienced professionals, teachers/lecturers, middle and senior leaders.

Part D: External Reference Points and Benchmarks

The redevelopment of this programme is informed by the QAA (2007) benchmarks for Education Studies as demonstrated in the programme learning outcomes.

The requirements and considerations of the following external bodies have also been taken into account:

Ofsted

NCTL National Standards

The SEEC level descriptors (2016) for HE Level M have been used to inform the programme and module level learning outcomes.

Staff teaching on the programme are engaged in research and knowledge exchange which informs the programme content and delivery.

UWE's strong partnership culture underpins all ITE programmes, for which the MA Education programme provides a progression route.

Part E: Regulations

Approved to University Regulations and Procedures.