Programme Specification

Education [Online]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Education [Online]

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: Part-time

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

For implementation from: 01 September 2026

Programme code: X00042

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: UWE's MA Education programme is built around three core elements: Challenge, Change and Career.

Challenge

A key concept that lies at the heart of the programme includes a 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' reflective and reflexive skills. In developing these skills, our students will become more aware of their own role and impact within their context, as well as developing the skills to project forward to potential working contexts. In this way students on the programme will be able to challenge not only themselves in terms of their academic progression but also their own educational values and approaches and those of others in practice around them.

Change

Throughout the programme students will study prevalent educational concepts and theoretical models and their relationship to practice through a critical and enquiring approach. They will also design and undertake a robust and ethical educational research project.

Additional study includes the development of skills related to the leadership of learning, digital educational skills and knowledge of the practice of equality in education. This interwoven relationship between theory and practice is embedded throughout the MA Education programme and enables our students to be drivers of change within their own settings and beyond.

Career

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. The MA Education therefore offers the benefits of a

negotiated pattern of study combined with the demands of an award-bearing programme.

Students who undertake this programme use their studies as a catalyst for career development and change. For some this is move into leadership or educational entrepreneurship whilst for others this is to diversify their career with a move to a new sector or educational phase. For all, it is a chance to engage in a personal, academic and professional challenge.

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 critically reflect on, refine and articulate their values, ethics and principles leading to the continual development of their professional selves;

develop a critical understanding of the role of educators in learning, and what impacts the success of a diverse range of learners;

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

develop a range of leadership skills, including influencing practice 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. Review, appraise and critically apply relevant theories as they apply to education.

PO2. Critically analyse educational practices and their outcomes for diverse learners within varied contexts.

PO3. Design and undertake an ethical and robust educational research project drawing on relevant theory and building on an evidence base.

PO4. Realise a personal educational ethos and critically analyse this in relation to professional approaches and contexts.

PO5. Identify opportunities for change and leadership within context and plan for their continued development appropriately.

Assessment strategy: Assessment within the MA Education programme is designed to be integral to the learning process, closely aligned to the programme's learning outcomes and reflective of both academic and professional competencies. The assessment strategy has been carefully constructed to ensure that students not only demonstrate mastery of knowledge but are also able to apply learning to practice, engage critically with theory, and develop a reflexive professional identity and rationale.

Each assessment is directly mapped to module and programme learning outcomes, ensuring coherence and a clear developmental trajectory. Tasks are intentionally varied to reflect the multifaceted nature of education as a discipline and professional field. This variety allows for a holistic evaluation of student learning, capturing the programme's intent to develop scholarly, critically engaged, and professionally competent graduates.

Students engage with a range of disciplinary and practice-oriented assessment

methods. These include:

Written assignments such as essays, analytical reports, and critical reflections, which enable students to demonstrate academic rigour, theoretical engagement, and reflective depth;

Practice-based portfolios that evidence professional learning, linking theoretical insights with situated practice;

Presentations and dissemination activities to varied audiences, which develop the ability to communicate ideas effectively and contribute to professional dialogue;

A final academic research project, scaffolded by the preceding enquiry module, which allows students to undertake a substantive, contextually relevant piece of research with opportunities for formal and informal dissemination.

These approaches have been chosen for their alignment with real-world professional practice and their capacity to foster key graduate attributes: enquiry, communication, collaboration, creativity, and ethical leadership. By embedding authentic tasks into the assessment process, students develop skills directly transferable to educational settings and leadership.

We ensure that these assessment approaches will capture the programme's aims through ongoing monitoring of alignment to outcomes, student feedback, external examiner review, and quality assurance processes. Each assessment is designed not simply to measure knowledge acquisition, but to promote reflective learning, critical thinking, and transformative practice.

Assessment is further supported by a robust feedback model. Formative feedback opportunities are embedded throughout modules to guide student development, while summative feedback is designed to enhance academic progression and professional reflection. Peer interaction and tutor dialogue are facilitated through the online environment, ensuring students receive meaningful, timely, and developmental feedback.

In promoting inclusive, sustainable, and creative assessment practices, the strategy reflects the programme's broader values: equity, integrity, and the integration of scholarship and practice.

Student support: UWE based support is available including academic support locally and through the library services, careers support, wellbeing support.

Specifically within this programme there is also:

Formative tutor and peer feedback

Specialist inputs from research-active tutors

Working in global partnership with peers

Opportunities for practice orientated learning

Part B: Programme Structure

Year 1

Students on the 3 year programme must take between 15 and 75 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. Prior learning can be accredited against either of these modules depending on qualifications undertaken. The number of optional module credits students are required to complete in the remainder of the programme will depend on the number of credits accredited.

Module Code	Module Title	Credit
UTLGPR-30-M	Portfolio of Professional Development 2026-27	30

UTLGPR-60-M	Portfolio of Professional Development 2026-27	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 2026-27	15

Year 1 Optional Modules Year 1
The number of optional module credits students are required to complete across the programme will depend on the number of credits accredited.
Students can choose in which years of the programme they will take their optional module credits.

Students may take up to 60 credits of optional modules from Optional Modules Year 1.

Module Code	Module Title	Credit
UTLH4Y-30-M	Educational Practice for Healthcare Professionals 2026-27	30
UTLGX3-30-M	Education Leadership, Management and Change 2026-27	30
UTLH3L-30-M	Introduction to Race, Social Justice and Sustainability 2026-27	30
UTLH4B-30-M	Digital Learning and Teaching 2026-27	30

Year 2
Students on the 3 year programme must take between 45 and 105 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 2027-28	45

Year 2 Optional Modules Year 2
The number of optional module credits students are required to complete across the programme will depend on the number of credits accredited.
Students can choose in which years of the programme they will take their optional module credits.

Students may take up to 60 credits of optional modules from Optional Modules Year 2.

Module Code	Module Title	Credit
UTLH4Y-30-M	Educational Practice for Healthcare Professionals 2027-28	30
UTLH4B-30-M	Digital Learning and Teaching 2027-28	30
UTLGX3-30-M	Education Leadership, Management and Change 2027-28	30
UTLH3L-30-M	Introduction to Race, Social Justice and Sustainability 2027-28	30

Year 3
Students on the 3 year programme must take between 60 credits and 120 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 2028-29	60

Year 3 Optional Modules Year 3
The number of optional module credits students are required to complete across the programme will depend on the number of credits accredited.
Students can choose in which years of the programme they will take their optional module credits.

Students may take up to 60 credits of optional modules from Optional Modules Year 3.

Module Code	Module Title	Credit
UTLH4Y-30-M	Educational Practice for Healthcare Professionals 2028-29	30
UTLH4B-30-M	Digital Learning and Teaching 2028-29	30
UTLGX3-30-M	Education Leadership, Management and Change 2028-29	30
UTLH3L-30-M	Introduction to Race, Social Justice and Sustainability 2028-29	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 (2025) 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

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.