



Programme Specification

Education [Sep][DL][Distance][5yrs]

Version: 2021-22, v0.1, 20 Aug 2021

Contents

Programme Specification	1
Section 1: Key Programme Details.....	2
Part A: Programme Information	2
Section 2: Programme Overview, Aims and Learning Outcomes	3
Part A: Programme Overview, Aims and Learning Outcomes	3
Part B: Programme Structure.....	4
Part C: Higher Education Achievement Record (HEAR) Synopsis.....	8
Part D: External Reference Points and Benchmarks.....	8
Part E: Regulations	9

Section 1: Key Programme Details

Part A: Programme Information

Programme title: Education [Sep][DL][Distance][5yrs]

Highest award: MA Education

Interim award: PGCert Education

Interim award: PGDip Education

Awarding institution: UWE Bristol

Affiliated institutions: Not applicable

Teaching institutions: UWE Bristol

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

Department responsible for the programme: ACE Dept of Education and Childhood, Faculty of Arts Creative Industries & Education

Contributing departments: Not applicable

Professional, statutory or regulatory bodies: Not applicable

Apprenticeship: Not applicable

Mode of delivery: Distance without attendance

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

For implementation from: 01 September 2021

Programme code: X00042-SEP-DL-DL-X00A42-5

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.

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

Part B: Programme Structure

Year 1

For students aiming to complete the programme in 5 years: students take 15 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 2021-22	30
UTLGPR-60-M	Portfolio of Professional Development 2021-22	60

Year 1 Compulsory Module Choice

Students select one of the following 15 credit modules:

UTLGWT-15-M Academic and Professional Journeys

OR

UTLGWU-15-M Beginning a Career

Module Code	Module Title	Credit
UTLGWT-15-M	Academic and Professional Journeys 2021-22	15
UTLGWU-15-M	Beginning a Career 2021-22	15

Year 2

For students aiming to complete the programme in 5 years: students may take up to 30 credits in year 2.

Year 2 Optional Modules

Students may take up to 30 credits of optional modules in year 2.

Please note the following:

The 30 credit UTLGWX-30-M Teaching for Learning (taught) is for those who have completed the 15 credit UTLGWT-15-M Academic and Professional Journeys (but this is not a prerequisite)

The 30 credit UTLGWY-30-M Exploring Professional Practice (portfolio) is for those who have completed the 15 credit Beginning a Career (but this is not a prerequisite)

The 10 credit UTLGA7-10-M Independent Study is for those such as PCAP/PGCAPP graduates needing additional credits.

Module Code	Module Title	Credit
UTLGX3-30-M	Education Leadership, Management and Change 2022-23	30
UTLGWY-30-M	Exploring Professional Practice 2022-23	30
UTLGA7-10-M	Independent Study 2022-23	10
UTLGX4-30-M	Policy and Practice 2022-23	30
UTLGWX-30-M	Teaching for Learning 2022-23	30

Year 3

For students aiming to complete in 5 years: students may take up to a maximum of 30 credits in year 3.

Year 3 Optional Modules

Students may take up to 30 credits of optional modules in year 2. In addition students may take the compulsory UTLGWV-45-M Researching Education module.

Please note the following:

The 30 credit UTLGWX-30-M Teaching for Learning (taught) is for those who have completed the 15 credit UTLGWT-15-M Academic and Professional Journeys (but this is not a prerequisite)

The 30 credit UTLGWY-30-M Exploring Professional Practice (portfolio) is for those who have completed the 15 credit Beginning a Career (but this is not a prerequisite)

The 10 credit UTLGA7-10-M Independent Study is for those such as PCAP/PGCAPP graduates needing additional credits.

Module Code	Module Title	Credit
UTLGX3-30-M	Education Leadership, Management and Change 2023-24	30
UTLGWY-30-M	Exploring Professional Practice 2023-24	30
UTLGA7-10-M	Independent Study 2023-24	10
UTLGX4-30-M	Policy and Practice 2023-24	30
UTLGWX-30-M	Teaching for Learning 2023-24	30

Year 4

The student must take 45 credits from the modules in Year 4.

Year 4 Compulsory Modules

The student must take 45 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UTLGWV-45-M	Researching Education 2024-25	45

Year 5

The student must take 60 credits from the modules in Year 5.

Year 5 Compulsory Modules

The student must take 60 credits from the modules in Compulsory Modules.

Module Code	Module Title	Credit
UTLGWW-60-M	Project 2025-26	60

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.