

PROGRAMME SPECIFICATION

1. Key Information

Programme Title:	MA Education MA Education - Advanced Standing
Awarding Institution:	Buckinghamshire New University
Teaching Institution(s):	Buckinghamshire New University
Subject Cluster:	Education
Award Title (including separate Pathway Award Titles where offered):	MA Education MA Practice Education MA Positive Education
Pathways (if applicable)	Education Practice Education Positive Education
FHEQ level of final award:	7
Other award titles available (exit qualifications):	Postgraduate Certificate in Education Studies Postgraduate Diploma in Education Studies
Accreditation details:	
Length of programme:	2 years
Mode(s) of Study:	Part Time
Mode of Delivery:	Blended learning
Language of study:	English
QAA Subject Benchmark(s):	Education Studies (2019) (L6, adapted to L7)
Other external reference points (e.g. Apprenticeship Standard):	
Course Code(s):	MAEDUCBP / MAEDASBP
UCAS Code(s):	
Approval date:	01/12/2022
Date of last update:	

2. Programme Summary

The MA Education is a flexible programme that provides education professionals (or those who aspire to become professionals) with opportunities to learn, share practice and engage purposefully with the body of knowledge on learning and teaching.

The programme structure includes MA Practice Education and MA Positive Education pathways to enable you to follow your interests and career aims. Modules encourage you to consider education in all its forms, from formal 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), how it can be enhanced and how it impacts on learning.

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 particular area of interest and/or practice pathway. The MA Education provides useful professional development opportunities for those already working as teachers or a meaningful introduction to the field for those seeking a career in education who have relevant opportunities to apply course learning in context.

3. Programme Aims and Learning Outcomes

Programme Aims

This programme aims to:

1. Develop education professionals who are equipped to promote inclusivity in a society committed to equality, diversity and inclusivity
2. Foster the development of education professionals able to undertake sustained and robust research into practice, exploring the interplay between theory and practice within a defined professional context
3. Provide a framework for the development of advanced education professionals through engagement with relevant theory, professional standards and advanced scholarship
4. Establish a space for cross-disciplinary engagement with a range of contemporary educational issues among practitioners from different sectors
5. Develop resilient education practitioners who are equipped to navigate a challenging and evolving professional landscape

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 multi-dimensional nature of learning and its implications for teaching, including, where appropriate, the use of technology.
K2	Judiciously select a range of research methods and other forms of enquiry appropriate to educational contexts.
K3	Communicate an advanced understanding of the ethical issues of engaging in research and development activities in educational settings.
K4	Demonstrate a critical awareness of the implications for responding to complex and unpredictable situations in educational contexts.

K5	Evidence in-depth knowledge and understanding of the area of your chosen pathway.
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Analysis and Criticality (C)

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

ID	Learning Outcome
C1	Critically reflect on the key characteristics of a defined educational context in comparison with the wider professional landscape.
C2	Contextualise practice in relation to the requirements of professional, statutory and regulatory bodies, and, where relevant, internal and external policy.
C3	Critically analyse the needs of the diverse range of stakeholders in educational contexts.
C4	Articulate ways in which you exemplify the professional values relevant to your context or area of interest, with particular attention to the promotion of equality, diversity and inclusivity.
C5	Critically evaluate current research and advanced scholarship in order to enhance practice.

Application and Practice (P)

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

ID	Learning Outcome
P1	Critically apply your knowledge of learning and teaching as a means to promote improved learner outcomes.
P2	Demonstrate innovation and creativity in your approach to teaching and supporting learning.
P3	Respond with originality to contemporary issues relevant to a defined educational context.
P4	Design appropriate research approaches to support enhancements and/or solutions to problems in educational settings.
P5	Evidence the critical application of relevant sectoral, disciplinary and/or professional standards and values to your practice.

Transferable skills and other attributes (T)

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

ID	Learning Outcome
T1	Critically reflect on the role of education in responding to issues of equality, diversity and inclusivity and, where appropriate, driving change in educational contexts.
T2	Demonstrate a range of communication, numeracy and literacy skills including the use of appropriate digital technologies in a manner fit for purpose and audience.

T3	Evidence a curious and critical mindset in your engagement with the subject and profession, constructively challenging inequality and systemic differential privilege.
T4	Act with initiative in decision-making, taking responsibility for achieving personal and/or group outcomes.
T5	Critically reflect on your ability to competently manage work-life balance with particular attention to wellbeing.

Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

1. Individuals with an undergraduate degree, typically 2.1 or higher, with an interest in pursuing a career in education. Individuals without an undergraduate degree but significant experience within an appropriate profession and evidence of being prepared for L7 study will be considered. An appropriate profession may include those working as trainers or learning developers working within, for example, the police or military.
2. Entry with advanced standing will be offered to individuals who hold a postgraduate certificate broadly in education. It is expected that the qualification would be accredited at L7 (60 credits). However, the University will also consider applicants with older and/or non-level specific postgraduate certificates in the field of education (e.g., PGCE awarded pre-2006) who have been working in education since this time, provided that they are able to demonstrate their ability to engage with the course at the appropriate level. There is no requirement for the PGCE to have been conferred in the last five years.
3. Due to workload in Year-1, students applying for the full MA Education should not be undertaking a full-time job. However, students will need opportunities to apply programme learning within a relevant professional context. This should be discussed with the course lead on application
4. It is expected that those on the MA Education Advanced Standing are in full or part time work to ensure that they have opportunities to apply programme learning within a relevant professional context.

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto 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 BNU's [accreditation of prior learning](#) (APL) process.

5. Programme Structure

FULL MASTERS

MA Education

Level	Modules (Code, Title and Credits)	Exit Awards
Level 7 Year 1	<p>Core modules:</p> <ul style="list-style-type: none"> • EDU7001 Applying principles and theory of learning, teaching and assessment (20 credits) • EDU7002 Reflecting on impact in learning, teaching and assessment in practice (20 credits) • EDU710 Evidencing excellence in learning, teaching and assessment in practice (20 credits) • EDU7003 Applied research methods (20 credits) <p>Option modules: Students choose 2 x options</p> <ul style="list-style-type: none"> • EDU7004 Wellbeing and self-care for practitioners: theory and practice (20 credits) • EDU7005 Positive education and other evidence-based interventions (20 credits) • EDU7007 Leading change for inclusive practice (20 credits) • EDU7009 Reflection and CPD in an evolving professional landscape (20 credits) • EDU711 Supervising, mentoring and developing others in practice (20 credits) 	<p>Postgraduate Certificate Education Studies (60 credits) Must include 40 credits from core modules</p>
Level 7 Year 2	<p>Core modules:</p> <ul style="list-style-type: none"> • EDU7008 Extended Research Project (60 credits) 	<p>Postgraduate Diploma Education Studies (120 credits) Must include 80 credits from core modules</p>

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

MA Positive Education

Level	Modules (Code, Title and Credits)	Exit Awards
Level 7 Year 1	<p>Core modules:</p> <ul style="list-style-type: none"> • EDU7001 Applying principles and theory of learning, teaching and assessment (20 credits) 	<p>Postgraduate Certificate Education Studies (60 credits)</p>

	<ul style="list-style-type: none"> • EDU7002 Reflecting on impact in learning, teaching and assessment in practice (20 credits) • EDU710 Evidencing excellence in learning, teaching and assessment in practice (20 credits) • EDU7003 Applied research methods (20 credits) • EDU7004 Wellbeing and self-care for practitioners: theory and practice (20 credits) • EDU7005 Positive education and other evidence-based interventions (20 credits) 	
Level 7 Year 2	Core modules: <ul style="list-style-type: none"> • EDU7008 Extended Research Project (60 credits) 	Postgraduate Diploma Education Studies (120 credits)

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

MA Practice Education

Level	Modules (Code, Title and Credits)	Exit Awards
Level 7 Year 1	Core modules: <ul style="list-style-type: none"> • EDU7001 Applying principles and theory of learning, teaching and assessment (20 credits) • EDU7002 Reflecting on impact in learning, teaching and assessment in practice (20 credits) • EDU710 Evidencing excellence in learning, teaching and assessment in practice (20 credits) • EDU7003 Applied research methods (20 credits) • EDU7009 Reflection and CPD in an evolving professional landscape (20 credits) • EDU711 Supervising, mentoring and developing others in practice (20 credits) 	Postgraduate Certificate Education Studies (60 credits)
Level 7 Year 2	Core modules: <ul style="list-style-type: none"> • EDU7008 Extended Research Project (60 credits) 	Postgraduate Diploma Education Studies (120 credits)

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

ADVANCED STANDING: NB exit award does not include the words ‘Advanced Standing’

MA Education Advanced Standing

Level	Modules (Code, Title and Credits)	Exit Awards
Level 7 Year 1	<p>Core modules:</p> <ul style="list-style-type: none"> • EDU7003 Applied research methods (20 credits) <p>Option modules: Students choose 2 x options</p> <ul style="list-style-type: none"> • EDU7004 Wellbeing and self-care for practitioners: theory and practice (20 credits) • EDU7005 Positive education and other evidence-based interventions (20 credits) • EDU7007 Leading change for inclusive practice (20 credits) • EDU7009 Reflection and CPD in an evolving professional landscape (20 credits) • EDU711 Supervising, mentoring and developing others in practice (20 credits) 	<p>Postgraduate Certificate Education Studies (60 credits)</p>
Level 7 Year 2	<p>Core modules:</p> <ul style="list-style-type: none"> • EDU7008 Extended Research Project (60 credits) 	<p>Postgraduate Diploma Education Studies (120 credits)</p>

Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

MA Positive Education Advanced Standing

Level	Modules (Code, Title and Credits)	Exit Awards
Level 7 Year 1	<p>Core modules:</p> <ul style="list-style-type: none"> • EDU7003 Research methods (20 credits) • EDU7004 Wellbeing and self-care for practitioners: theory and practice (20 credits) • EDU7005 Positive education and other evidence-based interventions (20 credits) 	<p>Postgraduate Certificate Education Studies (60 credits)</p>
Level 7 Year 2	<p>Core modules:</p> <ul style="list-style-type: none"> • EDU7008 Extended Research Project (60 credits) 	<p>Postgraduate Diploma Education Studies (120 credits)</p>

MA Education Practice Education Advanced Standing

Level	Modules (Code, Title and Credits)	Exit Awards
Level 7 Year 1	Core modules: <ul style="list-style-type: none"> • EDU7003 Research methods (20 credits) • EDU7009 Reflection and CPD in an evolving professional landscape (20 credits) • EDU711 Supervising, mentoring and developing others in practice (20 credits) 	Postgraduate Certificate Education Studies (60 credits)
Level 7 Year 2	Core modules: <ul style="list-style-type: none"> • EDU7008 Extended Research Project (60 credits) 	Postgraduate Diploma Education Studies (120 credits)

6. Learning, Teaching and Assessment

Learning and teaching

As a professional development course, teaching approaches adopted throughout will be varied to model strategies that you can apply in your own practice. For attendance-based modules, technology-based approaches will be used to facilitate engagement in a combination of lectures and seminars. For online pathways and modules, technology plays a more fundamental role in ensuring access and flexibility. 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 in both in-person and online contexts 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 contexts and communicate this to others.

Tutorials 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 on your professional practice.

Importantly, 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 as part of your engagement with the course.

Assessment

A range of assessment approaches are used, aligned to the aims of each of the modules. Assessment strategies are designed to provide you with opportunities to evidence effective practice and professional development.

The type of assessment varies according to your chosen pathway. While assessments will always include extended reflective writing for the purposes of applying course learning to practice, they are likely to also feature a range of practical and oral assessment methods, including presentations and/or professional conversations. The focus of your engagement with the assessment process will be negotiated with a member of the programme team to ensure that assessed work responds to your interests and career aspirations.

Your second year of study will focus on the development of an extended work project. Again, the focus of this submission will be negotiated with a member of the course team, and you will be supported throughout by a supervisor. This assessment is an exciting opportunity to frame a significant piece of work in your area of interest with a view to sharing this externally either through implementation or publication.

Contact Hours

Contact hours vary depending on the chosen route, with different routes having variations in mode of study and methods of delivery. You can expect to receive approximately 3 to 6 hours of scheduled learning activities per week. This will typically include 'live' (i.e., synchronous) online teaching sessions, seminars, workshops and asynchronous online reflective and discussion-based activities. As each 20-credit module equates to 200 notional learning hours, you will see that the majority of these will come via independent study and work towards assessment tasks.

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 as an extension of your formally scheduled learning and teaching activities.

Indicative description of contact hours for the full MA Education (this will vary depending on options selected):

Scheduled learning and teaching activities	Independent study	Assessment related work	Total
222	828	750	1800

Indicative description of contact hours for the MA Education Advanced Standing (this will vary depending on options selected):

Scheduled learning and teaching activities	Independent study	Assessment related work	Total
136	464	600	1200

7. Programme Regulations

This programme will be subject to the following assessment regulations:

- Academic Assessment Regulations

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 your 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
- Review by the relevant PSRB(s)
- 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)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

Mapping of Subject Benchmark Statement MA Education

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)					Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)					
	K 1	K 2	K 3	K 4	K 5	C 1	C 2	C 3	C 4	C 5	P 1	P 2	P 3	P 4	P 5	T 1	T 2	T 3	T 4	T 5	
Education Studies (L6) Subject benchmark statement (adapted to L7)																					
Knowledge and understanding :																					
Systemic knowledge of the underlying values, theories and concepts relevant to education	x				x	x				x	x				x	x	x	x			
Critical understanding of the diversity of learners and the complexities of the education process			x	x	x	x	x	x	x		x	x	x	x	x	x	x	x			
Advanced knowledge of the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process	x			x	x	x	x	x	x	x	x		x		x	x	x	x			x
Critical understanding	x		x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x

of the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process																				
Application																				
Critically analyse educational concepts, theories and issues of policy in a systematic way	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x			
Identify and critically reflect on potential connections and discontinuities between each of the aspects of subject knowledge and their application in educational policies and contexts	x			x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x
Accommodate new principles and understandings	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Judiciously select a range of relevant primary and secondary sources, including theoretical and research-based evidence, to extend their knowledge and understanding	x	x	x		x		x			x	x			x	x	x	x	x		

Critically employ a range of evidence to formulate appropriate and justified ways forward and potential changes in practice	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
Critically apply theories and concepts to a range of real-world educational contexts.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Reflection																				
the ability to critically reflect on their own and others' value systems						x		x	x		x	x	x		x	x		x	x	x
the ability to use their advanced knowledge and understanding critically to locate and justify a personal position in relation to the subject	x	x	x	x	x	x	x	x	x	x	x	x		x	x			x	x	x
An advanced understanding of the significance and limitations of theory and research	x	x	x	x	x	x		x	x	x	x			x	x	x		x		
Question concepts and theories encountered in their studies	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x
Interrogate the assumptions underpinning theory and research	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x

Transferable skills																				
Organise and articulate opinions and arguments in speech and writing using relevant specialist vocabulary to a range of audiences	x				x	x	x	x	x	x			x	x		x	x	x	x	x
Critically use technology to enhance reflective study						x		x		x	x					x	x	x	x	x
Collect and critically apply numerical data, as appropriate		x			x	x				x	x			x			x			
Present data in a variety of formats, including graphical and tabular		x			x	x				x	x			x			x			
Critically analyse and interpret both qualitative and quantitative data	x	x	x		x						x			x			x			
Collaborate and plan as part of a team, to carry out roles allocated by the team and take the lead where appropriate, and to fulfil agreed responsibilities with initiative							x		x		x				x	x	x	x	x	x
Articulate their own approaches to learning and organise an							x		x								x	x	x	x

effective work pattern, including working to deadlines																				
Process and synthesise empirical and theoretical data, to create new syntheses and to present and justify a chosen position having drawn on an advanced knowledge of relevant theoretical perspectives	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		

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)				
	K 1	K 2	K 3	K 4	K 5	C 1	C 2	C 3	C 4	C 5	P 1	P 2	P 3	P 4	P 5	T 1	T 2	T 3	T 4	T 5
Module Code (Core)																				
Level 7																				
Applying principles and theory of learning, teaching and assessment	x				x	x	x	x	x	x	x	x	x		x	x		x		x
Reflecting on impact in learning, teaching and assessment in practice	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Evidencing excellence in learning,	x			x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x

teaching and assessment in practice education																				
Evidencing excellence in learning, teaching and assessment in higher education	x			x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x
Research in practice	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Reflection and CPD in an evolving professional landscape	x			x	x	x	x	x	x	x		x	x		x	x		x	x	x
Supervising, mentoring and developing others in practice	x			x	x	x	x	x	x	x	x	x			x	x	x	x	x	x
Wellbeing and self-care for practitioners: theory and practice	x			x	x	x	x	x	x	x	x	x			x	x	x	x	x	x
Positive education and other evidence-based interventions	x		x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x
Extended research project	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

