Programme Specification: Post Graduate Taught

For Academic Year 2024/25

1. Course Summary

Names of programme and award title(s)	MA Education MA Education with TESOL (Trinity Certified)
Award type	Taught Masters
Mode of study	Full-time Modular Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	1 year full-time or 2 years part-time Modular degree (maximum period 5 years, including any periods of leave of absence and re-assessments) Entry points: September or January
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	**UK students:** Full-time fee for 2024/25 is £9,800 Part-time fee for 2024/25 is £5,400* **International students:** Full-time fee for 2024/25 is £19,500

How this information might change: *Please read the important information at http://www.keele.ac.uk/student-agreement/. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.*

** We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at http://www.keele.ac.uk/studentfunding/tuitionfees/*

2. Overview of the Programme

The programme is aimed at candidates interested in education as a broad category comprising professional practice, research/scholarship, policy making and continuous professional development. There is a specialist route linked to Teaching English to Speakers of Other Languages (TESOL) aimed at candidates interested in developing an understanding of how languages are learnt and taught, and seeking to gain a professional qualification in TESOL.

While the programme mainly supports the development of a community of reflective, research-led and ethical practitioners, it is equally relevant to those who want to prepare for original research in the field of education at doctoral and postdoctoral levels, as well as those seeking careers in education policy and development in governmental and non-governmental sectors. Education is approached broadly and encompasses an array of

formal, informal, local and global approaches to education.

3. Aims of the programme

The programme will enable participants to critically examine a wide range of contemporary educational issues and theories, while focusing on those that relate more directly to their own interests and/or practice. A key aim is to provide opportunities for participants to examine their own social and professional contexts and interests in the light of educational theories and practical experiences.

On successful completion of the programme, participants will be able to demonstrate systematic knowledge and critical awareness of a range of educational issues related to their practice - e.g. creativity, critical pedagogy, inclusion, global education issues, leadership and management, learning and teaching of languages, understanding of learners with diverse linguistic backgrounds, pedagogical content knowledge and research methods. They will be able to communicate effectively through the use of higher level writing/presentation skills, aimed at specialist and non-specialist audiences, with appropriate use of academic referencing.

Finally, successful participants will have developed critical awareness of the philosophies, methodologies and practices underpinning educational research and be able to demonstrate that they can design and undertake an independent research study into an area of interest and subsequently report their findings and analysis to a range of audiences.

4. What you will learn

MA Education Programme Intended Learning Outcomes (ILOs)

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

1. demonstrate systematic knowledge and critical awareness of a range of educational theories and issues that are relevant to their profession as educators or their academic interest in education;
2. explain in academic terms how they have developed their own practice and/or managed personal and professional change;
3. demonstrate critical awareness of the philosophies, methodologies and practices underpinning educational research;
4. demonstrate that they can design and undertake an independent research study into an area of educational interest;
5. communicate effectively through the use of higher level writing/presentation skills, aimed at specialist and non-specialist audiences, with appropriate use of academic referencing;
6. gain practical experience of education in their chosen area (primary or secondary education) through the placement module.

MA Education with TESOL Intended Learning Outcomes (ILOs)

On successful completion of this specialist pathway, participants will be able to:

1. demonstrate systematic knowledge and critical awareness of phonological, lexical and syntactic features of contemporary spoken and written English;
2. critically evaluate the field of English language teaching and practice in a variety of language teaching methods;
3. develop the methodological knowledge necessary to carry out successful classroom teaching;
4. critically analyse self-created teaching materials;
5. gain practical experience of teaching English;
6. demonstrate an ability to design and undertake an independent research study into an area of educational interest;
7. communicate effectively through the use of higher level writing/presentation skills, aimed at specialist and non-specialist audiences, with appropriate use of academic referencing.

The Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical responsibility.** You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

5. How is the programme taught?

The programme is delivered through a mixture of lectures, workshops, small group tasks and online materials. For the students on the MA Education Programme, there is an option of a placement module which involves a school placement of an equivalent of one school day per week, over 3 months during which students are placed in schools to engage in observations and collaborate with their school-based mentor on a small research project. For those candidates who do not wish to undertake the placement, there is an option to continue with the traditional dissertation. For candidates on the specialist pathway in TESOL, there is compulsory teaching practice of 6 hours.

Delivery will vary depending on your chosen pathway and specific modules you choose. All sessions and activities are key parts of the course, and students are expected to fully immerse themselves in their studies (as appropriate to full or part time study). Other structured teaching and learning activities include: individual contact time with module tutors, supported online/distance-based learning via the Keele Learning Environment (KLE), dissertation guidance/ workshops, supervision time, observation in workplace, individual feedback sessions. The remainder is personal and guided study time.

In addition to taught sessions, students are required to engage in guided independent study. Support materials comprise both traditional text based resources and a range of electronic resources that will be accessed through the KLE. The KLE is used to both enhance student support and provide a forum for the exchange of ideas and discussion of issues that arise.

6. Teaching Staff

The programme team currently comprises of Keele staff, sessional tutors and school-based mentors who are responsible for the provision of the suite of education programmes in the School of Social, Political and Global Studies and the Language Centre. They are all highly qualified, experienced and respected academics and practitioners working at the forefront of their fields. The breadth and depth of their expertise brings a unique flavour to the programme and enables them to offer students excellent support and supervision.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

7. What is the structure of the programme?

Each module comprising the programme is structured around taught input that is delivered via a range of means depending on the module. The taught sessions consist of a mixture of large and small group activities, individual tasks, fieldwork observations and workshop sessions. Students also undertake research training in preparation for the dissertation and are supported by a personal dissertation supervisor.

Duration of programme*:* 1 year full time; 2 years part time and modular route (students have up to 5 years to accumulate their MA credits via taking individual modules, including any periods of leave of absence and re-assessments).

The MA Education is a programme of 180 credits. The curriculum consists of existing modules (worth 15 credits or 30 credits) approved by Keele University. In addition, students wishing to graduate with a full MA award will be required to complete the placement (60 credits) or a traditional dissertation module (60 credits).

Modules

The two compulsory programme modules are:

- **Research Methods (EDU-40123) (30 credits**)
- **Dissertation (EDU-40027) or Placement (EDU-40164) (60 credits)**

In addition to these compulsory programme modules, students must take of up to 90 credits of modules shown in the table below. Students on the TESOL pathway are required to choose ENL-90024 (Certificate in TESOL Part A) (30 credits) and ENL-90026 (Certificate in TESOL Part B) (30 credits) , as well as additional 2 x 15 credit modules of their choice or Reflecting on Practice (30 credits). Students on the broad-based MA Education programme cannot choose ENL -90024 and ENL-90026.

Selection of Approved MA Education Modules

Module	Credits
Issues in Inclusive Education (EDU-40118)	15
Reflecting on Practice (EDU-40114)	30
Global Education Issues (EDU-40100)	15
Education, Employment and Professional Identity (EDU-40122)	15
ENL-90024 (Certificate in TESOL Part A)	30
ENL-90026 (Certificate in TESOL Part B)	30
International Comparative Education (EDU-40202)	15

NB: Some modules may not run every year depending on demand. Modules may have varying modes of delivery and it is the candidate's responsibility to be available at scheduled times.

All students will originally register for a full MA award, but will be able to exit with a Postgraduate Diploma in Education (after accumulating 120 taught credits) or a Postgraduate Certificate in Education (after accumulating 60 taught credits) or TESOL Certificate (after meeting the requirements of the Trinity accreditation). Students can study the programme **full-time** (meaning that they have to complete all 180 credits **within one year** - this usually involves all chosen taught modules and a dissertation (listed in the table above), unless Recognition of Prior Learning (RPL) is considered (see below for more information on RPL). Part-time programme stretches **over 2 years** (meaning that all chosen taught modules are completed in Year 1 (120 credits) and the dissertation or the placement module are completed in Year 2).

Students studying via the **modular route** can accumulate their degree credits over a period of maximum 5 years (including the dissertation or placement, any re-assessments and periods of leave of absence). The modular route to Master's is based on a rolling programme of modules. The number of modules taken each year will depend on candidates' individual needs and capabilities. It is however important to consider that in some years students will need to take more than one module to allow accumulation of all 180 taught credits within 5 years. It may also be advisable to reserve one full year for the dissertation module or the placement.

Module Lists

Level 7

Compulsory modules	Module Code	Credits	Period
Research Methods	EDU-40123	30	Semester 1-2

Optional modules	Module Code	Credits	Period
Global Education Issues	EDU-40100	15	Semester 1
Reflecting on Practice	EDU-40114	30	Semester 1
Issues in Inclusive Education	EDU-40118	15	Semester 1
Certificate in TESOL Part A	ENL-40008	30	Semester 1
Dissertation - Education (60)	EDU-40027	60	Semester 1-2
Education, Employment and Professional Identity	EDU-40122	15	Semester 2
Placement (MA Education)	EDU-40164	60	Semester 2
International Comparative Education	EDU-40202	15	Semester 2
Certificate in TESOL Part B	ENL-40009	30	Semester 2

Level 7 Module Rules

Students must take either the Dissertation (EDU-40027) or Placement (EDU-40164)

There are two intakes - September and January.

The above semester allocation is based on the September intake, so for January starters modules listed as Semester 2 will be studied first.

Also, ENL-40008 and ENL-40009 will both run in Semester 2 for the January intake.

January intake

Compulsory modules	**Module Code**	**Credits**	**Period**
Research Methods	EDU-40123	30	Semester 2
Global and Inclusive Education Issues	EDU-40232	30	Semester 1
Optional modules			
Dissertation - Education	EDU-40027	60	Semester 2
Placement (MA Education)	EDU-40164	60	Semester 2
International Comparative Education	EDU-40202	15	Semester 2
Education, Employment and Professional Identity	EDU-40122	15	Semester 2
Certificate in TESOL Part A	ENL-40008	30	Semester 2
Certificate in TESOL Part B	ENL-40009	30	Semester 2

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 7

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Demonstrate understanding of a range of methods for conducting educational research, and explain their relationship to theory Explain how different methods may be suitable for different research projects Conduct independent research into an educational 'problem', drawing on relevant theory Carry out original research in response to a theoretically and experientially defined problem, research question or hypothesis	EDU 40121 Research Methods EDU 40027 Dissertation / EDU 40164 Placement
Critically discuss how education is situated within the wider changes to society, work conditions and economic developments Examine the link between societal changes and expectations from education and professional identities Critique the influence of socio-economic, educational and work related factors on their own professional identities, as well as those of others	EDU-40122 - Education, Employment and Professional Identity

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Deconstruct critical, historical and reflective approaches to 'inclusive' education Critique research findings on social inclusion and exclusion and apply their arguments to topical questions Produce robust written material (including under strict timed conditions) in different formats and lengths and for different purposes	EDU 40118 Issues in Inclusive Education
Critique the political, social and cultural context within which they, as educators/ employees, work and the processes by which classroom/ workplace practice is being (re)constructed; Critically explore the implications of adopting a particular approach to an aspect of educational/ workplace provision, which might include the curriculum, assessment practices, teaching approaches, behaviour, management, leadership and nurture or mentoring; Reflect critically on practice in the light of theory and vice versa, synthesising theoretical knowledge with practical experience and developing an appropriate action plan. Critically examine the relevance of reflective practice;	EDU - 40114 Reflecting on Practice
Critically examine the primary aspects of globalisation and their impact on education in any setting Critically examine the growing international school market and the challenges this poses Reflect critically on practice in the light of theory and vice versa Critically explore the concept of professional identity in the context of a globalised education policy and practice field	EDU-40100 Global Education Issues
Compare and contrast between various education systems from selected countries Critically evaluate a range of sources including statistics, research, NGO reports, policy documents, personal accounts and experiences, and discursive or themed analyses to produce research informed analysis of education across selected countries Evaluate key aspects of their own education system/experience through placing it in a wider context Interrogate how roles and responsibilities among educational stakeholders vary across the countries and regions according to history, and to political and economic priorities Explain how standards and issues such as inclusion, poverty, ethnicity and class are conceived differently across countries and regions, and how they interact to direct policy Critically evaluate ways in which educational borrowing and convergence occur across countries, and some of the unintended outcomes of this Critically appraise other education systems on the basis of critical reflection on their own context	EDU-40202 International Comparative Education
Analyse the basic relationship between linguistic form and meaning in standard English Examine the principal concepts and terminology of the structure and use of English Plan and deliver basic lessons using mainstream language teaching methodology and reflect upon their efficacy Reflect upon the theory and practice of language teaching and learning Demonstrate an understanding of the practice of materials design	ENL-90024 (Certificate in TESOL Part A)

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
Plan and deliver grammar-based and skills-based lessons and reflect upon their efficacy Analyse the needs of English language learners and prepare material aimed at fulfilling those needs Design, rationalise and evaluate teaching materials to be used in practical sessions	ENL-90026 (Certificate in TESOL Part B)

MODULE INFORMATION

Issues in Inclusive Education (EDU-40118): 15 credits

Inclusive education has been positioned and promoted as a positive reaction to segregated schooling, inequality and prejudice. Inclusion, more generally, has permeated policy and social discourse in the last few decades as a concept and practice that attempts to include everyone into the local community. For example, community work rather than imprisonment, community housing rather than mental (health) institutions and not least of all, mainstream education is promoted for ALL pupils including those with a range of difficult learning needs. In the face of this, politicians and policy makers emphasise their commitment to issues of inclusion and social justice and in the process the meanings, policy and practice of inclusive education have been rethought - nowhere more so than in relation to special educational needs. This module offers insights into many different aspects of inclusive education.

Reflecting on Practice (EDU-40114): 30 credits

This module is intended to foreground the significance of reflective practice in enabling practitioners to develop informed insights and perspectives on key philosophical, social cultural and political debates about education/ workplace setting. Participants will engage actively with a variety of theories and practices associated with reflective practice, with more thoughtful reflection being posited as the key to reflective practice. Participants will reflect on an aspect of their practice and develop an action plan for future practice. They will be assessed through a reflective assessment that they will develop over time (including an official observation of practice), related to critically analysing an aspect of their practice.

Global Education Issues (EDU-40100): 15 credits

This module explores the changing world of education in the context of social, political, economic and cultural globalisation. It reflects on the `nature' of international identity, both for teachers and students, and critically explores what `international' means, educationally, in this context. The module aims to enable students to understand, and reflect critically on the expansion, origins, tensions, and challenges experienced in international education. It invites them to critically examine the primary aspects of globalisation and their impact on education in any setting and to explore the concept of professional identity in the context of a globalised education policy and practice.

Research Methods (EDU-40123): 30 credits

This module addresses issues about research design, as well as qualitative and quantitative research. Students are prepared to consider the ethical issues entailed in designing and conducting various forms of enquiry, such as narratives, life histories, auto/biographies, case studies and other qualitative or ethnographic methods. The module also explores the political and social contexts related to the research process and analysis. It considers aspects of the research process such as the researcher's own reflexivity, and the negotiation of consent and involvement in the research process.

Education, Employment and Professional Identity (EDU-40122): 15 credits

This module explores changing patterns of education and work, the dynamic relationship between these two institutions, and how this has developed over time. It examines the wider social, cultural and economic contexts that shape both educational and work institutions, and how these affect the lives and identities of those involved in them. The module considers the way in which wider changes linked to globalisation, post- industrialism, education reform and marketisation, and related social and economic shifts, have affected people's experiences of education and employment, their social relationships and sense of self. The course draws upon a range of concepts and approaches, including: globalisation, post-industrial society, credentialism, human capital, gender and theories of self and identity. It critically examines evidence about the changing labour market, and its impact upon educational institutions.

International Comparative Education (EDU 40202): 15 credits

This module enables students to understand and explain the differences in educational policy and practice across selected countries. The module focuses on comparisons in terms of governance, roles and responsibilities, and in terms of balances between the imperatives of competition, striving to maintain standards and being inclusive. The module aims to develop students' comparative analysis skills using a range of sources including research, statistics, policy documents and personal experience/accounts and themed discussion. It illustrates how roles and responsibilities among educational stakeholders vary across the countries and regions according to history, and to political and economic priorities. The module asks theoretically productive questions of other education systems based on critical reflection on students' own contexts.

ENL-90024 (Certificate in TESOL Part A)

This module provides the key foundations of English language teaching. The module includes an introduction to the structure of the English language. It also introduces you to the principal methodologies and techniques such as classroom management and lesson planning, as well as practical skills such as giving instructions and board work. You will have the opportunity to experience learning an unknown language, as well as plan and deliver language classes.

ENL-90026 (Certificate in TESOL Part B)

This is the second module leading to the Trinity College (London) Certificate in TESOL and the main focus is on preparing students for the moderation visit by a Trinity assessor. You are encouraged to use your creativity to develop and evaluate various types of learning materials including audio-visual sources and how to develop a syllabus. At the same time you will continue to develop practical skills through teaching asylum seekers and groups of visiting international students. Throughout the module we discuss career development and how you can find work both in the UK and overseas.

Dissertation (EDU-40027): 60 credits

The purpose of the Dissertation is to contribute substantially to the Research methods training. To achieve this aim the student is required to demonstrate an understanding of the philosophy and principles of research (empirical or non-empirical) and show competence in the design, execution and reporting of a research project. In this way, the student's ability is developed to carry out subsequent research independently and to commission, manage and evaluate the research activities of others. The dissertation may be empirical or non-empirical in nature. The dissertation is normally a student project rather than original research, though it can be part of a research project for which you have considerable responsibility for and is underpinned by the research module which must be successfully completed prior to undertaking this module. The dissertation's target word limit is 15,000 words.

Placement (EDU -40164): 60 credits

This modules offers an educational work-based professional experience through a three-month placement in either primary or secondary school. During the placement, students will observe practitioners in the education workplace. They will work with their assigned school-based mentor to identify educational topics that their placement school would like them to research and plan the scope and nature of research evidence that will need to be collected to research these topics. The students will subsequently develop and conduct a small research project on a topic chosen by their placement school, following the 'Spiral of Enquiry' methodology. The module will finish with a 15,000 - 18,000 words dissertation.

8. Final and intermediate awards

MA Education	180 credits
Postgraduate Diploma in Education	120 credits
Postgraduate Certificate in Education / TESOL Certificate	60 credits

9. How is the Programme Assessed?

The programme is assessed through written work in the form of essays, case studies, policy analyses/policy briefs, reflective diaries, portfolios, language analysis project and research proposals; there is also compulsory assessment of teaching practice as part of the TESOL A and B modules. The use of these forms of assessment enables staff to gauge students' knowledge and understanding of module content as well as their capacity to critically engage with theories and other materials. The research proposal and dissertation enable assessment of the student's ability to select, apply and evaluate appropriate research methodologies for their chosen individual study.

Formative assessment in the programme takes a variety of forms. They include the completion of preparatory tasks for the taught sessions that are used as the basis for discussion, on-line tasks that are used to

consolidate or extend the work that has been undertaken in the taught session. These activities provide module tutors with opportunities to assess students' levels of understanding and engagement, evidence that can subsequently be used during taught sessions to adapt or revise session plans or as the basis for tutorial discussions with individual students.

A variety of assessment methods is used, these are detailed below. Each method of assessment is supported by clear criteria for marking (Link to Generic Assessment Criteria). The pass mark is 50% for all elements of assessment.

Module	**Assessment**
EDU-40121 Research Methods	3,500 word essay, describing a rationale for the research approach that the student is proposing to use for their dissertation
EDU-40118 Issues in Inclusive Education	3,500 words critical review essay
EDU-40114 Reflecting on Practice	3,500 words reflective assignment
Education, Employment and Professional Identity (EDU-40122)	3,500 words essay
EDU-40100 Global Education Issues	3,500 words essay
EDU-40202 International Comparative Education	3,500 critical comparative analysis
ENL-90024 (Certificate in TESOL Part A)	Teaching Practice (Practical Assessment) Unknown Foreign Language learning experiences (Reflective Diary) Language Awareness Portfolio
ENL-90026 (Certificate in TESOL Part B)	Teaching Practice (Practical Assessment) Learner Profile (Portfolio) Language Awareness (Project)
EDU-40027 Dissertation or Placement (EDU 40164)	Research project 15,000 - 18,000 words

10. Accreditation

The broad based MA Education programme does not have accreditation from an external body. The TESOL award is additionally certified by Trinity London.

11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: http://www.keele.ac.uk/student-agreement/

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

12. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: https://www.keele.ac.uk/study/

Students should have a good honours degree (minimum 2:2) from an awarding UK institution, or its international equivalent. For students who fall short of this requirement, relevant work experience, or evidence of experience in the field, will be considered as an alternative. Admission to the programme may be subject to an interview. Applicants from a country where English is not the first language are required to take one of the internationally recognised English language tests such as Academic IELTS. The minimum entry level to the programme is IELTS

6.5, with a minimum score of 5.5 in each subtest, or equivalent English language test scores. For candidates on the TESOL pathway, the language requirement is IELTS 6.5 overall with no subtest lower than 6.0.

Applicants without a first degree:

Universities have a separate policy for applicants who do not hold a first degree but have substantial and relevant teaching or prior study experience. In such circumstances, at the discretion of the course director, applicants may be offered a place to study a single module of the programme and, if successful, upgrade their University registration to a Postgraduate Certificate, Diploma or MA and use their credits towards the course.

Existing Practitioners:

Existing Practitioners who are currently working as teachers/ other educational roles and do not have an MA level of education have options to either complete the Masters or continue in the role and update in-line with their CPD requirements.

Recognition of Prior Learning

Where appropriate, a Recognition of Prior Learning (RPL) route is also available subject to a successful RPL application. This will include but not be limited to those who have satisfactorily completed a PGCE (60 credits) at PG level, standalone modules (such as Reflecting on Practice) and /or qualifications such as the National Professional Qualification for Headship (NPQH) or relevant diplomas and certificates in education and related fields.

Normally, up to 60 Level 7 credits can be accredited through the University's RPL procedure against MA Education modules, with the exception of the compulsory modules: Research Methods (EDU 0-123) and the Dissertation (EDU - 40027), Placement (EDU 40164), ENL-90024 (Certificate in TESOL Part A) and ENL-90026 (Certificate in TESOL Part B).

The University's RPL procedure is found at:
https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

Recognition of prior learning (RPL) will be permitted along the following regulations: RPL will be allowed where a module has been completed prior to registering on the MA, whose content and learning objectives are equivalent to those of a module within the MA. These credits must have been earned sufficiently recently that they are deemed to be 'current' (which will be judged in relation to the subject matter and disciplinary context, but will normally be no more than 5 years). If qualifications were obtained before the 5 year period, candidates will have to demonstrate recent and relevant professional experience. The module offered for RPL must have a credit rating at least as large as that of the Keele module against which it is offered, and the maximum credit value that can be contributed by an individual module offered for RPL is the credit rating of the Keele module against which it is offered. Candidates can also apply for RPL whilst on the course.

RPEL (Recognition of Previous Experiential Learning) is also permissible and will be determined through the submission of a portfolio of experiential work, which will be assessed, and must similarly be offered against one or more specific modules in the MA. The credit rating of the portfolio, which will be confirmed during the process of assessment, must be at least as large as that of the Keele module against which it is offered. Where a single portfolio of work is offered against more than one module, it must explicitly address the learning objectives of the modules concerned.

Whilst RPL/ RPEL are normally granted against a specific module in the Keele framework, if no such module exists within the framework RPL/ RPEL may still be permitted if the module or portfolio submitted meets level 7 learning objectives and the philosophy of this programme.

Extent of RPL/ RPEL Permissible
Within this programme the maximum permissible RPL/RPEL credits are:
Postgraduate Certificate: 30 credits
Postgraduate Diploma or Degree: 60 Credits
RPL/ RPEL are not possible within the MA dissertation stage, for the Research Methods module and for the TESOL A and B modules.

13. How are students supported on the programme?

Each student is allocated an academic Academic Mentor who maintains an overview of their academic progress throughout the period of the programme. When possible, meetings between students and their academic mentors will be face to face; however, meetings may have to take place over the phone, via Skype/ Teams or by email. Formal records are kept of any issues that need to be addressed, which the student has access to. Students also have access to the School Student Experience Team.

Each module has a module guide which provides key information and guidance on structure, content and assessment, including dates for submission of assignments. The course complies with University policy on

student pastoral and academic support. There is a dedicated Course Administrator who is available to deal with students' queries by phone, email or in person.

Students for whom English is not their first language are offered language classes, facilities and services by the University's Language Centre. In addition to credit-bearing modules on Academic English for PGT students, non-native speakers also have access to one-to-one tutorials for individual help and advice, and to a wealth of resources for self-study and practice.

Primarily the Programme Lead will provide academic support for the student, and conjointly establish the outcomes of the programme agreement plan and guidance on the available taught modules selected during the academic year. The student has an important role in liaising closely with all partners involved in the programme. Module Leaders will provide additional support within the taught modules. The Programme Lead and Module Leader will meet students individually at scheduled times and will be contactable by email, phone or via the Keele Learning Environment. The University has a range of support services which are detailed on the Keele Website.

14. Learning Resources

The programme is taught using a variety of resources, including self-study materials in the form of text-based materials, visual materials, academic journals and module tutor notes, and social media. The vast majority of learning resources are available electronically (see specific module handbooks for more information).

Electronic/digital resources can be accessed via the Keele Learning Environment (KLE).

15. Other Learning Opportunities

Students have the opportunity to attend events organised by the school and more widely by the University, KIITE (Keele Institute for Innovation and Teaching Excellence) and the KPA (Keele Postgraduate Association).

16. Additional Costs

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. There may also be some costs connected with travelling to teaching placements, depending on their location. Additional costs will also include the Trinity accreditation fee (currently £170) which is invoiced to the students at the beginning of module B and then sent directly to Trinity. Students wishing to take the placement module will incur costs of £ 45 for an enhanced DBS check and an Overseas Criminal Record check in students own countries (costs of which will vary per country, including where relevant an English translation). The students on the TESOL pathway are required to obtain a DBS and Overseas Police Check as this is a requirement for the compulsory teaching practice element. We do not anticipate any further costs for this programme.

17. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners

on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:
http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

18. The principles of programme design

This programme focuses upon the need for driving forward expert practice, professional role development of teaching practitioners, and national objectives for higher education of greater collaboration between universities and schools. Also, in line with Keele's strategic goals to build and sustain close connections with communities and partners outside academia, as well as engage partners with the academic design of the curriculum at the University, the programme offers distinctive opportunities to support these goals. The programme also offers an intellectual challenge, and importantly reflects recent education reforms, breaking the boundaries of teacher and academic roles.

The School of Social, Political and Global Studies further embraces the University's Education Strategy and, through offering the bespoke programme, addresses specific learning needs of professional practitioners as well as Keele academics who need to learn about education practice from people 'on the ground', in order to engage with local communities and partners more effectively and to make their teaching more 'credible'.

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education:
http://www.qaa.ac.uk/quality-code
b. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations

Version History

This document

Date Approved: 01 October 2025

What's Changed

EDU-40232 Global and Inclusive Education Issues (30 credits) added as a compulsory SEM1 module for the January 2025 intake

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2024/25	MATHEW BARNARD	11 June 2024	
1	2023/24	ANETA HAYES	18 April 2023	
1	2022/23	ANETA HAYES	09 August 2022	