Programme Specification: Post Graduate Taught

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	MA Education Leadership and Management
Award type	Taught Masters
Mode of study	Full-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	1 year
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Kingston International College, Singapore
Accreditation (if applicable)	n/a
Regulator	Office for Students (OfS)
Tuition Fees	Please refer to the Kingston International College webpages (link) for information in relation to Tuition Fees

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

Our MA Education Leadership and Management is an innovative programme that allows you to approach education as a multi-dimensional discipline, exploring educational issues through economic, social, political and professional lenses. The programme is aimed at educationalists, not only those working in school settings but also those wishing to prepare for original research at postgraduate level, or seeking a career in education leadership and management, policy making, educational consultancy and the civil service.

The programme is ideal for individuals looking to develop advanced critical and theoretical perspectives on a broad range of educational matters in a national and international context; it provides an excellent opportunity for you to develop both intellectually and professionally. For example, our practice-focused modules, such as 'Reflecting on Practice', will allow you to reflect critically on aspects of your own practice, and widen your understanding of the latest teaching developments and education research at local, regional, national and international levels. Modules such as 'Comparative Education' will enable you to explore the changing world of education in the context of social, political, economic and cultural globalisation. Modules such as 'Leading in a Complex World' and 'People, Work and Organisations' will address the needs of executives and managers in today's dynamic environment by focusing on strategic leadership in the context of complexity and change, as well as organisational management.

Undertaking our MA will enable you to demonstrate to employers a level of critical and intellectual rigour, which can place you at the forefront of key educational careers. You will have the opportunity to demonstrate the capacity for sustained and systematic engagement with current evidence-driven curriculum, pedagogy, assessment, international education developments, leadership and management and contemporary policy

matters. This can potentially put you in a stronger position for progression, promotion and leadership in education.

With our MA Education Leadership and Management you will be well-equipped to develop a career as an educational practitioner, mentor and a school leader. You can also work in education administration, policy advising, educational consultancy, social care, the health sector, advertising and marketing, the charity sector, youth services, the arts sector, museums, the local and national government, as well as national and international Non-Governmental Organisations (NGOs/ INGOs). Some of those who have successfully completed masters programmes in Education with us have chosen to pursue further academic study, such as a PhD or a Professional Doctorate.

3. Aims of the programme

The broad aims of the programme are to enable you to:

- develop as a reflective, research-led and ethical educational practitioner, leader and researcher
- approach education as an academic discipline, encompassing an array of formal, informal, local and global perspectives on education
- critically examine, including via an independent research project, a wide range of contemporary educational issues and theories, while focusing on those that relate more directly to your own interests and/or practice
- develop an in-depth understanding of educational leadership and management for public, private and not-for-profit organisations and equip you with the knowledge, skills and behaviours to lead educational developments in the contemporary world.

4. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Successful students will be able to:

- engage actively with a variety of theories and practices associated with reflective practice
- critically explore the changing relationships between work and education and the implications for individuals and society
- analyse the changing world of education in the context of social, political, economic and cultural globalisation
- demonstrate understanding of a range of methods for conducting educational research, and explain their relationship to theory
- explore the differences in educational policy and practice across selected countries
- interrogate contemporary approaches to leadership and management in education
- critically analyse theories of leadership and management and their applications to education

Subject specific skills

Successful students will be able to:

- critique the political, social and cultural context within which you work and the processes by which your practice and your professional identity are being (re)constructed;
- critically examine the primary aspects of globalisation and their impact on education in various settings
- critically evaluate key methodologies and methods underpinning research in education
- carry out and write up an original piece of research
- develop comparative analysis skills using a range of sources including research, statistics, policy documents and personal experience/accounts and themed discussions
- develop a plan for shaping of organisational culture, supported by relevant leadership and management theories

Key or transferable skills (including employability skills)

Successful students will be able to:

- critique research findings on various aspects of education and apply arguments to topical questions
- apply knowledge of contemporary issues in education across a range of contexts and materials
- conduct independent research
- produce robust written material (including under strict timed conditions) in different formats and lengths and for different purposes
- synthesise theoretical knowledge with practical experience and develop an appropriate action plan value difference
- communicate effectively (in spoken and written form) use information technology
- become independent, self-critical learners staying at the forefront of educational developments

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: http://www.keele.ac.uk/journey/

5. How is the programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module.

Teaching on the programme will take place face-to-face, at Kingston International College in Singapore. Keele core material that is taught on the parent course in the UK will be delivered by locally-based tutors in Singapore. This will include lectures, seminars, workshops and other collaborative activities , such as group work and group discussions. Teaching materials will be made available to you via the Virtual Learning Environment (VLE) used by staff and students to support your modules on this programme. Via the VLE, you will be able to:

- Access core material and readings for the course
- Submit assignments and receive feedback on them
- Participate in learning activities and communicate with your peers and tutors
- Access student support

The input from course leaders and tutors will include: outcome-based learning materials, developmental feedback, and detailed instructions on how to complete weekly tasks. Individual participant learning activities and material will be based around student engagement which will need to be evidenced via a range of learning activities (such as discussions, portfolios, group work, peer review) between the students as well as between the students and the tutors).

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with members of the student support team or module lecturers, on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- by catering to students' different learning styles (e.g. visual vs. auditory learners)
- by providing the material in both written and spoken form
- by enabling you to work in groups but also on an individual basis
- by providing the material in small chunks, used to scaffold students towards achieving the learning outcomes
- by providing 24 hour access to the course materials
- by easing the student journey via consistency and page elements on the VLE, clear signposting, and collaborative and supportive approach of tutors

6. Teaching Staff

The programme team comprises members of staff who are responsible for the provision of the suite of education programmes in the School of Social Sciences at Keele. They are all highly qualified, experienced and respected academics 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. These staff will be Module Leaders who will be supported by tutors who will teach you at Kingston International College. These tutors will be responsible for delivering the material developed by Keele Module Leaders, grading and

providing feedback on assessments, managing day-to-day teaching and supporting your learning in the classroom, responding to your queries and managing on a day-to-day basis certain activities according to the direction of the Keele Module Leader.

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?

The programme currently comprises of 4 x 15 credits modules, 2 x 30 credits module and 1 x 60 credits module (Dissertation - Main Research Project). 1 x 15 credits module = 150 student learning hours. Modules will be taught face-to-face, but may be supported by some online material including short pre-recorded videos, online group discussions and other activities, reading and research, formative assessments and summative assessments. Each week, you will be provided with specific weekly learning outcomes, as well as detailed instructions regarding what will be expected of you in terms of reading, research and formative tasks. Weekly readings and reading guidance will also be made available. As part of the dissertation module (60 credits), you will be required to conduct independent research and you will be supported by your supervisor who will work with you on an individual basis.

Year	Compulsory	Optional	
		Min	Max
Level 7	180	0	0

Module Lists

Level 7

The table below presents the programme structure. Each module on the programme is 'compulsory'.

Compulsory modules	Module Code	Credits	Period
Leading in a Complex World (Partnership Provision)	EDU-40192	15	Semester 1
Comparative Education (Partnership Provision)	EDU-40194	15	Semester 1
People, Work and Organisations (Partnership Provision)	EDU-40196	15	Semester 1
Reflecting on Practice	EDU-40216	30	Semester 1
Dissertation - Main Research Project (Partnership Provision)	EDU-40200	60	Semester 1-3
Education, Employment and Professional Identity (Partnership Provision)	EDU-40190	15	Semester 2
Research Methods (Partnership Provision)	EDU-40198	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 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;	All Programme Modules
Distinguish between and comment critically on different perspectives, evidence and theories of the relationship between education, employment and social and economic shifts	Education, Employment and Professional Identity (Partnership Provision) - EDU-40190 Education, Employment and Professional Identity
Critically explore the various impacts of globalisation (markets and identity) on education	Comparative Education (Partnership Provision) - EDU-40194 Comparative Education
Demonstrate understanding of key concepts and theories in leadership and change management	Leading in a Complex World (Partnership Provision) - EDU-40192 People, Work and Organisations (Partnership Provision) - EDU-40196 Leading in a Complex World
Critically explore the implications for teaching and learning in diverse cultural settings	Comparative Education (Partnership Provision) - EDU-40194 Comparative Education
Critically examine the concept of international education	Comparative Education (Partnership Provision) - EDU-40194 All programme modules
Critically examine issues of cultural and linguistic identity as this relates to education	Comparative Education (Partnership Provision) - EDU-40194 All programme modules
Demonstrate critical understanding of the political, economic and social processes that have shaped the UK school curriculum and internationally	All Programme Modules
Demonstrate understanding of a range of methods for conducting educational research, and explain their relationship to theory	Dissertation - Main Research Project (Partnership Provision) - EDU-40200 Research Methods (Partnership Provision) - EDU-40198 Research Methods
Explain how different methods may be suitable for different research projects	Dissertation - Main Research Project (Partnership Provision) - EDU-40200 Research Methods (Partnership Provision) - EDU-40198 Research Methods

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Explain in academic terms how they have developed their own practice and/or managed personal and professional change	All Programme Modules
Make critical use of a range of studies, research, theory and policy relating to the changing interface between socio-economic change, work and education	Education, Employment and Professional Identity (Partnership Provision) - EDU-40190 Education, Employment and Professional Identity
Critique the political, social and cultural context within which educators work and the processes by which classroom practice is constructed	Reflecting on Practice - EDU-40216 Reflecting on Practice
Critically reflect on the importance and nature of leadership and management in education	People, Work and Organisations (Partnership Provision) - EDU-40196 Leading in a Complex World (Partnership Provision) - EDU-40192 Leading in a Complex World People, Work and Organisations
Draw on a body of theory to help successfully manage and lead in an education context	Leading in a Complex World (Partnership Provision) - EDU-40192 People, Work and Organisations (Partnership Provision) - EDU-40196 Leading in a Complex World People, Work and Organisations
Critically evaluate management and leadership strategies in own context	Leading in a Complex World (Partnership Provision) - EDU-40192 People, Work and Organisations (Partnership Provision) - EDU-40196 Leading in a Complex World People, Work and Organisations
Critically reflect on the impacts of globalisation on learning and education	Comparative Education (Partnership Provision) - EDU-40194 Comparative Education
Conduct independent research into an educational problem, drawing on relevant theory	Dissertation - Main Research Project (Partnership Provision) - EDU-40200 Research Methods (Partnership Provision) - EDU-40198 Research Methods Dissertation - Main Research Project
Demonstrate critical awareness of the politics and pedagogy of creativity and inclusivity in education	Reflecting on Practice - EDU-40216 Reflecting on Practice

Intellectual skills	
Learning Outcome	**Module in which this is delivered**
Demonstrate critical awareness of the philosophies, methodologies and practices underpinning educational research	All Programme Modules

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
Demonstrate that they can design and undertake an independent research study into an area of educational interest	Research Methods (Partnership Provision) - EDU-40198 Dissertation - Main Research Project (Partnership Provision) - EDU-40200 Research Methods Dissertation - Main Research Project
Communicate effectively through the use of higher level writing/presentation skills, aimed at specialist and non-specialist audiences, with appropriate use of academic referencing	All Programme Modules
Demonstrate a reflexive awareness of their of own future labour market orientations, and its relationship to their wider educational, social class and gender biographies	Education, Employment and Professional Identity (Partnership Provision) - EDU-40190 Education, Employment and Professional Identity
Use established techniques for critical analysis of policy, practice and curriculum	All programme modules
Apply concepts and principles beyond the context in which they first encountered them - do this in a sophisticated and informed manner	All programme modules
Produce robust written material (including under strict timed conditions) in different formats and lengths and for different purposes	All programme modules
Work effectively with others to identify, distribute and undertake tasks necessary to complete collaborative work	All programme modules
Confidently present in writing arguments that draw synthetically on experienced and learned (taught) sources of information	All programme modules
Locate, review, synthesise and evaluate information and data drawn from a variety of sources	All programme modules
Relate theory to professional practice	All programme modules
Confidently and with academic rigour present the findings of this research	Dissertation - Main Research Project (Partnership Provision) - EDU-40200 Research Methods (Partnership Provision) - EDU-40198 Research Methods Dissertation - Main Research Project

8. Programme Award

Students will graduate with MA Education Leadership and Management

9. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify concepts you may have not understood and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- essays
- case studies
- critical reflections

- portfolios
- policy analysis
- presentations
- videos
- research proposal
- critical reviews of articles

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments and more informally in the course of tutorial and seminar discussions.

10. Accreditation

This programme does not require accreditation from an external body.

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/

English Language Requirements for the Master of Arts Education Leadership and Management, include:

- International English Language Testing System (IELTS) score of 6.0, or
- Kingston International College's English Placement Test, or
- Other English Language Proficiency Tests (TOEFL etc) - will be considered on a case-by-case basis
- Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here: https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

13. How are students supported on the programme?

Each student will be supported by support services at Kingston International College as well as the Student Support Services who, in collaboration with the Keele Module Leaders and Tutors at Kingston International College, maintain an overview of their academic progress throughout the period of the programme.

The Course Handbook and weekly learning outcomes provide key information and guidance on structure, content and assessment. The course complies with University policy on student pastoral and academic support. There is administrative support available to deal with students' administrative queries. In addition, the Programme Leader, Module Leaders and Tutors at Kingston International College will provide academic support for the student. The student has an important role in liaising closely with all those involved in the delivery and support of the programme. Module Leaders and Tutors at Kingston International College will provide additional support within the taught modules.

The Programme Leader, Module Leader, Tutors at Kingston International College and the programme's administration teams will be contactable in ways communicated by the Kingston International College programme team. 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. All learning resources are available electronically (see specific module pages for more information). Electronic/digital resources can be accessed via the VLE

15. Other Learning Opportunities

As Keele University students, students have the opportunity to take part in university events (such as training, conferences, seminar series), which are delivered by leading academics, practitioners and policy- makers.

16. Additional Costs

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. 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

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. QAA Subject Benchmark Statement: Quality Assurance Agency for Higher Education:

https://www.qaa.ac.uk/docs/qaa/subject- benchmark-statements/subject-benchmark-statement-education-studies.pdf?sfvrsn=3ae2cb81_5
c. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations

19. Annex - Programme-specific regulations

Programme Regulations: MA Education Leadership and Management

Final Award and Award Titles	MA Education Leadership and Management
Intermediate Award(s)	n/a
Last modified	n/a
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (https://www.keele.ac.uk/regulations/)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

No exemptions apply.

B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

Variation 1: Progression Rules for this programme:

Students' progression will initially be determined based on provisional marks.

The programme includes a dissertation stage consisting of a 60-credit dissertation module

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[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here https://www.keele.ac.uk/regulations/.

Version History

This document

Date Approved: 05 August 2025

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2024/25	ANETA HAYES	12 June 2024	
1	2023/24	ANETA HAYES	04 August 2023	