Programme Specification: Post Graduate Taught

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	MA Education MA International Education MA Education Leadership and Management MA Early Childhood Education MA Education Technology
Award type	Taught Masters
Mode of study	Full-time Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	14 months full-time or 2 years part-time
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Online
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	Each module taken is individually costed. The current fees (October 2025) are: a standard 15-credit module costs £620, the 45-credit dissertation module costs £1,860 and the full fee for the programme is £7,440*

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 Programmes

Our suite of MA Education programmes includes innovative programmes that allow you to approach education as a multi-dimensional discipline, exploring educational issues through economic, social, political and professional lenses. The programmes are 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, non-governmental sector, educational consultancy and the civil service.

The programmes are ideal for individuals looking to develop advanced critical and theoretical perspectives on a broad range of educational matters in a national and international context; they provide 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 develop practical teaching skills and widen your understanding of the

latest teaching developments and education research at local, regional, national and international levels. Modules such as 'Global Education Issues' will enable you to explore the changing world of education in the context of social, political, economic and cultural globalisation.

Undertaking an MA with us 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.

3. Aims of the programmes

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

- develop as a reflective, research-led, skilful 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

In addition:

- *The MA Education programme* is for students who wish to gain an advanced and in-depth understanding of education as an academic discipline, exploring educational issues through economic, social, political and professional lenses.
- *The MA International Education* is for students who wish to gain an advanced understanding of global and international issues in education, and is aimed at individuals teaching and leading in international institutions, as well as international educational consultants and those working for NGOs/INGOs globally.
- *The MA Education Leadership and Management* is for students who are looking for an in-depth understanding of educational leadership and management for public, private and not-for-profit organisations and will equip them with the knowledge, skills and behaviours to lead educational developments in the contemporary world.
- *The MA Education Technology* is for students who wish to explore how learning and teaching is being transformed by educational technologies and to develop practical skills in applications of technology in their own settings. The programme is designed at teachers, lectures, administrator, managers, e-learning developers, trainers and anyone else with an interest in education and technology.
- *The MA Early Childhood Education* is for students who wish to develop their careers as an early years practitioner and other early years professionals, such as child psychologists, school counsellors, child therapists and support workers. It aims to enhance students professional development and understanding of issues in early learning, child development, child psychology, early years policy and curricula.

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

In addition:

Students on the MA Education Programme will be able to:

- evaluate key theoretical perspectives on children's learning, play and their development
- critically engage with insights into many different aspects of inclusive and creative education

Students on the MA International Education Programme will be able to:

- explore the differences in educational policy and practice across selected countries
- interrogate contemporary approaches to leadership and management in education

Students on the MA Education Leadership & Management will be able to:

- critically analyse theories of leadership and management and their applications to education
- critically engage with insights into many different aspects of inclusive education

Students on the MA Education Technology Programme will be able to:

- appraise key theoretical perspectives and debates about the ways in which digital technologies change teaching and learning
- critically evaluate key learning designs of online and blended learning and teaching materials

Students on the MA Early Childhood Education Programme will be able to:

- explore the way in which teachers use play to facilitate learning and to scaffold and extend children's knowledge
- critically discuss the broader context of child development and how that influences how children develop

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

In addition:

Students on the MA Education Programme, will be able to:

- demonstrate critical awareness of the politics and pedagogy of creativity and inclusivity in education
- explain the relationship between education and various concepts of citizenship

Students on the MA International Education Programme will be able to:

- develop comparative analysis skills using a range of sources including research, statistics, policy documents and personal experience/accounts and themed discussion
- develop a theoretical framework for considering the relationship between education and citizenship over time

Students on the MA Education Leadership & Management will be able to:

- deconstruct critical, historical and reflective approaches to 'inclusive' education
- develop a plan for shaping of organisational culture, supported by relevant leadership and management theories

Students on the MA Education Technology programme will be able to:

- develop skills in practical applications of educational technologies for teaching and learning purposes
- evaluate the appropriateness of selected educational technologies for a range of teaching activities

Students on the MA Early Childhood Education programme will be able to:

- design an intervention appropriate for children drawing on a relevant theory
- select appropriate research and teaching methods for use with children

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

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 with Keele. 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 with us: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals.

5. How is the programme taught?

Teaching on the programme will take place via asynchronous activities. These will include short pre-recorded videos, online group discussions and other group activities, reading and research, formative assessments with weekly deadlines and summative assessments. All activities will be delivered on Canvas. Canvas is the Virtual Learning Environment (VLE) used by staff and students to support your modules on this programme. Canvas is your key online platform which you will use 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 online 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 pair and group 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 their Student Success Coordinator 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, templatised layouts and page elements on Canvas, clear signposting, universal design of learning activities 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 Humanities and Social Sciences. They are all highly qualified, experienced and respected academics. 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 online tutors. The online tutors will be responsible for grading and providing feedback on assessments, managing discussion forums, responding to emails and managing on a day-to-day basis certain activities according to the direction of the Module Leader.

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?

All programmes will be delivered based on a carousel model. This means that programmes have multiple intakes and upon enrolment a student will select their first module based on their start date.

Students normally complete 6 modules (90 credits) from table A and then are able to select the research-based

modules from table B. Modules in table B are delivered for each cohort and are available to each intake of students.

On completion of all Modules in table A and B students are then able to select their Dissertation module as appears in Table C. The Dissertation module is also delivered for each cohort and are available to each intake of students.

Full-time students follow set module delivery schedules and at times during their studies will take both standard and research based modules concurrently.

Please note if you apply for a study break or leave of absence this will delay your original intended completion date. Modules in table A are only delivered at specific points within the academic year so please bear in mind you will only be able to study a missed module at the next opportunity.

Module carousels

> *The detailed module information is available at the following link:*

Education (Online) - Module Carousel 2025-6.pdf

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

The table below provides an overview of the learning outcomes and skills students will gain during their time on any of the programmes. This is not an exhaustive list. There are learning outcomes that are common across all programmes and there are also outcomes which are module and programme specific.

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 modules
Demonstrate critical understanding of the political, economic and social processes that have shaped the UK school curriculum and internationally	All modules
Demonstrate advanced understanding of global and international issues in education	All MA International Education modules

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 modules
Appraise educational leadership and management for public, private and not-for-profit organisations and demonstrate knowledge, skills and behaviours to lead educational developments in the contemporary world.	All MA Education Leadership and Management modules
Critically evaluate how learning and teaching is being transformed by educational technologies and demonstrate skills in applications of technology in their own settings.	All MA Education Technology modules
Enhanced professional development and understanding of issues in early learning, child development, child psychology , early years policy and curricula	All MA Early Childhood Education modules

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

Key or Transferable Skills (graduate attributes)	
Learning Outcome	**Module in which this is delivered**
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 modules
Use established techniques for critical analysis of policy, practice and curriculum	All modules
Apply concepts and principles beyond the context in which they first encountered them - do this in a sophisticated and informed manner	All modules
Produce robust written material (including under strict timed conditions) in different formats and lengths and for different purposes	All modules
Work effectively with others to identify, distribute and undertake tasks necessary to complete collaborative work	All modules
Confidently present in writing arguments that draw synthetically on experienced and learned (taught) sources of information	All modules
Locate, review, synthesise and evaluate information and data drawn from a variety of sources	All modules
Relate theory to professional practice	All modules
Demonstrate in-depth understanding of education as an academic discipline, exploring educational issues through economic, social, political and professional lenses.	All MA Education modules

8. Final and intermediate awards

Master's Degree	180 credits	You will require 180 credits at Level 7 (all compulsory modules for your programme)
Postgraduate Diploma	120 credits	You will require 120 credits at Level 7 (this *cannot* include the following modules: 'Dissertation - Main Research Project EDU-40160' and 'Preparing a Dissertation EDU-40158')
Postgraduate Certificate	60 credits	You will require 60 credits at Level 7 (this *cannot* include the following modules: 'Dissertation - Main Research Project EDU-40160' and 'Preparing a Dissertation EDU-40158')

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 things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- essays
- critical policy analyses
- portfolios

- reports
- media analyses
- individual and group mini-projects
- presentations
- videos
- sways
- self-reflections
- dissertation
- formative collaborative group activities
- formative quizzes

Marks are awarded for specified components in each module designed to assess your achievement of learning outcomes. You will also be assessed formatively (with no marks) 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 graded assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and online discussions.

10. Accreditation

This programme does not have 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?

A minimum of 2:2 undergraduate degree or a UK master's degree (or international equivalent).

Or:

A third-class honours degree or an ordinary degree (without honours) or UK equivalent professional qualification with a minimum of two years' appropriate work experience.

Or:

Applicants who do not hold a recognised degree will be asked to provide evidence which demonstrates a minimum of three years' relevant experience in education. This can include a wide range of educational experiences, ranging from teaching practice, educational development, educational consultancy and advising, and a range of positions in educational organisations other than schools, universities and further education colleges, such as recruitment agencies, companies specialising in the analysis of educational institutions, government organisations, local councils, charities and NGOs/ INGOs. The evidence will be assessed on a case-by-case basis.

ENGLISH LANGUAGE REQUIREMENTS

If English isn't your first language you may need to provide evidence of your English language ability. We accept the following qualifications:

IELTS at 6.0 overall with no individual component below 5.5

TOEFL overall minimum 79

PTE Academic overall minimum 50

Cambridge (CAE & CPE) overall 169 with minimum scores of 162 in Listening, Reading, Writing and Speaking

Duolingo with 95 overall including minimum 85 in each element

A degree qualification taught in English and completed within the last two years

TECHNICAL REQUIREMENTS

As these programmes are delivered 100% online, you will be required to have access to a desktop computer or laptop, with an up-to-date operating system and the ability to use an up-to-date web browser such Microsoft

Edge, Mozilla Firefox or Google Chrome. Webcam access would be beneficial to online learning, as some modules require submission of videos for assessment and feedback. Usage of Microsoft Office 365 is also required (access is included at no extra cost to Keele Students). Additionally, students will be required to Access their learning resources using Canvas via a web browser.

13. How are students supported on the programme?

Each student will be supported by the Student Success Coordinator who, in collaboration with the Module Leads and Online Tutors, maintains an overview of their academic progress throughout the period of the programme. The Course Handbook and weekly module maps provide key information and guidance on structure, content and assessment. The course complies with University policy on student pastoral and academic support. There are programme administrators who are available to deal with students' administrative queries. In addition, the Programme Lead, Module Leads and Online Tutors will provide academic support for the student. 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, Module Leader and the administrators will be contactable online in ways communicated during the orientation module. 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 maps for more information). Electronic/digital resources can be accessed via Canvas, the platform which will be used to deliver the modules.

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

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.

Students are invited to give feedback on each of the modules they take, and this feedback is considered and acted upon on a regular basis.

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 - Education Studies (2019) - 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

d. Quality Matters - https://www.qualitymatters.org/

19. Annex - Programme-specific regulations

Programme Regulations: Master's in Education

Final Award and Award Titles	MA Education MA International Education MA Education Leadership and Management MA Early Childhood Education MA Education Technology
Intermediate Award(s)	Postgraduate Diploma in Education, Postgraduate Certificate in Education
Last modified	Oct 2022
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:

Exemption 1: Academic Warnings

- Students on this programme are not covered by the University's Academic Warnings process.

B) VARIATIONS

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

Variation 1: Fees

There is a variation to how the students on this programme are charged fees (fees are charged either per module or in full).

Variation 2: Progression Rules

Given the carousel model and multiple entry points, students progression will initially be determined based on provisional marks.

The programme includes a dissertation stage consisting of a 45-credit dissertation module.

Variation 3: from Regulation D1.12.1.5

You will be required to take one or more study break if the School advises you that you carry outstanding assessment attempts for previous modules to the equivalent of 45 credits or more. If you have already embarked on a further module, you may be placed on a compulsory study break to attempt your outstanding assessments before you are allowed to resume your studies at the next opportunity. Any compulsory study break will count towards your total allocation of study break time available on the programme. You will be allowed to resume your studies after your study break once you carry no more than 15 credits worth of outstanding assessment.

Additional Requirements

The programme requirements listed below are in addition to the University's Academic Regulations:

Additional requirement 1: Study Breaks

Part-time students: You are entitled to take a maximum of six informal breaks in your study between the modules you enrol on. A study break is an informal absence for the duration of one module. You cannot take more than two consecutive study breaks in succession. Longer periods of absence require a formal leave of absence.

Full-time students: Are entitled to take a maximum of three informal breaks in their study between the modules they enrol on. A study break is an informal absence for the duration of one module. They cannot take more than two consecutive study breaks in succession. Longer periods of absence require a formal leave of absence.

[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: 23 October 2025

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1.1	2024/25	ANETA HAYES	29 July 2024	Changes to update the module carousels
1	2024/25	ANETA HAYES	13 May 2024	
1.2	2023/24	ANETA HAYES	13 May 2024	Addition of full-time option
1.1	2023/24	ANETA HAYES	15 January 2024	Additional carousels added for the MA Early Childhood Education for subsequent entry points
1	2023/24	ANETA HAYES	15 May 2023	
1	2022/23	ANETA HAYES	09 August 2022	
1.2	2021/22	ANETA HAYES	09 August 2022	The change is to fix the following modules on the programme carousel (in the order presented here): 'Research Design EDU-40156', 'Research Methods EDU-40144', 'Preparing a Dissertation EDU-40158' and 'Dissertation - Main Research Project EDU-40160'.
1.1	2021/22	ANETA HAYES	27 July 2021	Addition of variation 3 to require a study break if there are outstanding assessment attempts for previous modules to the equivalent of 45 credits or more.
1	2021/22	ANETA HAYES	25 November 2020	