

Programme Specification: Post Graduate Taught

For Academic Year 2025/26

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	Modular degree (maximum period 5 years, including any periods of leave of absence and re-assessments) 1 year full-time or 2 years part-time (MA Education route only) Entry points: September
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	<p>UK students:</p> <p>Full-time fee for 2025/26 is £10,100</p> <p>Part-time fee for 2025/26 is £5,600*</p> <p>International students:</p> <p>Full-time fee for 2025/26 is £16,600</p>

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

This programme is designed to provide you with the chance to undertake advanced studies in a wide range of topics drawn from education theory and practice. You will study topics relating to policy making, professional practice, education research and scholarship, and your own professional development. You will also have the option to choose specialist modules from pathways relating to your own interests in leadership, education technology and early years education. The programme approaches education broadly and encompasses an array of formal, informal, local, and global approaches to education. The programme can be studied full time or part time to suit your work or other commitments. The specialist pathway options are delivered through hybrid online teaching supported by face-to-face group meetings, further enhancing the flexibility of study options.

The programme is structured around a core of knowledge relevant to all but then allows you to specialise in a pathway of optional modules that link to your own interests or career ambitions. These pathways include leadership, education technology, and early years education. The core modules focus on your own reflective practice as well as introducing a range of current issues in global, inclusive education. You will also study research methods as they relate to education topics before embarking on your own research project or placement. The optional modules allow specialism in a pathway that most interests you or is related to your own practice or ambitions.

The programme will develop you as a reflective, ethical, research led education practitioner. It also is relevant to those seeking careers in education policy and development in government and non-governmental organisations. The programme further prepares you for further study in education, perhaps at doctoral level by giving you the grounding in research methods, ethics and practice needed. Alongside the formal content of the degree you will be supported in developing your skills in research, effectiveness as a reflective practitioner, communication, and problem solving.

The final stages of the degree will involve you in undertaking a significant piece of supervised original research or a work placement. It is your choice which of these capstone, independent modules you choose. Both options allow you to study an issue in depth, apply your new research skills and use your subject knowledge to provide insights.

3. Aims of the programme

The programme will enable participants to critically reflect on their own practice while examining a wide range of contemporary global educational issues and theories, with a particular focus on inclusion. 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, and to be able to focus on these interests through their chosen specialist pathway as well as their dissertation topic. These pathways are Educational Leadership and Management; Early Years Education; and Education and Technology.

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, especially after completing the specialist pathway modules. The research methods module will provide a secure foundation for students to complete independent research focussed on their topics of interest. 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

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 demonstrate knowledge and understanding of:

- a range of educational theories and issues that are relevant to their profession as educators or their academic interest in education
- critical awareness of the philosophies, methodologies and practices underpinning educational research
- the political, social, economic and cultural context within which they, as educators/ employees, work and the processes by which classroom/ workplace practice is being (re)constructed
- specialist knowledge in a specialist area of early years education, education and technology, or educational leadership and management

Subject specific skills

Successful students will be able to:

- explain in academic terms how they have developed their own practice and/or managed personal and professional change
- reflect on practice with support from theory with regard to teaching and learning, curriculum design, assessment practice, behaviour and management, leadership, technology, and nurturing

- demonstrate that they can design and undertake an independent research study into an area of educational interest
- critically apply knowledge to educational issues and problems
- communicate effectively through the use of higher level writing/presentation skills, aimed at specialist and non-specialist audiences, with appropriate use of academic referencing

Key or transferable skills (including employability skills)

Successful students will be able to:

- Employ critical thinking skills
- Communicate with precision
- Problem-solve confidently

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?

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

- Lectures
- Workshops
- Tutorials
- Seminars
- Small-group tasks
- Supported asynchronous online learning (MA Education specialist pathways)
- Individual contact time with module tutors
- Individual contact time with dissertation supervisors
- Personal and guided study time

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 Personal Tutors or module lecturers on a one-to-one basis.

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 Sciences. 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?

The academic year runs from September to September and is divided into three semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April. Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An

outline of the structure of the programme is provided in the tables below.

There are two types of module delivered as part of your programme. They are:

- Compulsory modules - a module that you are required to study on this course;
- Optional modules - these allow you some limited choice of what to study from a list of modules.

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). 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 below), unless Recognition of Prior Learning (RPL) is considered (see below for more information on RPL). The part-time programme for the MA Education route stretches over 2 years, meaning that all chosen taught modules are completed in Year 1 (120 credits) and the dissertation is completed in Year 2.

All students on this programme will study some compulsory modules. Students will then select modules from pathway options. Students on the MA Education route will select a pathway and study two modules relating to the pathway specialism. So, for pathway *Educational Leadership and Management*, students have to take module EDU-40220 and module EDU-40222. For pathway *Education and Technology*, students have to take module EDU-40224 and module EDU-40226. For pathway *Early Years Education*, students have to take module EDU-40228 and module EDU-40230.

Students who have opted for the MA Education with TESOL route will not have the option of the pathway specialisms listed above. Instead, these students will complete the compulsory modules for the programme: EDU-40114 (Global and Inclusive Education Issues) and SOC-40020 (Qualitative and Quantitative Methodologies in Social Sciences). They will then also need to complete the following modules: ENL-40008 (Certificate in TESOL Part A); ENL-40009 (Certificate in TESOL Part B); and EDU-40027 (Dissertation) **OR** EDU-40164 (Placement).

A summary of the credit requirements per year is as follows.

Year	Compulsory	Optional	
		Min	Max
Level 7	90	90	90

Module Lists

Level 7

Compulsory modules	Module Code	Credits	Period
Reflecting on Practice	EDU-40114	30	Semester 1
Global and Inclusive Education Issues	EDU-40232	30	Semester 1
Qualitative and Quantitative Methodologies in Social Science	SOC-40020	30	Semester 2

Optional modules	Module Code	Credits	Period
Leading in a Complex World	EDU-40220	15	Semester 2
People, Work and Organisations	EDU-40222	15	Semester 2
Rethinking Teaching and Learning with Digital Technologies (online)	EDU-40224	15	Semester 2
Educational Technologies in Practice	EDU-40226	15	Semester 2
Early Years, Policy and Education	EDU-40228	15	Semester 2
Early Years in Practice	EDU-40230	15	Semester 2
Dissertation - Education (60)	EDU-40027	60	Semester 2-3
Placement (MA Education)	EDU-40164	60	Semester 2-3

Level 7 Module Rules

Students must select one of the specialist pathways: they must undertake both modules from this pathway. They cannot select modules from a different pathway.

Students must take either the Dissertation (EDU-40027) or Placement (EDU-40164); they cannot do both.

MA Education with TESOL route

Year	Compulsory	Optional
Level 7	120	60

Module Lists MA Education with TESOL

Level 7

Compulsory modules	Module Code	Credits	Period
Global and Inclusive Education Issues	EDU-40232	30	Semester 1
Qualitative and Quantitative Methodologies in Social Science	SOC-40020	30	Semester 2
TESOL A	ENL-40008	30	Semester 1
TESOL B	ENL-40009	30	Semester 2
Optional modules			
Dissertation	EDU-40027	60	Semester 2-3
Placement	EDU-40164	60	Semester 2-3

Level 7 Module Rules

All students on the MA Education with TESOL route must choose either EDU-40027 Dissertation **OR** EDU-40164 Placement.

Programme structure diagrams

The organisation of the full-time mode of study on the MA Education and the MA Education with TESOL route

Year One [180 credits] MA Education		
Autumn Semester	Spring Semester	Summer Semester
<p>EDU-40114 Reflecting on Practice</p> <p>EDU-40232 Global and Inclusive Education Issues</p>	<p>SOC-40020 Qualitative and Quantitative Methodologies in Social Science</p> <p>EDU-40027 Dissertation</p> <p>OR</p> <p>EDU-40164 Placement</p> <p><i>Educational Leadership and Management Pathway (online)</i></p> <ul style="list-style-type: none"> • EDU-40220 Leading in a Complex World AND • EDU-40222 People, Work and Organisations <p>OR</p> <p><i>Education and Technology Pathway (online)</i></p> <ul style="list-style-type: none"> • EDU-40224 Re-thinking Teaching and Learning with Digital Technologies AND • EDU-40226 Educational Technologies in Practice <p>OR</p> <p><i>Early Years Education Pathway (online)</i></p> <ul style="list-style-type: none"> • EDU-40228 Early Years Policy and Education AND • EDU-40230 Early Years in Practice 	<p>EDU-40027 Dissertation</p> <p>OR</p> <p>EDU-40164 Placement</p>

Year One [180 credits] MA Education with TESOL		
Autumn Semester	Spring Semester	Summer Semester
<p>EDU-40232 Global and Inclusive Education Issues</p> <p>ENL-40008 Certificate in TESOL Part A</p>	<p>SOC-40020 Qualitative and Quantitative Methodologies in Social Science</p> <p>ENL-40009 Certificate in TESOL Part B</p> <p>EDU-40027 Dissertation</p> <p>OR</p> <p>EDU-40164 Placement</p>	<p>EDU-40027 Dissertation</p> <p>OR</p> <p>EDU-40164 Placement</p>

The organisation of the part-time mode of study on the MA Education

Year One [60 credits]		
Autumn Semester	Spring Semester	Summer Semester
EDU-40114 Reflecting on Practice	SOC-40020 Qualitative and Quantitative Methodologies in Social Science	
Year Two [120 credits]		
Autumn Semester	Spring Semester	Summer Semester
EDU-40232 Global and Inclusive Education Issues	EDU-40027-Dissertation OR EDU-40164 Placement <i>Educational Leadership and Management Pathway (online)</i> <ul style="list-style-type: none"> • EDU-40220 Leading in a Complex World AND • EDU-40222 People, Work and Organisations OR <i>Education and Technology Pathway (online)</i> <ul style="list-style-type: none"> • EDU-40224 Re-thinking Teaching and Learning with Digital Technologies AND • EDU-40226 Educational Technologies in Practice OR <i>Early Years Education Pathway (online)</i> <ul style="list-style-type: none"> • EDU-40228 Early Years Policy and Education AND • EDU-40230 Early Years in Practice 	EDU-40027 Dissertation OR EDU-40164 Placement

The organisation of the modular mode of study on the MA Education

Students studying **via the modular route** can accumulate their degree credits over a period of maximum 5 years (including the dissertation, any re-assessments and periods of leave of absence). The modular route 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. A sample model for the modular route to MA in Education is suggested below, including the maximum period of 5 years (students can however complete the course earlier, by choosing more modules in a given year).

Year One [30 credits]		
Autumn Semester	Spring Semester	Summer
EDU-40114 Reflecting on Practice		
Year Two [30 credits]		
Autumn Semester	Spring Semester	Summer
EDU-40232 Global and Inclusive Education Issues		
Year Three [30 credits]		
Autumn Semester	Spring Semester	Summer
	SOC-40020 Qualitative and Quantitative Methodologies in Social Science	
Year Four [30 credits]		
Autumn Semester	Spring Semester	Summer
	<p><i>Educational Leadership and Management Pathway (online)</i></p> <ul style="list-style-type: none"> • EDU-40220 Leading in a Complex World AND • EDU-40222 People, Work and Organisations <p>OR</p> <p><i>Education and Technology Pathway (online)</i></p> <ul style="list-style-type: none"> • EDU-40224 Re-thinking Teaching and Learning with Digital Technologies AND • EDU-40226 Educational Technologies in Practice <p>OR</p> <p><i>Early Years Education Pathway (online)</i></p> <ul style="list-style-type: none"> • EDU-40228 Early Years Policy and Education AND • EDU-40230 Early Years in Practice 	
Year Five [60 credits]		
Autumn Semester	Spring Semester	Summer
	EDU-40164 Placement (if chosen instead of dissertation)	EDU-40164 Placement (if chosen instead of dissertation)
EDU-40027 Dissertation [60 credits]		

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 a range of educational theories and issues that are relevant to their profession as educators or their academic interest in education	Dissertation - Education (60) - EDU-40027 Placement (MA Education) - EDU-40164 Reflecting on Practice - EDU-40114 Rethinking Teaching and Learning with Digital Technologies (online) - EDU-40224
Demonstrate critical awareness of the philosophies, methodologies and practices underpinning educational research	Placement (MA Education) - EDU-40164 Dissertation - Education (60) - EDU-40027 Qualitative and Quantitative Methodologies in Social Science - SOC-40020
Demonstrate understanding of how the political, social, economic and cultural context within which they, as educators/ employees, work and the processes by which classroom/ workplace practice is being (re)constructed	Reflecting on Practice - EDU-40114 Global and Inclusive Education Issues - EDU-40232
Demonstrate specialist knowledge in a specialist area of early years education, education and technology, or educational leadership and management	Rethinking Teaching and Learning with Digital Technologies (online) - EDU-40224

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.	Reflecting on Practice - EDU-40114
Demonstrate that they can design and undertake an independent research study into an area of educational interest	Dissertation - Education (60) - EDU-40027 Placement (MA Education) - EDU-40164 Qualitative and Quantitative Methodologies in Social Science - SOC-40020
Communicate effectively through the use of higher level writing/presentation skills, aimed at specialist and non-specialist audiences, with appropriate use of academic referencing	Dissertation - Education (60) - EDU-40027 Placement (MA Education) - EDU-40164
Reflect on practice with support from theory with regard to teaching and learning, curriculum design, assessment practice, behaviour and management, leadership, technology, and nurturing	Reflecting on Practice - EDU-40114
Critically apply knowledge to educational issues and problems	Global and Inclusive Education Issues - EDU-40232 Rethinking Teaching and Learning with Digital Technologies (online) - EDU-40224

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Employ critical thinking skills	Global and Inclusive Education Issues - EDU-40232 Rethinking Teaching and Learning with Digital Technologies (online) - EDU-40224 Reflecting on Practice - EDU-40114
Communicate with precision	Dissertation - Education (60) - EDU-40027 Placement (MA Education) - EDU-40164
Problem-solve confidently	Placement (MA Education) - EDU-40164 Qualitative and Quantitative Methodologies in Social Science - SOC-40020 Dissertation - Education (60) - EDU-40027

8. Final and intermediate awards

Credits required for each level of academic award are as follows:

Master's Degree MA Education OR MA Education with TESOL (Trinity Certified)	180 credits	You will require at least 150 credits at Level 7
Postgraduate Diploma	120 credits	You will require at least 90 credits at Level 7
Postgraduate Certificate	60 credits	You will require at least 45 credits at Level 7

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
- Presenting, designing and evaluating projects
- Designing and developing activities
- Reflective portfolio
- Research proposal
- Dissertation

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 within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

10. Accreditation

The TESOL certificates on the MA Education with TESOL route are Trinity certified.

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/>

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?

Support for student learning on the Programme is provided in the following ways:

- Each student assigned an 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 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.
- Module guides which provides key information and guidance on structure, content and assessment, including dates for submission of assignments.
- MA Programme guide
- MA Dissertation guide
- Language classes for non-native English speakers and access to facilities and services by the University's Language Centre
- Support from the programme lead and module tutors in the form of in-person and electronic communication
- Keele Learning Environment

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. 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). The specialist pathways will be conducted asynchronously and online, but with tutor support.

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

Students who have chosen the placement module will be responsible for organising their own placement, with support from the Placement Officer. This gives students the flexibility to choose when and where to complete their placement, while considering any associated living and travel expenses, which they will be responsible for covering. Students are encouraged to factor in these potential costs when arranging their placement. All placements are subject to visa compliance, and students should ensure they meet any visa requirements. Additional guidance and support on these matters will be provided by the Placement Officer throughout the process.

Activity	Estimated Cost
Travel	£50
DBS Check	£50*
Total estimated additional costs	£100

*The current costs for a DBS check are detailed on the additional costs webpage:

<https://www.keele.ac.uk/study/postgraduatestudy/tuitionfeesandfunding/postgraduatefees/additionalcosts>

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. 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

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: 23 July 2025

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	