Masters, Postgraduate Diploma, Postgraduate Certificate in Education

Programme Specification: Postgraduate

Information for students: the programme specification is the definitive document summarising the structure and content of your degree programme. It is reviewed and updated every year as part of Keele's Annual Programme Review process. The document aims to clarify to potential and current students what you can expect from the study of the subject over the course of your programme.

This programme specification applies to students starting the programme from September 2022 onwards.

Names of programme(s) and award title(s)	MA Education MA Education with TESOL (Trinity Certified)
Mode of study	Full time (1 year) Part time (2 years) Modular route (via accumulation of credits over maximum 5 years)
Framework of Higher Education Qualification (FHEQ) level of final award	7
Duration:	1 year full time 2 years part-time Modular degree (maximum period 5 years, including any periods of leave of absence and re-assessments) Entry points: September or January

Details of professional, statutory and regulatory body (PSRB) (If appropriate):

http://www.keele.ac.uk/qa/professionalstatutoryregulatorybodies/

External Examiner(s) names: http://www.keele.ac.uk/qa/externalexaminers/

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

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

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

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

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

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/

MA Education Programme Intended Learning Outcomes (ILOs)

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

1. demonstrate systematic knowledge and critical awareness of a range of educational theories and issues that are relevant to their profession as educators or their academic interest in education;

2. explain in academic terms how they have developed their own practice and/or managed personal and professional change;

3. demonstrate critical awareness of the philosophies, methodologies and practices underpinning educational research;

4. demonstrate that they can design and undertake an independent research study into an area of educational interest;

5. communicate effectively through the use of higher level writing/presentation skills, aimed at specialist and non-specialist audiences, with appropriate use of academic referencing;

6. gain practical experience of education in their chosen area (primary or secondary education) through the placement module.

MA Education with TESOL Intended Learning Outcomes (ILOs)

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

7. demonstrate systematic knowledge and critical awareness of phonological, lexical and syntactic features of contemporary spoken and written English.

8. critically evaluate the field of English language teaching and practice in a variety of language teaching methods.

9. develop the methodological knowledge necessary to carry out successful classroom teaching

10. critically analyse self-created teaching materials.

11. gain practical experience of teaching English

12. demonstrate an ability to design and undertake an independent research study into an area of educational interest;

13. communicate effectively through the use of higher level writing/presentation skills, aimed at specialist and non-specialist audiences, with appropriate use of academic referencing

2. How is the Programme taught?

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

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

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

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

3.   What is the Structure of the Programme?

Exit Awards

	Credits
MA Education	180 Level 7 credits
Postgraduate Diploma in Education	120 Level 7 credits

Postgraduate Certificate in Education/ TESOL Certificate	60 Level 7 credits

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

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

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

Modules

The two compulsory programme modules are:

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

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

Selection of Approved MA Education Modules

Module	Credits
Issues in Inclusive Education (EDU-40118)	15
Reflecting on Practice (EDU-40114)	30
Global Education Issues (EDU-40100)	15
Education, Employment and Professional Identity (EDU-40122)	15
ENL-90024 (Certificate in TESOL Part A)	30
ENL-90026 (Certificate in TESOL Part B)	30
Global Citizenship Education (EDU-40120)	15

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

All students will originally register for a full MA award, but will be able to exit with a Postgraduate Diploma in Education (after accumulating 120 taught credits) or a Postgraduate Certificate in Education (after accumulating 60

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

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

MODULE INFORMATION

Issues in Inclusive Education (EDU-40118): 15 credits
Inclusive education has been positioned and promoted as a positive reaction to segregated schooling, inequality and prejudice. Inclusion, more generally, has permeated policy and social discourse in the last few decades as a concept and practice that attempts to include everyone into the local community. For example, community work rather than imprisonment, community housing rather than mental (health) institutions and not least of all, mainstream education is promoted for ALL pupils including those with a range of difficult learning needs. In the face of this, politicians and policy makers emphasise their commitment to issues of inclusion and social justice and in the process the meanings, policy and practice of inclusive education have been rethought - nowhere more so than in relation to special educational needs. This module offers insights into many different aspects of inclusive education.

Reflecting on Practice (EDU-40114): 30 credits
This module is intended to foreground the significance of reflective practice in enabling practitioners to develop informed insights and perspectives on key philosophical, social cultural and political debates about education/ workplace setting. Participants will engage actively with a variety of theories and practices associated with reflective practice, with more thoughtful reflection being posited as the key to reflective practice. Participants will reflect on an aspect of their practice and develop an action plan for future practice. They will be assessed through a reflective assessment that they will develop over time (including an official observation of practice), related to critically analysing an aspect of their practice.

Global Education Issues (EDU-40100): 15 credits
This module explores the changing world of education in the context of social, political, economic and cultural globalisation. It reflects on the `nature' of international identity, both for teachers and students, and critically explores what `international' means, educationally, in this context. The module aims to enable students to understand, and reflect critically on the expansion, origins, tensions, and challenges experienced in international education. It invites them to critically examine the primary aspects of globalisation and their impact on education in any setting and to explore the concept of professional identity in the context of a globalised education policy and practice.

Research Methods (EDU-40123): 30 credits
This module addresses issues about research design, as well as qualitative and quantitative research. Students are prepared to consider the ethical issues entailed in designing and conducting various forms of enquiry, such as narratives, life histories, auto/biographies, case studies and other qualitative or ethnographic methods. The module also explores the political and social contexts related to the research process and analysis. It considers aspects of the

research process such as the researcher's own reflexivity, and the negotiation of consent and involvement in the research process.

Education, Employment and Professional Identity (EDU-40122): 15 credits
This module explores changing patterns of education and work, the dynamic relationship between these two institutions, and how this has developed over time. It examines the wider social, cultural and economic contexts that shape both educational and work institutions, and how these affect the lives and identities of those involved in them. The module considers the way in which wider changes linked to globalisation, post- industrialism, education reform and marketisation, and related social and economic shifts, have affected people's experiences of education and employment, their social relationships and sense of self. The course draws upon a range of concepts and approaches, including: globalisation, post-industrial society, credentialism, human capital, gender and theories of self and identity. It critically examines evidence about the changing labour market, and its impact upon educational institutions.

Global Citizenship Education (EDU-40120): 15 credits
What role does education have in creating good citizens? What does it mean to be a citizen today? Both of these questions have long informed educational policy and practice in different ways across the world. Education has been seen as key to creating a nation's loyal subjects, skilled workers, intelligentsia, political activists – helping, in short, to shape people's sense of their place and values in their country and community. But as the nature of the world has changed, the citizenship role of education has begun to be contested. In particular, it is argued, the nation-state is no longer so central. So education today has the function of creating 'global citizens', in which ideas such as multi-cultural identity, sustainable development, values and the common good are important. Through lectures, seminars, workshops and group presentations, this module explores how ideas of citizenship have been reflected in educational policy and practice over the past century and in different countries today.

ENL-90024 (Certificate in TESOL Part A)
This module provides the key foundations of English language teaching. The module includes an introduction to the structure of the English language. It also introduces you to the principal methodologies and techniques such as classroom management and lesson planning, as well as practical skills such as giving instructions and board work. You will have the opportunity to experience learning an unknown language, as well as plan and deliver language classes.

ENL-90026 (Certificate in TESOL Part B)
This is the second module leading to the Trinity College (London) Certificate in TESOL and the main focus is on preparing students for the moderation visit by a Trinity assessor. You are encouraged to use your creativity to develop and evaluate various types of learning materials including audio-visual sources and how to develop a syllabus. At the same time you will continue to develop practical skills through teaching asylum seekers and groups of visiting international students. Throughout the module we discuss career development and how you can find work both in the UK and overseas.

Dissertation (EDU-40027): 60 credits
The purpose of the Dissertation is to contribute substantially to the Research methods training. To achieve this aim the student is required to demonstrate an understanding of the philosophy and principles of research (empirical or non-empirical) and show competence in the design, execution and reporting of a research project. In this way, the student's ability is developed to carry out subsequent research independently and to commission, manage and evaluate the research activities of others. The dissertation may be empirical or non-empirical in nature. The dissertation is normally a student project rather than original research, though it can be part of a research project for which you have considerable responsibility for and is underpinned by the research module which must be successfully completed prior to undertaking this module. The dissertation's target word limit is 15,000 words.

Placement (EDU -40164): 60 credits
This modules offers an educational work-based professional experience through a three-month placement in either primary or secondary school. During the placement, students will observe practitioners in the education workplace. They will work with their assigned school-based mentor to identify educational topics that their placement school would like them to research and plan the scope and nature of research evidence that will need to be collected to research these topics. The students will subsequently develop and conduct a small research project on a topic chosen by their placement school, following the 'Spiral of Enquiry' methodology. The module will finish with a 15,000 - 18,000 words dissertation.

4.   Recognition of Prior Learning

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

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

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

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

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

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

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

5. How is the Programme assessed?

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

Formative assessment in the programme takes a variety of forms. They include the completion of preparatory tasks for the taught sessions that are used as the basis for discussion, on-line tasks that are used to consolidate or extend the work that has been undertaken in the taught session. These activities provide module tutors with opportunities to assess students' levels of understanding and engagement, evidence that can subsequently be used during taught sessions to adapt or revise session plans or as the basis for tutorial discussions with individual students.

A variety of assessment methods is used, these are detailed below. Each method of assessment is supported by clear criteria for marking (https://www.keele.ac.uk/media/keeleuniversity/policyzone20/studentandacademicservices/Postgraduate%20Taught%20(Level%207)%20Generic%20Assessment%20Criteria%20-%20for%20use%20from%202018-19.pdf). The pass mark is 50% for all elements of assessment.

Module	Assessment
EDU-40121 Research Methods	3,500 word essay, describing a rationale for the research approach that the student is proposing to use for their dissertation
EDU-40118 Issues in Inclusive Education	3,500 words critical review essay
EDU-40114 Reflecting on Practice	3,500 words reflective assignment
Education, Employment and Professional Identity (EDU-40122)	3,500 words essay
EDU-40100 Global Education Issues	3,500 words essay
EDU-40120 Global Citizenship Education	3,500 word critical policy analysis
ENL-90024 (Certificate in TESOL Part A)	Teaching Practice (Practical Assessment) Unknown Foreign Language learning experiences (Reflective Diary) Language Awareness Portfolio
ENL-90026 (Certificate in TESOL Part B)	Teaching Practice (Practical Assessment) Learner Profile (Portfolio) Language Awareness (Project)
EDU-40027 Dissertation or Placement (EDU 40164)	Research project 15,000 – 18,000 words

The table below provides an overview of the learning outcomes and skills students will gain during their time on the MA Education. These are 'mapped' against specific modules and modes of assessment.

Subject Knowledge and Understanding Learning		
Outcome **Successful students will be able to**	**Modules in which this is delivered**	**Principal forms of assessment (of the Level Outcome) used**
Demonstrate understanding of a range of methods for conducting educational research, and explain their relationship to theory Explain how different methods may be suitable for different research projects Conduct independent research into an educational 'problem', drawing on relevant theory Carry out original research in response to a theoretically and experientially defined problem, research question or hypothesis	*EDU 40121 Research Methods* *EDU 40027 Dissertation/ EDU 40164 Placement*	Written research proposal Dissertation
Critically discuss how education is situated within the wider changes to society, work conditions and economic developments examine the link between societal changes and expectations from education and professional identities critique the influence of socio-economic, educational and work related factors on their own professional identities, as well as those of others	*EDU-40122 - Education, Employment and Professional Identity*	Written essay focusing on the relationship between education, work and identity
Deconstruct critical, historical and reflective approaches to 'inclusive' education Critique research findings on social inclusion and exclusion and apply their arguments to topical questions Produce robust written material	*EDU 40118 Issues in Inclusive Education*	Written critical review

(including under strict timed conditions) in different formats and lengths and for different purposes		
critique the political, social and cultural context within which they, as educators/ employees, work and the processes by which classroom/ workplace practice is being (re)constructed; critically explore the implications of adopting a particular approach to an aspect of educational/ workplace provision, which might include the curriculum, assessment practices, teaching approaches, behaviour, management, leadership and nurture or mentoring; reflect critically on practice in the light of theory and vice versa, synthesising theoretical knowledge with practical experience and developing an appropriate action plan. critically examine the relevance of reflective practice;	*EDU – 40114 Reflecting on Practice*	reflective assignment (including observation of practice)
critically examine the primary aspects of globalisation and their impact on education in any setting critically examine the growing international school market and the challenges this poses reflect critically on practice in the light of theory and vice versa critically explore the concept of professional identity in the context of a globalised education policy and practice field	*EDU-40100 Global Education Issues*	written essay
explain the relationship between education, at both secondary and tertiary level, and various concepts of citizenship explain how this relationship has changed over time as the global political climate, and the	*EDU-40120 Global Citizenship Education*	critical policy analysis

relationship between education systems, the state and other governing bodies have also changed illustrate these explanations with examples from the geographical areas covered trace the ways in which the concept of citizenship is framed in a variety of policy and curriculum contexts and documents analyse this relationship from the perspective of either equality, conscientization or politicisation-radicalisation apply these concepts and skills across a range of contexts and materials		
analyse the basic relationship between linguistic form and meaning in standard English examine the principal concepts and terminology of the structure and use of English plan and deliver basic lessons using mainstream language teaching methodology and reflect upon their efficacy reflect upon the theory and practice of language teaching and learning demonstrate an understanding of the practice of materials design	*ENL-90024 (Certificate in TESOL Part A)*	Teaching Practice (Practical Assessment) Unknown Foreign Language learning experiences (Reflective Diary) Language Awareness Portfolio
Plan and deliver grammar-based and skills-based lessons and reflect upon their efficacy Analyse the needs of English language learners and prepare material aimed at fulfilling those needs Design, rationalise and evaluate teaching materials to be used in practical sessions	*ENL-90026 (Certificate in TESOL Part B)*	Teaching Practice (Practical Assessment) Learner Profile (Portfolio) Language Awareness (Project)

6. What are the typical admission requirements for the programme?

Students should have a good honours degree (minimum 2:2) from an awarding UK institution, or its international equivalent. For students who fall short of this requirement, relevant work experience, or evidence of experience in the field, will be considered as an alternative. Admission to the programme may be subject to an interview. Applicants from a country where English is not the first language are required to take one of the internationally recognised English language tests such as Academic IELTS. The minimum entry level to the programme is IELTS 6.5, with a minimum score of 5.5 in each subtest, or equivalent English language test scores. For candidates on the TESOL pathway, the language requirement is IELTS 6.5 overall with no subtest lower than 6.0.

Applicants without a first degree:

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

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

7. How are students supported on the programme?

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

Each module has a module guide which provides key information and guidance on structure, content and assessment, including dates for submission of assignments. The course complies with University policy on student pastoral and academic support. There is a dedicated Course Administrator who is available to deal with students' queries by phone, email or in person.

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

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

8. Learning Resources

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

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

9. 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).

10. Quality management and enhancement

The Programme Board, which consists of academic staff, is responsible for the day to day management of the programme. The Director of the MA Programme chairs this body and reports to the Head of School.
The programme is monitored and reviewed in the following ways:

- Student evaluation of teaching: Students have the opportunity to evaluate each module and the programme as a whole. Data from the evaluations is reported at regular programme board meetings;
- Compilation of a module report by the relevant module leader
- Management of assessments is overseen by the School's Examination and Assessments Lead
- Titles and markers' guides are scrutinised by the relevant External Examiner prior to use
- Submitted work is marked and moderated by academic staff, and these processes are scrutinised and approved by the External Examiner
- External Examiner's report on each module's assessment and annually on the conduct of assessments
- Annual Programme Review process
- School Education Committee
- Partnership Meetings (e.g. SCITT and Keele Staff)
- Student Staff Voice Committee: this body provides an important part of the monitoring and review procedures and is a valuable source of management data for the programme team;
- Annual Progress review: the annual review brings together student evaluations, external examiners' reports, academic and pastoral tutor reports and internal programme review and monitoring data.
- Students are represented in the management of the programme through representation at the Student Staff Voice Committee, and through attendance at relevant programme boards (e.g. Annual Review)

11. The principles of programme design

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

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

12. Programme Version History

Version History	Date	CHANGES / NOTES
Date first created		
Revision history	February 2018	Removal of specific pathways (leading to named awards) and changes to modules.
Further revision	24 Jan 2019	Modular delivery (up to maximum 5 years, replacing the current part-time route lasting 2 years) is proposed by the programme team to respond to the growing need of teachers who are in full time employment to develop their academic and professional profile. These teachers are not always able to accommodate the demands of 'cohort' based studies (either full-time or part-time). Offering a route to Master's in Education via the proposed modular model (i.e. via accumulation of credits over the maximum of 5 years) will open up opportunities for increased recruitment and will enhance the reputation of the programme in the local and regional community of teachers. A modular 'route' to Master's is a common PGT model at many of our competitor institutions, as suggested in the latest Market Analysis report for MA Education. It is also in line with the School's Strategy to develop routes to CPD and to integrate the programme with other PGT programmes across SSPP, HUMMS and the University. The proposed changes were originally approved by SLTC on 15 Jan 2019 and then endorsed again at SLTC on 19 Feb 2019.
Date approved by FLTC		7th May 2019
Further revision	April 2021	Addition of information about the placement and January start Change of modules: replacement of 'Creative Practice' with EDU-40122 - Education, Employment and Professional Identity Reduction of word limit to assessments – from 5,000 words to 3,500 words
Further revision	December 2021	Addition of TESOL modules to the programme, to enable students to study a specialised pathway – MA Education with TESOL (Trinity Certified(Updates to programme outcomes in line with the type of programme studied Updates to forms of assessments on the programme, stemming from the addition of the TESOL modules