

MA Educational Leadership (Teach First) 2024

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|---|--|
| Awarding institution | Bath Spa University |
| Teaching institution | Bath Spa University |
| School | School of Education |
| Main campus | Distance Learning |
| Other sites of delivery | N/A |
| Other Schools involved in delivery | N/A |
| | |
| Name of award(s) | Educational Leadership (Teach First) |
| Qualification (final award) | MA |
| Intermediate awards available | PGDip Educational Leadership (Teach First) |
| Routes available | Single |
| Duration of award | 2 year part-time |
| Professional Placement Year | No |
| Modes of delivery offered | On-line only |
| Regulatory Scheme ^[1] | Taught Postgraduate Framework |
| | |
| Professional, Statutory and Regulatory Body accreditation | N/A |

| | |
|---|-----------|
| Date of most recent PSRB approval (month and year) | N/A |
| Renewal of PSRB approval due (month and year) | N/A |
| | |
| UCAS code | N/A |
| Route code (SITS) | MAEDL-TF |
| Relevant QAA Subject Benchmark Statements (including date of publication) | N/A |
| Date of most recent approval | May 2019 |
| Date specification last updated | June 2019 |
| | |

[1]This should also be read in conjunction with the BSU Qualifications Credit Framework

Programme Overview

Available to Teach First PGCE and Teach First PGDE alumni only, this programme builds on previous learning undertaken during the students work-based PGCE and PGDE and leads to an overall Masters: MA Educational Leadership (Teach First).

In the first year PGCE alumni are given further opportunities to extend their knowledge and skills in leadership and research through studying a further 60 credits offered by this programme.

The second year of the programme provides students with the opportunity to undertake a substantial piece of applied project-based research on an aspect of education theory, policy or practice relating to leadership, which identifies as relevant to the students' context and professional practice.

It will allow the reporting of research processes and findings in a format appropriate to postgraduate level study.

PGCE students complete both years of the programme to achieve the additional 120 credits necessary for an MA.

PGDE students, who already have 120 level 7 credits, only need to complete the final year of the programme.

Programme Aims

The Teach First Training Programme combines teacher and leadership training. The programme is based on global best practice. This top up Masters will build on the work conducted during the one year Teach First PGCE and two year Teach First PGDE programmes to further enhance students developing leadership skills and provide an opportunity for an in depth research project closely aligned to current practice and context specific educational priorities. The programme aims to provide opportunities for students to further their development as educational practitioners and leaders. It will involve critical engagement with research in education and educational leadership and support students in strengthening their own emerging leadership skills and practice. Students will also expand their critical and practical knowledge of research design and implementation.

Programme Intended Learning Outcomes (ILOs)

(NB These ILOs are at level 7 of the FHEQ)

At the end of the programme students will be able to:

A Subject-specific Skills and Knowledge

- A1. Demonstrate research informed practice and in depth critical understanding in the field of education and leadership with particular emphasis on their own setting
- A2. Evidence competencies in educational leadership and critically reflect on your own practice in the classroom and in the wider school community
- A3. Critically reflect on complex issues and identify solutions supported by education theory, principles and policy
- A4. Positively influence their school/education setting by demonstrating initiative and by making judgements and communicating conclusions clearly to other practitioners and the wider school community.
- A5. Lead their own development, and that of others, across teaching, learning and leadership in their own educational setting

B Cognitive and Intellectual Skills (Teachers' Standards)

- B1. Set high expectations which inspire, motivate and challenge pupils B2. Promote good progress and outcomes by pupils
- B3. Demonstrate good subject and curriculum knowledge B4. Plan and teach well structured lessons
- B5. Adapt teaching to respond to the strengths and needs of all pupils B6. Make accurate and productive use of assessment
- B7. Manage behaviour effectively to ensure a good and safe learning environment B8. Fulfil wider professional responsibilities

C Skills for Life and Work

C1. Autonomous learning (including time management) that demonstrates the exercise of initiative, personal responsibility and decision-making in complex and unpredictable situations and the independent learning ability required for continuing professional development

C2. Team working skills necessary to succeed in the global workplace, with an ability both to work in and lead teams effectively, as well as the ability to act autonomously in planning and implementing tasks at a professional or equivalent level

C3. Communication skills that show the ability to communicate clearly to specialist and non-specialist audiences knowledge at, or informed by, the forefront of the academic discipline, field of study or area of professional practice, and the conclusions drawn from dealing with complex issues systematically

C4. IT skills and digital literacy that demonstrate the ability to develop new skills to a high level and to approach complex issues systematically and creatively

Intermediate awards

PgCert Intended Learning Outcomes

Postgraduate Diploma in Educational Leadership (Teach First)

Programme content

This programme comprises the following modules

Key:

Core = C

Required = R

Required* = R*

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

| Educational Leadership (Teach First) | | | | Status | |
|--------------------------------------|------------|--|---------|--------|-------|
| Level | Code | Title | Credits | Single | Joint |
| 7 | TFI7007-60 | Applied Research Project: Leadership Development (Teach First) | 60 | C | |
| 7 | EDU7122-30 | Work-based Action Enquiry | 30 | C | |
| 7 | EDU7102-15 | Research and the Professional Part 1 | 15 | C | |
| 7 | EDU7103-15 | Research and the Professional Part 2 | 15 | C | |

Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in the modules for this 'top up' programme. They are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by a range of appropriate formative exercises and academic input as detailed in the module descriptors.

Work experience and placement opportunities

No specific placement opportunities are offered as part of this course. These MA students will typically be in their professional employment settings.

Additional Costs Table

| Module Code & Title | Type of Cost | Cost |
|---------------------|--------------|------|
| N/A | | |

Graduate Attributes

| | Bath Spa Graduates... | In MA Educational Leadership, we enable this... |
|---|--|---|
| 1 | Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams | Teach First teachers with an MA in Educational Leadership are highly sought-after nationally by schools as the very best new teachers. This means that employment rates are incredibly high, with the vast majority going on to become outstanding teachers and leaders in their field - working in schools across the country. Students will typically already be in employment whilst undertaking this 'top up' programme |
| 2 | Will be able to understand and manage complexity, diversity and change | Teach First teachers with an MA in Educational Leadership are committed to ending education inequality, in line with the values of the Teach First charity. Teach First's core belief is that a child's background should not limit the opportunities they have in education and in life, and participants are fully equipped with the skills needed to begin to tackle these challenges and end education inequality in all forms. |
| 3 | Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners | Teach First with an MA in Educational Leadership and Bath Spa Teachers are part of a wider community of leaders across society whose aim is to end education inequality. To do this, they use their natural creativity to explore different approaches and come up with innovative solutions to problems in order to ensure that no child is left behind. |
| 4 | Will be digitally literate: able to work at the interface of creativity and technology | Teach First teachers with an MA in Educational Leadership use the latest technologies to support effective pedagogy and to enhance learning – both in the classroom, during their studies and to support their own creative approaches. |

| | | |
|---|--|--|
| 5 | Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas | As part of the Teach First Summer Institute, as well as during their training, Teach First teachers with an MA in Educational Leadership will have the opportunity to train alongside fellow participants, teachers and pupils with a range of diverse backgrounds. They will also be linked into the wider international community through links established by the School of Education. |
| 6 | Will be creative thinkers, doers and makers | Creativity in approach is central to the values of the Bath Spa Teacher, and Teach First teachers with an MA in Educational Leadership go on to become leaders across society that innovate, promote and deliver real change in order to end educational inequality. |
| 7 | Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy | Teach First teachers with an MA in Educational Leadership are naturally inquisitive, and through the Teach First mission statement are committed to driving through innovative practice in the schools that really need change. This means that they are gifted communicators, able to reflect confidently on their own practice and that of others, and able to lead learning wherever they teach. |
| 8 | Will be ethically aware: prepared for citizenship in a local, national and global context | Teach First teachers with an MA in Educational Leadership are equipped with the subject-knowledge and skills needed to make a real difference in schools – through thorough teaching preparation and an awareness of the challenges that face schools, they become particularly aware of the diversity that can be a driver for education inequality and are fully equipped to tackle these drivers within their settings. |

Modifications

Module-level modifications

| Code | Title | Nature of modification | Date(s) of approval and approving bodies | Date modification comes into effect |
|----------------|--|------------------------|--|-------------------------------------|
| TF710 4-60 | Dissertation Module: Leadership Development (Teach First) | Assessment Change | Curriculum Committee 16th June | 2021/22 |
| TF710 4-60 | Dissertation Module: Leadership Development (Teach First) | Module deleted | Curriculum Committee December 2021 | 2023/24 |
| TF170 07-60 | Applied Research Project: Leadership Development (Teach First) | Module added | Curriculum Committee December 2021 | 2023/24 |
| TF1700 7-60 | Applied Research Project: Leadership Development (Teach First) | Assessment change | January 2024 | September 2024 |

Programme-level modifications

| Nature of modification | Date(s) of approval and approving bodies | Date modification comes into effect |
|---|--|-------------------------------------|
| Module added: EDU7122-30 Work-based Action Enquiry | January 2024 | September 2024 |
| Module added: EDU7102-15 Research and the Professional Part 1 | January 2024 | September 2024 |
| Module added: Research and the Professional Part 2 | January 2024 | September 2024 |
| | | |

Attached as appendices:

1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

Appendix 1: Programme Structure Diagram – MA Educational Leadership (Teach First)

| MA Educational Leadership (Teach First) | Trimester 1 | Trimester 2 | Trimester 3 |
|---|--|--------------------------------------|---|
| Year 1 | EDU7102-15 Research and the Professional Part 1 | EDU7122-30 Work-based Action Enquiry | EDU7103-15 Research and the Professional Part 2 |
| Year 2 | Applied Research Project: Leadership Development (Teach First) | | |

Appendix 2: Map of Intended Learning Outcomes

| Level | Module Code | Module Title | Status (C,R,R*,O) [4] | Intended Learning Outcomes | | | | | | | | | | | | | | | | |
|-------|-------------|--|---------------------------------|---------------------------------------|----|----|----|----|-----------------------------------|----|----|----|----|----|----|----|--------------------------|----|----|----|
| | | | | Subject-specific Skills and Knowledge | | | | | Cognitive and Intellectual Skills | | | | | | | | Skills for Life and Work | | | |
| | | | | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | C1 | C2 | C3 | C4 |
| 7 | TFI7007-60 | Applied Research Project: Leadership Development (Teach First) | C | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 7 | EDU7102-15 | Research and the Professional Part 1 | C | x | x | x | | | | | X | | | | | | x | | x | x |
| 7 | EDU7103-15 | Research and the Professional Part 2 | C | x | x | x | x | x | | | x | | x | | | x | x | x | x | x |
| 7 | EDU7122-30 | Work-based Action Enquiry | C | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |

[4] C = Core; R = Required; R* = Required*; O = Optional

Appendix 3: Map of Summative Assessment Tasks by Module

| Level | Module Code | Module Title | Status (C,R,R*,O)[5] | Assessment method | | | | | | | | | | | |
|-------|-------------|--|----------------------|-------------------|-------|---------|-----------|--------|-------------------|------------------|--------------|---------------------|----------------------|------------------------|--|
| | | | | Coursework | | | | | Practical | | | Written Examination | | | |
| | | | | Dissertation | Essay | Journal | Portfolio | Report | Practical Project | Practical skills | Presentation | Written Examination | In-class test (seen) | In-class test (unseen) | |
| 7 | TFI7007-60 | Applied Research Project: Leadership Development (Teach First) | C | | | | x1 | x1 | x1 | | | x1 | | | |
| 7 | EDU710 2-15 | Research and the Professional Part 1 | C | | x1 | | | | | | | | | | |
| 7 | EDU710 3-15 | Research and the Professional Part 2 | C | | x1 | | | | | | | | | | |
| 7 | EDU712 2-30 | Work-based Action Enquiry | C | | | | | x1 | | | | | | | |

[5] C = Core; R = Required; R* = Required*; O = Optional