

MA Educational Leadership (Teach First)

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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	N/A
Routes available	Single
Duration of award	1 year part-time
Sandwich period	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)	May 2019
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 University's Qualifications Framework

Programme Overview

Available to Teach First PGDE alumni only, this 'top up' module builds on previous learning undertaken during the students work-based PGDE and leads to an overall Masters: MA Education Leadership (Teach First).

Through the 'top up' module, Teach First PGDE alumni are provided 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 process and findings in a format appropriate to postgraduate level study.

Programme Aims

The Teach First Training Programme combines teacher and leadership training. The programme is based on global best practice. This Masters top up module will build on the work conducted during the two year PGDE programme to provide an opportunity for an in depth research project closely aligned to current practice and context specific educational priorities. The programme will provides opportunities for students to: -

1. Select, design and execute an appropriate applied research project
2. Be aware of a range of issues and concerns within your field of research
3. Understand the theoretical and professional context within which your research is conducted
4. Know the appropriateness of your research paradigm and data gathering techniques
5. Articulate and analyse your methodological issues
6. Be familiar with previously reported research and other literature relevant to the study
7. Practice the conventions adopted in the academic reporting and writing up

Programme Intended Learning Outcomes (ILOs)

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

A Subject-specific Skills and Knowledge

A1. A critical evaluation of documents, texts and research evidence related to the area of inquiry and a systematic understanding of the major theories, principles and underpinning concepts

A2. A comprehensive understanding of techniques applicable to your own research project

A3. The ability to deal with complex issues, including potential gatekeepers and participants in your professional field, both systematically and creatively

A4. Evidence that ethical considerations have been taken into account at all stages of the research study, and that you are compliant with ethical procedures set down by the University.

A5. Your ability to communicate the results of your study clearly to specialist and non- specialist audiences

A6. Self-direction and originality in tackling and solving problems and acting autonomously in planning and implementing projects in your professional field

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

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	

Assessment methods

Summative assessment tasks will be used to test the Intended Learning Outcomes in the 'top up' module.

Students will be supported in their development towards summative assessment by appropriate formative exercises and academic input.

Formative exercises and tasks:

- F1 Feedback on project proposal
- F2 Feedback on initial draft report
- F3 Presentation at group seminars

Summative assessment:

- S1: Ethical approval (pass/fail) – required component (weighting 0%)
- S2: Developing an achievable applied research project proposal (4,000 words submission) (weighting 30%)
- S3: Portfolio (weighting 50%):
 - Part1: Critical evaluation report or applied research project (6,000 words)
 - Part 2: portfolio of implementation evidence (no word count, but this assessment component is equivalent to 3000 words)
- S4: Digital Presentation (15-20 min, recorded) of applied research project, its impact and evaluation to relevant stakeholders (no word count, but this would be equivalent of 3,000 words) (weighting 20%)

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, in which they will be carrying out their personal applied research project.

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' module

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
TFI70 07-60	Applied Research Project: Leadership Development (Teach First)	Module added	Curriculum Committee December 2021	2023/24

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

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)	Semester 1	Semester 2	Semester 3
Year 1	TFI7007-60 Applied Research Project: Leadership Development (Teach First)		

Appendix 2: Map of Intended Learning Outcomes

Level	Module Code	Module Title	Status	Intended Learning Outcomes

			(C,R,R*,O) [4]	Subject-specific Skills and Knowledge						Cognitive and Intellectual Skills								Skills for Life and Work			
				A1	A2	A3	A4	A5	A6	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	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			
				Dissemination	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			

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