MA Educational Leadership (Teach First)

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	January 2026

[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 Work Independently - Act autonomously in planning and implementing tasks in a professional context.

C2 Work with Others - Plan for and actively engage in inclusive collaboration with others to tackle and solve complex problems and develop original insights.

C3 Communicate with Impact - Communicate complex ideas clearly, effectively and impactfully with specialist and non-specialist audiences.

C4 Demonstrate Digital Fluency - Use digital skills productively, critically and ethically to enhance creativity and communication in a professional context.

Intermediate awards

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	TFI7008-30	Creative Leadership in Education	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

Graduate Attribute	While at Bath Spa, I will develop my ability to:	This programme will help me to do this through:
Confidently Self-Aware	Reflect on and recognise my unique skills, strengths, and values and be able to apply and articulate them in a range of different contexts.	Continuous self-reflection during discussions in group work, reading tasks and course assessment. Working with a supervisor to identify research and strategies to support their development as a leader in education. Promoting reflection and reflexivity in their practice.
Emotionally Attuned	Be mindful of how my actions and emotions impact those around me so I can better navigate difficult situations and build effective interpersonal relationships.	Supportive and collaborative learning environment where students can explore the impact of their research on both themselves and their educational community. Guided to reflective models that include self and emotional elements as part of their assessments.

Graduate Attribute	While at Bath Spa, I will develop my ability to:	This programme will help me to do this through:
Inclusive Collaborator	Contribute independently to collaborative projects while working effectively with others, valuing diversity and respecting individual differences.	Awareness of the importance of diversity and collaboration in professional leadership practice. The integration of discussions and tasks during and/or outside lectures to facilitate learning autonomy and collaboration. Emphasising the importance and value of colleagial and peer leadership approaches for students whose roles within educational contexts do not yet explicitly include a leadership responsibility.
Adaptable Innovator	Embrace challenges, taking risks where needed and applying individual and collective problem solving.	A focus on professional agility and flexibility underpins the course as students engage with emerging technologies and respond to changing requirements within wider educational theory and their individual contexts. Students will be encouraged to cultivate adaptability and problem-solving skills essential for the ever-evolving educational landscape.
Critical Thinker	Keep an open mind, ask curious questions and think creatively to gain a deeper and broader understanding of global perspectives and the world around me.	Critical engagement with the literature, asking curious questions and reflection on professional practice. Requiring students to justify their chosen research and leadership approaches with reference to literature and their context.
Forward Thinker	Set goals, plan ahead and utilise resources to support my personal ambitions and achieve my own version of success.	Linking the research project to professional leadership practice and understanding their practical implications. Using the focused research project to support their own personal/professional goals.
Ethical Leader	Act with empathy, making decisions grounded in ethical principles while advocating for sustainability and positive social change.	Knowledge and training around research ethics. Discussion of ethical leadership approaches. Encouraging reflection on the sustainability and impact of research projects on creating positive social change within your context.

Graduate Attribute	While at Bath Spa, I will develop my ability to:	This programme will help me to do this through:
Responsible Self-Starter	Be accountable for my actions and decisions while demonstrating creativity, proactivity, and a focus on solutions.	The applied research project is designed to create direct links to professional practice. Students are required to regularaly reflect on the impact of their research projects and adapt these if necessary, based on interim data and reflections.
Compassionately Resilient	Respond to setbacks with a reflective and positive attitude, flexibility and a self-caring approach.	Discussions and tutorials offer opportunities to reflect on practice with peers and university colleagues in order to find solutions to setbacks utilising all available skills and resources.
Digitally Resourceful	Utilise and responsibly leverage existing and emerging technologies to solve problems and communicate.	The applied research module requires students to engage with technology to support their learning and assessment. They also have access to additional technological tools to support their research activities, data collection, analysis and dissemination.

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
TFI7007-60	Applied Research Project: Leadership Development (Teach First)	Assessment change	January 2024	September 2024
TFI7007-60	Applied Research Project: Leadership Development (Teach First)	Summative assessment word count change	SQMC November 2025	2026/27

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
Module removed: EDU7122-30 Work-based Action Enquiry	Curriculum Approval Panel, December 2025	2026/27
Module added: TFI7008-30 Creative Leadership in Education	Curriculum Approval Panel, December 2025	2026/27
Change of trimester: EDU7102-15 Research and the Professional Part 1, from trimester 1 to 2	Curriculum Approval Panel, December 2025	2026/27

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	TFI7008-30 Creative Leadership in Education	EDU7102-15 Research and the Professional Part 1	EDU7103-15 Research and the Professional Part 2
Year 2	TFI7007-60 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

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	EDU7103-15	Research and the Professional Part 2	C	x	x	x	x	x			x		x			x	x	x	x	x
7	TFI7008-30	Creative Leadership in Education	C	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	EDU7102-15	Research and the Professional Part 1	C		x1									
7	EDU7103-15	Research and the Professional Part 2	C		x1									
7	TFI7008-30	Creative Leadership in Education	C					x1			x1			