

PROGRAMME SPECIFICATION

When printed this becomes an uncontrolled document. Please check the Programme Directory for the most up to date version by clicking [here](#).

Award titles

Programme Title(s)

MA Education (Wales)

MA Education (Wales) Leadership

MA Education (Wales) Additional Learning Needs

Internal Programme Title(s) (if different to the title on the certificate)

Programme to be included in Graduation Ceremonies

Yes

Delivery period

September 2021-September 2025

Intake points

September

Regulatory details

Regulatory details
Awarding body
Glyndŵr University
Programme delivered by
<i>A Welsh national collaboration between the following Universities: Glyndwr University Aberystwyth University Bangor University Cardiff Metropolitan University Swansea University University of South Wales University of Wales Trinity St Davids</i>
Location of delivery
<i>Glyndwr at National Study Saturday days</i>
Faculty/Department
<i>FSLS</i>
Exit awards available
<i>PGCert Education</i>

<i>PGDip Education</i>
Professional, Statutory or Regulatory Body (PSRB) accreditation
NA
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. <i>completion of placement.</i>
NA
HECoS codes
100459
UCAS code
NA
Relevant QAA subject benchmark statement/s
Masters_Characteristics statement
Mode of study
Part time
Normal length of study for each mode of study
Minimum: 3 years Maximum 5 years
Language of study
English Welsh
Transitional arrangements for re-validated provision if applicable
NA
The following University Award Regulations apply to this programme (<i>highlight the appropriate ones and delete the others</i>)
Taught Masters Regulations

OFFICE USE ONLY	
Date of validation event:	May 2020
Date of approval by Academic Board:	November 2020
Approved Validation Period:	Sep 21 – Sep 25 for 5 year intake
Transitional arrangements approved (if revalidation)	NA
Date and type of revision:	

1 Criteria for admission to the programme

Standard entry criteria

Students are required to have Qualified Teacher Status and to be currently employed in the compulsory education sector in the United Kingdom.

2 Record of Prior (Experiential) learning

The maximum number of credits allowed to be transferred into the full Master's degree is 60. Applicants may enter the programme at various levels (i.e. with 20, 40 or 60 Level 7 credits), with RPL/RPEL in accordance with each university's general regulations. For students wishing to exit with the National MA Education (Wales) award, this must include the compulsory Advanced Research and Enquiry Skills module.

For example, completion of a Postgraduate Certificate in Education (PGCE) can provide advanced standing (or equivalent) to join the programme. Students who have not completed an accredited Welsh ITE programme (2019) can claim RPL/RPEL for up to a maximum of 60 credits into the programme, based upon each individual application. Please note that the only possible exit awards for students entering the programme with RPL/RPEL will be the Postgraduate Diploma in Education or the MA Education.

3 DBS Requirements

As the programme is for qualified teaching professionals a DBS qualification will already be held as part of employment requirements.

4 Suitability for Practice Procedure

N/A

5 Aims of the programme

The key aim of this proposed national programme is to develop high quality educational practice and leadership expertise at all career stages (early career to senior leaders). The National programme provides the opportunity for education professionals to engage in contemporary, relevant and research informed modules that are aligned with the 'Principles of Masters Level Professional Learning in Wales (Appendix 1); the wider National Approach to Professional Learning (NAPL) and the National Strategy for Educational Research (NSER).

The National Masters will support professionals working at all levels within educational contexts to develop their research knowledge, skills and understanding so that they can evaluate, analyse and reflect on their current educational practice informed by relevant international research and key theoretical ideas.

The programme will reflect, consider, and critically appraise key international, national and local priorities of the education sector including those of the WG and other key stakeholders.

6 Distinctive features of the programme

The blended learning programme reflected in the National MA has been collaboratively designed by seven participating HEIs in Wales. A combination of face to face and online delivery as well as common national assessments will be provided by each participating institution. There will be joint moderation across the programme to ensure programme quality, parity, and equity for all participating students. The programme has been designed to reflect the collective expertise of the participating institutions and is informed by international research evidence.

The National MA programme will equip participants with key learning experiences to support their research and enquiry into professional practice. It will enhance their leadership capabilities, encourage professional autonomy, and improve professional judgement in all contexts and situations. This practice-focused emphasis will equip education practitioners to act ethically, engage critically with research and practice, work collaboratively and to respond innovatively to challenges in their context.

7 Credit Accumulation and exit awards

PGCert Education – for students who have achieved 60 credits and either wish to exit or are not able to progress further. (This exit award is not available to students who have entered the programme using 60 credits RPL)

PGDip Education – for students who have achieved 120 credits at level 7 and either wish to exit or are not able to progress further.

8 Programme Structure Diagram, including delivery schedule

The programme will provide students with academic content and professional knowledge at Level 7. It will provide a comprehensive overview of critical issues in Education in Wales and will be informed by national and international research. The programme is organised into modules that reflect key areas of education that are of central importance in the current climate of educational reform, but which contribute collectively to a high level academic and practical understanding of core professional issues.

Each pathway starts with 3 core modules comprising 60 credits

Students are then expected to choose 2 out of 3 option modules available in their pathway comprising of 40 credits.

2 further core modules comprising of 80 credits completes the programme.

Part-time delivery

Generic pathway

Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
EDW714	Pedagogy and Practice	20	Core		Y1
EDW703	Collaborative and Professional practice	20	Core		Y1
EDW708	Evidence Informed Practice	20	Core		Y1
EDW710	Inclusive Classroom Practice	20	Option		Y2
EDW711	Leadership and Management of ALN	20	Option		Y2
EDW712	Leading and Managing Education Professionals	20	Option		Y2

Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
EDW713	Leading Organisational Change	20	Option		Y2
EDW704	Curriculum Design and Realisation	20	Option		Y2
EDW706	Emotional and Mental Wellbeing	20	Option		Y2
EDW707	Equity and Diversity	20	Option		Y2
EDW701	Advanced Research Skills	20	Core		Y2
EDW705	Dissertation	60	Core		Y3

ALN pathway

Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
EDW714	Pedagogy and Practice	20	Core		Y1
EDW703	Collaborative and Professional practice	20	Core		Y1
EDW708	Evidence Informed Practice	20	Core		Y1
EDW710	Inclusive Classroom Practice	20	Option		Y2
EDW711	Leadership and Management of ALN	20	Option		Y2
EDW702	Additional Learning Needs, Excellence in Practice	20	Option		Y2
EDW704	Curriculum Design and Realisation	20	Option		Y2
EDW701	Advanced Research Skills	20	Core		Y2
EDW705	Dissertation	60	Core		Y3

Leadership pathway

Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
EDW714	Pedagogy and Practice	20	Core		Y1
EDW703	Collaborative and Professional practice	20	Core		Y1
EDW708	Evidence Informed Practice	20	Core		Y1

Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
EDW712	Leading and Managing Education Professionals	20	Option		Y2
EDW713	Leading Organisational Change	20	Option		Y2
EDW715	Leading within and across Education Systems	20	Option		Y2
EDW704	Curriculum Design and Realisation	20	Option		Y2
EDW701	Advanced Research Skills	20	Core		Y2
EDW705	Dissertation	60	Core		Y3

9 Intended learning outcomes of the programme

Knowledge and Understanding

Level 7	
A1	An in-depth, systematic and advanced knowledge of the complexity and multi-faceted nature of education, both in their own context and beyond.
A2	A critical evaluation of current policy, theoretical and practice-based perspectives at a local, national and international level
A3	A critical reflection and interpretation, synthesis and application of knowledge and research in their own professional contexts.
A4	A comprehensive, critical evaluation and synthesis of relevant literature
A5	A critical awareness of key methodological approaches applicable to professional enquiry.
A6	Originality in the design, application and evaluation of appropriate approaches to professional enquiry and critically reflect on these as a vehicle for professional learning.
A7	A systematic acquisition of a significant body of knowledge in their area of professional practice
A8	The ability to communicate accurately and clearly to a wide range of audiences

Intellectual and Subject Skills

Level 7	
B1	Apply engagement with theory and evidence to develop new personal and professional perspectives of own professional practice
B2	Arrive at evidence-informed conclusions relating to complex issues in education in general, and in their area of professional practice in particular.
B3	Carry out an extended enquiry project in relation to their own practice.
B4	Plan professional enquiry effectively and ethically
B5	Critically evaluate literature and evidence to progress their own skills of enquiry

Practical, Professional and Employability Skills

Level 4	
D1	Evaluate own learning needs in order to set and review own professional learning objectives

	Level 4
D2	Apply their knowledge, understanding and transferable skills to engage with, support and where appropriate, to influence others.
D3	Apply systematic approaches to critically evaluate their own practice in relation to the Professional Standards for Teaching and Learning

10 Learning and teaching strategy

The National MA Education (Wales) is a blended learning programme involving face-to-face teaching and online learning for all modules. Academic Module Leads from each HEI, as well as the digital learning team from the Welsh Government (Hwb and CDSM), will collaborate to design the face to face and online curriculum and assessments that will be delivered consistently across Wales.

The six 'Principles of Masters' Level Professional Learning in Wales' will inform the pedagogical content of both the face to face and online instructional design.

1. Professional learning positively impacts on all learners who are at the centre of the NAPL.
2. Professional learning enables *all* practitioners to take a sustained, critical, contextual and collaborative approach to professional practice,
3. Professional learning is led by practitioners' individual needs and interests and is aligned to the National Mission.
4. Professional learning develops practitioner research and enquiry skills and knowledge through critical analysis and reflection on practice.
5. Professional learning fosters research literacy and evidence-based practice.
6. Professional learning enhances pedagogical content knowledge and informs the improvement of professional practice and judgement.

The National MA programme will equip participants with key learning experiences based on the pedagogical principles to foster their own research and enquiry into professional practice. Teaching and learning activities will be designed to enhance students' leadership capabilities, encourage professional autonomy and improve professional judgement in all contexts and situations. This practice-focused emphasis will equip practitioners to act ethically, engage critically with research and practice, work collaboratively and to respond innovatively to challenges in their context.

The National MA Education (Wales) is a blended learning programme involving local face-to-face teaching and online learning for all modules. Materials and resources will be hosted by the EWC. Students will access the materials and resources through their PLPs as well as via a link through their registered institutional VLE. This approach will ensure the parity of the student experience across the online provision throughout all partnership HEIs and underpin the overall parity of the student experience across Wales, whilst providing some flexibility locally to engage students.

All modules will explore different perspectives within and outside the UK and develop students' critical thinking and awareness of different perspectives on issues relating to diversity in ethnicity, culture and nationality.

11 The Wrexham Glyndwr Graduate

At Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content,

module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities, referred to as the Glyndŵr Graduate Framework.

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

12 Work based/placement learning statement

This programme has been designed to support the retention of all education professionals, but especially teachers in Wales and to build the capacity for change in terms of the broader aspirations of the sector during a time of national change in Education. The National programme has also been developed to increase system-wide leadership capacity across educational settings and specialisms. The Masters will play a significant role in producing an ambitious and highly skilled education workforce.

13 Welsh medium provision

The programme is designed to be delivered in both Welsh and English. Each team will include representation of leadership expertise from across the HEI partnership and include at least one Welsh-medium academic specialist in that area (depending on the size and distribution of the Welsh-medium cohort) who will act as the Welsh-medium student co-ordinator for the modules within that pathway. This approach will ensure that Welsh-medium students have parity in the quality of experience with their English-medium counterparts and all students on the programme will have access to Welsh- and English-medium specialists drawn from across the HEI consortium.

This collaborative, approach will be taken to ensure that the National MA programme is accessible to students through the medium of Welsh.

14 Assessment strategy

Methods of assessment have been determined by the content and requirements of each module as well as the overall assessment pattern across the programme. Indicative assessment tasks are detailed in all the module specifications. All assignments will be submitted and marked using TurnItIn.

The assessment of modules will be through a form of coursework (e.g. essay/poster) that relates specifically to the specialist module content that is research informed and research based. All modules reflect the core values underlying the MA programme in terms of relevance, applicability and developing the education practitioner as a research informed professional.

Assessments will be submitted at the end of the teaching period in which the module is taught. Assessments are chosen to examine a student's ability to integrate theory and practice, and

to think critically around the module content. Subject specific, professional, and transferable skills will be developed within scheduled and independent learning activities. All modules will assess a variety of skills, either directly or indirectly through the assessment processes for the module.

The Advanced Research and Enquiry Skills module will prepare students to undertake an independent piece of research by guiding them through the essentials of research/enquiry in the social sciences.

The Dissertation module enables students to extend their research and enquiry expertise further by exploring a specific education-based topic in depth. This module will enable students to build upon the capabilities for self- managed learning and critical thinking achieved in teaching period one and teaching period two of the programme.

Authentic assessments have been designed to enable the students to achieve the Learning Outcomes of each Module. The module learning outcomes have been mapped against the Programme Outcomes to ensure constructive alignment.

Another key guiding principle of the development of the programme assessment strategy was to offer a range of assessment types and modes, reflecting different areas of knowledge, understanding, skills and competencies. Students will be offered the opportunity for assignments to be directly relevant to and useful within educational practice, where possible, and to allow students to demonstrate a range of talents. The programme's assessment portfolio encompasses:

- Essays.
- A research/enquiry-based dissertation.
- A proposal for research / enquiry project.
- Portfolios of evidence.
- An Annotated Academic Poster.
- Presentations.
- A Patchwork Text assignment.
- A teaching resource.
- A Professional Learning Resource

Module code & title	Assessment type and weighting	Indicative submission date
EDW714 Pedagogy and Practice	Critical Reflection 100%	January
EDW703 Collaborative and Professional practice	Poster presentation 100%	August
EDW708 Evidence Informed Practice	Essay 100%	April
EDW710 Inclusive Classroom Practice	Portfolio 100%	January
EDW711 Leadership and Management of ALN	Coursework 100%	April
EDW702 ALN Excellence in Practice	Coursework 100%	January
EDW712	Coursework 100%	January

Module code & title	Assessment type and weighting	Indicative submission date
Leading and Managing Education Professionals		
EDW713 Leading Organisational Change	Coursework 100%	April
EDW715 Leading within and Across Education Systems	Coursework 100%	August
EDW709 Exploring Pedagogies	Critical Reflection 100%	January
EDW706 Emotional and Mental Health Wellbeing	Presentation 100%	January
EDW704 Curriculum Design and Realisation	Portfolio 100%	April
EWD707 Equity and Diversity	Essay 100%	April
EDW701 Advanced Research Skills	Research Proposal 100%	August
EDW705 Dissertation	Dissertation 100%	September

15 Assessment and award regulations

Derogations

The following derogations are required from the WGU Regulations for Taught Courses: RPL will be permitted up to a maximum of 60 credits only.

A pass mark of 50% is required for all modules.

A maximum of three attempts per taught module will be permitted (first sitting, resit and repeat); students will not be permitted to resit their repeat.

Dissertation module will have one resit opportunity only.

Restrictions for trailing modules (Taught Masters)

Taught modules must be completed before progression onto the Dissertation

16 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

- Student Evaluation of Module Questionnaire
- Student Voice Forum
- Individual student feedback
- Student representatives
- Annual Monitoring reports
- Periodic review and re-validation process
- External Examiner reports

PSRB requirements and accreditation activities
National Student Survey (NSS)

17 Support for Students

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Glyndŵr website at www.glyndwr.ac.uk to find out more about the Departments.

Glyndŵr Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

18 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#)

