PROGRAMME SPECIFICATON

1	**Awarding body**
	Glyndŵr University
2	**Teaching institution**
	Glyndŵr University
3	**Award title**
	MA Education Postgraduate Diploma Education Postgraduate Certificate Education
4	**Final awards available**
	MA Education Postgraduate Diploma Education Postgraduate Certificate Education MA Education (ALN-Dyslexia) Postgraduate Diploma Education (ALN-Dyslexia) Postgraduate Certificate Education (ALN-Dyslexia) MA Education (Counselling Skills for Education) Postgraduate Diploma Education (Counselling Skills for Education) Postgraduate Certificate Education (Counselling Skills for Education) MA Education (Leadership) Postgraduate Diploma Education (Leadership) Postgraduate Certificate Education (Leadership) MA Education (Learning and Teaching) Postgraduate Diploma Education (Learning and Teaching) Postgraduate Certificate Education (Learning and Teaching)
5	**Professional, Statutory or Regulatory Body (PSRB) accreditation** **Please list any PSRBs associated with the proposal**
	British Dyslexia Association for the MA Education (ALN-Dyslexia) awards; The following modules are accredited by the British Dyslexia Association (BDA); EDM713 Dyslexia Advanced Professional Practice for Specialist Teachers EDM711 Insights into Dyslexia Research Based Practice EDM712 Teaching and Supporting Learners with Dyslexia These modules are accredited by BDA as leading to the award of Associate Member of the British Dyslexia Association (AMBDA) on completion of all three modules, and for students to exit after completing 2 modules to gain the award of Approved Teacher / Practitioner Status (ATS/APS).
	Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?)
	N/A
6	JACS3 **code**
	X220
7	UCAS **code**

Not applicable

8	**Relevant QAA subject benchmark statement/s**

N/A

9	**Other external and internal reference points used to inform the programme outcomes**

Teaching Tomorrow's Teachers (Furlong, 2015). This is a key report that is guiding the development of initial teacher education across Wales from September 2019 and is reflected in modules relating to the Learning and Teaching route as they now offer opportunities for newly qualified teachers to enhance their curriculum and learning skills.

Successful Futures (Donaldson, 2015). This report is a pivotal point of change to the nature of the curriculum in Wales where the divergence between the devolved country and the rest of the United Kingdom will become increasingly evident. Curriculum and leadership modules reflect the significant impact that the new Donaldson model of curricula in Wales across the phases is going to have

Well-Being of Future Generations (Wales) Act (Welsh Government, 2015) impacts all aspects of life in all professions and educational settings in Wales. The change of the named route Counselling Skills for Schools to Counselling Skills for Education takes the Act as its root for addressing well-being needs in all educational settings.

Towards 2030, a framework for building a world-class post-compulsory education system for Wales (Hazelkorn, 2016). As the Welsh government concludes its radical changes to teacher education and standards in the compulsory sector it now has its eyes firmly set on the post-compulsory sector. There will be new accreditation processes and new teaching standards for Wales during the period of the validation of the programme. The Leadership route addresses many aspects of the sector and specific modules relating to mentoring and the delivery of HE programmes in FE settings and proposed in this re-validation with these changes in mind.

The previous iteration of the MA Education had in its portfolio of validated modules a much greater range of ALN / SEN modules. These have been removed for this re-validation as they were not run between 2012 and 2016 due to a lack of demand from students. Teaching and learning with technology has also been removed from the list as many practitioners become more confident with the use of classroom technologies. There has been no demand for this module during the last three years of the programme. If the introduction of the Digital Competence Framework for Wales leads to an increase in demand, then a new digital competence module can be introduced at a later stage in compliance with marketing rules on the likelihood of the module being delivered.

10	**Mode of study**

Part time

11	**Language of study**

English

<table>
<tr><td colspan="2">Office use only</td></tr>
<tr><td>Date of validation event:</td><td>20 February 2017</td></tr>
<tr><td>Date of approval by Academic Board:</td><td>10 August 2017</td></tr>
<tr><td>Validation period:</td><td>5 years from September 2017</td></tr>
<tr><td>Date of revision:</td><td>*Enter the date of any subsequent revisions*</td></tr>
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12 Criteria for admission to the programme

Standard entry criteria

The University's admissions policy is detailed here
https://www.Glyndŵr.ac.uk/en/Howtoapply/Admissionspolicies/.

UK entry qualifications

Candidates must satisfy the general admissions requirements of the programme, which are as follows:
All candidates will be expected to have a degree or, professional qualifications and/or experience judged equivalent. For all modules students require access to a professional and/or experience of a context that will enable them to undertake work-based/related research and/or practice.

All applicants are interviewed by the Programme Leader.

Candidates must hold **one** of the following qualifications prior to commencement of the scheme:

(a) an initial degree in a relevant subject area;
(b) an appropriate professional qualification;
(c) a non-graduate qualification which the University has deemed to be of a satisfactory standard for the purpose of postgraduate admission.

A non-graduate may also be admitted to candidature provided that he/she has held, for a minimum of two years, a responsible position, which is relevant to the scheme to be pursued.

Irrespective of a candidate's entry qualifications, the student must provide evidence to the satisfaction of the interview panel / Programme Leader, of his/her ability to complete academic work of the required standard to complete successfully the scheme of study proposed.

Prospective students are expected to be professionals and already in relevant employment (full-time / part-time / voluntary), however, we would not discriminate against those who are not employed or have retired, provided they can meet practitioner-based requirements.

Disclosure and Barring Service checks.
The university Policy & Procedure for Considering Admission to The University for Programmes Requiring a DBS Check and from Candidates with Criminal Convictions applies to all applicants with posts involving regular and unsupervised contact with children and/or vulnerable adults. This applies whether the post is paid or unpaid; permanent, temporary or casual; recruited directly by the employer or through a third party.
Prior to enrolment, all applicants for the MA Education programme will be required to complete an enhanced DBS check for regulated activity with children, this will be funded by the applicant.

International entry qualifications

N/A

Programme specific requirements

Students are expected to be actively engaged in either paid or voluntary education-related practice that specifically relates to the taught learning outcomes of the programme.

For Master's level learning there is a requirement for students to have the appropriate level of digital competence as well as computing proficiency and access to computing facilities. Students will be advised at interview of this requirement.

Non-standard entry criteria
(e.g. industry experience)

N/A

English language requirements

✓ **Postgraduate**

In addition to the academic entry requirements listed above, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see http://www.Glyndŵr.ac.uk/en/Europeanstudents/entryrequirements/ for details), including IELTS, with an overall score of 6.5 and no component below 6.0.

International students require a UKVI Approved Secure English Language Test (SELT), achieving an overall score of 6.5 with no component below 6.0 (please see http://www.Glyndŵr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/ for details). If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi. Applicants are asked to note that only an *IELTS for UKVI* test result will be accepted.

13 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations.

Completion of the Postgraduate Certificate in Professional Development (HE) programme can provide advanced standing for 60 credits into the MA Education programme (note: this would give students, who have completed the PGCPD in HE, exemption from module EDM701 Mastering Professional Learning (30 credits) plus any other 30 credit module, not including EDM702 Research Methodology and Enquiry in Education).

Programme specific requirements

N/A

14 Aims of the programme

The aim of the MA Education programme is to develop the students' professional practice. The programme is underpinned by contemporary education theory and introduces key tools, techniques and models to enable the student to establish a sound understanding of the theory and practice of the wider context of education across age groups.

The students' application of theory and understanding of education will be developed through practical, experiential sessions aimed at developing the students' knowledge and confidence as practitioners. Students will develop a more critical awareness and understanding of the concepts and theoretical frameworks that underpin education provision and its impact on development, well-being, relationships and inclusion.

The programme offers the student an opportunity to utilise the processes and outcomes of an academic research study as a mechanism for professional development through enhanced research practices via an extended research project. Students will select and apply appropriate techniques and analysis to answer a research problem as a means of improving insight and context into professional practices within an education-based area of practice.

The programme aims;

- To provide a contemporary, critical and professionally relevant programme at postgraduate level in education policies and practice;
- To provide a thorough grounding in the research practices and theoretical approaches and debates to support postgraduate study in education;
- To provide the opportunity for students to pursue education-based theories and practice in depth and to carry out independent research into an education-based issue;
- To provide a syllabus and content that meets the needs of a diverse student group;
- To provide a forum for multi-disciplinary learning and collaboration and an opportunity to look at education in an holistic and multi-faceted arena;
- To provide a contemporary, critical and applied programme of study at postgraduate level encompassing applied practice in the professional context.

15 Distinctive features of the programme

The Education department has long-term reputation for quality of undergraduate and postgraduate provision at WGU. The MA Education programme has established excellent links with local schools and colleges that often employ Glyndŵr University graduates. The MA Education programme provides opportunities for career long professional development for those in education and related professional roles.

Students experience significant transformational learning and associated changes to their practice while on the programme that can lead to promotion in their current role or a new enhanced role. An opportunity to engage in a significant piece of work-based research of publishable quality leads to transformational learning and improvements in students' own skills and career prospects. The programme provides a study forum for professionals in similar roles but different settings, where they can safely express their academic skills in terms of theory and their own work-based practice. This final point cannot be stressed enough as students frequently state that their success with their studies is as a result, in part, of the mutual support of their learning peers.

The MA Education (ALN-Dyslexia) is a very popular route through the MA Education as it is accredited by the British Dyslexia Association and is one of only 16 such courses available in the UK at level seven.

The MA Education aligns with the MA Play, Policy and Practice, with common leadership and shared module delivery i.e. EDM701 Mastering Professional Learning,

EDM702 Research Methodology and Enquiry in the Social Sciences and EDM716 Dissertation.

The current GU programmes that feed into the MA Education are:

- BA (Hons) Education Studies;
- BA (Hons) Youth and Community;
- Postgraduate Certificate in Professional Development (HE)

Completion of the Postgraduate Certificate in Professional Development (HE) programme can provide advanced standing for 60 credits into the MA Education programme (note: this would give students, who have completed the PGCPD in HE, exemption from module EDM701 Mastering Professional Learning (30 credits) plus any other 30 credit module, not including EDM702 Research Methodology and Enquiry in Education)

The programme design has evolved during the last five years to take into account the increasing demand for leadership courses that can be delivered as Master's level programmes and as distinct CPD opportunities. The changes to the Learning and Teaching route modules recognise the significant changes in the curriculum as well as the agenda in England and Wales for self-improving schools.

The optional routes available through the programme offer flexibility as well as specialism for students who can carry out a generic Master's programme or complete a named award. The named routes are designed for part-time study where there is considerable time available to apply the student's own practice to the theory that they research.

16 Programme structure narrative

The programme will be offered on a part-time basis over 3 years. Part One (Postgraduate Diploma) will be delivered over 2 years with students being expected to complete the Dissertation module in the third year. The submission date of the Dissertation assessment is normally to be no later than 12 months from the cessation of the taught stage of the programme.

Programme length - 3 years part time.

Indicative mode of study – Part-time face-to-face delivery in part one and supervision and workshops during the dissertation stage. In the taught phase the delivery day is Saturday with modules scheduled for delivery between 9.00am and 5.00pm. Classes are scheduled approximately one Saturday per month in both semesters one and two. Students in the taught part of the degree can expect to attend 10 scheduled teaching classes per year with an additional induction session for first-year students in early September. Dissertation students will be offered three optional workshops to support their research in addition to the 10 hours of face-to-face tutorials with their allocated supervisor. Students who plan to transition from the taught phase to dissertation are offered a research proposal workshop delivered as a weekday twilight in July of their second-year studies.

Progression and award requirements for all awards, including exit awards;

- **Postgraduate Certificate Education** will be awarded where a student has achieved 60 credits from the core module EDM701 Mastering Professional Learning and one option module.
- **Postgraduate Diploma Education** will be awarded where the student has achieved 120 credits in part 1.
- **MA Education** will be awarded to students who pass all 180 credits.

Programme outline

There are core and option modules that are linked to the named awards and all students will attend taught sessions and personal tutorials. A minimum attendance of 80% is strongly recommended for face-to-face sessions.

The programme leader is responsible for co-ordinating the delivery of the module in line with the approved module specification. They will be supported by allocated Module Tutors who will be responsible for content design and delivery aligned to learning outcomes.

The option modules for specified routes rotate bi-annually, this rotation is indicated in the diagrams presented in section 17. Students are made aware of the structure of the programme delivery rotation at their individual interviews.

17 Programme structure diagram

MA Education (no named route)

		Postgraduate Certificate Education Year One	Postgraduate Diploma Education Year Two	MA Education Year Three
Semester 1	Mod title	Mastering Professional Learning	Research Methodology and Enquiry in the Social Sciences	Dissertation
	Mod code	EDM701	EDM702	EDM716
	New/Existing	New	New	New
	Credit value	30	30	60
	Core/Option	Core	Core	Core
	Mod leader	Ruth Davies	John Luker	John Luker

		Option Module One (any from below)	Option Module Two (any from below)	Dissertation
Semester 2	Mod title	Option Module One (any from below)	Option Module Two (any from below)	Dissertation
		EDM705 Leadership and Management in Education EDM714 HE in FE EDM708 Inclusive Practice EDM709 Learning from Teaching: Collaborative Self-Improvement EDM707 Mentoring to Develop and Improve Professional Practice EDM715 Negotiated Learning EDM710 Curriculum Design and Development through Reflection EDM706 Leading and Managing Professionals EDM703 Therapeutic Play Skills EDM704 Relationships in Education		
	Mod code	as above	as above	EDM716
	New/Existing	New	New	New
	Credit value	30	30	60
	Core/Option	Option	Option	Core
	Mod leader	Option Dependent	Option Dependent	John Luker

			Dissertation (Research Proposal Only)	
Summer period	Mod title		Dissertation (Research Proposal Only)	
	Mod code		EDM716	
	New/Existing		New	
	Credit value		60	
	Core/Option		Core	
	Mod leader		John Luker	

MA Education (Counselling Skills for Education)

		Postgraduate Certificate Education Year One	Postgraduate Diploma Education Year Two	MA Education Year Three
Semester 1	Mod title	Mastering Professional Learning	Research Methodology and Enquiry in the Social Sciences	Dissertation
	Mod code	EDM701	EDM702	EDM716
	New/Existing	New	New	New
	Credit value	30	30	60
	Core/Option	Core	Core	Core
	Mod leader	Ruth Davies	John Luker	John Luker

Semester 2	Mod title	Therapeutic Play Skills	Relationships in Education	Dissertation
	Mod code	EDM703	EDM704	EDM716
	New/Existing	New	New	Existing
	Credit value	30	30	60
	Core/Option	Core	Core	Core
	Mod leader	Option Dependent	Option Dependent	John Luker

Summer period	Mod title		Dissertation (Research Proposal Only)	
	Mod code		EDM716	
	New/Existing		New	
	Credit value		60	
	Core/Option		Core	
	Mod leader		John Luker	

MA Education (Leadership)

		Postgraduate Certificate Education Year One	Postgraduate Diploma Education Year Two	MA Education Year Three
Semester 1	Mod title	Mastering Professional Learning	Research Methodology and Enquiry in the Social Sciences	Dissertation
	Mod code	EDM701	EDM702	EDM716
	New/Existing	New	New	New
	Credit value	30	30	60
	Core/Option	Core	Core	Core
	Mod leader	Ruth Davies	John Luker	John Luker

Semester 2	Mod title	EDM705 Leadership and Management in Education OR EDM707 Mentoring to Develop and Improve Professional Practice	EDM706 Leading and Managing Professionals OR EDM707 Mentoring to Develop and Improve Professional Practice	Dissertation
	Mod code	As above	As above	EDM716
	New/Existing	New	New	New
	Credit value	30	30	60
	Core/Option	Option	Option	Core
	Mod leader	Option Dependent	Option Dependent	John Luker

Summer period	Mod title		Dissertation (Research Proposal Only)	
	Mod code		EDM716	
	New/Existing		New	
	Credit value		60	
	Core/Option		Core	
	Mod leader		John Luker	

MA Education (Learning and Teaching)

		Postgraduate Certificate Education Year One	Postgraduate Diploma Education Year Two	MA Education Year Three
Semester 1	Mod title	Mastering Professional Learning	Research Methodology and Enquiry in the Social Sciences	Dissertation
	Mod code	EDM701	EDM702	EDM716
	New/Existing	New	New	New
	Credit value	30	30	60
	Core/Option	Core	Core	Core
	Mod leader	Ruth Davies	John Luker	John Luker

		Option Module One	Option Module Two	Dissertation
Semester 2	Mod title			
		EDM709 Learning from Teaching: Collaborative Self-Improvement OR EDM710 Curriculum Design and Development through Reflection	EDM708 Inclusive Practice OR EDM710 Curriculum Design and Development through Reflection	
	Mod code	As above	As above	EDM716
	New/Existing	New	New	New
	Credit value	30	30	60
	Core/Option	Option	Option	Core
	Mod leader	Option Dependent	Option Dependent	John Luker

Summer period	Mod title		Dissertation (Research Proposal Only)	
	Mod code		EDM716	
	New/Existing		New	
	Credit value		60	
	Core/Option		Core	
	Mod leader		John Luker	

MA Education (ALN-Dyslexia)

		Postgraduate Certificate Education (ALN-Dyslexia) Year One	Postgraduate Diploma Education (ALN-Dyslexia) Year Two	MA Education (ALN-Dyslexia) Year Three
Semester 1	Mod title	Insights into dyslexia research based practice	Research Methodology and Enquiry in the Social Sciences	Dissertation
	Mod code	EDM711	EDM702	EDM716
	New/Existing	New	New	New
	Credit value	30	30	60
	Core/Option	Core	Core	Core
	Mod leader	Ruth Davies	John Luker	John Luker

Semester 2	Mod title	Teaching and Supporting Learners with Dyslexia	Dyslexia Advanced Professional Practice for Specialist Teachers (Semesters one and Two)	Dissertation
	Mod code	EDM712	EDM713	EDM716
	New/Existing	New	New	New
	Credit value	30	30	60
	Core/Option	Core	Core	Core
	Mod leader	Alison Woolf	Alison Woolf	John Luker

Summer period	Mod title		Dissertation (Research Proposal Only)	
	Mod code		EDM716	
	New/Existing		New	
	Credit value		60	
	Core/Option		Core	
	Mod leader		John Luker	

18 Intended learning outcomes of the programme

The MA Education is a single programme with multiple routes with the following generic programme learning outcomes.
Delivery of the option modules for specified routes rotate bi-annually, therefore the achievement of programme learning outcomes may differ subject to the intake year of study.

	Knowledge and understanding		
	Level 7 Postgraduate Certificate	Level 7 Postgraduate Diploma	Level 7 MA Education
A1	Demonstrate systematic knowledge and understanding of contemporary research evidence on effective approaches to education practice.	✓	✓
A2	Critically appraise relevant knowledge and understanding in the application of education theory in practice.	✓	✓
A3	Critically and systematically reflect on and learn from prior experience and thus be able to integrate new knowledge with past experience and apply it to new situations.	✓	✓
A4	Critically analyse their responsibility for those in a range of professional roles in order to provide education policies.	✓	✓
A5	Critically evaluate a contemporary understanding of how education maintains cognitive, emotional, physical and social well-being and how that may influence the provision in key multi-agency services.	✓	✓
A6	✗	Critically examine the responsibility of those in various professional roles for providing education, curricula and education resources	✓
A7	✗	Research practices, theoretical approaches and debates that are at the forefront of the educational policy environment. Understanding	✓

		the cultural and political practices that dictate the existing discourses on the provision of education in the wider social and cultural environment.	
A8	✗	Examine and understand theory, practice, and application of research methods and methodological approaches, in conducting original independent research and writing reports.	✓
A9	✗	Demonstrate a consistent ability to advance their knowledge and understanding, and to inform the application of new skills in their professional context.	✓

	Intellectual skills		
	Level 7 Postgraduate Certificate	Level 7 Postgraduate Diploma	Level 7 MA Education
B1	Think critically, organise thoughts, analyse, synthesize and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately within the subject of education.	✓	✓
B2	Show sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.	✓	✓
B3	Challenge preconceptions and to remove boundaries so as to handle professional situations holistically.	✓	✓
B4	Exhibit intellectual progression in the completion of research and scholarly activity.	✓	✓
B5	✗	Utilise a variety of theoretical and research approaches in order to systematically and creatively deal with complex issues in the study	✓

	Intellectual skills		
	Level 7 Postgraduate Certificate	Level 7 Postgraduate Diploma	Level 7 MA Education
		and/or practice of education in a wide range of settings.	
B6	✗	Critically conceputalise, evaluate and judge in order to evidence, propose and operationalize effective solutions	✓
B7	✗	✗	Critically assess and argue for the appropriate use of a range of research methodologies and different approaches to research design.

	Subject skills		
	Level 7 Postgraduate Certificate	Level 7 Postgraduate Diploma	Level 7 MA Education
C1	Solve Problems: identify and critically analyse and evaluate complex issues arising from the research, practices, theoretical approaches and debates in the subject of education.	✓	✓
C2	Learn through reflection on practice and experience.	✓	✓
C3	Develop practical and professional skills in order to operate in complex environments.	✓	✓
C4	Demonstrate competencies in the application of education skills in appropriate situations.	✓	✓
C5	✗	Utilise a variety of theoretical and research approaches in order to systematically and creatively deal with complex issues in the study and/or practice of education.	✓
C6	✗	Critically conceptualise, evaluate and judge in order to evidence, propose and operationalize effective solutions in their professional context.	✓
C7	✗	Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing self-development methods as a professional.	✓

	Subject skills		
	Level 7 Postgraduate Certificate	Level 7 Postgraduate Diploma	Level 7 MA Education
C8	✗	Demonstrate a critical awareness of current problems and/or new insights, informed through research into their academic and professional practice.	✓
C9	✗	✗	Disseminate professional knowledge and research to the wider professional community in order to inform others of current and developing evidence relating to education.

	Practical, professional and employability skills		
	Level 7 Postgraduate Certificate	Level 7 Postgraduate Diploma	Level 7 MA Education
D1	Exhibit high personal effectiveness that demonstrates critical self-awareness, self-reflection and self-management of time and resources.	✓	✓
D2	Communicate effectively using listening skills, effective oral and written communication of ideas and arguments, using a range of media.	✓	✓
D3	Display effective use of digital competence to support their own professional practice and academic study.	✓	✓
D4	Demonstrate relevant personal and interpersonal skills. Being capable of working independently as well as with others.	✓	✓
D5	✗	Reflect on research into professional experience and be able to integrate new knowledge with past experience and apply it to their professional context.	✓
D6	✗	Act sensitively to diversity in people and different situations and systematically demonstrate the ability to continue to learn through critical reflection on practice and experience.	✓

D7		Demonstrate a critical awareness of the responsibility of those in various professional roles for providing education, and how this may be reflected in their own use of education as a policy driver for social change.	
	X		✓
D8			Demonstrate the ability to communicate complex problems and their resolution in a clear and effective manner to a multi-disciplinary professional community.
	X	X	

19 Curriculum matrix – elected routes

MA Education (Counselling Skills for Education)

	Module Title	Core or option?	A1	A2	A3	A4	A5	A6	A7	A8	A9
Level 7	EDM701 Mastering Professional Learning	Core	□	□	■	■	□	■	□	□	■
	EDM703 Therapeutic Play Skills	Core	■	■	■	■	■	■	■	□	■
	EDM704 Relationships in Education	Core	■	■	■	■	■	■	■	□	■
	EDM702 Research Methodology and Enquiry in the Social Sciences	Core	□	□	■	□	□	■	■	■	■
	EDM716 Dissertation	Core	□	□	□	□	□	■	■	■	■

	Module Title	Core or option?	B1	B2	B3	B4	B5	B6	B7		
Level 7	EDM701 Mastering Professional Learning	Core	□	■	□	□	□	□	□		
	EDM703 Therapeutic Play Skills	Core	■	■	■	■	□	■	□		
	EDM704 Relationships in Education	Core	■	■	■	■	□	■	□		
	EDM702 Research Methodology and Enquiry in the Social Sciences	Core	■	□	■	■	■	■	□		
	EDM716 Dissertation	Core	■	□	■	■	■	■	■		

	Module Title	Core or option?	C1	C2	C3	C4	C5	C6	C7	C8	C9
Level 7	EDM701 Mastering Professional Learning	Core	□	■	■	■	□	□	□	□	□
	EDM703 Therapeutic Play Skills	Core	■	■	■	■	□	■	■	■	□
	EDM704 Relationships in Education	Core	■	■	■	■	□	■	■	■	□
	EDM702 Research Methodology and Enquiry in the Social Sciences	Core	■	□	□	■	■	□	□	■	□
	EDM716 Dissertation	Core	■	□	□	■	■	□	□	■	■

	Module Title	Core or option?	D1	D2	D3	D4	D5	D6	D7	D8
Level 7	EDM701 Mastering Professional Learning	Core	■	■	■	■	□	■	■	□
	EDM703 Therapeutic Play Skills	Core	■	■	■	■	■	■	■	□
	EDM704 Relationships in Education	Core	■	■	■	■	■	■	■	□
	EDM702 Research Methodology and Enquiry in the Social Sciences	Core	■	■	■	■	■	■	■	□
	EDM716 Dissertation	Core	□	□	■	■	■	□	□	■

MA Education (Leadership)

	Module Title	Core or option?	A1	A2	A3	A4	A5	A6	A7	A8	A9
Level 7	EDM701 Mastering Professional Learning	Core	☐	☐	■	■	☐	■	☐	☐	■
	EDM705 Leadership and Management in Education	Option	■	■	■	■	☐	■	■	☐	■
	EDM706 Leading and Managing Professionals	Option	■	■	■	■	☐	■	■	☐	■
	EDM707 Mentoring to Develop and Improve Professional Practice	Option	■	■	■	■	☐	■	■	☐	■
	EDM702 Research Methodology and Enquiry in the Social Sciences	Core	☐	☐	■	☐	☐	■	■	■	■
	EDM716 Dissertation	Core	☐	☐	☐	☐	☐	■	■	■	■

	Module Title	Core or option?	B1	B2	B3	B4	B5	B6	B7		
Level 7	EDM701 Mastering Professional Learning	Core	■	■	☐	☐	☐	☐	☐		
	EDM705 Leadership and Management in Education	Option	■	■	■	■	■	■	☐		
	EDM706 Leading and Managing Professionals	Option	■	■	■	■	☐	■	☐		
	EDM707 Mentoring to Develop and Improve Professional Practice	Option	■	■	■	■	☐	■	☐		

	Module Title	Core or option?	B1	B2	B3	B4	B5	B6	B7		
	EDM702 Research Methodology and Enquiry in the Social Sciences	Core	■	□	■	■	■	■	□		
	EDM716 Dissertation	Core	■	□	■	■	■	■	■		

	Module Title	Core or option?	C1	C2	C3	C4	C5	C6	C7	C8	C9
Level 7	EDM701 Mastering Professional Learning	Core	■	■	■	■	□	□	□	□	□
	EDM705 Leadership and Management in Education	Option	■	■	■	■	□	■	■	■	□
	EDM706 Leading and Managing Professionals	Option	■	■	■	■	□	■	■	■	□
	EDM707 Mentoring to Develop and Improve Professional Practice	Option	■	■	■	■	□	■	■	■	□
	EDM702 Research Methodology and Enquiry in the Social Sciences	Core	■	□	□	■	■	□	□	■	□
	EDM716 Dissertation	Core	■	□	□	■	■	□	□	■	■

	Module Title	Core or option?	D1	D2	D3	D4	D5	D6	D7	D8
Level 7	EDM701 Mastering Professional Learning	Core	■	■	■	■	□	■	■	□
	EDM705 Leadership and Management in Education	Option	■	■	■	■	■	■	■	□
	EDM706 Leading and Managing Professionals	Option	■	■	■	■	■	■	■	□
	EDM707 Mentoring to Develop and Improve Professional Practice	Option	■	■	■	■	■	■	■	□

Module Title	Core or option?	D1	D2	D3	D4	D5	D6	D7	D8
EDM702 Research Methodology and Enquiry in the Social Sciences	Core	■	■	■	■	■	■	■	□
EDM716 Dissertation	Core	□	□	■	■	■	□	□	■

MA Education (Learning and Teaching)

	Module Title	Core or option?	A1	A2	A3	A4	A5	A6	A7	A8	A9
Level 7	EDM701 Mastering Professional Learning	Core	□	□	■	■	□	■	□	□	■
	EDM708 Inclusive Practice	Option	■	■	■	■	□	■	■	□	■
	EDM709 Learning from Teaching: Collaborative Self-Improvement	Option	■	■	■	■	□	■	■	□	■
	EDM710 Curriculum Design and Development Through Reflection	Option	■	■	■	■	□	■	■	□	■
	EDM702 Research Methodology and Enquiry in the Social Sciences	Core	■	■	■	□	□	■	■	■	■
	EDM716 Dissertation	Core	□	□	□	□	□	■	■	■	■

	Module Title	Core or option?	B1	B2	B3	B4	B5	B6	B7		
Level 7	EDM701 Mastering Professional Learning	Core	■	■	□	□	□	□	□		
	EDM708 Inclusive Practice	Option	■	■	■	■	□	■	□		
	EDM709 Learning from Teaching: Collaborative Self-Improvement	Option	■	■	■	■	□	■	□		
	EDM710 Curriculum Design and Development Through Reflection	Option	■	■	■	■	□	■	□		

	Module Title	Core or option?	B1	B2	B3	B4	B5	B6	B7		
	EDM702 Research Methodology and Enquiry in the Social Sciences	Core	■	□	■	■	■	■	□		
	EDM716 Dissertation	Core	■	□	■	■	■	■	■		

	Module Title	Core or option?	C1	C2	C3	C4	C5	C6	C7	C8	C9
Level 7	EDM701 Mastering Professional Learning	Core	■	■	■	■	□	□	□	□	□
	EDM708 Inclusive Practice	Option	■	■	■	■	□	■	■	■	□
	EDM709 Learning from Teaching: Collaborative Self-Improvement	Option	■	■	■	■	□	■	■	■	□
	EDM710 Curriculum Design and Development Through Reflection	Option	■	■	■	■	□	■	■	■	□
	EDM702 Research Methodology and Enquiry in the Social Sciences	Core	■	□	□	■	■	□	□	■	□
	EDM716 Dissertation	Core	■	□	□	■	■	□	□	■	■

	Module Title	Core or option?	D1	D2	D3	D4	D5	D6	D7	D8
Level 7	EDM701 Mastering Professional Learning	Core	■	■	■	■	□	■	■	□
	EDM708 Inclusive Practice	Option	■	■	■	■	■	■	■	□
	EDM709 Learning from Teaching: Collaborative Self-Improvement	Option	■	■	■	■	■	■	■	□
	EDM710 Curriculum Design and Development Through Reflection	Option	■	■	■	■	■	■	■	□
	EDM702 Research Methodology and Enquiry in the Social Sciences	Core	■	■	■	■	■	■	■	□
	EDM716 Dissertation	Core	□	□	■	■	■	□	□	■

MA Education (ALN-Dyslexia)

	Module Title	Core or option?	A1	A2	A3	A4	A5	A6	A7	A8	A9
Level 7	EDM711 Insights into dyslexia research based practice	Core	■	■	■	■	□	□	□	□	□
	EDM712 Teaching and Supporting Learners with Dyslexia	Core	□	■	■	■	□	□	□	□	□
	EDM713 Dyslexia: Advanced Professional Practice for Specialist Teachers	Core	■	■	■	■	■	■	■	■	■
	EDM702 Research Methodology and Enquiry in the Social Sciences	Core	□	□	■	□	□	■	■	■	■
	EDM716 Dissertation	Core	□	□	□	□	□	■	■	■	■

	Module Title	Core or option?	B1	B2	B3	B4	B5	B6	B7		
Level 7	EDM711 Insights into dyslexia research based practice	Core	■	■	■	■	■	■	□		
	EDM712 Teaching and Supporting Learners with Dyslexia	Core	■	■	■	■	■	■	□		
	EDM713 Dyslexia: Advanced Professional Practice for Specialist Teachers	Core	□	■	■	■	■	■	□		
	EDM702 Research Methodology and Enquiry in the Social Sciences	Core	■	□	■	■	■	■	□		
	EDM716 Dissertation	Core	■	□	■	■	■	■	■		

	Module Title	Core or option?	C1	C2	C3	C4	C5	C6	C7	C8	C9
Level 7	EDM711 Insights into dyslexia research based practice	Core	■	■	■	■	□	□	□	□	□
	EDM712 Teaching and Supporting Learners with Dyslexia	Core	■	■	■	■	□	□	□	□	□
	EDM713 Dyslexia: Advanced Professional Practice for Specialist Teachers	Core	■	■	■	■	■	■	■	■	□
	EDM702 Research Methodology and Enquiry in the Social Sciences	Core	■	□	□	■	■	□	□	■	□
	EDM716 Dissertation	Core	■	□	□	■	■	□	□	■	■

	Module Title	Core or option?	D1	D2	D3	D4	D5	D6	D7	D8
Level 7	EDM711 Insights into dyslexia research based practice	Core	■	■	■	■	□	□	□	□
	EDM712 Teaching and Supporting Learners with Dyslexia	Core	■	■	■	■	□	□	□	□
	EDM713 Dyslexia: Advanced Professional Practice for Specialist Teachers	Core	■	■	■	■	■	■	■	□
	EDM702 Research Methodology and Enquiry in the Social Sciences	Core	■	■	■	■	■	■	■	□
	EDM716 Dissertation	Core	□	□	■	■	■	□	□	■

20 Learning and teaching strategy

The intended teaching, learning and assessment strategy presents an andragogical and constructively aligned approach to curriculum design to optimise conditions for quality of learning.

The teaching methods are designed as a learning programme combining tutor moderated or led interactions with student-initiated activities, supported by additional digital learning resources. Students will develop the skills required to access self-study resources and work collaboratively amongst their peers as part of the wider multi-disciplinary group, acting as a professional learning community.

The syllabus for the modules will be delivered over a ten-week period (Semester). Students will be provided with access to study materials through Glyndŵr University's Virtual Learning Environment, (VLE) including; digital lectures, online subject guides, learning resources, library resources, face-to-face classes and tutorials.

The teaching strategy is to focus on enhancing the learners' knowledge of underpinning models, theories, techniques and practice of education policies and practices through the application of analytical and evaluative skills and interpersonal abilities.

Students are encouraged to take a collaborative approach to learning with peers from a wide range of backgrounds to enable them to benefit from the varied perspectives of the education policies and practices that exist and those which are emerging. The teaching and learning strategy involves the examination of critical knowledge, concepts and issues, and the discussion of current practice and emerging thinking. These activities are intended to challenge students by encouraging them to develop insights and address the implications for their own practice.

Advanced reflective practice skills will be practised in an environment where different ideas, approaches and philosophies can be explored through case studies, research projects, discussions, and other appropriate activities. The range of ages, skills, experience and background of students on professional programmes means that the students learn to help themselves and each other, thus enhancing their collaborative and interpersonal skills. Similarly having to express their voice and put their case through argument helps to develop their presentational and influencing skills, as do the assessments. The learning environment will encourage students to challenge current perceptions of practice and express creative and innovative ideas by challenging concepts of different ontologies and their related epistemologies.

Students must be able to direct their own learning and develop learning strategies. The requirement for this is introduced at interview and the programme induction with further reinforcement in all of the programme modules.

21 Work based/placement learning statement

Students will be required to reflect upon professional experience and the work-based learning aspects of the programme are essential elements that underpin the core philosophy of the application of practice to theory. Students entering the programme will draw upon their own context in order to apply the theories that apply to the development of education policies and practices at the local, national and international level. The suitability of an applicant's employment or voluntary role will be assessed through the interview process.

All modules will have an aspect of work-based learning. EDM701 Mastering Professional Learning addresses the requirement to reflect critically upon both working practices and the student's own approach to learning. EDM702 Research Methodology and Enquiry in the Social Sciences provides students with the opportunity to engage in practitioner research by designing a coherent research project that addresses a key aspect or question within their professional context. EDM716 Dissertation builds upon the experience gained in EDM702 to enable students to carry out an extended piece of work-based research and to contribute to the developing body of knowledge in the multi-disciplinary field of education policy and practice developments. The specialist core and optional modules draw closely upon the students' context and enable them to critically analyse and evaluate their own role in the learning of individuals and the wider society that they engage with. Work-based practice will be an essential element of the programme in order for students to engage in the critical examination of the responsibilities of those in various professional roles for providing suitable approaches for learning and teaching in the wider world of education. They will apply theory in order to reflect upon their own practice in a rapidly changing policy context of education in Wales as well at the wider international contexts of 21st century education.

The programme staff will have no direct responsibility for the contracted aspects of the student's role in their employment. Observation of professional practice is not an element of the programme assessment. The University has no relationship with or input into to the responsibilities and roles agreed between the student and their employer. The University's suitability for practice guidance can be used by the programme team in cases where it is felt that there may be identified risks for either the student or those that they come into contact with as a part of their professional role.

Students will be advised that they would benefit from a work-based mentor and the diverse nature of the multi-disciplinary cohort means that this is unlikely to be a formally identified role or position.

22 Welsh medium provision

The programmes will be delivered through the medium of English. Students have the right to submit assessed work in the Welsh medium. Students wishing to submit in the Welsh medium need to advise the Programme Leader by October and January for semester one and two respectively in order for all necessary arrangement to be made.

23 Assessment strategy

Methods for assessment have been determined by the nature of each module and the assessment patterns and indicative assessment tasks are detailed in the module specifications. Where appropriate, all modules will be submitted and marked using the University's current guidance of electronic assessment policies and plagiarism software.

The assessment of modules is predominantly a mixture of coursework and practical assessments in relation to the main topic/theme of the modules and is normally based on research within the student's host organisation. This reflects the core values underlying the programme in terms of relevance, applicability and developing the education practitioner. Assessments are to be submitted at the end of the semester in which the module is taught.

Assessments are chosen to examine a student's ability to integrate theory and practice, and to think critically. Subject specific, professional and transferable skills are developed within scheduled and independent learning activities. Most modules assess a variety of skills, either directly or indirectly through the assessment for the module.

The Dissertation module enables students to study and research into a specific education-based topic in depth, and also develops further the capabilities for self-managed learning and critical thinking achieved in year one and year two of the programme. Students following designated named routes must complete a dissertation in the subject area of that route, such as leadership, dyslexia and counselling skills in education.

The assessment of the Research Methodology and Enquiry in the Social Sciences module will prepare students in critical areas like research methods and an examination of specific tools of analysis. The report can contribute to and form the basis of a more extensive investigation in the subsequent Dissertation.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
EDM701 Mastering Professional Learning	40% Essay 60% Reflective Practice	2,500 words 3,500 words	Year one semester two, first week of February
EDM711 Insights into dyslexia: research based practice	100% Case Study	6,000 words	Year one semester two, first week of February
EDM705 Leadership and Management in Education	100% Portfolio	6,000 words	Year one semester two June
EDM708 Inclusive Practice	100% Portfolio	6,000 words	Year one semester two June
EDM709 Learning from Teaching: Collaborative Self-Improvement	50% Essay 50% Portfolio	3,000 words 3,000 words	Year one semester two June
EDM703 Therapeutic Play Skills	25% Presentation 25% Case Study 50% Essay	2,000 words 1,500 words 2,500 words	Year one semester two June
EDM702 Research Methodology and Enquiry in the Social Sciences	100% Essay	6,000 words	Year two semester two, first week of February
EDM707 Mentoring to Develop and Improve Professional Practice	40% Reflective Practice 60% Case Study	2,000 words 4,000 words	Year two semester two June
EDM704 Relationships in Education. How to use counselling skills to support students well-being and achievement	25% Presentation 25% Case Study 50% Essay	2,000 words 1,500 words 2,500 words	Year two semester two June

EDM710 Curriculum Design and Development through Reflection	25% Presentation 75% Essay	1,500 words 4,500 words	Year two semester two June
EDM706 Leading and Managing Professionals	30% Report 70% Report	1,800 words 4,200 words	Year two semester two June
EDM712 Teaching and Supporting Learners with Dyslexia	40% Portfolio 60% Case study	2,000 words 4,000 words	Year three semester two, end July
EDM715 Negotiated Learning	10% Research Proposal 90% Negotiated Learning	6,00 words 5,400 words	Year two semester two June
EDM714 HE in FE	100% Portfolio	6,000	Year one or two semester two June.
EDM713 Dyslexia: Advanced Professional Practice for Specialist Teachers	30% Case Study 70% Portfolio	2,000 words 4,000 words	Year two semesters one and two submitted end August of year two
EDM716 Dissertation	100% Dissertation	16,000 to 20,000 words	Year three semester two, last week of June

24 Assessment regulations

Master's degree regulations for taught programmes.

Derogations

N/A

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

N/A

Restrictions for trailing modules (for taught masters programmes only)

None

25 Programme Management

Programme leader

John Luker

Programme team

Alison Woolf -route leader Counselling skills for Education
Sylvia Phillips -route leader for the ALN-Dyslexia route
Karen Rhys Jones - route leader for the Learning and Teaching route
Dr David Thomas
Ruth Davies
Sue Horder

Della Austin
Dr Paula Hamilton

The MA Education has a Dissertation Supervisory Team that meet at least three times in the academic year to discuss the progress of students and arrange for the moderation of marks. The team is arranged as first and second supervisors with less experienced supervisors being mentored by their peers. The current team is:
Dr Paula Hamilton
Gillian Danby
Ruth Davies
Duane Chong
Dr David Thomas
Della Austin
Sylvia Phillips
Alison Woolf
Judith Ellwood
Sue Horder
John Luker
Hayley Douglas.

Quality management

The programme complies with the policies and procedures laid down for the validation and quality assurance of programmes by Glyndŵr University. In addition, the programme team is cognisant of the QAA Codes of Practice, the Framework for HE Qualifications and the Credit and Qualification Framework for Wales, all of which have been considered during the programme design.

The **Programme Leader** has responsibility for the administration, co-ordination, monitoring and review of the programme. This includes:

- The overall design, preparation, management, development and review of the curriculum and programme portfolio;
- Timetabling of the programme;
- Appointment of, liaison with and reporting to external examiners;
- Promoting partnerships with, liaison, communication, management and co-ordination between the Glyndŵr University team and any work-based placement settings;
- Identification and agreement of staff development needs of members of the team and provision of support to sustain and enhance the quality of provision;
- Student tracking and the management of student experience and feedback;
- Collation of assessment data and its presentation at assessment boards;
- Quality assurance and annual monitoring procedures, in collaboration with the programme team;
- Liaison with other Programme Leaders to ensure comparability of standards across programmes;
- Co-ordination of admissions, recruitment and marketing activities;
- Scheduling of and reporting on the Student Voice Forum;
- Scheduling and chairing programme team meetings.

The Programme Leader has responsibility for admissions, supported by the team and the Student Programmes Centre. All are engaged throughout the year in open day and open evening events, interviewing applicants and advising students.

Module Leaders are responsible for:

- Advising on design and periodic development of the module(s);
- Compilation of module handbooks;
- A detailed scheme of work to include both the taught and self-study components of the module, to enable learning outcomes to be met according to the module specification(s);
- Module delivery and assessment, including elements contributed by other agreed staff;
- Quality of their module;
- Briefings and criteria for the assessment of modules, according to the module specification(s);
- Recording achievements and module reports based on student feedback and the statistical analysis of results;
- Preparing and maintaining resources for the Moodle VLE;
- Maintaining records of lecture plans and evaluations;
- Contributing to programme team meetings and annual monitoring requirements;
- Liaison with the appropriate External Examiner(s).
- On-going academic support for the students on their module.

Students are responsible for:

- Managing their time effectively to enable them to carry out required coursework/ assignments/examinations to appropriate deadlines;
- Attending lectures in accordance with their designated timetable;
- Engaging with the resources provided through the Moodle VLE;
- Informing the programme leader or their nominee of any absence;
- To ensure the university's procedures are followed when submitting a case for extenuating circumstances prior to deadline(s);
- Evaluating the quality of the programme periodically;
- Selecting representative(s) students for student voice forum and for those representatives to attend meetings as required;
- Meeting with personal tutors as required;
- Keeping all evidence of completed coursework securely (2 copies, one submitted for assessment) until the course has formally ended and been examined by the external examiners and verified by the appropriate assessment boards.

Feedback on programme delivery, quality and fitness will come from a range of stakeholders, including students, staff and partners, through meetings, written and verbal feedback, SEMs, quality assurance questionnaires and other appropriate surveys. The programme team values and take seriously any feedback given, whether this is from within course teams, students, partners, employers, external agencies or external examiners.

External Examiners will scrutinise the quality of the programme delivery and assessment and maintain that the standards achieved at Glyndŵr University are comparable with similar programmes elsewhere. They will scrutinise a selection and range of work from modules, offer feedback and exchange examples of good practice, in addition to attending the Assessment Boards as required.

The Assessment and Award Board will meet regularly (normally, January, June and September) to consider the assessment results and consider feedback from External Examiners on the progress and development of the programme.

Feedback and responses from participants, module tutors, external examiners and external partners will inform the review and development of the programme, ensuring quality of its curricula content delivery and fitness. All feedback will be incorporated into the Annual Monitoring Report (AMR) processes, which is addressed through the University's internal review system. Student representatives will be invited to participate. This provides the opportunity for a meta evaluation of all programme components and will inform the programme development plan in which priorities can be identified and addressed.

Research and scholarship activity

The Education Department is recognised as a research active area within the University. Programme staff are currently actively engaged in research following doctoral study or in support of Master's level study.

Knowledge and expertise gained through research and scholarship activity informs planning and is disseminated through seminars, teaching and via the Moodle VLE. Members of the programme team include Fellows of the Higher Education Academy and there is an expectation that some will achieve Senior Fellow status during the first year of the programme delivery.

Staff at Glyndŵr University are encouraged to be research active and to engage in consultancy, research and writing for publication around their teaching interests and expertise. To this end staff are associated with one of the University's four research centres and enjoy access to an infrastructure that can support scholarly activity

26 Learning support

Institutional level support for students

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

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Glyndŵr University offers access to a number of online journals and e-books through its online library.
- **Essential Reading -** for each module, textbooks listed as essential reading will, where possible, be available as an e-book.
- **Supplementary Reading –** Further e-books are available in the subject area. For hard copies of textbooks students can either visit Glyndŵr University or UK based Students can borrow (in person) books from up to three other UK university libraries using SCONUL Access - http://www.sconul.ac.uk/sconul-access.

- **Journal Articles -** To help students read extensively, all MA Education programme students have free access to the Glyndŵr University Online Library where they can have access to articles through various journal article repositories.
- **Further reading –** Please note that as long as students read the essential reading they are then free to read around the subject area using any textbook, paper or online resource. Students will need to support their learning by reading as widely. To help students to read extensively, they will have free access to Moodle VLE and Glyndŵr University's Online Library. A full reading list is provided for each module in the Module Handbook.

Library Access – The Library and IT Desk are located on the ground floor of the Edward Llwyd Building on the Wrexham Campus, giving students access to books, journals and DVDs as well as PCs, Print Facilities and study spaces with wired/Wifi access.

School support for students

An essential feature of the school is the development of independent learners at Master's level who are capable of adopting and applying professional competencies in areas such as ethics, communication, digital competence, problem solving, creativity, decision making, autonomy, self-reliance, leadership, teamwork and inter-personal relationships. In achieving this, academic support for candidates is also a vital element of the programme. Each student will be assigned a personal tutor, who will: (i) oversee their progress through the programme; (ii) facilitate individual and/or small group tutorials across the academic year. Such support will encourage a focused and progressive approach to study, further links between theory and practice and promote reflective practice. The personal tutor will be a member of the programme team. The role of the personal tutor will be outlined in the Students' Handbook to inform students.

Furthermore, students can also benefit from the centralised services available to students provided by the Student and Programmes Centre together with a range of complementary support services provided by the University.

Library resources are available at Glyndŵr University where educational development has been an important part of the school for some years. Therefore, a stock of relevant books and journals is in place. Increasing numbers of books are being made available electronically through Athens, on a one-for-one basis. Students will also be expected to access on-line journals. Research databases were added to these facilities from 2016 including SAGE Research Methods, an essential research tool for students in the social sciences.

The school recognises that students enter university from a variety of backgrounds and broad range of experiences and need to be supported through this transition. Students transitioning into the programme will be offered additional support if they have completed a degree at an institution other than Glyndŵr University. This will take the form of additional study skills workshops designed to familiarise students with the University's academic style. Most issues are practical in nature but may be related to both social and academic concerns. The induction for this programme is designed to address these areas. Students are strongly encouraged to engage with induction so that they can begin the process of integration socially and academically. Within the virtual and actual classroom, ranges of techniques are used to help the group to find out about each other. Across the school, the programme handbook is introduced, the programme outlined and students made aware of the avenues for pastoral support

Programme specific support for students

Academic and personal support, whether delivered in person or through the Moodle VLE, will be a central premise upon which this course is built. The students will come from a wide range of personal and professional contexts, having reached different points in their professional careers in different institutions and systems, and having different personal circumstances. This calls for a flexible, adaptive and, frequently, personal approach to pastoral and welfare support by staff. Students will be allocated a personal tutor, who will act as the main source of guidance and support. They will additionally receive feedback and support from other members of the academic staff. The primary point of academic support for all students will be from the module tutor, followed by their named personal tutor.

For Master's level learning there is a requirement for students to have a degree of digital competence as well as computing proficiency and access to computing facilities. Students will be advised at interview of this requirement. Students are also informed of such requirements in the student handbook and are advised to consult with the module tutors for details of requirements. There will be an expectation that students will have basic computing skills, for example be able to use email and access web-based resources, but support will be given as and when required.

All students will be assigned a personal tutor, who will act as the main source of guidance and support for them throughout their taught period of study. We also maintain an 'open door' policy that allows students to meet with their tutor without appointment, if mutually convenient. In instances where the personal tutor is unavailable or where circumstances demand, the Programme Leader will provide advice and guidance as required. Online and virtual support will be provided through video conferencing software, online forums and virtual café chat rooms on the Moodle VLE.

Students will be encouraged to use the module tutor who will be marking their assignment as their first point of contact for academic guidance and support, since this is someone who will be familiar with their professional and academic context. If appropriate, the Programme Leader will also be available. Part-time students are professional people who are comfortable with this procedure. In those instances, where for whatever reason, a student has difficulties completing a module, support will be provided as appropriate while recognizing that staff are not trained counsellors. Where the difficulty is not academically related and the nature of the issue lies outside the remit of the tutor or Programme Leader, individuals will be referred to appropriate support groups, either inside or outside the University.

Students have different initial points of contact at different times during their studies. Each module tutor will be the student's initial contact point during the time they are studying that module. Once a student embarks upon the dissertation, the dissertation supervisor will become that student's lead tutor for the remainder of the programme. The student may, at any time, approach the University's student support groups or the Programme Leader as and when appropriate.

There will be clearly defined paths of access to module tutors, Programme Leader, Associate Head of School and staff within the Student Programme Centre. All students will receive a Student Handbook at the commencement of their studies. The handbook will provide an essential source of reference for students, particularly in relation to assessment criteria, procedures for submitting work and obtaining feedback, contacting relevant tutors, and accessing school and University facilities, as well as tutorial support.

Constructive, timely feedback promotes learning. Procedures for feedback to students will operate in accordance with University guidelines. Informal feedback to students will be provided as needed via the Moodle VLE or in tutorials. Academic feedback is provided using the agreed pro forma and staff will seek to achieve a balance between the development of skills of critical thinking and analysis, as well as the enhancement of students' own professional practice and scholarship.

Students will receive detailed feedback from their supervisor at various stages of their work on the dissertation. This support will take place, when the students present their dissertation proposal, when draft dissertation chapters are submitted and when the final draft dissertation is presented to the supervisor. Dissertation students will have access to three developmental workshops that will be delivered face-to-face and through the Moodle VLE.

Students are expected to pursue their studies through independent study and research, in addition to staff - student contact hours.

27 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 Equal Opportunities Policy (http://www.Glyndŵr.ac.uk/en/AboutGlyndŵrUniversity/Governance/TheFile,64499,en.pdf), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.