

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body	<p>Modules associated with the British Dyslexia Association are endorsed but not accredited, as are those for the Postgraduate Certificate in Professional Development by the Higher Education Academy and the NMC.</p> <p><u>Endorsement from ETS Wales for the JNC professional qualification in Youth Work</u></p>
What type of accreditation does this programme lead to?	<p>Upon completion of the route designated for the Postgraduate Certificate in Professional Development, candidates are awarded Fellowship of the Higher Education Academy.</p> <p>Candidates completing the endorsed modules by the BDA may apply for ATS or AMBDA status from the BDA.</p> <p><u>Upon completion of the PG diploma Youth and Community Work JNC professional status will be conferred.</u></p>
Is accreditation in some way dependent on choices made by students?	<p>No – accreditation is not required, modules are endorsed and awards are available following successful completion. In both instances prescribed routes are identified clearly.</p> <p><u>The professional JNC prescribed route is clearly identified.</u></p>
Final award/s available Specialisms within the MA Education are identified within the brackets	MA Education MA Education (Additional Learning Needs) MA Education (Learning and Teaching) MA Education (Leadership) <u>MA Education (Youth and Community Work) Incorporating a JNC professional Qualification</u> PG Diploma in Education PG Diploma in Education (Additional Learning Needs) PG Diploma in Education (Learning and Teaching) PG Diploma in Education (Leadership) <u>PG Diploma Education (Youth and Community Work) Incorporating a JNC professional Qualification</u> PG Certificate in Professional Development PG Certificate in Education PG Certificate in Education (Additional Learning Needs) <u>PG Certificate (Youth and Community Studies)</u>
Award title	MA Education
JACS 2 code	X370, <u>L530</u>

UCAS code (to be completed by admissions)	
Relevant QAA subject benchmark statement/s	Not applicable. QAA (2010) <i>Master's Degree Characteristics</i> have been addressed in the design of the programme.
Other external and internal reference points used to inform the programme outcomes	QAA Academic Infrastructure and the new UK Quality Code QAA (2010) Master's Degree Characteristics Credit and Qualifications Framework Wales The Framework for Higher Education Qualifications in England, Wales and Northern Ireland Higher Education Academy Professional Standards Framework British Dyslexia Association requirements for the awards of ATS and AMBDA Glyndŵr University Academic Handbook National Occupational Standards for Youth and Community Work
Mode/s of study <i>(p/t, f/t, distance learning)</i>	Full-time Part-time
Language of study	English (Welsh will be accepted for the submission of assignments)
Date at which the programme specification was written or revised	July 2012

Criteria for admission to the programme
<p>Candidates must satisfy the general admissions requirements of the programme, which are as follows:</p> <p>All candidates will be expected to have a degree or, professional qualifications and/or experience judged equivalent. For many 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 study. For students engaging in full-time study without on-going access to their professional context, they will be required to demonstrate an appropriate level of experience to draw upon in the completion of context-based assignments and/or comparative studies. For these students, opportunities will be provided, as and where appropriate, for them to visit specific professional settings to assist with their study.</p> <p>General University Regulations for admission apply: viz</p> <p><i>Candidates must hold one of the following qualifications prior to commencement of the scheme:</i></p>

(a) an initial degree in a relevant area;

Or,

(b) an appropriate professional qualification;

Or

(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, should an interview be agreed as necessary, to determine suitability, of his/her ability to complete academic work of the required standard to complete successfully the scheme of study proposed.

CRB clearance will be a *de facto* pre-requisite of those modules where engagement with children and young people is a requirement, in such cases, students must complete the Criminal Record Bureau (CRB) screening process, where it is not already achieved. The responsibility for costs associated with CRB procedures will be met by the candidate.

Prospective students are expected to be professionals and already in relevant employment (full / part-time / voluntary), however, we would not discriminate against those who are not employed or have retired, provided they can meet practitioner-based requirements.¹

European / Overseas Students – English Language Requirements

All students are required to provide proof of proficiency in English. For students in countries where English is not the medium of instruction throughout school education, please refer to the University's English Language Requirements below.

Direct entry to a course (in relation to English language proficiency) is generally granted to applicants whose total past education has been conducted in English. Also, students who have within the last two years successfully completed at least three years of education entirely through the medium of English (and have official academic evidence to support this claim), and who attend a face-to-face interview with a course leader or EAP lecturer/teacher, may not be required to submit an English language test certificate.

Academic courses at Glyndŵr University require a minimum entry requirement of:

Academic level	IELTS	TOEFL	Online TOEFL
Postgraduate (taught)	6.5	575	232

Accreditation of prior learning (AP(EL) arrangements

Applications from those wishing to enter the programme with prior learning and/or experience, at points other than the beginning will be considered on an individual

basis in line with Glyndŵr University's AP(E)L procedures.

N.B. Candidates will be responsible for all costs associated with claims for AP(E)L.

Aims of the programme

The aim of this programme, and the modules with it, is to support professionals working within/towards an educational context to develop their knowledge, understanding and skill level to an extent that enables them to evaluate, analyse and reflect on current practice following critical engagement with recent theoretical developments in a breadth of associated areas. They will be prepared to engage actively with current developments in the promotion of effective learning opportunities for the benefit of the individuals, at all levels within their and associated organisations. They will be equipped to engage critically with new government policy developments, initiatives, internal and external organisations and stakeholders contributing to their educational organisation. They will value the importance of evidence-based decision making and be equipped to undertake small-scale research to plan, implement and evaluate changes. They will be prepared to implement effective practice and undertake sustainable curriculum and educational developments with the skills to analyse and evaluate the success/impact of these developments.

The aims are therefore:

- To develop participants' knowledge and understanding of the processes and issues underpinning education and training;
- To develop reflective practitioners who continuously challenge themselves to think critically and have the capacity to lead within a learning setting;
- To enable participants to critically analyse, debate and evaluate educational theory, philosophy, and policy, as they relate to political, social and economic ideologies;
- To develop participants academically through engagement with sources of evidence related to professional education and training practice;
- To foster values, beliefs and attitudes that underpin and are essential to education and training in a variety of settings;
- To empower participants to take ownership of their personal, professional and academic future through reflective practice;
- To enable participants to engage in a significant research project, set within the context of a work-based placement, affording them the opportunity to utilise established methods of enquiry and analysis;
- To equip participants with the skills to communicate in a variety of genres, for a range of purposes and audiences.

Distinctive features of the programme

The MA Education programme was established at Glyndŵr University (then NEWI) in 1988, to support professionals in the field of education in their ability 'to strengthen the link between teaching and research, to promote evidence-informed practice and to present students with the opportunities to contribute to changing pedagogical work practices.' This underlying principle remains as important today as it was when the first programme was validated. The Master's level programme has been re-designed to reflect the diverse needs of practitioners from different educational contexts and to support them in their desire to develop their professional expertise for the benefit of their students/clients and their organisation. It recognises the fact that some individuals may want to enrol on a single module or modules to meet their immediate CPD requirements, rather than continue with the full MA programme and, to this end, a range of awards has been identified. Additionally, the programme has been designed to accommodate the continuing professional development needs of students who already hold Level 7 or Level 8 qualifications and, in line with the University's criteria for Accreditation of Prior Learning, students may be entitled to exemption for some of the programme's content. The MA programme has been designed to reflect the challenge to design learning specialisms that meet individual and professional needs within a more innovative and responsive continuing professional development framework. The identification of the individual specialisms and the contribution of specific modules to these have been discussed with employers who have requested a greater variety of module choice that reflects the developments that have taken place within the professions during the last few years. Increasingly, employers require both generic and specific skill requirements to meet the staff development needs of their organisations. Increasingly, the professions are looking to develop coherent and progressive CPD frameworks for their employees who are engaged in specific subject, management and/or administrative positions. This redesigned MA Education Framework reflects these developments and builds upon the existing FdAs, BAs, Graduate Certificate and Diploma programmes already offered within the Department's portfolio. The MA Education has been designed as a framework within which individual specialisms enable students to achieve the programme requirements by studying specific content for a number of modules and undertaking work in the core modules specific to their specialism. Additionally, it has been designed to prepare students for progression on to the taught Professional Doctorate programme or for the demands of the research-based M.Phil./PhD.

The learning opportunities and assessment strategies employed in the MA programme are constructed to enhance professional practice and to advance pedagogical research and scholarship, informed by professional requirements and values. Students can negotiate the most appropriate educational and professional opportunities, and develop progressively towards autonomous, lifelong learning. The relationship between research, scholarship and pedagogy underpins all modules, with candidates having the opportunity to undertake mainly context-based assignments appropriate to their workplace. The evidence - informed approach to the programme and to professional development promotes a theoretical underpinning for decision making that is applied to given contexts. This encourages analysis and

reflection, enabling candidates to make informed challenges to existing theory and practice. These are contextualised according to the individuals' work-based needs and designed to address the continuing professional development (CPD) requirements of individuals with a leadership and management role, as well as those who are engaged in delivering and / or supporting learning programmes.

This current iteration of the MA Education programme has resulted from extensive consultation with employers and a detailed understanding of current initiatives and policy-drivers from the Welsh Government for education and training for the formal and informal education sectors. Additionally, it caters for those in allied professions who have a remit that encompasses education and training by offering important leadership and organisational management elements. Previous MA Education programmes have concentrated on the compulsory education sector, with some provision for nurse educators. This programme is designed to engage a broader professional cohort with a growth in interest from the FE colleges, the voluntary sector and, with the developments associated with the BA (Hons) Professional Education and Training programme, those sectors where specific elements of education are delivered or where training programmes need to be designed and implemented for workforce development. Additionally, the programme proposal demonstrates a response to inquiries for more specialised, often bespoke, modules e.g. those accredited for the Virtual Staff College (to be updated and presented at a later date) to support local authority staff in their planning and delivery of educational services at a senior level, for the current drive to enable schools to work together as 'Professional Learning Communities' or for areas where there is a recognised need, e.g. the British Dyslexia Association ATS and AMDA modules.

This new programme addresses the specific interests and developmental needs of a wider education workforce and has been designed to allow students to specialise in specific aspects of work which is recognised by a award title with the specialism that they have followed recognised in brackets e.g. MA Education (Learning and Teaching). To achieve the individual title added in brackets, a student must complete at least 60 credits prescribed for that route and complete their assignment work for the Research Methodology and Enquiry in Education module and their dissertation in that area.

Following consultations with students over the delivery times for the part-time programme, sessions will normally continue to be delivered on a Saturday. Each module will be delivered over 5 Saturdays within a semester, i.e. October to January; February to June. For full-time students, an additional module will be offered during the week, enabling them to complete 2 modules per semester. They will have the opportunity to complete their dissertation between June and September. For the delivery of bespoke modules or for organisations requiring a different delivery schedule to that described above, individual negotiations will be held. However, for all negotiations a realistic delivery mode will be negotiated to ensure that students are not overloaded and assignment submissions will be set to enable students to meet the requirements of learning in a timely and academically sound manner.

The part-time programme may be completed within a minimum period of 2 years or a maximum registration period of 5 years: it is expected that students will complete

within 3 years. Full-time students will be expected to complete within 1 year with a maximum registration period of 3 years.

Programme structures and requirements, levels, modules, credits and awards

This modular programme operates in full accordance with the Framework for higher education qualifications in England, Wales and Northern Ireland (August 2008), with clear differentiation between Certificate, Diploma and Degree stages.

'When used with the stems 'graduate' or 'postgraduate', the title 'certificate' should normally signify learning outcomes which would imply study equivalent to at least one-third of a full-time academic year, and the title 'diploma' should normally signify study equivalent to at least two-thirds of a full-time academic year.' (FHEQ, 2008, para 72). For all awards, the demonstration of the learning outcomes that characterise the Master's degree will be evidenced. For those exiting with the award of Postgraduate Certificate, their volume of evidence will be less than those exiting with the Postgraduate Diploma and for those with this qualification it will be less than those attaining the Master's degree.

As the Master's degree, unlike other degrees, is not graduated by progressive level demands, the essential learning outcomes will be present in all modules, '*The descriptor provided for this level of the framework is for any master's degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 7 qualifications, including postgraduate certificates and postgraduate diplomas*' (QAA, 2012, UK Quality Code for Higher Education, p.12). However, it will be expected that as students progress through the modules, their confidence in employing these level 7 demands will be increased. Additionally, the research methodologies demonstrated by students exiting with a Postgraduate Certificate will be less developed and more limited in breadth than those exiting with the Postgraduate Diploma which, in turn, will be less than those exiting with the Master's degree.

N.B.

- i. *It must be recognised that students undertaking this programme will have a variety of qualifications on entry. For those entering with a Level 7 or Level 8 qualification, they may apply for AP(E)L against the requirement to undertake the core modules.*
- ii. *There will be students wishing to undertake specific modules for their CPD requirements and not receive a formal qualification. In these instances, they will not be required to undertake the core modules. Should they change their mind at a later stage, they will be required to complete or apply for AP(E)L against the core module, Mastering Professional Learning and may apply for AP(E)L against the Research Methodology and Enquiry in Education if appropriate.*
- iii. *Students following the ALN specialism will not be required to undertake the 'Mastering Professional Learning' module if they are undertaking the*

endorsed British Dyslexia Association specialist modules as the key elements within this module are covered within the designated modules which form a coherent pathway for students' accreditation with the BDA. For those undertaking both the ATS and AMBDA qualifications (awarded on completion by the BDA), they will be required to complete the 3 prescribed and endorsed modules. To complete their MA Education (ALN), they will complete the Research Methodology and Enquiry in Education module and undertake their assignment for this module relating to an ALN context, and the Dissertation.

- iv. *For students completing the endorsed (Higher Education Academy) and validated Postgraduate Certificate of Professional Development in HE, they will complete the designated modules for this award. Should they wish to continue with their master's, they will not be required to complete the Mastering Professional Learning module as the learning outcomes are covered within the PGCPD. They will however be required to complete the Research Methodology and Enquiry into Education core module plus one other 30 credit module from any of the specialist routes, and the Dissertation. If the module is chosen from the Learning and Teaching route, students may be awarded the MA Education (Learning and Teaching) provided the Research Methodology and Dissertation assessments were based on the specialism.*

Level 7 learning will be characterised by the following and reflected in the learning outcomes of the modules within this programme:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice;
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- critical analysis of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret developments in the discipline;
- conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline;
- evaluating methodologies critically and, where appropriate, identify the potential impact on practice

For the purposes of guiding the awards of PG Certificate and Diploma, the following outcome abilities will be considered, illustrating the degree to which the students will have acquired confidence in the outcomes indicated above and their opportunity to demonstrate their mastery of them:

Postgraduate Certificate of Education, Postgraduate Certificate of Professional

Development in HE and Postgraduate Certificate of Education (ALN), may be awarded following successful completion of 60 credits at Level 7 or a minimum of 40 credits at Level 7 and 20 credits at level 6. For students who hold the PGCPD and are progressing, they will not be required to complete the 'Mastering Professional Learning' module.

N.B. *The modules endorsed by the HEA will be core for the award of Postgraduate Certificate of Professional Development in HE*

Demonstrating the ability to:

- Deal systematically with complex issues and make sound, evidence-based judgements which they are able to communicate effectively to specialist and non-specialist audiences.
- Exercise initiative and self-direction in solving problems, using existing evidence to inform planning and the capability of implementing and evaluating the outcome of tasks at a professional or equivalent level.
- Continue to advance their knowledge and understanding, and to develop new skills through independent learning that will be required for their continuing professional development.

Postgraduate Diploma of Education may be awarded following successful completion of 120 credits at Level 7 or a minimum of 90 credits at level 7 and 30 credits at level 6. (For those electing for the PG Diploma named pathway, at least 60 credits must be taken from modules assigned to that pathway route. See modules assigned per pathway p11-13. Other students will take the two core modules and two other modules from any of the specialist routes.) The student will have demonstrated their successful completion of learning associated with the named route and addressed each of the following within that specific area.

For the Postgraduate Diploma (ALN) see iii above.

Demonstrating the ability to:

- Deal with complex issues both systematically and creatively, make sound evidence-informed judgements and conclusions resulting in recommendations for improvement that they are able to communicate clearly to specialist and non-specialist audiences.
- Exhibit self-direction and critical analysis of evidence available when researching evidence for an enquiry and/or using appropriate research methodologies implementing a task at a professional or equivalent level.
- Act autonomously in planning, designing and implementing tasks, analysing and evaluating their impact and providing recommendations for future implementation.

- Continue to advance their knowledge and understanding, and to develop new skills through independent learning that will be required for their continuing professional development.

MA Education – may be awarded following successful completion of 180 credits at Level 7 or, a minimum of 150 credits at level 7 and 30 credits at level 6. (For those electing for the MA Education named pathway, at least 60 credits must be taken from modules assigned to that pathway route. See modules assigned per pathway p11-13).

All candidates for the award of a Master's degree must have completed the Dissertation module. Those following the Master's named route must have undertaken their Research Methodology and Enquiry in Education assignment and dissertation in the area specific to the named specialism. The student will have demonstrated their successful completion of learning and their ability to undertake research investigations associated with the named specialism and addressed each of the following within that specific area.

Demonstrating the ability to:

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, applying this ability to decision-making in complex and unpredictable situations and then communicate their conclusions clearly to specialist and non-specialist audiences.
- Demonstrate self-direction and independence, exercising initiative and personal responsibility, in tackling and solving problems, acting autonomously in planning and implementing tasks at a professional or equivalent level.
- Undertake, independently a small-scale research investigation and offer appropriate recommendations for improvement within the area as a result of their own work, recognising the limitations of the investigation and identifying implementation issues that may be applicable to the actions offered.
- Continue to advance their knowledge and understanding, and to develop new skills, through independent learning to a high level, that will be required for their continuing professional development.

Please see overview of structure on p14.

MA Education: Modules contributing to named awards

Module Title Titles in <i>italic</i> are new	ALN	Learning and Teaching	Leadership	Youth & Community with JNC
<i>EDS711 Identifying and</i>	✓			

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<i>Enabling Dyslexic Learners in FE/HE</i>				
<i>EDS712 Overview of behaviour management</i>	✓			
<i>EDS713 Special Educational Needs / Additional Learning Needs and Inclusion</i>	✓			
<i>EDS714 Specific learning difficulties and the impact on learning mathematics</i>	✓			
<i>EDS715 Supporting mathematical learning: pupils with specific learning difficulties</i>	✓			
<i>EDS716 Supporting pupils with literacy difficulties and dyslexia</i>	✓			
<i>EDS717 Understanding maths difficulties and learning differences</i>	✓			
<i>EDS705 Insights into dyslexia: research-based practice (ALN) (BDA)</i>	✓			
<i>EDS706 Teaching and Supporting Learners with Dyslexia (BDA)</i>	✓			
<i>EDS703 Dyslexia: Advanced Professional Practice for specialist teachers (ALN)(BDA)</i>	✓			
<i>EDS718 Cultural and Linguistic Diversity</i>		✓		
<i>EDS719 HE in FE</i>		✓		
<i>EDS720 Inclusion</i>		✓		
<i>EDS722 Poverty, Attainment and Education</i>		✓		
<i>EDS721 Learning from Teaching</i>		✓		
<i>EDS723 Promoting Positive Behaviour</i>		✓		
<i>EDS724 Recognising, Respecting and Developing Individuality</i>		✓		
<i>EDS730 Curriculum Design and Development</i>		✓	✓	
<i>EDS725 Learning and Assessment</i>		✓		
<i>EDS704 Language and</i>		✓		

Literacy in Learning and Teaching				
EDS707 Effective Professional Learning Communities (60 credits)		✓	✓	
EDS701 Teaching Critical Thinking, Reasoning and Argument Skills		✓		
EDSM75 Teaching and Learning with Technology		✓		
EDS726 <i>Mentoring to Develop and Improve Professional Practice</i>		✓	✓	
EDS727 Negotiated Learning		✓		
EDS728 <i>Mastering Professional Learning (core)</i>	✓	✓	✓	<u>X</u>
EDS729 Research Methodology and Enquiry in Education (core)	✓	✓	✓	<u>X</u>
EDSM69 Dissertation (core)	✓	✓	✓	<u>X</u>
EDS710 Leadership and Management in Education			✓	
EDS732 Leading and Managing Professionals			✓	
EDS731 <i>Accountability, Evaluation and School Improvement</i>			✓	
EDS733 Strategic and Developmental Planning for School Improvement			✓	
<u>International Social Education</u>			<u>X*</u>	
EPH701 Academic Practice in HE (PGCPD)		✓		
EPH702 Learning & Teaching in HE - Reflection and Development (PGCPD)		✓		
EPH703 Assessment and Evaluation in HE – Reflection and Development (PGCPD)		✓		
<u>Professional Practice and Theory</u>				<u>X</u>
<u>Critical Social Theory</u>				<u>X</u>

Modules in italics are new. Those with module codes have been validated previously but will be up-dated in terms of content, booklists and learning and teaching.

Student specialism (named) derived from module selection						NOTES	
	Name specialism Learning and Teaching	Name specialism Learning and Teaching	Name specialism Leadership	Name specialism ALN	MA Education	Part Time	Full Time
Exit PGCert	Module 1 PGCPD L & T	Mastering Professional Learning	Mastering Professional Learning	Module 1 ALN	Mastering Professional Learning	Two 30 credit modules 'normally' taken over two semesters (one per semester) – Part Time Mastering Professional Learning for most students will be their required first module.	
	Module 2 PGCPD A & E						
	Module 3 PGCPD Academic Practice						
	Module 3 Learning and Teaching (or any module if route is to be a MA Education - without specialisation)						
		Module 1 Learning and Teaching	Module 1 Leadership	Module 2 ALN	Module 1		
		Module 2 Learning and Teaching	Module 2 Leadership	Module 3 Any from available But likely to be from ALN list	Module 2		
Exit PGDip	Research Methodology and Enquiry in Education (30 Credits) Content to be specialism related					60 Credits – Year One Part Time	
						Two 30 credit modules 'normally' taken over two semesters (one per semester) – Part Time. All modules to be completed prior to progression to dissertation	
Award MA						60 Credits – Year Two Part Time	
	Dissertation (60 Credits) Content to be specialism related					60 Credits – Year Three Part Time	
						120 Credits – Year One Full Time (semesters one and two)	
						Four 30 credit modules 'normally' taken over two semesters (two per semester) – Full Time. All modules to be completed prior to progression to dissertation	
						60 Credits – Year One Full Time (Semester Three)	

Module Delivery Schedule

Following consultations with students over the delivery times for the part-time programme, sessions will normally continue to be delivered on a Saturday. Each module will be delivered over 5 Saturdays within a semester, i.e. October to January; February to June. For full-time students, an additional module will be offered during the week, enabling them to complete 2 modules per semester. They will have the opportunity to complete their dissertation between June and September. For the delivery of bespoke modules or for organisations requiring a different delivery schedule to that described above, individual negotiations will be held. However, for all negotiations a realistic delivery mode will be negotiated to ensure that students are not overloaded and assignment submissions will be set to enable students to meet the requirements of learning in a timely and academically sound manner.

The part-time programme may be completed within a minimum period of 2 years or a maximum registration period of 5 years: it is expected that students will complete within 3 years. Full-time students will be expected to complete within 1 year with a maximum registration period of 3 years

Students will receive the dates for each session and the assignment submission dates during the Induction session. For those who have applied in advance of the Induction day or are returning students, details will be sent to them at the beginning of September for each academic year.

Quality Management Arrangements

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 and chairing programme team meetings.

The Programme Leader has responsibility for admissions, supported by the team. All are engaged throughout the year in open day 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;
- 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;
- informing the programme leader or their nominee of any absence;
- to ensure the University's procedures are followed when submitting a case for Personal Extenuating Circumstances prior to deadline(s);
- evaluating the quality of the programme periodically;
- selecting representative(s) students for Staff-Student Consultative Committees and for those representatives to attend meetings as required;
- meeting with Academic 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, SPOMs, quality assurance questionnaires and the Postgraduate Taught Student Experience Survey. 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, February, 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.

Intended learning outcomes of the programme

Postgraduate Certificate in Education

On completion of the PG Cert in Education, students will be able to:

A) *Knowledge and understanding:*

- A1** evaluate and apply a deep knowledge and understanding of current educational theoretical perspectives in their chosen area of study;
- A3** analyse the impact of applying theoretical study to practice in a given context and reflect on the outcomes for further improvement;

B) *Intellectual skills:*

- B1** engage in professional development planning and reflect on and evaluate own practice;
- B2** critically evaluate pedagogical research and a variety of types of information and evidence;

C) *Subject and other skills:*

- C1** act autonomously in planning and implementing tasks at a professional level;
- C2** identify and review own learning needs;

C4 take responsibility for time management and work to deadlines.

D) Professional Skills and abilities and Employability Skills and abilities:

D1 enhance own professional practice in education demonstrating a commitment to on-going learning;

D2 support the work of other professionals and colleagues by disseminating information and contributing to the organisation's learning development;

D6 utilise problem-solving skills in a variety of theoretical and practical contexts.

Post Graduate Diploma in Education

In addition to meeting the learning outcomes of the PG Certificate in Education outlined above; on completion of the PG Diploma in Education, students will demonstrate the ability to:

A) Knowledge and understanding:

A1 evaluate and apply a deep knowledge and understanding of current educational theoretical perspectives in their chosen area of study;

A2 determine how advanced understanding of the ways in which data and outcomes of research and scholarly activities can be applied to inform practice;

A3 analyse the impact of applying theoretical study to practice in a given context and reflect on the outcomes for further improvement;

A5 evaluate own performance, demonstrating, as appropriate, a thorough understanding of professional codes of practice.

B) Intellectual skills:

B1 engage in professional development planning and reflect on and evaluate own practice;

B2 critically evaluate pedagogical research and a variety of types of information and evidence;

B3 analyse, evaluate and interpret the theoretical constructs underpinning practice and initiate change, as appropriate;

B4 research information from a number of sources in order to gain a coherent understanding of theory and practice.

C) Subject and other skills:

C1 act autonomously in planning and implementing tasks at a professional level;

C2 identify and review own learning needs;

C4 take responsibility for time management and work to deadlines.

D) Professional Skills and abilities and Employability Skills and abilities:

D1 enhance own professional practice in education demonstrating a commitment to on-going learning;

- D2** support the work of other professionals and colleagues by disseminating information and contributing to the organisation's learning development;
- D3** evaluate impact of own learning on individual and, where relevant, organisational performance;
- D6** utilise problem-solving skills in a variety of theoretical and practical contexts.

In addition to meeting the learning outcomes of the PG Certificate and PG Diploma in Education, students having studied specific pathways will demonstrate the ability to:

Post Graduate Diploma in Education (Leadership)

A) Knowledge and understanding:

- A1** evaluate and apply a deep knowledge and understanding of current educational theoretical perspectives in Leadership;
- A2** determine how advanced understanding of the ways in which data and outcomes of research and scholarly activities can be applied to inform practice;
- A3** analyse the impact of applying theoretical study to practice in a given context and reflect on the outcomes for further improvement;
- A5** evaluate own performance, demonstrating, as appropriate, a thorough understanding of professional codes of practice.

B) Intellectual skills:

- B1** engage in professional development planning and reflect on and evaluate own practice;
- B2** critically evaluate pedagogical research and a variety of types of information and evidence;
- B3** analyse, evaluate and interpret the theoretical constructs underpinning practice and initiate change, as appropriate;
- B4** research information from a number of sources in order to gain a coherent understanding of theory and practice.

C) Subject and other skills:

- C1** act autonomously in planning and implementing tasks at a professional level;
- C2** identify and review own learning needs in Leadership;
- C4** take responsibility for time management and work to deadlines.

D) Professional Skills and abilities and Employability Skills and abilities:

- D1** enhance own professional practice in education demonstrating a commitment to on-going learning;
- D2** support the work of other professionals and colleagues by disseminating information and contributing to the organisation's learning development;
- D3** evaluate impact of own learning on individual and, where relevant, organisational performance;
- D6** utilise problem-solving skills in a variety of theoretical and practical contexts.

Post Graduate Diploma in Education (Learning and Teaching)

A) *Knowledge and understanding:*

- A1** evaluate and apply a deep knowledge and understanding of current educational theoretical perspectives in Learning and Teaching;
- A2** determine how advanced understanding of the ways in which data and outcomes of research and scholarly activities can be applied to inform practice;
- A3** analyse the impact of applying theoretical study to practice in a given context and reflect on the outcomes for further improvement;
- A5** evaluate own performance, demonstrating, as appropriate, a thorough understanding of professional codes of practice.

B) *Intellectual skills:*

- B1** engage in professional development planning and reflect on and evaluate own practice;
- B2** critically evaluate pedagogical research and a variety of types of information and evidence;
- B3** analyse, evaluate and interpret the theoretical constructs underpinning practice and initiate change, as appropriate;
- B4** research information from a number of sources in order to gain a coherent understanding of theory and practice.

C) *Subject and other skills:*

- C1** act autonomously in planning and implementing tasks at a professional level;
- C2** identify and review own learning needs in Learning and Teaching;
- C4** take responsibility for time management and work to deadlines.

D) *Professional Skills and abilities and Employability Skills and abilities:*

- D1** enhance own professional practice in education demonstrating a commitment to on-going learning;
- D2** support the work of other professionals and colleagues by disseminating information and contributing to the organisation's learning development;
- D3** evaluate impact of own learning on individual and, where relevant, organisational performance;
- D6** utilise problem-solving skills in a variety of theoretical and practical contexts.

MA Education / MA Education (Learning and Teaching) / MA Education (Leadership)

In addition to meeting the learning outcomes of one of the PG Diploma programmes listed above, students who achieve the MA (including specialist routes) will demonstrate the ability to:

A) Knowledge and understanding:

- A1** evaluate and apply a deep knowledge and understanding of current educational theoretical perspectives in Additional Learning Needs or Leadership or Learning and Teaching;
- A2** determine how advanced understanding of the ways in which data and outcomes of research and scholarly activities can be applied to inform practice;
- A3** analyse the impact of applying theoretical study to practice in a given context and reflect on the outcomes for further improvement;
- A4** demonstrate the ability to design and apply research methodologies with reference to professional ethics;
- A5** evaluate own performance, demonstrating, as appropriate, a thorough understanding of professional codes of practice.

B) Intellectual skills:

- B1** engage in professional development planning and reflect on and evaluate own practice;
- B2** critically evaluate pedagogical research and a variety of types of information and evidence;
- B3** analyse, evaluate and interpret the theoretical constructs underpinning practice and initiate change, as appropriate;
- B4** research information from a number of sources in order to gain a coherent understanding of theory and practice.

C) Subject and other skills:

- C1** act autonomously in planning and implementing tasks at a professional level;
- C2** identify and review own learning needs in Additional Learning Needs or Leadership or Learning and Teaching;
- C3** design and apply theoretical learning in Additional Learning Needs or Leadership or Learning and Teaching to practice in the workplace;
- C4** take responsibility for time management and work to deadlines.

D) Professional Skills and abilities and Employability Skills and abilities:

- D1** enhance own professional practice in education demonstrating a commitment to on-going learning;
- D2** support the work of other professionals and colleagues by disseminating information and contributing to the organisation's learning development;
- D3** evaluate impact of own learning on individual and, where relevant, organisational performance;
- D4** contribute to professional debate in the field of education;
- D5** develop new or higher level skills, for example in IT, argument construction, writing for publication, etc;
- D6** utilise problem-solving skills in a variety of theoretical and practical contexts.

Postgraduate Certificate in Education (Additional Learning Needs)

On completion of the PG Cert in Education (Additional Learning Needs), students will be able to:

A) *Knowledge and understanding:*

- A1** evaluate and apply a deep knowledge and understanding of current educational theoretical perspectives in ALN;
- A3** analyse the impact of applying theoretical study to practice in a given context and reflect on the outcomes for further improvement;

B) *Intellectual skills:*

- B1** engage in professional development planning and reflect on and evaluate own practice;
- B2** critically evaluate pedagogical research and a variety of types of information and evidence;

C) *Subject and other skills:*

- C1** act autonomously in planning and implementing tasks at a professional level;
- C2** identify and review own learning needs in ALN;
- C4** take responsibility for time management and work to deadlines.

D) *Professional Skills and abilities and Employability Skills and abilities:*

- D1** enhance own professional practice in education demonstrating a commitment to on-going learning;
- D2** support the work of other professionals and colleagues by disseminating information and contributing to the organisation's learning development;
- D6** utilise problem-solving skills in a variety of theoretical and practical contexts.

Post Graduate Diploma in Education (Additional Learning Needs)

In addition to meeting the learning outcomes of the PG Certificate in Education (Additional Learning Needs) outlined above; on completion of the PG Diploma in Education, students will demonstrate the ability to:

A) *Knowledge and understanding:*

- A1** evaluate and apply a deep knowledge and understanding of current educational theoretical perspectives in ALN;
- A2** determine how advanced understanding of the ways in which data and outcomes of research and scholarly activities can be applied to inform practice;
- A3** analyse the impact of applying theoretical study to practice in a given context and reflect on the outcomes for further improvement;
- A5** evaluate own performance, demonstrating, as appropriate, a thorough

understanding of professional codes of practice.

B) Intellectual skills:

- B1** engage in professional development planning and reflect on and evaluate own practice;
- B2** critically evaluate pedagogical research and a variety of types of information and evidence;
- B3** analyse, evaluate and interpret the theoretical constructs underpinning practice and initiate change, as appropriate;
- B4** research information from a number of sources in order to gain a coherent understanding of theory and practice.

C) Subject and other skills:

- C1** act autonomously in planning and implementing tasks at a professional level;
- C2** identify and review own learning needs in ALN;
- C4** take responsibility for time management and work to deadlines.

D) Professional Skills and abilities and Employability Skills and abilities:

- D1** enhance own professional practice in education demonstrating a commitment to on-going learning;
- D2** support the work of other professionals and colleagues by disseminating information and contributing to the organisation's learning development;
- D3** evaluate impact of own learning on individual and, where relevant, organisational performance;
- D6** utilise problem-solving skills in a variety of theoretical and practical contexts.

MA Education (Additional Learning Needs)

In addition to meeting the learning outcomes of the PG Diploma (Additional Learning Needs), students completing the MA (Additional Learning Needs) will demonstrate the ability to:

A) Knowledge and understanding:

- A1** evaluate and apply a deep knowledge and understanding of current educational theoretical perspectives in their chosen area of study;
- A2** determine how advanced understanding of the ways in which data and outcomes of research and scholarly activities can be applied to inform practice;
- A3** analyse the impact of applying theoretical study to practice in a given context and reflect on the outcomes for further improvement;
- A4** demonstrate the ability to design and apply research methodologies with reference to professional ethics;
- A5** evaluate own performance, demonstrating, as appropriate, a thorough understanding of professional codes of practice.

B) Intellectual skills:

- B1** engage in professional development planning and reflect on and evaluate own practice;
- B2** critically evaluate pedagogical research and a variety of types of information and evidence;
- B3** analyse, evaluate and interpret the theoretical constructs underpinning practice and initiate change, as appropriate;
- B4** research information from a number of sources in order to gain a coherent understanding of theory and practice.

C) Subject and other skills:

- C1** act autonomously in planning and implementing tasks at a professional level;
- C2** identify and review own learning needs in ALN;
- C3** design and apply theoretical learning in ALN to practice in the workplace;
- C4** take responsibility for time management and work to deadlines.

D) Professional Skills and abilities and Employability Skills and abilities:

- D1** enhance own professional practice in education demonstrating a commitment to on-going learning;
- D2** support the work of other professionals and colleagues by disseminating information and contributing to the organisation's learning development;
- D3** evaluate impact of own learning on individual and, where relevant, organisational performance;
- D4** contribute to professional debate in the field of education;
- D5** develop new or higher level skills, for example in IT, argument construction, writing for publication, etc;
- D6** utilise problem-solving skills in a variety of theoretical and practical contexts.

Postgraduate Certificate in Education (Youth and Community Studies)

On completion of the PG Cert in Education (Youth and Community Studies), students will be able to:

A) Knowledge and understanding:

- A1** evaluate and apply a deep knowledge and understanding of current educational theoretical perspectives in Youth and Community Studies;
- A3** analyse the impact of applying theoretical study to practice in a given context and reflect on the outcomes for further improvement;

B) Intellectual skills:

- B1** engage in professional development planning and reflect on and evaluate own practice;
- B2** critically evaluate pedagogical research and a variety of types of information

and evidence;

C) Subject and other skills:

C1 act autonomously in planning and implementing tasks at a professional level;

C2 identify and review own learning needs in Youth and Community Studies;

C4 take responsibility for time management and work to deadlines.

D) Professional Skills and abilities and Employability Skills and abilities:

D1 enhance own professional practice in education demonstrating a commitment to on-going learning;

D2 support the work of other professionals and colleagues by disseminating information and contributing to the organisation's learning development;

D6 utilise problem-solving skills in a variety of theoretical and practical contexts.

Post Graduate Diploma in Education (Youth and Community Work)
Incorporating JNC professional Qualification

In addition to meeting the learning outcomes of the PG Certificate in Education (Youth and Community Studies) outlined above; on completion of the PG Diploma in Education, students will demonstrate the ability to:

A) Knowledge and understanding:

A1 evaluate and apply a deep knowledge and understanding of current educational theoretical perspectives in Youth and Community Work;

A2 determine how advanced understanding of the ways in which data and outcomes of research and scholarly activities can be applied to inform practice;

A3 analyse the impact of applying theoretical study to practice in a given context and reflect on the outcomes for further improvement;

A5 evaluate own performance, demonstrating, as appropriate, a thorough understanding of professional codes of practice.

B) Intellectual skills:

B1 engage in professional development planning and reflect on and evaluate own practice;

B2 critically evaluate pedagogical research and a variety of types of information and evidence;

B3 analyse, evaluate and interpret the theoretical constructs underpinning practice and initiate change, as appropriate;

B4 research information from a number of sources in order to gain a coherent understanding of theory and practice.

C) Subject and other skills:

C1 act autonomously in planning and implementing tasks at a professional level;

C2 identify and review own learning needs in Youth and Community Work;

C4 take responsibility for time management and work to deadlines.

D) Professional Skills and abilities and Employability Skills and abilities:

D1 enhance own professional practice in education demonstrating a commitment to on-going learning;

D2 support the work of other professionals and colleagues by disseminating information and contributing to the organisation's learning development;

D3 evaluate impact of own learning on individual and, where relevant, organisational performance;

D6 utilise problem-solving skills in a variety of theoretical and practical contexts.

MA Education (Youth and Community)

In addition to meeting the learning outcomes of the PG Diploma (Youth and Community Work, incorporating JNC qualification), students completing the MA (Youth and Community Work, incorporating JNC qualification) will demonstrate the ability to:

A) Knowledge and understanding:

A1 evaluate and apply a deep knowledge and understanding of current educational theoretical perspectives in their chosen area of study;

A2 determine how advanced understanding of the ways in which data and outcomes of research and scholarly activities can be applied to inform practice;

A3 analyse the impact of applying theoretical study to practice in a given context and reflect on the outcomes for further improvement;

A4 demonstrate the ability to design and apply research methodologies with reference to professional ethics;

A5 evaluate own performance, demonstrating, as appropriate, a thorough understanding of professional codes of practice.

B) Intellectual skills:

B1 engage in professional development planning and reflect on and evaluate own practice;

B2 critically evaluate pedagogical research and a variety of types of information and evidence;

B3 analyse, evaluate and interpret the theoretical constructs underpinning practice and initiate change, as appropriate;

B4 research information from a number of sources in order to gain a coherent understanding of theory and practice.

C) Subject and other skills:

C1 act autonomously in planning and implementing tasks at a professional level;

- C2 identify and review own learning needs in Youth and Community Work
- C3 design and apply theoretical learning in Youth and Community work to practice in the workplace;
- C4 take responsibility for time management and work to deadlines.

D) Professional Skills and abilities and Employability Skills and abilities:

- D1 enhance own professional practice in education demonstrating a commitment to on-going learning;
- D2 support the work of other professionals and colleagues by disseminating information and contributing to the organisation's learning development;
- D3 evaluate impact of own learning on individual and, where relevant, organisational performance;
- D4 contribute to professional debate in the field of education;
- D5 develop new or higher level skills, for example in IT, argument construction, writing for publication, etc;
- D6 utilise problem-solving skills in a variety of theoretical and practical contexts.

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Level 7 Modules		Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills																			
Module Title	Core Option	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	
Identifying and Enabling Dyslexic Learners in FE/HE	O	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	
Overview of behaviour management	O	✓	✓	✓	✓			✓		✓	✓	✓		✓	✓	✓	✓			✓	
Special Educational Needs / Additional Learning Needs and Inclusion.	O	✓		✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Specific Learning Difficulties and the Impact on Learning Mathematics	O	✓						✓		✓	✓	✓		✓	✓		✓				
Supporting Mathematical Learning: Pupils with Specific Learning Difficulties	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
Supporting Pupils with Literacy Difficulties and Dyslexia	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
Understanding Maths Difficulties and Learning Differences	O	✓		✓		✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓		✓	
Insights into Dyslexia: Research-based Practice (SEN)	O	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		
Teaching and Supporting Learners with Dyslexia	O	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
Dyslexia: Advanced Professional Practice for Specialist Teachers (SEN)	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	
		A1	A2	A3	A4	A5	B1	B21	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	
Cultural and Linguistic Diversity	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
HE in FE	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	
Inclusion	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
Poverty, Attainment and Education	O	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	
Learning from Teaching	O	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
Promoting Positive Behaviour	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
Recognising, Respecting and Developing Individuality	O	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
Learning and Assessment	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	
Language and Literacy in Learning and Teaching	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	

Effective Professional Learning Communities	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teaching Critical Thinking, Reasoning and Argument Skills	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Teaching and Learning with Technology	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Mentoring to Develop and Improve Professional Practice	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Negotiated Learning	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Mastering Professional Learning	C	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Research Methods and Enquiry in Education	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Dissertation	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		A1	A2	A3	A4	A5	B1	B21	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
Curriculum Design and Development	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Accountability, Evaluation and School Improvement	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Leading and Managing Professionals	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Leadership and Management in Education	O	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Strategic and Developmental Planning for School Improvement	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Academic Practice in HE (PGCPD)	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Learning & Teaching in HE - Reflection and Development (PGCPD)	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
Assessment and Evaluation in HE – Reflection and Development (PGCPD)	O	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
Professional Practice and Theory	C	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Critical Social Theory	C	x	x	x		x	x	x	x	x	x		x	x	x		x	x		x
International Social Education	O	x	x	x		x	x	x	x	x	x		x	x	x		x	x	x	x

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

Support and guidance for students on the programme will be provided within the framework of the Department's overall strategy and will be underpinned by the University's Learning, Teaching and Assessment Strategy in this respect. The first module for the majority of students not entering with a Level 7 or Level 8 qualification and not following the BDA endorsed ALN modules, will be the 'Mastering Professional Learning' that will prepare them for the demands of Level 7 work and encourage them to reflect upon their learning and developmental needs. Throughout, the programme will draw upon a range of learning and teaching approaches. Whilst we will make use of lectures, tutorials, workshops and seminars, a number of modules will use electronic (blended) delivery as a support to the overall experience but not normally as a replacement for sessions of face-to-face delivery. Other opportunities include individualised directed learning, which will include work-related practice where appropriate. For overseas or full-time students outside of the locale, arrangements will be made via the Partnership Office for them to visit appropriate educational organisations and they will be encouraged to compare and contrast with their home systems and processes in their assignments. Irrespective of the mode of delivery, the emphasis will be on active learning and this will include peer tutoring, as and when appropriate. The learning and teaching strategy for the programme and for each module will be constructively aligned to the respective assessment strategy and agreed outcomes.

Teaching about research ethics takes place in the Research Methodology and Enquiry in Education module. Issues explored include the following: (1) the nature of research ethics; (2) ethical issues in educational research; (3) discussing ethical issues in assignments and the dissertation; (4) completing the Glyndŵr University research ethics documentation. Both in the Research Methodology and Enquiry in Education module and the dissertation, students are expected to: (i) discuss ethical issues pertaining to their research in some detail; (ii) critically discuss aspects of the literature in this area. Ethical issues are also discussed in other MA modules as appropriate.

Modules in the course will make use of the VLE (Moodle) to support learning and the medium will be used extensively to facilitate collaboration between course participants. Members of staff within the Department have extensive experience of using the VLE and other forms of electronic communication and this is seen as strength of the provision.

Course participants are expected to be mature, professional people and, as such, emphasis will be placed on independent learning. However, whilst we recognise that self-structured, self-determined learning is valuable, we will seek to support this through seminars, workshops, 'face-to-face' tutorials, lead-in lectures and group work / discussion including e-based opportunities. Delivery methods will emphasise the core principles of a Master's degree, requiring the students to demonstrate independence and ownership of their learning. Key attributes associated with

analysis, criticality, evaluation and reflection will dominate the module requirements for both in-session engagement and directed and independent learning. Students will be expected to demonstrate their ability to make informed contributions to individual sessions, drawing upon their independent and directed learning: evidencing their engagement with the subject and pedagogic content outside of sessions and contributing to and supplementing the reading materials identified by the tutors.

The majority of modules will promote the use of a variety of delivery styles to encourage individual engagement. Much of the work of this type of Master's degree will reflect a tutorial or seminar style. Tutors will determine the extent to which they deliver the content but will always do so in a way that enables student engagement and participation, encouraging questioning and debate. Directed study tasks will be set for the students to prepare for future lectures and the content will be subjected to rigorous interrogation in the sessions, with a view to demonstrating ways in which information may be scrutinised and critically analysed. Additionally, every effort will be made to examine the ways in which theoretical studies may be applied to existing practice within each student's context.

For full-time overseas students or those not attending from the locale, their experiences will provide an additional benefit to the sessions through their delivery and identification of comparative systems and methodologies. They will be expected to make a full contribution along these lines.

Welsh Medium

Although the programme is mainly delivered through the medium of English, Welsh speakers may request to submit assignments through the medium of Welsh (please see Assessment strategies below).

Assessment strategy used to enable outcomes to be achieved and demonstrated

The assessment strategies for the programme have been informed by the QAA Code of Practice for the assurance of academic quality and standards in higher education, Section 6: Assessment of students (September 2006); the Credit and Qualification Framework for Wales; Glyndŵr University's document Assessment for Learning: Guiding principles for good practice and Glyndŵr University's Academic Regulations.

The programme has been designed to encourage students to use their research and critical analysis of theoretical study to improve their practice. The assignments will be structured to support this overarching requirement. All modules will encourage the student to reflect upon either their existing practice or to examine the potential benefits of introducing new pedagogic strategies, subject developments and the requirements (often government-driven for the public service professions) of current

initiatives into their day-to-day work. Emphasis will be placed on the student being a 'leader' of learning/policy development, as they will be engaged with up-to-date information which has been subjected to a critical exploration of underpinning knowledge, enabling them to present evidence-informed recommendations for implementation. Additionally, they will be well-versed in monitoring and research design to assess the impact of their systems against the aims of implementation. Moreover, they will have gained benefit from exploring the range and scope of decisions within the sessions with their colleagues, appreciating the value of being within a community of learning and recognising the importance of learning networks and 'professional learning communities'.

The programme will employ a broad range of assessment strategies to ensure that all students have the opportunity to succeed and to experience a variety of methods. For the majority of students attending this programme, their presentation requirements will vary when delivering within their organisation or to external bodies. To develop their confidence with a diverse range of methods, the programme will ensure that they have encountered a variety of assessment procedures. However, as there are two compulsory modules (Part 1), for the majority of students (one core for those following the BDA or PGCPD modules), it is not possible to 'plot' a pathway of assessment variety for all students when they are free to select the modules they wish to engage with. For the modules prescribed to the attainment of a named specialism, a more structured approach is more appropriate and every effort has been made to achieve this aim.

Each module specification outlines the type of assignment assigned to the module and provides an indicative assignment outline. For those students who are not in full-time employment, predominantly those undertaking the full-time programme, adjustments to the assignment may be necessary if they do not have the opportunity to undertake their assignment in their normal work-based context. For these students, the assignment will allow them to draw upon their previous experience and relate to this or it may be allied to a specific case study situation provided by the tutor.

Verbal and/or written feedback and feed forward will be timely, appropriate and constructive, to enable students to develop personally, professionally and academically. Areas of strength and those for development will be identified against the intended module learning outcomes and 'closing the gap' comments offered to guide students in their learning and progress. To follow up and follow through further, individual students may request tutorials from module tutors.

Second marking offers tutors the opportunity to confirm their interpretation of the outcomes. Moderation procedures will ensure that there is comparability of assessment across the modules within the programme. External Examiners will sample work from all modules, enabling them to scrutinise the fairness of the marking and to make appropriate recommendations where necessary.

Assignment submission dates will be set at the commencement of each year and

published on the programme folder of the VLE. The dates will be common for all modules, unless a case is made to the Programme Leader for a deviation from the set dates; however, these must be agreed before the commencement of the academic year to ensure that all students are aware of the submission dates well in advance: these will be published in the same folder. Generally, all final submissions will be due within three weeks of the final session for the module, i.e. mid to end February and mid-June for semesters 1 and 2 respectively. Similarly, dates for the submission of dissertation proposals (normally the beginning of September for part-time students and by the end of May for full-time students) and the submission of the dissertation (normally early to mid- July for part-time students and the end of August for full-time students) will be set and published in the same way.

Assessment regulations that apply to the programme

Master's degree regulations for taught programmes.

Derogation: 30 credit modules with the exception of those comprising the PGCPD which are validated and endorsed by the HEA as 20 credit modules.

Programme Management

Programme Leader: Dr. Phil Bassett

Programme Team:

Jane Bulkeley – Dissertation tutor

Professor Patrick Costello – Module Leader/ Dissertation tutor

Emma Constantine – Module tutor

Judith Dalton Morris – Module Leader

Jayne Evans – Module Leader/ BDA Leader

Dr Peter Gossman –Programme Leader PGCPD/Module Leader/ Dissertation tutor

Dr Paula Hamilton – Module Leader/ Dissertation tutor

Dr David Harrison – Module Leader/ Dissertation tutor

Sue Horder – Module Leader/ Dissertation tutor

John Luker – Module Leader/ Dissertation tutor

Jayne Osborne – Module Leader

Allison O'Sullivan – Module Leader/ Dissertation tutor

Sylvia Phillips – Module tutor

Karen Rhys Jones – Module Leader/Dissertation tutor

Jacqueline Venencia – Module Leader

Kate Wagner – Module Leader

[Simon Stewart – Programme leader Youth & Community Work JNC route/module leader/ Dissertation tutor](#)

[Ged Turner – Module leader/Dissertation tutor](#)

[Helen Miller – Module leader/Dissertation tutor](#)

[Kathy Edmonds - Dissertation tutor](#)

N.B.

See **Quality Management Arrangements** above for details of the responsibilities of the programme team.

Particular support for learning

Academic and personal support, whether delivered in person or through the 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. Although full-time students will be allocated an academic tutor, who will act as the main source of guidance and support, this will not affect their ability to 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.

In those instances when there is a requirement for students to have a degree of computing proficiency and access to computing facilities, for example the module 'Teaching and Learning with Technology', students will be advised of this requirement in advance. Students are 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.

Full-time students will be assigned an academic tutor, who will act as the main source of guidance and support for them. We also maintain an 'open-door' policy that allows students to meet with their tutor without appointment, if mutually convenient. In instances where the academic tutor is unavailable or where circumstances demand, the Programme Leader will provide advice and guidance as required.

Part-time 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. Again, if appropriate, the Programme Leader will also be available. Our experience is that 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, we provide support as appropriate whilst recognizing that we are not trained counselors. Where the difficulty is not academically related and the nature of the issue lies outside the remit of the tutor or Programme Leader, we refer the individual to appropriate support groups, either inside or outside the University.

Part-time 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 tutor for the remainder of the programme. Of course, the student may, at any time, approach the University's student support groups or the Programme Leader as and when appropriate.

For both full-time and part-time students, there will be clearly defined paths of access to module tutors, Programme Leader, Academic Leader and staff within the Graduate School Office. 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 Department 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 email, telephone 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 also receive detailed feedback from their supervisor at various stages of their work on the dissertation. This support will take place, for example, when the students present their dissertation outline at the time of registration, when draft dissertation chapters are submitted, and also when the final draft dissertation is presented to the supervisor.

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

Equality and Diversity

Additional support will be offered to participants with additional learning needs arising from a disability and/or special learning differences. Where appropriate, specialist support is made available by staff within the Learning Support Suite. Study skills support will be provided by the programme team, together with specialists from the library and information centres when required. It will be the responsibility of the student to access these or other appropriate resources when advised to do so.